



# THE COTTAGE OSHC INC.

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## POLICY DOCUMENT

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**The Cottage OSHC Inc.**

20 Cambridge Street, Paddington 2021

P: (02) 9361 3362

E: [admin@thecottageoshc.org](mailto:admin@thecottageoshc.org)



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- 2) Authorisations required for an enrolment's acceptance
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- 2) Role modelling by staff

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- 2) Food safety

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- 5) Recruitment of appropriate staff
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- 2) Child supervision and monitoring of service premises in relation to zones and borders
- 3) Zones and borders and visitors to the service
- 4) Definition of active supervision
- 5) Operations supervisor / rovers and oversight and guidance for active supervision
- 6) Pre-shift briefings and development of staff knowledge of all children
- 7) Roll marking
- 8) Supervision during handovers between staff and to extra-curricular activity providers

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Sub-policies:

- 1) Guidelines for keeping animals

### **[QA2 POLICY 8 OF 14] WATER SAFETY**

Sub-policies:

- 1) Safe water activities outside the service
- 2) Safe water activities within the service

### **[QA2 POLICY 9 OF 14] EXCURSIONS**

Sub-policies:

- 1) Excursion planning
- 2) Excursion risk management
- 3) Risk assessments
- 4) Pre-excursion safety briefing and 'departure checklist'
- 5) Excursion supervision
- 6) Contact with members of the public and public transport
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- 3) Accidents which result in serious injury (including death) reporting requirements
- 4) Serious incident definition

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- 2) Exclusion of children or staff
- 3) Notifications to family and authorities
- 4) HIV/AIDS, HBV & HCV
- 5) Infestations

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- 1) Approved Provider and Management Medical Condition Responsibilities Upon Enrolment
- 2) Approved Provider and Management Medical Condition Responsibilities On-going
- 3) Parent / Carer Responsibilities
- 4) Medical Management Plans for Specific Medical Conditions
- 5) Actions to be taken when the Accuracy of a Medical Management Plan is called into Question
- 6) Child / Self-administration of Medication
- 7) Administration of a Medication that is Not Prescribed by a Medical Management Plan

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- 2) Covid-19
- 3) Harassment and Threats of Violence

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## [QA1 POLICY AREA] EDUCATIONAL PROGRAM & PRACTICE

### QA1 POLICIES

#### [QA1 POLICY 1 of 1] OPERATIONS, PROGRAM & PRACTICE

- 1) Learning framework, learning outcomes, cycle of programming and educational leadership
- 2) Operational zoning arrangements and staff positioning
- 3) Physical activity, rest and relaxation
- 4) Inclusion, cultural practices & visitors



## [QA1 POLICY 1 of 1] OPERATIONS, PROGRAM & PRACTICE

### Policy Statement

The Cottage OSHC Inc. will, through the pedagogical practices of its educators as guided by this policy and the learning outcomes from *My Time Our Place (MTOPI)* learning framework for school age care; ensure delivery of a quality educational program that will enhance the learning and development of children of all ages, backgrounds and abilities.

This educational program will give primacy to respecting the intrinsic worth of each individual and harness feedback and inspiration from the children and their families to provide a setting that will maximise opportunities for children to spontaneously direct their own learning through play. This will be augmented with thoughtfully planned experiences and environments which encourage joy, agency, curiosity, relationships, and problem solving for children as they explore their 'belonging, being and becoming'.

To achieve this, the service's educators will, continuously gather and interpret information about the children using reflective practices that examines all aspects of events and experiences from different perspectives. They will then use this information and that gathered from the children's guardians to inform the preparation of the environment, and to design engaging, meaningful opportunities and experiences. Thus, planning and taking reflective approach to assessment, evaluation and planning for each child. As educators consider their understanding and application of culturally responsive practices, especially embedding of Aboriginal and Torres Strait Islanders perspectives in all educators' philosophy and practice.

This policy and its implementation will be the direct responsibility of The Approved Provider, The Nominated Supervisor and the Educational Leader and be regularly reviewed with the Approved Provider in conjunction with children and families.

This policy includes the following sub-policies:

- 1) **Learning framework, learning outcomes, cycle of programming and educational leadership**  
see also [QA7 POLICY 1 of 4] GOVERNANCE
- 2) **Operational zoning arrangements and staff positioning**  
see also [QA2 POLICY 6 / 14] CHILD SUPERVISION
- 3) **Physical activity, rest and relaxation**
- 4) **Inclusion, cultural practices & visitors**  
see also [QA3 POLICY 1 of 1] PROVIDING A CHILD SAFE ENVIRONMENT

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations	
51	(1)(b) Conditions on service approval (educational and developmental needs of children)
73	Educational programs
74	Documenting of child assessments or evaluations for delivery of educational program
75	Information about educational program to be kept available
76	Information about educational program to be given to parents
118	Educational leader
148	Educational leader
168	Education and care service must have policies and procedures

254	Declared approved learning frameworks	
274A	Programs for children over preschool age	
<b>National Quality Standards</b>		
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and coordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
<b>Other Legislation / Guidelines</b>		
R.155-156	Policy on educators' interactions with children, including procedures for positive behaviour guidance	

## Learning framework, learning outcomes, cycle of programming and educational leadership

The service is required under the National Quality Framework to use the approved learning framework "My Time Our Place" (Framework for School Age Care) to guide programming that will support the physical, social, emotional and cognitive development of the children in its care and maintain close attention to continuous improvement of effective systems, programming procedures, practices and conventions that meet all requirements of the National Quality Standard and National Law and Regulations.

By prioritizing the programming policy as guided by MTOP, the service will aim to provide a secure foundation for quality care that will:

- Consistently deliver the 5 outcomes of *My Time Our Place*.
  1. Children and young people have a strong sense of identity.
  2. Children and young people are connected with and contribute to their world.
  3. Children and young people have a strong sense of wellbeing.
  4. Children and young people are confident and involved learners.
  5. Children and young people are effective communicators.
- Maintain a safe and healthy, cross-age, leisure, and social learning environment for children.
- Establish and maintain effective partnerships with families and children which respects their interests, abilities, strengths, cultures, and micro-cultures.
  - see also [QA6 POLICY AREA] COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES
- Practice cultural responsiveness.
- Emphasize the importance of individualised learning experiences.
- Establish and maintain practices of governance which fully support the aims of the program.
- Attract and retain quality educators' interest in engaging with and implementing the program.

Under the direction of the Educational Leader and service Director, the overall learning goal will be to facilitate the children's self-directed, *belonging, being and becoming*. Educators will be supported to pay attention to the naturally

occurring micro and macro cycles of child-led programming and then to direct and supplement these programs in such a way that they will maximise individualised learning experiences rather than mandatory, one-size-fits-all experiences. To assist this, Educators' programming decisions will embrace diversity and equity as they respond to the complexity of children's lives by:

- Respecting and recognising the worth of the cultural, linguistic and neuro diversities of children, their families, and communities.
- Upholding the rights of children and families to have their cultures, identities, abilities, and strengths acknowledged and valued.

It is toward the aforementioned ends, that the service's educational leadership will guide educators to give priority to the 'opportunistic' style of programming which creates and exploits opportunities for children to choose their own learning experiences and solve their own problems with minimal interference from educators who will be observing, critically reflecting, anticipating, adjusting and correcting as may be required. The service will therefore consider many of its 'educator led' pre-planned activities as backup plans for when children need educator support to engage.

The educational leadership will regularly meet, amongst themselves, and with all staff, to discuss programming opportunities and children's interests. In order to keep the processes informed by critical reflection and past incidents, any changes to the program will be to enhance children's learning, development, and wellbeing outcomes. The changes to the program will also be based on the information collected about each child, which will be regularly reviewed to develop educational programs, using 'the assessment and planning cycle'. Documentation will happen at every stage of the planning cycle.

Intrinsic to the opportunistic style of programming will be its 'process-oriented' approach which focusses on encouraging risk, experimentation, growth, self-awareness, then more discovery. This 'process over product' preference will be a catalyst towards a learning journey of exploration, discovery and experimentation that values children's efforts, progress and development as much as any final product. Notwithstanding this emphasis, educators will model and endeavour to foster a deep appreciation of striving for excellence and for celebrating the special achievements of others.

The service's Educational Leader as per [QA 7 POLICY 1 of 1] GOVERNANCE POLICY will develop routines and systems to support and continuously develop the pedagogical practices of all educators with a primary focus on continuous reflective practice and intentionality to create the development of curriculum plans that are ready to be implemented whenever the required conditions (a.k.a. teachable / learning moments) arise.

The Cottage will value continuation of staff in order to build and nurture relationships with the children and families. Staff members will be deliberate, purposeful, and thoughtful in their decisions and actions. Staff members will use their professional training to take an active role in facilitating children's learning, development and wellbeing. They will do so by using intentionality in all interactions, programming, and meeting with or about the children. By using open ended questions, staff members will take the time to investigate children's ideas and interests – creating opportunities for scaffolding, and 'teachable moments'.

### **Operational zoning arrangements and staff positioning**

- see also [QA2 POLICY 2 / 6] CHILD-SUPERVISION POLICY)

The service's programming decisions for the children will be secured to a foundation of established conventions which divide the service's setting / environment into defined areas which will be called zones. The service will ensure that zones are carefully assessed and designed to match those activities (either Educator led, or child led) that will take place within them and therefore supporting children's and educators' choices. The service will ensure that all educators are fully trained in those conventions and associated operational procedures.

An operational 'zone' will describe a defined setting's:

- Physical aspects
- Suitability for activities expected and unexpected

- Boundaries
- Educator supervision conventions regarding:
  - i. *positioning / range of movement of the staff member*
  - ii. *experience required by the educator to manage the zone*
  - iii. *support and monitoring requirements (i.e. from the operations supervisor)*

### Physical activity, rest and relaxation

The service will ensure that emphasis is placed upon upholding children's rights to choose how they spend their leisure time. In the context of out of school hours care, this will mean that, within the constraints of weather conditions and bespoke child programming plans, a variety of physical, social, creative and restful activities will be offered to the children at each session. Areas of quiet, less vigorous play and noise will be available for the children to choose from as much as possible, and the physical environment will be arranged to suit individual children's needs in this regard as required.

The Cottage will provide a clear routine with mealtimes to provide predictability for the children. The children will always have ability to access to toilets while onsite. Thus, assisting children to feel safe, secure, and confident to explore and learn.

### Inclusion, cultural practices and visitors

- see also [QA3 POLICY 1 of 1 ] PROVIDING A CHILD SAFE ENVIRONMENT POLICY

In keeping with The Cottage's focus and overall planning goal, which is to facilitate and support children's self-directed belonging, being and becoming; educators will always aim to cater for and show respect to children and families of all cultures and micro-cultures, and all abilities and all socio-economic backgrounds. The service will view cultural programming within the general context of on-going, organic cultural fusion processes such as conversations, games, debates and relationships and spontaneous, child led celebrations and which will with the guidance and support of educators, produce hybrid micro-cultures leading to tolerance, respect and friendship. Special cultural celebrations and rituals will be held at the request of and with the guidance of children and families and families will be invited for their input to this process as part of their induction. Educators will be vigilant to ensure that all programming routines and systems foster equal opportunity to all children and families. This will be supported through on-going formal and informal communications between educators, children and families that strive to always recognise and respect all voices and perspectives.

Educators will be culturally responsive, by fostering a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families. The approved learning frameworks ask educators to move beyond cultural competence to cultural responsiveness. Cultural responsiveness is characterised by respect for cultures that are not your own, ongoing self-reflection, continued learning and a commitment to improving professional practice in this area.

Visitors may be invited to the service to stimulate the children's program and may include local people or family members with a skill or ability to share with the children and staff or local community resources such as the police or fire brigade.

No visitors of any age will be left alone or in charge of any children.

Professional access to the service will be at the discretion of the Director or Responsible Person or when required by law. Professionals include union representatives, government departmental officers, WHS inspectors, building inspectors and police officers.

**[QA1 POLICY 1 of 1] OPERATIONS, PROGRAM & PRACTICE Review**

MOST RECENT REVIEW	
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jaleksi February 24
MODIFICATIONS (or 'N/A')	Culturally responsive update
NEXT REVIEW	February 2025
POLICY REVIEW ARCHIVE	
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES
Oct 2023	NA



## **[QA2 POLICY AREA] CHILDREN'S HEALTH & SAFETY**

### QA2 OPERATIONS POLICIES

#### **[QA2 POLICY 1 OF 14] DELIVERY & COLLECTION OF CHILDREN**

- 1) Delivery and collection definitions
- 2) Delivery and collection rules summary
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- 9) Collection of children
- 10) Collection of children when guardians cannot be contacted
- 11) Collection of children by lawful guardians who have not been authorised on the enrolment
- 12) When children are not collected by the service before closure time
- 13) Absent and missing children and finders fees
- 14) Transitions and handovers relating to extracurricular activities and handovers to teachers from the school
- 15) Handover of children between Cottage educators when transitioning to different areas within the school campus
- 16) Training of children in consistent handover and transition routines and behaviours

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- 6) Emergency authorisations, transport, delivery, collection, delegation of proxies and irregular deliveries and collections
- 7) Age requirements for authorisations
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- 9) Excursion authorisation requirements
- 10) Extra-curricular activity authorisations
- 11) Enrolment authorisation for medication administration

#### **[QA2 POLICY 3 OF 14] SUN PROTECTION**

- 1) Sun safety: shade, sunscreen & clothing
- 2) Role modelling by staff

#### **[QA2 POLICY 4 OF 14] NUTRITION & FOOD SAFETY**

- 1) Nutrition and service of food and beverages
- 2) Food safety

#### **[QA2 POLICY 5 OF 14] CHILD-PROTECTIVE PRACTICES**

- 1) Mandatory reporting

- 2) Information exchange
- 3) Photographs
- 4) Complaint about service staff
- 5) Recruitment of appropriate staff
- 6) Visitors to the service

### **[QA2 POLICY 6 OF 14] CHILD-SUPERVISION**

- 1) Staff-child ratios, age requirements and volunteers
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- 3) Zones and borders and visitors to the service
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- 6) Pre-shift briefings and development of staff knowledge of all children
- 7) Roll marking
- 8) Supervision during handovers between staff and to extra-curricular activity providers

### **[QA2 POLICY 7 OF 14] KEEPING OF ANIMALS**

- 1) Guidelines for keeping animals

### **[QA2 POLICY 8 OF 14] WATER SAFETY**

- 1) Safe water activities outside the service
- 2) Safe water activities within the service

### **[QA2 POLICY 9 OF 14] EXCURSIONS**

- 1) Excursion planning
- 2) Excursion risk management
- 3) Risk assessments
- 4) Pre-excursion safety briefing and 'departure checklist'
- 5) Excursion supervision
- 6) Contact with members of the public and public transport
- 7) Requirements for contents of excursion authorisations
- 8) Transportation
- 9) Water, wheels & heights on excursions

## **QA2 MEDICAL & EMERGENCY POLICIES**

### **[QA2 POLICY 10 OF 14] ADMINISTRATION OF FIRST AID**

- 1) First aid trained staffing requirements
- 2) First aid equipment
- 3) First aid documentation

### **[QA2 POLICY 11 OF 14] MANAGEMENT OF INCIDENT, INJURY, TRAUMA & ILLNESS**

- 1) Serious injury, illness or trauma
- 2) Transport by ambulance
- 3) Accidents which result in serious injury (including death) reporting requirements
- 4) Serious incident definition

## **[QA2 POLICY 12 OF 14] DEALING WITH INFECTIOUS DISEASES**

- 1) Managing the spread of infection
- 2) Exclusion of children or staff
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- 4) HIV/AIDS, HBV & HCV
- 5) Infestations

## **[QA2 POLICY 13 OF 14] MEDICAL CONDITIONS**

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- 5) Actions to be taken when the accuracy of a Medical Management Plan is called into question
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- 7) Administration of a Medication that is Not Prescribed by a Medical Management Plan

## **[QA2 POLICY 14 OF 14] EMERGENCY & EVACUATION**

- 1) Emergency and Evacuation Management
- 2) Covid-19
- 3) Harassment and threats of violence

## [QA2 POLICY 1 of 14] DELIVERY & COLLECTION OF CHILDREN

### Policy Statement

The Cottage OSHC Inc. will, at all times, ensure the safe delivery and collection of children to and from the service using rigorous application of this policy's guidelines for the service's procedures and as guided by the service's QA 2.2 ACCEPTANCE & REFUSAL OF AUTHORISATIONS POLICY. The service will ensure that all sign-ins, collections, handovers, excursions and transportations are fully authorised and documented as per the Education and Care Services National Law and National Regulations.

To achieve this the service will:

- Develop, maintain, and consistently adhere to strict delivery and collection protocols which provide smooth transitions to and from the service. These transitions will be supported by routines and systems for clear handovers, whether between service personnel or between the service and any other fully authorised persons
- Prioritize familiarizing all the service's and the school's community members - including extracurricular providers, the children, their families and all authorised collectors - with these conventions. As appropriate, educators engaging with the community at any stage of the delivery and collection process, will explain the protocols and the reasons for them, so as to ensure their consistent application. By doing so, the practices will be embedded within the entire community, supporting these foundations for keeping the children safe and for helping them feel secure and happy within these practices.

This policy and its implementation will be the direct responsibility of The Nominated Supervisor and the Educational Leader and be regularly reviewed with the Approved Provider / Management Committee.

This policy includes the following sub-policies:

- 1) Delivery and collection definitions
- 2) Delivery and collection rules summary
- 3) Service vigilance for the efficacy of its delivery and collection systems
- 4) Use of explicit communications for handovers
- 5) Educator responsibilities relating to delivery and collection, in particular to sign-in and sign-out
- 6) Guardian responsibilities and communications between the service and guardians relating to delivery and collection
- 7) Delivery of children
- 8) Emergency care
- 9) Collection of children
- 10) Collection of children when guardians cannot be contacted
- 11) Collection of children by lawful guardians who have not been authorised on the enrolment
- 12) When children are not collected by the service before closure time
- 13) Absent and missing children and finders fees
- 14) Transitions and handovers relating to extracurricular activities and handovers to teachers from the school

**15) Handover of children between Cottage educators when transitioning to different areas within the school campus**

**16) Training of children in consistent handover and transition routines and behaviours**

Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
84	Awareness of child protection law	
86	Notification to parents of incidents, injury, trauma and illness	
87	Incident, injury, trauma and illness record	
99	Children leaving the education and care service premises	
100	Risk assessment must be conducted before excursion	
102	Authorisations for excursions	
102C	Conduct of risk assessment for transporting children by education and care service	
102D	Authorisation for service to transport children	
122	Educators must be working directly with children to be included in ratios	
123	Educator to child ratios- centre-based services	
157	Access for parents	
158	Children's attendance record to be kept by approved provider	
160	Child enrolment records to be kept by approved provider and family day care educator	
161	Authorisations to be kept in enrolment record	
168	Education and care services must have policies and procedures	
170	Policies and procedures to be followed	
171	Policies and procedures to be kept available	
173	Prescribed information to be displayed	
176	Time to notify certain information to Regulatory Authority	
177	Prescribed enrolment and other documents to be kept by approved provider	
\$162 (A)	Persons in day-to-day charge and nominated supervisors to have child protection training	
\$165	Offence to inadequately supervise children	
\$167	Offence relating to protection of children from harm or hazard	
\$170	Offence relating to unauthorised persons on education and care service premises	
National Quality Standards		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
Other Legislation / Guidelines		
Acceptance and refusal of authorisations policy and procedure guidelines <a href="https://www.acecqa.gov.au/media/32226">https://www.acecqa.gov.au/media/32226</a>		

**Delivery & collection definitions**

Delivery and collection of children is the term used herein to describe the service's handing over (*i.e. of children in its care*) to and from authorised, appropriate persons. The term also describes the:

- Service prescribed operational processes and protocols required to be enacted by educators, teachers, families and children for safe handover / transfer of responsibility both before and after the formal sign-in / sign-out
- Formal documentation of both the regulatory and the child safety compliant sign-in / sign-out of children to and from the service
- Manner and smooth (or otherwise) enactment of the delivery and collection both before, during and after the formal sign-in / sign-out and refers to the conduct and state of well-being of all involved parties including that of the child and their deliverers and collectors and other accompanying persons
- Enactment of the service Educators' duty of care, oversight and participation with the prescribed processes for this delivery and collection of children such as their assessment of 'would be' collectors (*or their accompaniments*) is that they are *not* an 'inappropriate persons' *i.e* persons:
  - i. *who may pose a risk to the safety, health or wellbeing of any child or children being educated and cared for by the education and care service.*

- ii. *whose behaviour or state of mind or whose pattern of behaviour or common state of mind is such that it would be inappropriate for them (or him or her) to be on the education and care service premises while children are being educated and cared for by the education and care service.*

## Delivery & collection rules summary guided by [QA2 POLICY 2 of

### 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS

- The Cottage OSHC Inc. will be considered to be responsible for a child from the time they have been signed in by an authorised person as per the service prescribed protocol, until they have been signed out by an authorised person as per the service prescribed protocol.
- A child will never be permitted to sign themselves or another child, in or out of the service.
- Only authorised persons over the age of 18 (including educators) are allowed to sign a child in or out of the service.
- Where a high-school age minor has been authorised as nominee to collect a child, the sign-out procedure must be enacted by a service educator over the age of 18.
- The service will follow at all times, the policies and procedures for guardians to properly authorise their children for collection and for delivery / handover to their teachers or to extra-curricular activities.
- Educators charged with delivery / 'signing out' of children to guardians, nominees, extra-curricular providers or teachers from the school will ensure that such collections and handovers are fully authorised. When an educator is in doubt, they will immediately call the matter to the attention of the Responsible Person.
- All service personnel will maintain vigilance of service conventions which promote the smooth manner for children's delivery and collection to and from educators, teachers and families.
- Front gate of main service entrance is closed and its key code is provided to all guardians and nominees to ensure only authorised personnel are able to access the service freely.
- All communications about the children from deliverers should be immediately directed to the session's Responsible Person
- Late notice collections or handover authorisations must, in advance, be put in writing by the guardian except where the conditions for exception as described in [QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS have been satisfied.
- Only with prior arrangement with The Nominated Supervisor, and applying the criteria as per [QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS can children to be signed out by the Responsible Person to walk home unaccompanied.
- If ever a child is not familiar with their collector, proof of identity will be required.
- If an educator is not familiar with a teacher from the school and the teacher is not known to the child, then proof of identity for that teacher will be required.
- Children will not be permitted to present themselves for 'sign-in' unaccompanied for the before school care or vacation care sessions, unless Unsupervised Sign Out Agreement is completed by all parties.
- Children will not be permitted to present themselves for 'sign-out' unaccompanied for the after school care or vacation care sessions, unless Unsupervised Sign Out Agreement is completed by all parties.
- Delivery of a child for all before school care and vacation care attendees should be only by an authorised adult or adolescent of at least high school age.
- Collection of a children should be only by an authorised adult or adolescent of at least high school age
  - i. The service's before school care delivery of children to the school systems require that:
  - ii. *A teacher representative from the school will formally sign and date / time stamp the school's acceptance of responsibility for the children (i.e. from the service to the school).*
  - iii. *There is a teacher 'on-duty' in the playground at the time of handover (or for wet weather – in the classrooms).*
- The service's after school care sign-in systems require that:
  - i. *All children who are on the service's roll and due to be collected from the school have been accounted for (see also 'Absent and missing children')*
  - ii. *Children from year 1 to year 6 make their own way down to The Cottage independently at bell time for immediate 'sign-in' by the service.*
  - iii. *The kindergarten children be supervised by the school's teachers until the service's designated educator arrives to collect them from their teacher at a pre-arranged venue and then accompany them to the sign-in at The Cottage.*

## Service vigilance for the efficacy of its delivery and collection of children systems

Having established and embedded the systems and conventions for the delivery and collection of children, the service will view as paramount, the strict daily execution of these systems. It will be impressed upon all educators, children and families that compliance with these systems and conventions are to be held in high esteem for their role in ensuring that all children arrive and leave the service in a manner that safeguards their health, safety and well-being.

The service will also establish and maintain strategies and conventions for establishing the children's safe patterns of behaviour during all handovers and transitions as well as for the consistent, educator supervised, safe transition of children throughout the school campus.

The service will ensure that strictly followed procedures are embedded in daily practice which establish swift follow-up to ascertain the whereabouts of any non-arrival of children that were expected to have presented after school; (see absent and missing children).

The service's educators, all made familiar or trained in these aforementioned procedures, will be alert for all any non-compliance or discordance that may arise during execution of the delivery and collections systems and will immediately ascend this information to that session's Responsible Person who will:

- As for as is possible, immediately take any actions that may be required to remedy or ameliorate the effects of such non-compliance or discordance.
- Thoroughly investigate the matter with a view to understanding the probable causes of the failure or discordance.
- Follow up with any required system / protocol adjustments with a view to preventing or minimising the potential for repetition of the failure or discordance.
- As soon as possible inform the Nominated Supervisor regarding all aspects of the non-compliance or discordance.

## Use of explicit communications for handovers

The service will view as mandatory, the practice of explicit verbal communications between parties involved in the handover of children for delivery and collection. Educators will be trained to use explicit language for their communications with deliverers, collectors and children, which comprehensively describes the transfer of responsibility enacted in all handovers as well as explicit reference to which child / children the handover pertains.

The Nominated Supervisor and the trained educators will employ formal and informal opportunities to communicate these explicit handover conventions to families, teachers from the school and extra-curricular providers.

## Educator responsibilities relating to 'delivery and collection'

The service's Nominated Supervisor will train all the Persons in Day-to-Day Control (*PIDTDCs*) of the service to support educators' understanding and implementation of the protocols for delivery and collection. At various times during each operational session the Responsible Person will allocate certain educators to the sign-in roll. All educators charged with that role during a session will be fully trained to properly execute and document and monitor all aspects of the delivery and collection procedures using:

- Protocols to ensure that accurate sign-in and sign out details are recorded which should include the child's name, the date and time they arrive or depart, the name of the deliverer or authorised collector.
- Protocols for assessment and identification of the authorisation status of collectors.

- Protocols for explicit, formal, verbal confirmation between the service and other parties which comprehensively describes the nature of any transfer of responsibility and to which child or children it pertains.
- Adherence to delivery and collection protocols ensuring that they always safeguard the health, safety and wellbeing of the children.
- Adherence of all parties involved in delivery and collection (i.e. educators, teachers, guardian, and children) to the service's behavioural expectations and conventions, including those which occur before or after sign-in / sign-out.
- Protocols of immediate ascension of responsibility to the Responsible Person whenever:
  - i. *The deliverer of the child has any information to give to the service about the child.*
  - ii. *There is uncertainty surrounding any collection arrangements.*
  - iii. *There is uncertainty about the authorisation status of a collector.*
  - iv. *Behavioural expectations of any parties involved in a handover are in any way less than satisfactory.*

## Guardian responsibilities and communications between the service and guardians relating to delivery and collection

The Nominated Supervisor will ensure that all families are informed upon enrolment of the seriousness of both their sign in/out and absences notifying responsibilities. This will be supported with all educators employing formal and informal opportunities to communicate these explicit handover conventions to families, teachers from the school and extra-curricular providers.

The Nominated Supervisor will ensure that all families are informed upon enrolment of the importance that they are at all times contactable on their phones when their children are being cared for by the service.

The Nominated Supervisor will ensure that all families are informed upon enrolment and annually, that:

- Any person who is collecting the child from the service must be listed as an authorised collector (*nominee*) on the child's enrolment form with contact details supplied for those nominees.
- It is the responsibility of the enrolment primary guardian to keep this information current in their child's enrolment.
- If a guardian cannot collect their child and someone who is not an enrolment-authorized nominee will be collecting the child, the guardian is responsible for provision of advance notice in writing.

Additionally:

- Guardians will be asked to notify the service in the case of any non-regular pick-up arrangements.
- Guardians should contact the Responsible Person if their child's authorised collector will be later than expected and the child will be informed to avoid unnecessary anxiety.
- Guardians will be advised that any collector who is not familiar to a child will be required to provide proof identity.

## Delivery of children

Children will not be permitted to present themselves unaccompanied for the before school care or vacation care sessions. Therefore, all before school care and vacation care attendees to be delivered only by an adult or adolescent of at least high school age.

All educators are to be vigilant in observation of the persons who are delivering and of the manner in which children are delivered to the service and ensure that an accurate record of the sign-in has been recorded which should include the child's name, the date and time they arrive, and the name of the person dropping off the child.

If a deliverer has any information to report to the service at sign-in time, they will be asked by the sign-in educator to communicate this information directly to the session's Responsible Person.

Notwithstanding that delivery and / or collection authorisation being allocated to an adolescent of high school age, a child or person under the age of 18 is never permitted to sign-in or sign-out of the service. This must always be done by an authorised person. See *rules summary* as per **[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS**

If ever an educator observes or suspects that a person who is delivering or the manner of delivery is not ensuring a child's safety, they will immediately notify the session's Responsible Person who may:

- Refuse to action an authorised handover to an authorised nominee.
- Call the police.
- Take mandatory reporting or other actions as guided by **[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS** and **[QA2 POLICY 5 of 14] CHILD-PROTECTIVE PRACTICES**

Children are not to be left at the service unattended at any time prior to opening hours.

If a child requires the administration of medication whilst at the Service, an enrolment authorised guardian must document this in writing as per **[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS** and **[QA2 POLICY 13 OF 14] MEDICAL CONDITIONS**.

If an educator is required to deliver to a teacher from the school or extra-curricular activity provider from the school and is not familiar with the teacher, and the teacher is not known to the child; then proof of identity for that teacher will be required.

### Emergency care

The Responsible Person may, in consultation with The Nominated Supervisor, sign-in a child for care on not more than 2 emergency care occasions for which the circumstances should be fully documented and should fit either of the following criteria:

- The child's enrolment has been deemed by the Nominated Supervisor to have rendered them ineligible for attendance (*e.g. Due to the guardian's not having supplied the regulations mandated information requested of them by the Nominated Supervisor*) as per **[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS**
- The child is not yet or not fully enrolled in the service.

For an emergency where the child is not yet or not fully enrolled; so long as the following conditions are satisfied, the Responsible Person and Nominated Supervisor may accept a child when:

- The child is fully enrolled at the school.
- The school and/or parents/guardians have approved and documented the nature of the extenuating circumstances of the emergency.
- Either the lawful guardian or the school authority has signed a proxy enrolment.
- The proxy enrolment contains the name and contact details of the child's lawful guardian and at least 1 other emergency contact.
- The proxy enrolment contains reliable health/disability/allergy information for the child which does not include a medical condition.
- The proxy enrolment supplies delivery and collection arrangements to the satisfaction of the responsible person and nominated supervisor.

### Collection of children



All educators are to be vigilant in observation of the persons who are collecting and the manner in which children are collected from the service. Except under the special circumstances described in **[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS - Age requirements for nominees and unaccompanied delivery and collection of children**; children will not be permitted to leave the service unless accompanied by an authorised collector of at least high school age.

All educators are to be vigilant in observation of the persons who are collecting and of the manner in which children are collected by such persons from the service; and ensure that an accurate record of the sign-in has been recorded which should include the child's name, the date and time they arrive, the name of the person dropping off the child.

Educators will immediately alert the Responsible Person if they are unsure of collection arrangements or are not acquainted with the collector.

If ever an educator observes or suspects that-

- An unauthorised person is trying to exit with a child,
- A person who is collecting is not able to ensure the child's safety,
- The manner of collection will not ensure a child's safety,

- They will immediately notify the session's Responsible Person who may:

- Refuse to action the handover whether authorised or otherwise.
- Call the police.
- Take mandatory reporting or other actions as guided by **[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS** and by **[QA2 POLICY 5 of 14] CHILD-PROTECTIVE PRACTICES**

As per **[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS** the service will exercise the right to refuse any written or verbal collections authorisations from the guardians of an enrolment where any circumstances at all indicate that it might not be in the child's best interests for the service to apply the authorisation.

In the circumstance where an educator has decided to actively discourage a collector, the educator will not be expected to physically prevent any person from leaving the service.

If a guardian cannot collect their child and someone who is not an enrolment-authorized nominee will be collecting the child, the service should be given advance notice in writing for this. If ever a child is not familiar with their collector, then proof of identity will be required.

Children must be collected by closing time of the service.

### **Collection of children when guardians cannot be contacted**

See **[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS**.

### **Collection of children by lawful guardians who are not authorised on the enrolment**

See **[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS**.

### **When children are not collected from the service before closure time**

The Responsible Person (R.P.), will be guided by the following procedure when a child has not been collected by 15 minutes after closing time and an authorised person has not personally contacted The Cottage concerning the late collection:

The Responsible Person will try to contact by telephone first the guardian/s, then other person(s) authorised to collect the child, as nominated on the child's enrolment, to arrange collection of the child by such time as may be agreed upon by the R.P. and the collecting party.

If an authorised collector cannot be contacted or is unwilling or unable to collect the child or does not collect the child by the agreed time, then the R.P. will try to contact by telephone the person(s) nominated in the enrolment as emergency contacts to arrange collection of the child by a party they may nominate and for whom they will provide the identification details.

If the emergency contact person(s) cannot be contacted or are unwilling or unable to organise collection or does not collect the child by the agreed time, then the service will contact the Department of Family and Community Services, who will contact police. The police will then come to The Cottage and collect the child. In the event that the Department of Family and Community Services are required to be contacted, the Responsible Person will notify the members of The Cottage Management Committee and explain the circumstances.

If the Responsible Person has to leave The Cottage prior to a child being collected by the police, then a member of the Cottage Management Committee will come to The Cottage to look after the child.

### **Absent and missing children and finder's fees**

If a child is to be absent on a day they are normally booked, the family must notify The Cottage OSHC as soon as possible. Failure to advise may incur a 'finder's fee'. The rules for Allowable Absences under CCMS will be followed in relation to all absences.

**The service will follow a strict, daily 'non-arrival triage' procedure** for ensuring that all booked children are fully accounted for as swiftly as possible; and when a child does not present for an afterschool care session (i.e. at which time guardians are typically not involved in the handover / sign-in to the service), the Responsible Person of the session will ensure that the service swiftly commences procedures for locating the whereabouts of the child by applying the following guidelines:

- Checking with all staff regarding and 'sightings' of the child.
- Phoning the school office to see if they have the child/or can advise if the child attended school that day.
- Phoning the child's guardian(s) to see if they know the whereabouts of the child.
- Phoning then texting the child's schoolteachers and guardians to see if they know the whereabouts of the child.
- Checking for 'last minute' emails or 'absences' suddenly marked in the bookings app.
- Searching the school premises.
- Phoning nominees and emergency contacts on the child's enrolment.
- Contacting the child's family friends from the school community.
- If the child cannot be located, contacting the police and keep the guardian informed of the situation.
- Notifying the service's Nominated Supervisor who will notify the Department of Education via the NQAITS within 24 hours.

### **Transitions and handovers relating to extracurricular activities and handovers to teachers from the school**

The service will only provide delivery and collection from the guardian pre-authorised extra-curricular activities when they are fully within the school campus.

Guardians must, in advance, have a completed an activity permission form for each activity. The form will require the guardian to sign that they understand that the child is not the responsibility of the service whilst they are at the activity. Such authorisations whether hard copy or digital will be considered to be part of the child's enrolment.

For handovers to guardian-authorised extra-curricular activities providers or to guardian-authorised teachers from the school, the service will apply strict authorisation protocols; however, children attending activities who will be returning to the service will **not** be considered to be 'collected' and signed out of the service. The service will continue to apply similar vigilance for children's well-being who have been handed over to an extra-curricular provider as for other signed in children at the service.

The service will for each session, establish clear and consistent rules as to which educators are to be charged with handing over children to and collecting from authorised extra-curricular activity providers. Staff members charged with that role during a session will be fully trained to execute the procedures together with their associated documentation. The procedures will include:

- Protocols for the Responsible Persons to identify the authorisation extra-curricular activity handovers pertinent to each session.
- Protocols for conducting deliveries to and collections from extra-curricular activities.
- Protocols for explicit, formal, verbal confirmation between the service and other parties which comprehensively describes the nature of this transfer of responsibility and to which children it pertains.
- Protocols for identification of authorised extra-curricular providers.
- Protocols of ascension to the Responsible Person regarding uncertainty and all non-standard extra-curricular handovers.

**Handover of children between Cottage staff when transitioning to different areas within the school campus**

- see [QA2 POLICY 6 of 14] CHILD-SUPERVISION POLICY - Supervision during transitions, handovers between staff and to extra-curricular activity providers

**Training of children in consistent handover and transition routines and behaviours**

- see [QA2 POLICY 6 of 14] CHILD-SUPERVISION POLICY - Supervision during transitions, handovers between staff and to extra-curricular activity providers

**[QA2 POLICY 1 of 14] DELIVERY & COLLECTION OF CHILDREN Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	Feb 2024
MODIFICATIONS (or 'N/A')	Delivery & collection rules summary update	
NEXT REVIEW	Feb 2025	
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	
Oct 2023	NA	



## [QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS

### Policy Statement

As guided by Education and Care Services National Law and National Regulations, this policy will uphold the health, safety, wellbeing of the children in its care by describing clearly, the circumstances for which The Cottage OSHC Inc personnel will be required to obtain, accept, or refuse authorisations for actions or decisions pertaining to children, from their legally responsible guardians (*or fully authorised proxies*). This policy should be read in conjunction with [QA2 POLICY 1 of 14] DELIVERY & COLLECTION OF CHILDREN.

Authorisations in the form of a date and signature, either written or electronic or via a child's prior completed enrolment form will explicitly describe these authorisations. Such authorisations may be augmented by comprehensive communications to and from the known phone number or email address of the lawful guardian (*or proxy*). These augmentations will then be considered to constitute part of the child's enrolment record.

All the service's PIDTDCs will be trained to implement this policy and to support its implementation:

- Through strict adherence to the service's embedded conventions and procedures for properly obtaining, identifying, accepting, and refusing authorisations.
- By familiarizing all the service's and the school's community members with these conventions and procedures, which will include educators, extra-curricular providers, the children, their families, and, in particular, those persons presenting for collection of children.

This policy and its implementation will be the direct responsibility of The Nominated Supervisor and the Educational Leader and be regularly reviewed with the Approved Provider / Management Committee.

This policy includes the following sub-policies:

- 1) The constitution, ownership, financial and other obligations of an enrolment.
- 2) Authorisations required for an enrolment's acceptance.
- 3) Additional special authorisation requirements.
- 4) Refusal of authorisations.
- 5) Enrolment access and responsibility for accuracy of authorisations on the enrolments.
- 6) Emergency authorisations, transport, delivery, collection, delegation of proxies and irregular deliveries and collections.
- 7) Age requirements for authorisations.
- 8) Unaccompanied delivery and collection of children.
- 9) Excursion authorisation requirements.
- 10) Extra-curricular activity authorisations.
- 11) Enrolment authorisation for medication administration - *see also [QA2 POLICY 13 OF 14] MEDICAL CONDITIONS*

Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
92	Medication record	
93	Administration of medication	
94	Exception to authorisation requirement- anaphylaxis or asthma emergency	
99	Children leaving the education and care service	
102	Authorisation for excursions	
102D	Authorisation for service to transport children	
157	Access for parents	
160	Child enrolment records to be kept by approved provider	
161	Authorisation to be kept in enrolment record	
168	Education and care services must have policies and procedures	
170	Policies and procedures must be followed	
171	Policies and procedures to be kept available	
172	Notification of change to policies and procedures	
National Quality Standards		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
Other Legislation / Guidelines		
Acceptance and refusal of authorisations policy and procedure guidelines		<a href="https://www.acecqa.gov.au/media/32226">https://www.acecqa.gov.au/media/32226</a>

**The constitution, ownership and financial obligations of an enrolment**

The owner of a child’s enrolment must be their legal guardian or fully authorised proxy. Secondary guardians within the enrolment may be authorised by the owner of the enrolment to have full access to the enrolment or only partial rights within the enrolment.

The owner of the enrolment will be the person to be held accountable for all financial and other obligations related to that enrolment.

The enrolment will be constituted by the enrolment software records together with any emails or written correspondence pertinent to the enrolment that may be sent to or received from the fully authorised guardians or their fully authorised proxy (see further below). It must be ensured that such communications include:

- Clear and comprehensive instructions
- Clear specification of the relevant names and date/s
- The standard or digital signature or known phone number or email address of a fully authorised guardian or their authorised proxy (see below)



## Authorisations required for an enrolment's acceptance

An enrolment will not be accepted unless as guided by the enrolment software, the lawful guardian of the enrolment has provided authorisation instructions regarding:

- Whether or not a secondary guardian will have authorisation to access to the enrolment and be authorised actions or decisions.
- Whether or not any other persons will be designated to authorise any specific actions or decisions.
- Service organised emergency medical and dental treatment.
- Service organised emergency ambulance transportation.
- Service arranged transportation - including regular outings and regular transportation.
- Service photographing of their child.
- Service use of sunscreen or insect repellent on their child.
- The requirement that at least one person (*additional to the lawful guardian e.g. may be a secondary guardian*) who has either been given the status of 'emergency contact' or who is authorised to collect.
- The requirement that the enrolment has authorised and provided account details for the service auto-collection of monies owed.

## Additional special authorisation requirements

Additionally, the Nominated Supervisor and Responsible Person will be required to obtain special authorisations from lawful guardians or other authorised persons for the matters listed directly below. These authorisations, whether digital or hard copy, so long as they comprehensively describe the relevant date, time, persons to whom it pertains and the actions or decisions required, will then constitute part of the child's enrolment record.

- Any service administration of non-emergency medication to children (*not including administration preauthorised by virtue of its being indicated as part of the Medical Management Plan for a child's medical condition*)
- Any special deliveries of collections of children which have not been indicated on the original enrolment.
- Any service provided escort to extra-curricular activities within the school campus.
- Any service provided transport and activities involved in excursions outside of the service and school campus.
- Any service provided activities as part of incursions to the service and school campus.
- Any service organised water-based activities involving significant bodies of water.
- Any changes to an original enrolment's information that the owner of the enrolment is unable to action.
- If a guardian is going to be uncontactable for a period of time when their child will be attending the service, the nominated supervisor will require that the guardian appoints a special 'proxy' who, for a specified period of time will be given full authority to make all decisions concerning a child and their enrolment and its authorisations.

## Refusal of authorisations

The Nominated Supervisor (or the Responsible Person) will exercise the right to refuse any written or verbal authorisations from the guardians of an enrolment which either do not comply with the requirements outlined above or if circumstances indicate that it might not be in the child's best interests for the service to accept or apply the authorisation.

## Enrolment access and responsibility for accuracy of authorisations on the enrolments

The Nominated Supervisor (or the Responsible Person) will:



- Consider only an enrolment's primary guardian (as per above) and any fully authorised secondary guardian (i.e. who is either 'check-boxed' or emailed as authorised as such within that enrolment) as authorised to access or edit matters of the enrolment and make bookings for the child in that enrolment.
- Consider any information and authorisations within an enrolment to apply only to those children booked for sessions by the afore-mentioned fully authorised guardians of that enrolment and not to the same children's booked sessions within another guardian's enrolment.
- With the exception of confidential legal matters for which documentation may be provided as augmentation to the enrolment rather than within the main enrolment document, the primary guardian to provide (in that enrolment), the names of all other lawful guardians of their child, together with their relevant authorisation status.
- Not consider any 'known as' (or otherwise) lawful guardian to have any authorisation within an enrolment when they are not explicitly authorised within the enrolment to do so; and the service will actively discourage attempts by such lawful guardians to collect their child until the primary guardian of that enrolment has authorised such a collection (notwithstanding that this collector may in fact have a lawful right to affect all matters regarding their child).
- Request as required that the primary guardian of an enrolment supplies in writing, affirmation of the accuracy of the information and particularly that of the authorisations contained in that enrolment.
- Consider the accuracy of an enrolment record and any authorisations contained therein, as the responsibility of the enrolment's primary guardian over and above that of the secondary guardian, whose legal capacity to access or edit the enrolment may be augmented or withdrawn at the discretion of the primary guardian.

## Emergency authorisations, transport, delivery, collection, delegation of proxies and irregular deliveries and collections

The Nominated Supervisor or the Responsible Person will:

- Even in an emergency, only accept requests from an enrolment's owner (*fully authorised primary guardian*), and (*if authorised*), the enrolment's fully authorised secondary guardian for all and any permanent changes to an enrolment record such as changes to the nominees or to proxies
- In the case of a one-off, emergency collection, i.e. where:
  - the guardian or nominated collector does not present or is not in a fit state for collection;*
  - the guardian cannot be contacted for supply of an additional nominee authorisation;*
  - the existing enrolment 'authorised for collection' nominees are not available;*
  - there is no fully authorised proxy;*
  - for that collection only, appoint either:*
    - a 'be contacted in an emergency' authorised nominee from the enrolment.*
    - a known legal guardian who does not have any court order preventing access to the child to the status of 'temporary proxy' to authorise a 'one-off' emergency collector.*
- Under no circumstances accept authorisations to transport children off-campus (i.e. outside Glenmore Road Public School) other than as part of an emergency evacuation drill or as part of a service excursion that has been fully risk assessed and authorised by a guardian or nominee that is fully authorised for this.
- In the event of advance knowledge that a fully authorised guardian will not be available for contact when their child is attending a session (e.g. due to overseas travel); request that the guardian advise in writing who, in their absence, will be their fully authorised proxy in respect of their child's enrolment authorisations, in particular for delegation or withdrawal of any permanent or temporary authorisations to other persons (i.e. nominees).
- As far as possible (in order to minimise disruption to childcare operations), obtain authorisation via advance notice in writing from authorised guardians for any irregular (or one off) collections not permanently authorised in their enrolment.
- In certain circumstances, accept verbal / telephone authorisation for irregular deliveries and collections during operations; but only when that person is identifiable by them and in such instances, record the time of the conversation with the guardian and name of the person who will be collecting the child.

- Under circumstances where a guardian advises that a late notice collector is well known to the child, confirm the identity of a collector using identification by the child.
- If a child is not familiar with their collector, require that proof of identity be supplied, in which case drivers licence identification should be provided unless another method is specifically requested in writing by the guardian.

### Age requirements for authorisations

The Nominated Supervisor will, in the case of persons under the age of 18, only allow delivery and collection authorisation and for no other enrolment (*check-box*) authorisations which concern other actions or decisions. E.g. a person under the age of 18 cannot be named as an 'emergency contact' in an enrolment, or as an authoriser of excursions.

### Unaccompanied delivery and collection of children

The Nominated Supervisor and Responsible Person will ensure that children are not permitted to deliver themselves to the service.

Unless a special authorisation has been accepted by the Nominated Supervisor, the Responsible Person will ensure that children do not depart from the service unless in the company of a 'collection authorised nominee' of at least high school age.

A special authorisation may be obtained for a year 5 / 6 child to be signed out by the Responsible Person provided that an advanced notice, written authorisation from the enrolment's lawful guardian has been formally accepted in writing by the Nominated Supervisor.

The Nominated Supervisor will, when assessing such authorisation requests, take the following into consideration:

- The child's level of maturity.
- The child's general history of being responsible.
- The distance to be travelled alone by the child.
- The lateness of the day.
- The daylight available.

Approvals for such departures by the Nominated Supervisor will only be given to senior (year 5 / 6) children. Such approved departures will strictly follow the rule that only the Operational Supervisor or Responsible Person of the session may sign-out the child who is leaving the service on their own.

The authorisation request from the enrolment's lawful guardian should state the following:

- They want the Responsible Person to sign out their child from the service to walk home alone on a specified day and time.
- They understand that the service is absolved of responsibility for their child after the child has been signed out by an authorised educator.
- That their child is thoroughly familiar with the route to take on their way home.
- They agree that someone over the age of 18 will be awaiting the child's arrival at home.
- They agree that 'on the day', the final authorisation for the child's departure will be at the discretion of the Responsible Person after having taken the various circumstances of the day into consideration.
- They agree that they may have to collect the child from the service if the Responsible Person has deemed the circumstances inopportune for the child's unescorted departure.

## Excursion authorisation requirements

Excursion authorisations require the authorised approver's agreement to the following:

- Name of the child.
- Date of the excursion.
- Reason for the excursion.
- Proposed destination for the excursion.
- Method of transport to be used.
- Route to be taken to and from the excursion.
- Period away from premise, including time leaving premise and time returning to premise.
- Proposed activities to be undertaken by the child during the excursion.
- Anticipated number of children likely to be attending the excursion.
- Ratio of educators attending the excursion to the number of children attending the excursion.
- Number of staff members and any other adults who will accompany and supervise the children on the excursion (*including parents, students, volunteers*).
- Statement that a risk assessment has been prepared and is available at the service.
- Name of the parent or guardian-providing authorisation.
- Relationship to the child.
- Signature of the person providing authorisation and date of authorisation.
- Details of any water hazards and risks associated with water-based activities (to be included in risk assessment).

## Extra-curricular activity authorisations

- see also [QA2.1 DELIVERY AND COLLECTION OF CHILDREN POLICY]

The Nominated Supervisor (or the Responsible Person) will:

- Ensure that children will not be escorted from the service to attend any on school campus extra-curricular activity until authorisation to do so is obtained from the guardian.
- Ensure that any extra-curricular activity authorisation contains the approximate time that the child will be escorted from the service and the time they will be returned to or collected by the service (as may be applicable).

## Enrolment authorisation of medication

- see also [QA2.14 MEDICAL CONDITIONS POLICY] *Administration of a medication that is not prescribed by a medical management plan*

The Nominated Supervisor (or the Responsible Person) will:

- Ensure that the enrolment declaration signed by primary guardians upon enrolment authorises the service to 'seek and authorise any medical treatment from a medical practitioner and/or arrange ambulance transportation for the child to a hospital in case of emergency' (which will apply to medications authorised within this process) as well as taking 'liability for all expenses that may arise' as a result of such emergencies.
- Where a child requires medication to be administered by educators/staff, ensure that an *administration of medication record* is completed by a person or guardian who is authorised in the enrolment to do so; and that this record of authorisation be included within the child's record.
- In the case of an emergency administration of medication (i.e. where guardians are not available) and in the absence of a fully authorised proxy or enrolment authorised nominee for consent to administration of medication, only accept authorisation from registered medical practitioner or emergency services personnel; and in such emergency cases, the service must ensure that written notice is given to a guardian as soon as practicable.

- Waive compliance authorisation where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma (as per National Regulations). In such cases, the Cottage OSHC can administer medication without authorisation, provided they contact a parent/guardian as soon as practicable after the medication has been administered.

**[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	Feb 2024
MODIFICATIONS (or 'N/A')	NA	
NEXT REVIEW	Feb 2025	
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	NEXT REVIEW DATE
MARCH 2022	NA	Feb 2024

## [QA2 POLICY 3 of 14] SUN PROTECTION

### Policy Statement

This policy will ensure that The Cottage OSHC Inc. will provide a balanced approach to ultraviolet radiation exposure. This approach will follow current scientific advice on UV exposure and provide children and staff with the opportunity for safe and protective UV exposure related to the UV index and will be seasonal in nature.

This policy and its implementation will be the direct responsibility of The Nominated Supervisor and the Educational Leader in conjunction with the service's educators and be regularly reviewed with the Approved Provider / Management Committee.

This policy includes the following sub-policies:

- 1) Sun safety: shade, sunscreen & clothing
- 2) Role modelling by staff

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
100		Risk assessment must be conducted before excursions
113		Outdoor space natural environment
114		Outdoor space shade
168		Education and care service must have policies and procedures
168 (2)(a)(ii)		Sun Protection
National Quality Standards		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
3.1.1	Fit for Purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child
Other Legislation / Guidelines		
167		Protection from harm and hazards (EDUCATION AND CARE SERVICES NATIONAL LAW)

### Sun safety: shade, sunscreen & clothing

- The service will provide, as far as possible, an environment that allows children and staff to access areas of both sun and shade.
- The service will be mindful of programmed outdoor activities that occur during peak UV periods of the day and will endeavour to limit these activities or conduct them in shaded areas (i.e. shaded play or indoor swimming venues will be accessed where possible).
- SPF 30+ broad spectrum sunscreen (minimum) will be available at the service.
- Where children have allergies or sensitivity to the sunscreen, parents will be expected as a condition of their child's attendance to provide an alternative sunscreen.

- Permission to apply sunscreen will be included in the Service's enrolment form. Staff will respect the parents' right to refuse authorisation to apply sunscreen however will require children to wear appropriate clothing or play in the shade.
- In term time, during high UV months (or when the UV index is 3 or above), the service will sunscreen children immediately upon their arrival at 3pm.
- During vacation care, the service will sunscreen children twice daily regardless of the UV index and season.
- Children will be encouraged to wear sun-safe hats and shirts with covered shoulders.
- A rash-vest (or similar) should be worn for outdoor water activities.
- Children not wearing appropriate sun-safe clothing and hat and are unable or unwilling to wear sunscreen will be required to play in shaded areas.

**Role modelling by staff**

- Staff should wear protective clothing and practice a combination of sun protection strategies (hat, clothing, sunglasses, SPF 30+ broad-spectrum sunscreen) when in attendance at the service.
- Wherever possible, service programming staff will seek out shade when undertaking outdoor supervision during high UV seasons.
- Staff 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.

**[QA2 POLICY 3 of 14] SUN PROTECTION Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	Feb 2024
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NEXT REVIEW	Feb 2024	
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	
JUNE 2023		

## [QA2 POLICY 4 of 14] NUTRITION & FOOD SAFETY

### Policy Statement

To ensure the children's safety and optimum health, this policy of The Cottage OSHC will, as guided by the 'Australian Dietary Guidelines' aim to enact best practices for the safe procurement, storage, handling and preparation of nutritious food for the children of the service.

This policy and its implementation will be the direct responsibility of The Nominated Supervisor and the Educational Leader and the service's educators who will be trained to recognise the importance of safe food handling and healthy eating to promote the growth and development of children and be committed to supporting the healthy food and drink choices of the attending children.

This policy includes the following sub-policies:

- 1) Nutrition and service of food and beverages
- 2) Food safety

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
77	Health, hygiene and safe food practices	
78	Food and beverages	
79	Service providing food and beverages	
80	Weekly menu	
90	Medical conditions policy	
91	Medical conditions policy to be provided to parents	
160	Child enrolment records to be kept by approved provider and family day care educator	
162	Health information to be kept in enrolment record	
168	Education and care service must have policies and procedures	
170	Policies and Procedures to be followed	
171	Policies and procedures to be kept available	
172	Notification of change to policies or procedures	
National Quality Standards		
2.1	Health	Each child's health and physical activity is supported and promoted
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented
2.1.3	Healthy lifestyles	Healthy eating and physical activity are promoted and appropriate for each child
Other Legislation / Guidelines		
	Food Regulation 2015 (NSW)	
	Food Act 2003 (NSW)	
	Australian Food Safety Standards	
	Australian Dietary Guidelines (NHMRC)	

### Nutrition and service of food and beverages

- The service will provide children with a wide variety of healthy and nutritious foods for meals and snacks including fresh fruit and vegetables, carbohydrates, and protein options.
- During before school care sessions, breakfast will be available which includes a main meal option as well as fresh fruit.

- During after school care sessions and vacation care, afternoon tea will be available which includes a main meal option as well as a buffet of fresh fruits, vegetables and protein.
- During vacation care, morning tea, lunch and a water bottle will be provided by families unless the Vacation Care Program states otherwise.
- Children who do not wish to eat any meal provided by the service on given days are to bring their own morning tea/lunch.
- Mealtimes will be seen as a social event where children can relax, engage with their peers, ~~talk about their day~~ and experience a variety of foods.
- Children will not be permitted to run or play while eating and are expected to eat outside unless advised otherwise.
- Children will be provided with additional fruit snacks on request.
- The denial of food will never be used as punishment.
- Water will be readily available for children to drink throughout the session.
- The daily menu will be on display for families and children.
- Children and parents will be encouraged to share menu ideas.
- Children's individual dietary requirements, such as allergies, food intolerances and food restrictions, will be considered in the menus.
- It is recognised that, on occasion, food and beverages supplied by the service may diverge from the guidelines for special purposes and celebrations.
- All family and multicultural practices will be acknowledged and considered in the provision of food.
- Children will be encouraged to participate in meal serving, preparation and clean-up activities as part of the service's life skill focus.
- Staff will be encouraged to attend professional development on nutrition and food safety.

**Food safety**

- Children will always be supervised whilst they are eating.
- All food will be stored, prepared, and served in a hygienic manner in a clean kitchen / cooking environment by trained staff.
- Where children are involved in food preparation, this should always be directly supervised (*with the exception of senior children who have demonstrated they can prepare food with limited supervision*) and hygienic conditions maintained.
- Children will wash and dry their hands before preparing or serving food.
- A list of children's allergies and food restrictions will be kept near the food service area to ensure staff awareness.
- Staff will be notified upon arrival at the service of the children with special food intolerances or allergies. Procedures will be followed to mitigate cross contamination during the acquisition, storage, preparation, and service of special dietary food.
- All new additions to the food that will be provided by the service must be approved by the Programming / Operations Manager (*or an experienced PIDTDC*) together with the Nominated Supervisor.

**[QA2 POLICY 4 of 14] NUTRITION & FOOD SAFETY Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	Feb 2024
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NEXT REVIEW	Feb 2025	
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## QA2 CHILDREN'S HEALTH & SAFETY

POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES
Nov 2023	NA



## [QA2 POLICY 5 of 14] CHILD-PROTECTIVE PRACTICES

- see also [QA2 POLICY 6 of 14] CHILD-SUPERVISION

- see also [QA4 POLICY 2 of 3] RECRUITMENT, INDUCTION & DISMISSAL

- see also [QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES

### Policy Statement

The Cottage OSHC Inc., via the guidelines in this policy, commits to the provision of a healthy environment in which children can grow and be safe. All management, supervisors and staff have an obligation to all children attending the Service and are committed to defending their right to care and protection.

To support this right and to ensure children's protection, the service complies with the procedures set down in the Children and Young Persons (Care and Protection) Act 1998 when dealing with any allegation of abuse or neglect of children. Staff and Management of the Service 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.

This policy and its implementation will be the direct responsibility of The Nominated Supervisor and the Educational Leader and be regularly reviewed with the Approved Provider / Management Committee.

This policy includes the following sub-policies:

- 1) Mandatory reporting
- 2) Information exchange
- 3) Photographs
- 4) Complaint about service staff
- 5) Recruitment of appropriate staff see [QA4 POLICY 2 of 3] RECRUITMENT, INDUCTION & DISMISSAL
- 6) Visitors to the service see [QA2 POLICY 6 of 14] CHILD SUPERVISION

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
84	Awareness of child protection law	
155	Interactions with children	
168	Education and care service must have policies and procedures	
175	Prescribed information to be notified to Regulatory Authority	
176	Time to notify certain information to Regulatory Authority	
S162 (A)	Persons in day to day charge and nominated supervisors to have child protection training	
160	Child enrolment records to be kept by approved provider and family day care educator	
181	Confidentiality of records kept by approved provider	
181-184	Confidentiality and storage of records	
National Quality Standards		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
<b>Other Legislation / Guidelines</b>		
	Children and Young Persons (Care and Protection) Act 1998 No 157	
	The Child Protection (Prohibited Employment) Act 1998	
	NSW Mandatory Reporter Guide	

## 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:

- Staff that deliver services to children.
- Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.

Staff 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 *Children and Young Persons (Care and Protection) Act 1998*:

- **...A child or young person is "at risk of significant harm" if current concerns exist for the safety, welfare or wellbeing of the child or young person because of the presence, to a significant extent, of any one or more of the following circumstances:**
  - The child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,*
  - The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,*
  - (b1) In the case of a child or young person who is required to attend school in accordance with the Education Act 1990, the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,*
  - 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.*

Staff will be made aware of child protection and reporting procedures as part of their induction to The Cottage OSHC, and will undergo training in relation to child protection and reporting as part of the training budget.

Any staff member that forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Nominated Supervisor or Responsible Person as they may have information the staff member is not aware of. Reports should be treated with strict confidentiality and be guided by the following:

- The incident/s that leads the staff member to form the belief that a child is at risk of harm should be recorded, including as much detail as possible and be kept in a secure place to ensure confidentiality.
- The Nominated Supervisor or Responsible Person will then assist staff in completing their online Mandatory Reporters Guide (MRG) to determine whether the report meets the threshold for significant risk of harm.
- The MRG should be accessed via the ChildStory Reporter Community platform for which the service will be registered. <https://www.facs.nsw.gov.au/families/childstory/childstory-reporter>
- The MRG has been developed to help frontline Mandatory Reporters, including OSHC staff to determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm' and will guide the reporter on what action should be taken.
- Mandatory Reporters should make urgent reports directly to the Child Protection Helpline on (13 21 11).

- 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, which might include the child information, family information, reporter information and outcomes of the MRG.
- If the Nominated Supervisor has been advised but has not reported to Community Services, the staff member is legally responsible to do so.
- 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 to 'Document and Continue Relationship' requiring the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
- 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

As per CONFIDENTIALITY AND PRIVACY POLICY item, *Disclosure*; service staff may exchange information that relates to a child's or young person's safety, welfare or wellbeing if they believe that the provision of the information would assist the recipient to make any decision, assessment or plan or to initiate any investigation, or to provide any service relating to the child's safety, welfare or wellbeing. Information may be provided regardless of whether or not the child is known to Community Services and whether or not the child or young person consents to the information exchange.

As per the same conditions, this exchanging of information may also be with other prescribed bodies including government agencies or non-government organisations and services.

Such communication between service staff and between prescribed bodies is permitted by *The Children and Young Persons (Care and Protection) Act 1998 (amended 2009)* to include Chapter 16A Exchange of Information and Coordination of Services under which prescribe bodies may as required take reasonable steps to coordinate decision making and the delivery of services regarding children and young people.

Where information is provided in good faith and according to legal provisions, under section 29 and section 245G of the *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.

## Photographs

Photographs of children in the service's care will only be taken and used for authorized purposes, such as recordkeeping, displays within the service premises, media or parent communication. Prior written consent will be taken as part of the enrolment process. The service will gain special, individual permission from the enrolment guardian before any photographs of a child can be posted on a websites or other social media platform. The privacy and safety of the children will be prioritized and all photographs will be securely stored and protected.

## Complaint about service staff

- Should an incident occur that involves a child being put at risk of harm from a member of staff (including a volunteer) or person visiting the Service, this is regarded as 'reportable conduct' and necessitates such conduct being reported to the NSW Ombudsman within 30 days. The relevant forms together with information and assistance are available online at: [www.ombo.nsw.gov.au](http://www.ombo.nsw.gov.au)
- Where the allegation is made to a staff member 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. The report should be kept on record and treated as strictly confidential.

- If the Nominated Supervisor or Responsible Person is suspected, The Cottage OSHC Management should be immediately informed. If another member of staff is suspected, The Cottage OSHC Management should be informed within 30 days.
- The person making the report and Management should follow the advice of the Ombudsman's Departmental Officers, treating the matter with strict confidentiality.
- For the protection of both the children and the staff involved, the latter 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 counselling or referral to an appropriate agency.

### Recruitment of appropriate staff

The Management Committee and the Director of the service will be responsible for ensuring that all staff members are properly vetted, appropriate persons as per the below policies:

- see **[QA4 POLICY 1 of 3] STAFF ORGANIZATION, RECRUITMENT & PROFESSIONALISM**
  - i. Organisation of staff working arrangements & the hierarchy responsibilities
  - ii. Hiring of appropriate persons, Working With Children Checks, volunteers & visitors
  - iii. Recruitment & induction & Code of Conduct
- see **[QA4 POLICY 2 of 3] STAFF TRAINING & COMMUNICATIONS**
- see **[QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES**

### Visitors to the service

- see **[QA4 POLICY 1 of 3] STAFF ORGANIZATION, RECRUITMENT & PROFESSIONALISM**
- see **[QA2 POLICY 6 of 14] CHILD SUPERVISION Zones and borders and visitors to the service**

Visitors will only be permitted on the service premises for the following purposes and circumstances - and then only when the service's Responsible Person has deemed them as appropriate persons:

- As the accompaniment to a person who is properly authorised to deliver or collect a child from the service
- As an authorised visitor from a government department or emergency services.
- As a vetted visitor who holds a current **Working With Children Check** invited to the service for the purpose of consultation, maintenance or program enhancement.
- A person who is operating under directions from the school and whom the school has confirmed as having visitor clearance.

As per reg. 166 the service is required to ensure that visitors must always be supervised by educators when in the presence of children.

As per reg. 165 all such visitors will be required to sign-in for the period they are on the service premises.

#### **[QA2 POLICY 5 of 14] CHILD-PROTECTIVE PRACTICES Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	Feb 2024
MODIFICATIONS (or 'N/A')	Reviewed	
NEXT REVIEW	Feb 2025	
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## QA2 CHILDREN'S HEALTH & SAFETY

POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES
Nov 2023	NA



## [QA2 POLICY 6 of 14] CHILD SUPERVISION

- see also [QA2 POLICY 5 of 14] CHILD-PROTECTIVE PRACTICES
- see also [QA4 POLICY 1 of 3] STAFF ORGANIZATION, RECRUITMENT & PROFESSIONALISM
- see also [QA4 POLICY 2 of 3] STAFF TRAINING & COMMUNICATIONS
- see also [QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES

### Policy Statement

**Cottage OSHC Inc. will provide active indoor and outdoor supervision of children safe play through implementation of this policy's directives for provision of a program of child-directed play, exploration, engagement and learning. In order to prioritize safety and maximize the benefits of the inevitable risks of explorative engagement, the service's supervisors and educators will aim vigilantly to strike a careful balance between passive monitoring and appropriate intervention. This balance will be anchored and sustained by well-honed supervisory conventions that secure and monitor educators' attention to the environment and all persons and activities within it.**

**This policy and its implementation will be the direct responsibility of the Nominated Supervisor, the sessions' Responsible Persons and the PIDTDC 'operations supervisors'.**

**This policy includes the following sub-policies:**

- 1) Staff-child ratios, age requirements and volunteers**
- 2) Child supervision and monitoring of service premises in relation to zones and borders**
- 3) Zones and borders and visitors to the service**
- 4) Definition of active supervision**
- 5) Operations supervisor / rovers and oversight and guidance for active supervision**
- 6) Pre-shift briefings and development of staff knowledge of all children**
- 7) Roll marking**
- 8) Supervision during handovers between staff and to extra-curricular activity providers**

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations	
100	Risk assessment must be conducted before an excursion
101	Conduct of risk assessment for excursions
102C(2)(g)	Supervision during transportation
102E	Children embarking a means of transport- centre based service
102F	Children disembarking a means of transport- centre based service
115	Premises designed to facilitate supervision
120	Educators who are under 18 to be supervised
121	Application of Division 3
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios-Centre based services
126	Centre based services-general educator qualifications
132	Requirement for early childhood teacher- centre based services 25-59 children
133	Requirement for early childhood teacher- centre based services 60-80 children
134	Requirement for early childhood teacher- centre based services- more than 80 children
166	Children not to be alone with visitors
168	Education and care service must have policies and procedures
176	Time to notify certain circumstances to Regulatory Authorities
264	General qualifications for educators – Centre based

National Quality Standards		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
Other Legislation / Guidelines		
Excursion Policy and Procedure Guidelines		<a href="http://www.acecqa.gov.au">Excursions (acecqa.gov.au)</a>
S.165	Offence to inadequately supervise children (CHILDREN (EDUCATION AND CARE SERVICES) NATIONAL LAW)	
S.167	Offence relating to protection of children from harm and hazards (CHILDREN (EDUCATION AND CARE SERVICES) NATIONAL LAW)	
S.174	Offence to fail to notify certain information to Regulatory Authority (CHILDREN (EDUCATION AND CARE SERVICES) NATIONAL LAW)	
ACECQA National Quality Framework Educator to Child Ratios		

## Staff-child ratios, age requirements and volunteers

The service will meet, during all operating sessions, the mandated staff to child ratio provisions as are set out in Chapter 7 of the *Education and Care Services National Regulation* and these will be applied, at minimum. For day-to-day Cottage and school campus operations the ratio calculation of children to educators will be:

- A maximum of 15 children to 1 educator (*may include junior, under 18 educators and volunteer educators over the age of 18*).
- Junior educators (*under the age of 18*) are not permitted to supervise children alone and must be supervised by an educator over the age of 18.
- The term, 'volunteer' will be applied to any volunteers under the age of 18 and these volunteers will not be considered as 'educators'.
- All other volunteers will be considered as educators, and it will be incumbent upon the operations supervisor to properly assess their competence when assigning them to any child supervision duties.
- For standard excursions, a driver of a vehicle will not be considered to be part of a ratio whilst they are driving.
- For standard excursions the ratio calculation of children to educators will be a maximum of 8 children to 1 educator.
- For excursions, junior (*under 18*) educators will only be counted for 'support purposes' and not for the purpose of meeting mandated or policy directed ratio.
- For excursions which involve large bodies of water or swimming the ratio calculation of children to educators will be a maximum of 5 children to 1 educator.

## Child supervision and monitoring of service premises in relation to zones and borders

The service will have trained educators overseeing the entry and exit areas of the main zones of service operation. Any activities outside the standard operating zones (non-standard operating zones) will require operations supervisor authorisation and direction regarding numbers and boundaries. The directions for these 'non-standard operating zones' will be simple so that both educators and children can easily and satisfactorily comply.

As long as the service properly satisfies the overall mandated ratios of staff to children; the service may dynamically adjust the ratios within the various operational zones so as to optimise active supervision in any zone. This will be achieved by operations supervisors using:

- Deep appreciation of the established zoning and boundary conventions and the transitional and supervisory requirements for them.
- Understanding of the expected activity's effect upon the support requirements of the actual or expected participants.
- Knowledge-based approximations of numbers, ages, interests, abilities and behaviours of the expected participants.

- Informed assessment of the experience and maturity of the actively supervising educators – in particular the volunteer educators and the expected demands of the activity upon the educator.
- Experience of the supervisory safety levels required for the activities that will potentially take place and the risk benefit analyses that might be applied for any ratio variation decisions.

## Zones and borders and visitors to the service

- See also [QA2 POLICY 5 OF 14] CHILD-PROTECTIVE PRACTICES
- See also [QA4 POLICY 1 of 3] STAFF ORGANIZATION, RECRUITMENT & PROFESSIONALISM

During each operation session, the service's educators will enact their 'duty of care' through their attention and readiness to make an assessment of all visitors entering the service environments to ensure that they are:

- Not an 'inappropriate persons' i.e persons:
  - Who may pose a risk to the safety, health or wellbeing of any child or children being educated and cared for by the education and care service.*
  - Whose behaviour or state of mind or whose pattern of behaviour or common state of mind is such that it would be inappropriate for them (or him or her) to be on the education and care service premises while children are being educated and cared for by the education and care service.*
  - Who do not have a valid reason for visiting the service.*

The first step in the assessment may be:

- Identification of visitors and the validity of the purpose of their visit through:
  - Enquiry to other educators,*
  - Enquiry to older children who appear to know the visitor,*
  - Introducing themselves to the person and enquiring directly as regards the visitors purpose at the service,*
  - Ascension of the identification quest to the session 'rover' or Responsible Person.*

The second step may be:

- Ensuring that even those visitors whose identity and purpose has been verified.
  - Exhibit only behaviours or states of mind such that it would be appropriate for them to be on the education and care service premises while children are being educated and cared for by the education and care service.*
  - Do not in any way pose a risk to the safety, health or wellbeing of any child or children being educated and cared for by the education and care service.*

## Definition of active supervision

Active supervision at the service will mean intentional, pro-active oversight of the physical and psychosocial circumstances of all areas of the service setting. This active supervision will range from close-up, constant visual contact with attentive monitoring, close engagement and guidance; through to systematic, regular 'visual only' 'check-ins' - without any interaction at all.

Optimally managed active supervision will have educators and supervisors repeatedly assessing then reviewing their choices as they match and re-match the supervision types and levels to the specific requirements of an activity's participants. Decisions regarding the appropriate levels and types of active supervision may take the following into consideration when considering the physical and psychosocial safety of the children.

- Informed evaluation of the risks and / or benefits of an activity or situation in relation to the educator's level of engagement; i.e educator intervention versus abstention.

- Informed assessment of the physical environment's continuing suitability and safety given any activity's tendency to organically 'evolve' and / or shift its area of operation.
- Who amongst the potential participants have sufficient social confidence and / or social capital to support their optimal social interactions without adult support.
- Whether a particular participant or unusual circumstance may be present or arise, leading educators to adjust zoning and supervision within even the 'tried and true' standard zones in order to maintain secure and predictable rituals and behavioural expectations for the children.

### **Operations supervisor / rovers and oversight and guidance for active supervision**

Optimally managed active supervision will be achieved through considered adjustments to the positioning of educators by the session's 'operations supervisor / rover' whose function is to fully manage the session's operations. The operations supervisor will be appointed each session by the Responsible Person of the session and will regularly and systematically report back to the Responsible Person throughout the session.

The operations supervisor is the chief roving educator and will make themselves familiar with all areas of operations. They may appoint additional 'rovers' to report back to them and assist them with 'checking in' on any or all zones. Rovers will be assigned zone / s within which they will regularly or systematically move around whilst being alert to individual and group needs; and promptly responding to any potential risks or issues. All rovers and educators and volunteers will be trained to appropriately ascend information to the operations supervisor.

The operations supervisor will not only provide additional active supervision for the children as they move through the operational zones; they will also be responsible for monitoring and managing the active supervision performance of educators; checking in regularly with them and where necessary, providing valuable insights, feedback and contextual guidance to them about their choices. The operations supervisor is responsible for immediately reporting all significant concerns to the Responsible Person of the session.

### **Pre-shift briefings and development of staff knowledge of all children**

Prior to each session, the Responsible Person will identify those educators who may need introduction to unfamiliar children and reminding educators of the importance of active supervision and of the significance of their continual efforts to develop a comprehensive understanding of each child in their care. Pre- and mid-shift briefings for every impending Cottage session will review, alert, train or remind all educators of:

- The names and identifying features of children for whom the service has identified special medical, behavioural and social programming goals.
- The supervisory conventions of their starting role's supervisory zone and their appropriate positionings within that zone.
- The service's conventions and zone adjustment procedures to or from standard or non-standard.
- The efficacy of various responses to challenges with which they may likely be required to contend.
- The critical reflection which they must apply to all potential and already enacted programming decisions and adjustments.
- The critical matters and supervisory decisions which require instant ascension to the operations supervisor.

### **Roll marking**

Roll marking conventions (i.e. place, time and method) for all types of sessions will be established so that all children are accounted for; particularly at the commencement of sessions. Long sessions such as vacation care will establish conventions for extra roll marking. Excursions will establish special roll marking conventions (see Excursion Policy).

**Supervision during transitions, handovers between staff and to extra-curricular activity providers**

Educators will be trained to treat the transition of children into non-standard zones on the larger school campus as a very serious matter and will require children to adhere to strict behavioural patterns for these procedures.

For all such transitions and handovers, the operations supervisors will emphasise the need for continuous supervision and effective and explicit communication regarding the duration and nature of the responsibility or zone transfer as well as the manner in which it should be conducted. *(also see QA2.1 (OPERATIONS) DELIVERY & COLLECTION OF CHILDREN POLICY, QA7 ENROLMENT & INDUCTION POLICY: Qualifications of attendance, absences and handovers)*

Operations supervisors will also be alerted to the importance of strict conventions for handovers from zone to zone, in particular when:

- One of the zones is a non-standard zone.
- Operational zones are in the process of being adjusted requiring children to be handed over between educators.
- Educators are authorised by guardians to hand-over to and/or collect children from extra-curricular activities that are conducted by 3<sup>rd</sup> parties.

**[QA2 POLICY 6 of 14] CHILD SUPERVISION Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheane Jakelski	FEB 2024
MODIFICATIONS (or 'N/A')	NA	
NEXT REVIEW		
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	
NOV 2023	NA	

## [QA2 POLICY 7 OF 14] KEEPING OF ANIMALS

### Policy Statement

The Cottage OSHC Inc. will ensure that children's safety is not compromised as when the service provides adequate care to any pet and / or animal kept in the service's care. As part of the educational program, children will be given the opportunity to share in the responsibility of looking after any animals in the service's care. The service will ensure that no animal in its care poses a health or safety risk to children, staff or visitors.

This policy will be the responsibility of the Nominated Supervisor and includes the following sub policies:

#### 1) Guidelines for keeping animals

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
88	Infectious diseases	
156	Dealing with Medical Conditions	
National Quality Standards		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.
Other Legislation / Guidelines		

### Guidelines for keeping animals

- The service will only keep animals if no children and/or staff are allergic to that type of animal, if permitted by local authority regulations, and by the school principal and if there is sufficient and adequate space for the keeping of the animal.
- The Responsible Person will ensure that any animal which poses a health or safety risk to any child in the service is safely and responsibly removed immediately.
- Hand washing and hygiene procedures will be followed after the handling of all animals.
- Animals cared for by the service will have plenty of food, water, air, bedding and shelter.
- Under the supervision of staff, the children will be encouraged to help with the care of the animals.
- No animals will be permitted in food preparation areas.
- In the case of a stray animal, the service will appropriately remove and restrain it whilst making attempts to contact the owners or local authorities for collection.

### [QA2 POLICY 7 OF 14] KEEPING OF ANIMALS Review

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	FEB 2024

## QA2 CHILDREN'S HEALTH & SAFETY

MODIFICATIONS (or 'N/A')	NA
NEXT REVIEW	Feb 2025
POLICY REVIEW ARCHIVE	
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES
NOV 2023	NA



## [QA2 POLICY 8 OF 14] WATER SAFETY

### Policy Statement

To enhance children's planned, play experiences The Cottage OSHC Inc. will encourage appropriate levels of challenge and exploration and take appropriate risks with the medium of water, in both the outdoor and indoor environment and on excursions.

The service will ensure appropriate and strict child supervision at all times for all water related activities.

Risk Assessments will be carried out for all programmed water-based activities.

This policy will be the responsibility of the Nominated Supervisor

This policy includes the following sub-policies:

- 1) Safe water activities outside the service
- 2) Safe water activities within the service

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations / Legislative Requirements		
Sec. 165	Offence to inadequately supervise children	
Sec. 167	Offence relating to protection of children from harm and hazards	
25(1)(c)	Additional information about proposed education and care services premises	
101	Conduct of risk assessment for excursions	
115	Premises designed to facilitate supervision	
122	Educators must be working directly with children to be included in ratios	
126	Centre based services-general educator qualifications	
168(2)(a)(iii)	Education and care service must have policies and procedures in relation to- Water safety, including safety during any water-based activities	
170	Policies and procedures to be followed	
274	Swimming pools (NSW)	
National Quality Standards		
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Other Legislation / Guidelines		

### Safe water activities outside the service

The service will:

- Conduct Risk Assessments which will determine the staff to child ratio for the proposed activity
- Check that the water-based activities are adequately insured.

- Ensure at least one staff member present has current, approved first aid qualification including CPR.
- Demonstrate a preference for venues that provide additional supervision in the form of life-guards.
- Ensure staff are placed in positions that allow them to directly and actively supervise any child accessing a body of water.
- Avoid any venue with a body of water where sufficient precautions cannot be taken to ensure the safety of children.
- Require a swimming consent form is to be completed by a parent/carer, specifying whether the child is permitted to swim, their swimming competency, excursion venue and date.

**Water activities within the service**

The service will:

- Ensure that water use within the service is supervised to ensure the safety of children and staff.
- At the completion of the activity, empty water containers and have containers turned upside down or packed away.
- Instruct children in the safe use of equipment used during water-based activities, for example, slip and slide, water “guns”, bubble machines, etc. children will be discouraged from drinking from these water vessels.

**[QA2 POLICY 8 OF 14] WATER SAFETY Review**

MOST RECENT REVIEW	
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski
MODIFICATIONS (or 'N/A')	Updated insurance needs.
NEXT REVIEW	Feb 2025
POLICY REVIEW ARCHIVE	
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES
NOV 2023	NA



## [QA2 POLICY 9 OF 14] EXCURSIONS

### Policy Statement

In order to integrate a broad range of experiences into the children's program, The Cottage OSHC Inc may conduct age-appropriate vacation care excursions. Properly authorised persons as per the child's enrolment must provide agreement for all excursions including 'on-the-day' agreement to final excursion details. Each excursion will be carefully planned, and the risks assiduously assessed and documented.

When planning excursions, staff will take into consideration experiences that encourage children to investigate their world; use complex concepts and foster thinking, reasoning, and hypothesising as well as the application of what they have learned from one context to another.

This policy and its implementation will be the direct responsibility of the Nominated Supervisor; the Responsible Person of the session and the PIDTDC who is appointed as Responsible Person of the excursion.

This policy includes the following sub-policies:

- 1) Excursion planning
- 2) Excursion risk management
- 3) Risk assessments
- 4) Pre-excursion safety briefing and 'departure checklist'
- 5) Excursion supervision
- 6) Contact with members of the public and public transport
- 7) see [QA2 POLICY 6 OF 14] CHILD-SUPERVISION
- 8) Requirements for contents of excursion authorisations
- 9) Transportation
- 10) Water safety, see [QA2 POLICY 8 OF 14] WATER SAFETY

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations	
4 (1)	Definition regular outing
89	First Aid Kits
90	Medical conditions policy
97	Emergency and evacuation procedures
98	Telephone or other communication equipment
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursion
123	Educator to child ratios-centre-based services
136	First Aid qualifications

161	Authorisations to be kept in enrolment record	
168	Policies and procedures are required	
170	Policies and procedures to be followed	
<b>National Quality Standards</b>		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
<b>Other Legislation / Guidelines</b>		

## Excursion planning

The service will plan excursions in order to have maximum predictability and safety and supervising excursion staff will be experienced and trained to adhere to the service's special excursion protocols and to strictly following the schedule as detailed in its Excursion Risk Management Plan; only ever making unapproved variations due to safety concerns or with approval from the Nominated Supervisor. All excursions must be preceded by detailed:

- Advance venue reconnaissance by Nominated Supervisor or Educational Leader for preparation of the *National Regulations* mandated *Excursion Risk Management Plan* and venue specific *Risk Assessments*.
- Assessment of the venue's suitability for the required numbers of children as well as the ease of safe transitions to and from the venue.
- Staff training in the procedures for child management under the special excursion condition activities, transitions, first aid and emergency.
- Consideration of the special protocols for medical conditions, behaviour management, special needs children, clothing and equipment.

Excursion planning constitutes the first section of the Excursion Risk Management Plan and will as required, contain additional venue specific risk assessments to augment the service's pre-planned risk assessments such as e.g. *generic risk assessment / parks and open spaces risk assessment / walking risk assessment / various modes of travel risk assessments*. This planning section of the Excursion Risk Management Plan is required to be made available to the excursion authorising guardian or person.

The planning section of the Excursion Risk Management Plan may detail / assess the following:

- Venue suitability
- Special considerations that must be made for children with medical conditions and special needs
- Venue security conditions
- Transport methods and routes to be used to and from the venue
- Embark/disembark of transportation record
- Departure/arrival of buildings record
- Public / private transport alternative options available in the case of unforeseen difficulties
- Walking routes to from and within the excursion's scope
- Toileting and resting facilities
- Extreme weather protection options
- Suitability for and access for emergency services
- A venue activities schedule
- The service's pre planned risk assessments which will apply to the excursion

- Any additional venue specific risk assessment made using venue reconnaissance knowledge and / or liaison with the venue.

## Excursion risk management

This Excursion Risk Management Plan, being the overarching tool for foreseeing and managing of excursion risk; will be comprised of that broad range of strategies which planning and attending staff will employ to ensure that the services policies, equipment, communications, conventions, child data and excursion risk assessments all coalesce for the management and minimisation of risk.

The Nominated Supervisor or Educational Leader will conduct and oversee the 'in advance' reconnaissance of all excursion venues in the planning stage and preparation of an Excursion Risk Management Plan (RMP) for each, individual excursion that takes place.

The Excursion Risk Management Plan will be commenced at the excursion 'planning stage' and completed just prior to the *on-the-day parent agreement* to the final excursion details so that all on-the-day contingencies such as safety-compromising child numbers, weather, venue, transport, staffing, equipment or child health, medical conditions or behaviour matters have been considered.

As well as the relevant pre-prepared and the excursion specific risk assessments, the Excursion Risk Management Plan will include but will not be limited to the following:

- The excursion date
- The age group and expected numbers of children who will participate
- The attachment of 'on-the-day' parent completed consent and / or competency forms i.e. that may be pertinent to the excursion
- Documentation of any additional hazards including potential water hazards and the management of those hazards
- The proposed route and destination
- The proposed transport to and from the proposed destination
- The number of adults and children involved in the excursion, taking into consideration any additional ratios and specialised skills required
- The likely length of time of the excursion and if applicable, a detailed activity schedule
- 'Chain of command' and communications protocols (including for those for contacting parents)
- The plan for 'off-site' medical emergency management communicated to attending staff
- Equipment and pre- excursion staff briefings re this equipment; including first aid kit, special medications and medical management plans; behaviour management notes; minimum 30+ broad-spectrum sunscreen, any medication for children attending and a fully charged mobile phone with all required numbers.

## Excursion Risk Assessments

The risk assessment process is a legally required component of the Risk Management Plan. The Nominated Supervisor will ensure that the service has a suite of thoroughly considered, pre-prepared and reviewed *Excursion Risk Assessments* which are applied as relevant to specific excursions and then considered to be part of the excursion risk management plan.

The purpose of these 'pre-planned' risk assessments is to ensure that excursion staff have on-going and repeated training and exposure to this basic excursion risk management tool; thus leading to deep knowledge, experience and embedded practice in all basic excursion 'hazard management'.

Augmenting these pre-prepared risk assessments then, will be:

- The special, excursion venue specific risk assessment which will apply any extra, broader strategies and 'controls' that may be required
- Risk assessments that may be provided by the venues

Both the pre-prepared risk assessments and the excursion venue specific risk assessments are contained within the Excursion Risk Management Plan. Examples of the service's pre-planned excursion risk assessments are:

- Risk Assessment (Generic)
- Parks and Open Spaces
- Bushwalking
- Travel Mode: Walking
- Travel Mode: Train
- Travel Mode: Bus / Taxi / Limousine (Private)
- Travel Mode: Bus Public

### Pre-excursion safety practices and 'departure checklist'

The service will have in place, various pre-excursion procedures such as the **Excursion Pre-departure checklist** to ensure that all of the important details pertaining the safety of the children have been addressed and will include:

- The educator leading the excursion will be an experienced, PIDTDC (*person in day to day control*) who has done a reconnaissance of the venue and is fully conversant with the excursions associated risk assessments and the risk management plan.
- The familiarity of all educators; each and every operational session, with the needs, in particular the medical conditions plans and behaviour management plans of all of the children they will be supervising.
- All required medical supplies indicated by the children's *Medical Management Plans* have been packed.
- All staff are familiar with who are the trained first aid staff and who will be responsible for the first aid kit and Medical Management Plan medical supplies.
- The first aid kits, emergency clothing, sunscreen, extra water.
- All staff being familiar with the communications and ascension protocols that will be used on the excursion.
- All staff and children attending a pre-excursion briefing.
- All staff having a clear understanding of what will be required of them during the excursion.
- All children having a clear understanding of what will be required of them during the excursion.
- Children briefed and trained as required for 'lining up' and road crossing procedures.
- There is sufficient water and food arranged for the children.
- The final excursion numbers.

### Excursion supervision

Adequate numbers of staff to effectively supervise the children must be rostered on for excursions. Deciding the numbers of staff that will be required must take into consideration the ages and developmental stage of the children attending the excursion and be based on thoroughly researched risk data.

All staff will be expected to employ their 'in-house' active supervision skills throughout the excursion as per **[QA2.6 SUPERVISION]** POLICY. Educators under 18 will not be considered to comprise the 1 educator to 8 children required for excursions.

The service will have procedures in place to guide staff's management of the children throughout the different stages of the excursion for processes such as:

- Head counts conducted regularly throughout the duration of the excursion

- Staff member inspection of all public toilets before children use them as well as strictly following the toileting protocols as described in the service's 'Excursion Risk Assessment (Generic)'
- Walking the children in public; one staff member must lead the group, another to follow at the back, and the remaining staff spaced along the group, walking on the road side of the footpath
- Crossing roads including use of a pedestrian crossing and if not, finding a safe way to cross the road through having a staff member stop traffic from both directions
- Managing supervision and manner children's accessing transport
- A lost child procedure.

All excursion staff will be reminded to be aware of the children potentially being in close context with members of the public who may potentially be 'inappropriate persons' for the purpose of interacting with the children in the service's care; i.e persons:

- Who may pose a risk to the safety, health or wellbeing of any child or children being educated and cared for by the education and care service
- Whose behaviour or state of mind or whose pattern of behaviour or common state of mind is such that it would be inappropriate for them (*or him or her*) to be on the education and care service premises while children are being educated and cared for by the education and care service.

When members of the public have been identified or are suspected of being inappropriate persons educators will notify the excursion Responsible Person who will instruct as to the appropriate course of action:

- Removing the excursion group from the vicinity of the person
- Placing an educator in between the children and the person and using strategies to ensure calm and nonengagement with the person
- Contacting security (if at a venue) or calling 000.

### Requirements for contents of excursion authorisations

The service's vacation care program will, when describing excursions, clearly outline the age-group, the activity, the venue and the transport methods for all planned excursions so that guardians are made aware of the basic facts of the excursion at 'the time of booking'.

Excursion activities involving nearness to bodies of water, heights (including trampolining and inflatable items), and wheels will require:

- Additional consent (*i.e. where they acknowledge the activity details*) from enrolment authorised guardians

On the morning of the excursion – as per the National Regulations, a staff member will present the enrolment authorised for excursions person with the full and final details of the proposed excursion on the *Parent / carer agreement to final excursion details* document for a signature confirming their final approval or retraction of their original excursion permission. Any child not given permission to attend the excursion, will not be permitted to attend the excursion.

Only persons as qualified in an enrolment to authorise excursions may sign the *Parent / carer agreement to final excursion details*. If a deliverer of a child on an excursion day is not thus designated, then the owner of the enrolment should be emailed the Risk Management Documents and the *Parent / carer agreement to final excursion details* so that they can supply their agreement to these documents via their known email address.

The contents of the *Parent / carer agreement to final excursion details* document as prescribed by the *National Regulations* will request that the enrolment authorised guardian or person sign regarding their agreement to the following:

- i. *Their acceptance of all the data contained in the Parent / carer agreement to final excursion details*
- ii. *Their acceptance that the service reserves the right to cancel or modify the excursion if circumstances demand it*
- iii. *The present good health and competency of the child to attend the excursion*
- iv. *Their acceptance of the service's risk management plan and risk assessments referred to therein which are available at the sign-in desk for them to immediately peruse*
- v. *The date of the excursion*
- vi. *The name of the child*
- vii. *The name of the Parent / carer agreement to final excursion details authorising person and their relationship to the child*
- viii. *The proposed destination and venue*
- ix. *The activities arranged for the children*
- x. *Departure and return times*
- xi. *All transport methods that will be employed*
- xii. *The forward and return journey travel modes and departure points*
- xiii. *Number of children attending*
- xiv. *Number of educators over 18 attending*
- xv. *Number of volunteers attending*
- xvi. *The ratio of over 18 educators to children*
- xvii. *Details of any water hazards if relevant*

## Transportation

As well as its *Excursion Risk Assessment (Generic)*, the service will ensure that it has a suite of 'travel mode' risk assessments which describe in detail the specific controls that are to be used to manage risks during excursion transportation.

Any further transportation details that may be additional to the 'stock' transport risk assessments will be added to the section for 'venue specific risk assessment' in service's *Excursion Risk Management Plan*.

Pre-prepared Travel Mode Excursion Risk Assessments will be maintained for:

- i. *Travel Mode: Walking*
- ii. *Travel Mode: Train Public*
- iii. *Travel Mode: Bus / Taxi / Limousine (Private)*
- iv. *Travel Mode: Bus Public*

The service will ensure that all potential excursion staff are conversant with all of the contents contained in the relevant 'transport' risk assessments as well as any additional information in the *Excursion Risk Management Plan*. Excursion staff will all be required, pre-excursion, as indicated in the *Excursion Pre-departure checklist*, to:

- Take part in the excursion's Responsible Person's pre-excursion safety briefing on the risk management protocols and conventions pertinent to the excursion and its attending children
- Review the contents of the relevant Risk Management Plan, the relevant risk assessments and the *Excursion Predeparture Checklist* identified as pertinent to the excursion
- Take part in the educators' and children's pre-excursion safety briefing
- To review the pertinent items from the relevant 'Transport' Risk Assessments

The service does not use transportation of children for purposes other than excursions.

## Water safety

- see **[QA2 POLICY 8 OF 14] WATER SAFETY**

**[QA2 POLICY 9 OF 14] EXCURSIONS Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	FEB 2024
MODIFICATIONS (or 'N/A')	Excursion planning Requirements for contents of excursion authorisations Train Public risk assessment Transportation for excursions only	
NEXT REVIEW	Feb 2025	
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	
Oct 2023	NA	



## [QA2 POLICY 10 OF 14] ADMINISTRATION OF FIRST AID

### Policy Statement

This policy aims to ensure that at all times, The Cottage OSHC Inc staff recognise that a first aid response to children or adults suffering from a physical, emotional or psychological condition is a matter of priority and will act to ensure all possible assistance is rendered in accordance with State and National legislation.

This Policy will be the responsibility of the Nominated Supervisor, Educational Leader and the Persons with Day to Day Control (Responsible Persons).

This policy includes the following sub-policies:

- 1) First aid trained staffing requirements
- 2) First aid equipment
- 3) First aid documentation

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
12	Meaning of serious incident	
85	Incident, injury, trauma and illness policies and procedures	
86	Notification to parents of incident, injury, trauma and illness	
87	Incident, injury, trauma and illness record	
88	Infectious diseases	
89	First aid kits	
90	Medical conditions policy	
92	Medication record	
93	Administration of medication	
94	Exception to authorisation requirement-anaphylaxis or asthma emergency	
97	Emergency and evacuation procedures	
101	Conduct a risk assessment for excursions	
102C	Conduct a risk assessment for transporting of children by the education and care service	
136	First aid qualifications	
137	Approval of qualifications	
161	Authorisations to be kept in enrolment record	
162	Health information to be kept in enrolment record	
(2)(a)(iv)	Education and care service must have policies and procedures	
170	Policies and procedures to be followed	
174	Prescribed information to be notified to Regulatory Authority	
176	Time to notify certain information to Regulatory Authority	
183	Storage of records and other documents	
National Quality Standards		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.

2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
<b>Other Legislation / Guidelines</b>		

### First aid trained staffing requirements

At all times, there is at least one staff member on duty who holds an approved first aid qualification, including current anaphylaxis and asthma management training. In all instances, the priority of staff will be the administration of appropriate and prompt first aid as required, to ensure the safety and wellbeing of the children, staff and visitors at the service.

Staff administering first aid will ensure that disposable gloves are used with any contact with blood or bodily fluids, and that all blood or bodily fluids are cleaned up in a safe manner and should ensure that anyone who has come in contact with blood or bodily fluids washes their hands in warm soapy water.

In the case of a major incident at the Service requiring more than basic first aid, refer to **QA2.12 MANAGEMENT OF INCIDENT, INJURY, TRAUMA & ILLNESS POLICY**.

The location of the **First Aid equipment** including the first aid kit and medical condition medication will be clearly marked, and a first aid manual will be readily available. Cold packs will be kept in the freezer for treatment of bruises and strains. An inventory of the kits will be maintained and regularly checked, overseen by the Nominated Supervisor.

**Documentation of minor incidents** should be made on the 'First Aid Records' forms. In the event of incidents involving the neck and above or requiring extended management or supervision, first aid trained staff will complete a record of the injury assessment and management. The Responsible Person will be notified and the lawful guardian advised.

In the case of a **serious incident**, where the service has had to administer first aid and the incident is deemed 'serious' as per **Regulation 12**, the Nominated Supervisor will ensure that the steps outlined in **QA2.12 MANAGEMENT OF INCIDENT, INJURY, TRAUMA & ILLNESS POLICY** are followed. In the case of such incidents, guardian notification will be immediate or as soon as practicable; a formal report will be completed and provided to the Nominated Supervisor and the Parent / Guardian; and the Regulatory Authority must be notified within 48 hours.

**[QA2 POLICY 10 OF 14] ADMINISTRATION OF FIRST AID Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	FEB 2024
MODIFICATIONS (or 'N/A')	NA	
NEXT REVIEW	Feb 2025	
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	
Oct 2023	NA	



## [QA2 POLICY 11 OF 14] MANAGEMENT OF INCIDENT, INJURY, TRAUMA & ILLNESS

### Policy Statement

The Approved Provider, in conjunction with the Nominated Supervisor and staff, guided by this policy will ensure that management of risks, incident, injury and illness is a priority.

In the event that a child is injured, becomes ill, or an incident occurs while attending the service, all procedures of the Service are compliant with the Regulations.

Parents, or an emergency contact as required, will be informed in cases where the incident, injury or trauma is deemed 'serious' (Regulation 12) and all serious incidents will be reported to the relevant authorities including the NSW Department of Education & Communities, through the Early Childhood Education & Care Directorate.

This policy will be the direct responsibility of the Nominated Supervisor and Responsible Persons and reporting to the Management Committee.

This policy includes the following sub-policies:

- 1) Serious injury, illness or trauma
- 2) Transport by ambulance
- 3) Accidents which result in serious injury (including death) reporting requirements
- 4) Serious incident definition

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Law and Regulations	
Sec.165	Offence to inadequately supervise children
Sec. 174(2)(a)	Prescribed information to be notified to Regulatory Authority
Sec.176(2)(a)	Time to notify certain information to Regulatory Authority
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
93	Administration of medication
95	Procedure for administration of medication
97	Emergency and evacuation procedures
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
117	Glass
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record
168	Education and care Service must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
177	Prescribed enrolment and other documents to be kept by approved provider
183	Storage of records and other documents
National Quality Standards	

2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
<b>Other Legislation / Guidelines</b>		

## Serious injury, illness or trauma

The Responsible Person will ensure that a parent/carer is contacted as soon as practicable, to notify them of the incident and of all relevant, subsequent events:

- In the event of a suspected serious injury, illness or trauma
- In the case of any injury, where there is any uncertainty surrounding the seriousness of the injury.

Contact details for all guardians, emergency contacts for children and for staff members will be kept on file. The service's enrolment form will require supply of a contact number of the preferred doctor and dentist, with Medicare number and expiry date. Staff will be asked to supply two contact numbers in case of an emergency or accident, involving themselves.

In the case of medication being required in an emergency without prior consent of a parent/guardian, the Responsible Person should secure that consent from a registered medical practitioner except in the case of asthma or anaphylaxis emergency where authorisation is not required.

The Responsible Person will determine if a child is too unwell to remain at the service and will:

- Advise a parent or another emergency contact that someone needs to collect the child
- Inform the child of their parent/carer's estimated time of arrival
- Ensure that a staff member will remain with the child until such arrival
- Advise the guardian that it is their responsibility to follow up emergency care and seek advice from a doctor for non-emergency conditions
- In the case of a guardian not being contactable, and the child continues to be unwell and another authorised person is not available to collect the child, the service may consider:
  - Making a notification as the child's wellbeing is at risk when it is an ongoing concern.*
  - Calling an ambulance as there should be no delay in organising proper medical treatment if required whilst another staff member can continue trying to contact the guardian or emergency contact.*

## Transport by Ambulance

In the event that a child needs to be transported by ambulance:

- If the Responsible Person is able to contact a parent or another emergency contact and they are able to meet the child at the ambulance's destination immediately, the Responsible Person will ensure that all medical information held at the Service is provided to ambulance officers
- Record the destination and contact details of the ambulance and pass this information on to the parent/carer as soon as practicable

- Every effort must be made not to panic the parent/carer by providing basic detail regarding the extent of the injuries
- If the Responsible Person is unable to contact any of the child's emergency contacts, or a parent/carer is unable to immediately meet the child at the ambulance's destination, a staff member will be required to travel in the ambulance to the hospital with the child, along with the child's enrolment and medical information held at the service and:
  - i. *The Responsible Person will continue to try to contact the emergency contacts until someone can be reached*
  - ii. *The travelling staff member will remain with the child until a parent/carer or emergency contact arrives to support the child*
  - iii. *The Responsible Person will contact emergency staff to come to the service to ensure that ratios are restored if required*
  - iv. *The service will cover the cost of transport for the travelling staff member to return to the service.*

Injured or unwell children will not be transported by staff using a personal vehicle except when paramedics instruct the staff to transport a child to meet an ambulance.

All other children should be removed away from the scene and, if necessary, parents contacted for early collection of children. The children should be reassured and notified only that a serious incident has occurred.

The site of a serious accident or incident which contains any blood or fluids should not be cleaned up until after approval from the police.

### Serious incident definition

The definition of a serious incident that must be notified to the regulatory authority is:

- A. The death of a child:
  - i. *While being cared for by the service*
  - ii. *Following an incident while being cared for by the service.*
- B. Any incident involving serious injury or trauma to, or illness of, a child while being cared for by the service for which:
  - i. *A reasonable person would consider required urgent medical attention from a registered medical practitioner.*
  - ii. *For which the child attended, or ought reasonably to have attended, a hospital.*
  - iii. *For example, whooping cough, broken limb, anaphylaxis reaction.*
- C. Any incident where the attendance of emergency services at the education and care service premises was sought, or ought reasonably to have been sought.
- D. Any circumstance where a child being cared for by the service, and:
  - i. *Appears to be missing or cannot be accounted for.*
  - ii. *Appears to have been taken or removed from the service premises in a manner that contravenes the National Regulations.*
  - iii. *Is mistakenly locked in or locked out of the service premises or any part of the premises.*
- E. Death or serious injury to a child or staff member out of hours in which case:
  - i. *If a child is the deceased, the Nominated Supervisor should make contact with the child's school to liaise with them regarding the school's response to the event.*
  - ii. *The Nominated Supervisor should also make contact with the Department of Education & Communities to seek advice on an appropriate response from the Service. The school and Network of Community Activities should be contacted to seek additional support, resources or advice.*

### Accidents which result in serious injury (including death) reporting requirements

1. The Nominated Supervisor should report a serious incident to a child's lawful guardian as follows:
  - i. *The service will notify the guardian that a serious incident has happened and advise them to contact the relevant medical agency.*
  - ii. *As only a qualified medical practitioner can declare a person dead; staff should ensure the parents are only advised that the injury is serious and refer them to the medical agency (i.e. hospital) where the child has been taken.*

- iii. *The information should be provided in a calm and extremely sensitive manner.*

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

- 2. The Nominated Supervisor should report a serious incident to the following authorities:
  - i. *The Department of Education & Communities, through the Early Childhood Education & Care Directorate which is the regulatory authority for NSW via the ACECQA, NQAITS website <https://www.acecqa.gov.au/>*
  - ii. *The police under conditions A. and D. above.*

**[QA2 POLICY 11 OF 14] MANAGEMENT OF INCIDENT, INJURY, TRAUMA & ILLNESS Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	FEB 2024
MODIFICATIONS (or 'N/A')	NA	
NEXT REVIEW	Feb 2025	
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	
MARCH 2022	NA	



## [QA2 POLICY 12 OF 14] DEALING WITH INFECTIOUS DISEASES

### Policy Statement

The Cottage OSHC Inc policy aims to enact best practice for the prevention and management of infectious diseases.

Following the guidelines for the prevention of infectious diseases as outlined in the document 'Staying Healthy in Childcare: Preventing Infectious Diseases in Child Care', children suffering from infectious diseases will be excluded from The Cottage OSHC for the length of time specified by the National Health and Medical Research Council's recommended minimum exclusions periods or on the written advice from the child's medical practitioner.

This policy and its implementation will be the direct responsibility of the Nominated Supervisor; the Responsible Person of the operation session.

This policy includes the following sub-policies:

- 1) Managing the spread of infection
- 2) Exclusion of children or staff
- 3) Notifications to family and authorities
- 4) HIV/AIDS, HBV & HCV
- 5) Infestations

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
77	Health, hygiene and safe food practices	
85	Incident, injury, trauma and illness policies and procedures	
86	Notification to parents of incident, injury, trauma and illness	
87	Incident, injury, trauma and illness record	
88	Infectious diseases	
90	Medical conditions policy	
93	Administration of medication	
162	Health information to be kept in enrolment record	
168	Education and care service must have policies and procedures	
170	Policies and procedures to be followed	
172(2)(g)	a notice stating that there has been an occurrence of an infectious disease at the premises	
173	Prescribed information to be displayed	
175(2)(c)	Prescribed information to be notified to the Regulatory Authority- (2) any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service	
National Quality Standards		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	Safety	Each child is protected.
Other Legislation / Guidelines		

## Managing the spread of infection

- Hand washing is the most effective way of controlling infection in the Service; the Service will provide appropriate hand washing facilities and will encourage good hand washing technique. Children will be encouraged to flush toilets after use, and wash and dry their hands.
- All staff dealing with open sores, cuts and bodily fluids with any child or adult will wear disposable gloves. Used gloves should be disposed of safely. Staff must wash their hands with soap and water after removing the gloves.
- Staff with cuts, open wounds, or skin disease such as dermatitis should cover their wounds.
- If a child has an open wound, it will be covered with a waterproof dressing and securely attached.
- If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.
- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- In the event of having to perform CPR, disposable sterile mouth masks should be used (located in the First Aid Cupboard).
- Any exposure should be reported to the Nominated Supervisor and Management Committee to ensure proper follow up procedures occur.
- Any soiled clothing shall be handled using disposable gloves. Clothing will be placed and sealed in a plastic bag for the parents to take home.
- Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.
- Toys, dress-up clothes and other materials and equipment such as cushion covers will be washed regularly. The criteria for selecting new toys, equipment, games, furnishings and other materials will include ease of cleaning.
- During a fever, natural methods will be employed to bring the child's temperature down until a parent arrives or help is sought. Such methods include clothes removed as required, clear fluids given, tepid sponges administered. If a child's temperature is very high, cannot be brought down and parents cannot be contacted, the child's doctor will be contacted and permission sought to give paracetamol. If the situation becomes serious, the child will be taken to the doctor or an ambulance called.
- If a staff member becomes ill or develops symptoms at the Service, they can return home. The Responsible Person will organise a suitable staff replacement, if required.

## Exclusion of children or staff

In the event that a staff member suspects that a child arriving at the Service is suffering from an infectious disease:

- The staff member will approach the Responsible Person for a second opinion.
- If the Responsible Person also suspects the child is suffering from an infectious disease, they will advise the person signing in the child that the child is suspected of suffering from an infectious disease and request that the child be removed from the Service until a medical practitioner has determined that:
  - The child is not suffering from an infectious disease, or*
  - The child has completed the applicable exclusion period as outlined in the current edition of 'Staying Healthy in Child Care: Preventing Infectious Diseases in Child Care'.*

In the event that a staff member suspects that a child in attendance at the Service is suffering from an infectious disease:

- The child will be withdrawn from the main group and taken to a separate area, where the staff member will further assess the child's current health condition and maintain surveillance whilst making the child comfortable.

- The Responsible Person will refer to 'Staying Healthy in Child Care: Preventing Infectious Diseases in Child Care' for details on symptoms the child is presenting with (but will not officially make a diagnosis, but can however present the symptoms to the family and indicate that other children with similar symptoms have been diagnosed with a similar condition).
- The Responsible Person will contact the family or, if unsuccessful, another emergency contact in order of priority and advise the emergency contact of the child's condition and request that the emergency contact make immediate arrangements to collect the child from the Service.
- In an event where the child does not have to be collected immediately, precautions as described in 'Staying Healthy in Child Care: Preventing Infectious Diseases in Child Care' will be implemented.

### Notifications to family and authorities

- In the event that a child with an infectious disease has been in attendance at the Service, the Responsible Person will:
  - i. *Ensure that the families of children in attendance that day, or any other previous day the child has attended and may have been infectious, are notified as soon as practicable.*
  - ii. *Confidentiality will be maintained and only the name and nature of the infectious disease will be disclosed (see Confidentiality Policy).*
  - iii. *Ensure that information regarding the infectious disease is available to families.*
  - iv. *Ensure information regarding the occurrence and nature of the infectious disease is prominently displayed next to the sign-in sheet.*
  - v. *Ensure that documentation regarding the infectious disease and the actions taken by the Service comply with Regulations.*
- In the event of an outbreak of vaccine-preventable disease at the Service or school attended by children at the Service:
  - i. *Parents and children not immunised will be required to stay at home for the duration of the outbreak, for their own protection. The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.*
  - ii. *Payment of fees will be required for children during an outbreak of a vaccine-preventable disease, unless other arrangements, discussed and agreed to by the Management Committee, have been made.*
  - iii. *All staff will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus and hepatitis B (HBV) through immunisation with their local health professional.*

### HIV/AIDS, HBV & HCV

- Under the *Disability Discrimination Act 1992* (Cwth), no discrimination will take place based on a child's/parent's/staff member's HIV status. Discrimination in regard to access to the Service is unlawful. A child with HIV, HBV or HCV has the right to obtain a position in the Service should a position become available and a staff member the right to equal opportunity of employment.
- A child with AIDS shall be treated as any other child, as HIV is not transmitted through casual contact. The child shall have the same level of physical contact with staff as other children in the Service.
- Where staff are informed of a child, parent or other staff member who has HIV/AIDS or HBV or HCV, this information will remain confidential at all times; a breach of this confidentiality will be considered a breach of discipline. Staff will ensure that no discussion is made other than ensuring proper care of all children is maintained.
- Proper safe and hygienic practices will be followed at all times and implementation of procedures to prevent cross infection as identified in this policy.

### Infestations

- In the event that a child is suspected of being infested with head lice, parents will be notified by at least the end of the day and provided with information about treatment options.

- The parents need to be informed their child will only be readmitted to care after appropriate treatment has been administered.
- Other families will be informed when there is an infestation of head lice at the Service.
- Staff will take measures to reduce children's heads coming into close contact during an outbreak of head lice.

## Covid-19

In response to the novel Corona Virus pandemic known as COVID-19, the management and staff will be guided in all matters of management, operations and administration and particularly with regard to:

- i. *Identification and minimisation of risk.*
- ii. *Information management responsiveness to the pandemic's evolving nature.*
- iii. *Communications to families and notifications to government authorities.*
- iv. *Parent / carer and visitor attendance at the service.*
- v. *Staff, volunteer and child interactions.*
- vi. *Sick children and sick staff member exclusions.*
- vii. *Programming of regular covid-19 hygiene, sanitization, spacing and other safe practices.*
- viii. *Continued child and staff well-being, including families' access to the service and provision of a program which enhances each child's learning and development.*

and by adherence to those strategies indicated by this policy and by the following policies and plans:

- **[QA2 POLICY 12 OF 14] DEALING WITH INFECTIOUS DISEASES**
- **The service's EMERGENCY MANAGEMENT PLAN – *Emergency Management for Influenza Pandemic***
- **The service's Cottage COVID-19 Risk Minimisation Plan**

### **[QA2 POLICY 12 OF 14] DEALING WITH INFECTIOUS DISEASES Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	FEB 2024
MODIFICATIONS (or 'N/A')	NA	
NEXT REVIEW	Feb 2025	
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	
FEBRUARY 19	Reviewed by Michele Smith	

## [QA2 POLICY 13 of 14] MEDICAL CONDITIONS

### Policy Statement

In accordance with the Education and Care Services National Regulations, The Cottage OSHC Inc. will be committed to the support of children with medical conditions and specific healthcare needs so that they participate fully in the day-to-day program and thereby promote their sense of wellbeing, connectedness and belonging.

The service will take every reasonable precaution to protect children by adhering to their parent provided, medical practitioner signed Medical Management Plans; as well as to their Risk Minimisation Plans and Communications Plans as developed by the service in conjunction with parents.

Key procedures and strategies will be in place at the commencement of a child at the service which introduce sustainable systems of communication between management and families.

The service will provide standard, risk minimisation plans for all attending children with medical conditions for parents to consider, supplement or redact as required so that they are tailored to suit each child's needs.

Due to the prevalence of the medical conditions of asthma, and anaphylaxis / allergy the service will have pre-prepared risk minimisation plans for these conditions.

Before an enrolment from a child with diabetes can be accepted, PIDTDC staff will be required to partake in accredited first aid training for this condition and then in consultation with the family, prepare the appropriate risk minimisation plan for the child.

Procedures embedded in daily practice at the service which include identification and care of children with medical conditions as well as continuous staff training, communication and review will be considered as paramount in the protection of children with medical conditions. The service will design these procedures so that confidentiality is ensured.

This policy and its implementation will be the direct responsibility of the Nominated Supervisor; the Responsible Person of the operation session.

This policy includes the following sub-policies:

- 1) **Approved Provider and Management Medical Condition Responsibilities Upon Enrolment**
- 2) **Approved Provider and Management Medical Condition Responsibilities On-going**
- 3) **Parent / Carer Responsibilities**
- 4) **Medical Management Plans for Specific Medical Conditions**
- 5) **Actions to be taken when the accuracy of a Medical Management Plan is called into Question**
- 6) **Child / Self-administration of Medication**
- 7) **Administration of a Medication that is Not Prescribed by a Medical Management Plan**

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations	
12	Meaning of a serious incident



85	Incident, injury, trauma and illness policy	
86	Notification to parent of incident, injury, trauma or illness	
87	Incident, injury, trauma and illness record	
89	First aid kits	
90	Medical Conditions Policy	
90(1)(iv)	Medical Conditions Communication Plan	
91	Medical conditions policy to be provided to parents	
92	Medication record	
93	Administration of medication	
94	Exception to authorisation requirement—anaphylaxis or asthma emergency	
95	Procedure for administration of medication	
136	First Aid qualifications	
162(c) & (d)	Health information to be kept in enrolment record	
168	Education and care services must have policies and procedures	
170	Policies and procedures are to be followed	
173(2)(f)	Prescribed information to be displayed- a notice stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at the service	
174	Time to notify certain circumstances to Regulatory Authority	
12	Meaning of a serious incident	
<b>National Quality Standards</b>		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
<b>Other Legislation / Guidelines</b>		

## Approved Provider and management medical condition responsibilities upon enrolment

- The service will ensure that all new enrolment records are reviewed to identify any specific health care need, allergy or medical condition. The service's induction process will acknowledge the medical condition and request any further data that may be required. The primary document required for acceptance of enrolment of a child with a medical condition will be a copy of the child's Medical Management Plan (*a.k.a. Action Plan*) as developed and signed by the child's medical practitioner, which details the procedures to be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition.
- In cases where the afore-mentioned Medical Management Plan is not provided, the service will, as soon as practicable, advise the parents that a child, in such cases is not yet deemed to be 'enrolled', nor may they attend the service. The service will also similarly require that any medication that is indicated by their practitioner on the Plan must be made available to the service prior to all attendances. Enrolment de-activation measures (*to prevent bookings / attendance*) will be employed by the service where parents fail to provide appropriate or requested medical condition documentation / authorisations / medications or equipment. (*note: asthma puffers, EpiPens and anti-histamines indicated on these plans are exempt from the requirement of being 'prescription prescribed' as is the case with all other medications that the service may be requested by parents to administer.*)
- The service will ensure that before an enrolment from a child with diabetes can be accepted, PIDTDC staff will be required to partake in accredited first aid training for this condition.
- The service will ensure that their induction processes will also advise the parent that there will commence, an on-going individual **Communication Plan** and an individual **Risk Management Plan** for the child which will be developed by management and parents together.

- The service will ensure that the parents of a child with a diagnosed healthcare need, allergy or medical condition are provided with a copy of the Medical Conditions Policy.
- The service will ensure that the parents of a child with a diagnosed healthcare need, allergy or medical condition are advised of theirs and the service's mutual obligations by law to:
  - i. *Supply a current Medical Management Plan (a.k.a. Action Plan) as developed and signed by their child's doctor for all medical conditions including but not limited to asthma, allergy/anaphylaxis and diabetes. (Note: In the case of some medical conditions which do not require the service to provide medication for immediate life-threatening circumstances; when parents advise that their doctor has indicated that a generic Medical Management Plan from a peak body such as Coeliac Australia be used; this will, at the discretion of the nominated supervisor, be accepted by the service.)*
  - ii. *Comply with the service's requests to review / confirm or update the accuracy of all information pertaining to the management of their child's Medical Condition.*
  - iii. *Participate with the service in the creation and maintenance of their child's individual **Risk Minimisation Plan**, which will be constituted by the relevant STANDARD Risk Minimisation Plan, combined with the 'VARIATIONS' to Standard Risk Minimisation Plan' this individual Risk Management Plan will develop risk minimisation practices and procedures in relation to the following:
 
    - a. *Safe food handling, preparation and consumption*
    - b. *Parent notification regarding allergens or triggers that are likely to present during a session*
    - c. *Ensuring staff are well trained to execute the medical management plan's requirements*
    - d. *Ensuring that the child does not attend the service without medication prescribed by the child's medical practitioner in relation to the medical condition*
    - e. *Ensuring clear and timely communications between parent and the service**
  - iv. *Participate with the service in the creation and maintenance of an **on-going Communications Plan** which will record all communications concerning the child's medical condition, Individual Risk Minimisation Plan and Medical Management Plan and will explicitly specify the parent's preferred communications methods.*

### Approved Provider and management medical condition responsibilities on-going

The service will:

- Request affirmation from parents each year, regarding the accuracy of the service's records pertaining to the management of their child's medical condition.
- Notify parents of any relevant changes to the service's Medical Conditions Policy or to the service's standard Risk Minimisation Plan.
- Notify parents of any known allergens or triggers that may be likely to be present during the course of sessions or excursions and consult with the parents regarding the strategies that the service will use to minimise risk of exposure.
- Advise parents as soon as practicable regarding all matters pertaining to their child's health and medical condition; and after all events of Medical Management Plan symptoms or medication administration (*note: for all asthma, anaphylaxis, diabetic and other emergencies the parents and emergency services must be called immediately*).
- Maintain strict procedures for alerting all staff prior to each session, of the Medical Management Plan status of all attendees of each session.
- Ensure that at least one staff member or nominated supervisor is in attendance at all times during the service's operation with a current accredited first aid certificate, emergency asthma management and emergency anaphylaxis management certificate (*including on excursions*).
- If a child with Diabetes is enrolled at the service there will always be at least one staff member or the nominated supervisor in attendance who has accredited training in the management of this condition.
- Ensure that a viable supply of the child's Medical Practitioner prescribed medication is on hand.
- Ensure that a copy of the child's Medical Management plan (*including the child's photograph*) is visibly displayed in an area not generally available to families and visitors but known to staff - in the service *and* in the kitchen if the medical condition is related to a food allergy or food ingestion.
- Not supply any medication / supplement to a child that is not authorised by a registered Medical Practitioner with the exception of asthma and anaphylaxis emergencies when medication may be administered to a child without an authorisation.
- Deactivate enrolments (*preventing booking and attendances*) in the case where:
  - i. *The Nominated Supervisor determines that the accuracy of any aspect of the data record is in doubt.*

- ii. *The service's requests for accuracy confirmation of the data record regarding a child's medical condition are denied or wilfully ignored.*
- iii. *The service's requests for participation in the Medical Condition Communications Plan are denied or wilfully ignored.*
- The service will ensure that all Supervisors, Educators, staff and volunteers have:
  - i. *Knowledge of and access to this policy and its related procedures for dealing with emergencies involving all medical conditions of all attending children.*
  - ii. *A clear understanding of children's individual health care needs, allergy or relevant medical conditions and those procedures for their management.*
  - iii. *Ready access to all Medical Management Plans, Individual Risk Minimisation Plans, Communication Plans as well as medications and equipment required by the Plans.*
  - iv. *Access to emergency contact information for the child.*
  - v. *Appropriate professional development and training in managing specific medical conditions and meeting children's individual needs.*
  - vi. *Clear indications at food service points of attending children whose condition relates to food allergy or food ingestion.*
  - vii. *Training regarding the service's food management with clear signage so as not to serve the particular food allergens or 'food not to be ingested' as specified in children's Medical Management Plans.*
  - viii. *Regular opportunities to engage with those embedded practice protocols which support the knowledge and communications procedures for the management of children's medical conditions; in particular, medical condition signs and symptoms, first response and alert protocols. They similarly will be given opportunities for training as regards to knowledge of attending 'First Aiders' and if applicable, knowledge of those 'First Aiders' with accredited training in management of diabetes.*
  - ix. *Daily exposure to embedded practice protocols which identify to them any and all medical condition attendees of a session; even those who may arrive unexpectedly and especially those who being new to the service or who may attend only infrequently, may require more detailed review regarding their medical conditions.*

## Parent / carer responsibilities

Parent / Carers will:

- Provide management with specific, accurate and full information about their child's health needs, allergies, medical conditions and medication requirements on the enrolment form.
- Provide the service with a medical management plan prior to attendance of their child.
- Consult with service management to develop both an Individual Risk Minimisation Plan and a Communications Plan.
- Explicitly notify the Nominated Supervisor of the service regarding any changes to their child's Medical Management Plan or to their Risk Minimisation Plan which may be done via telephone, face to face discussion or via email and these communications will be recorded in the Communication Plan.
- Provide adequate supplies of their medical management plan's required medication and / or equipment as requested by the service.
- Provide medications in original packaging and medically authorised administration data as may be requested by the service.
- Provide Medical Management Plans and Medical Management Plans practitioner's accuracy confirmation as requested by the service.

## Medical management plans for specific medical Conditions

The Medical Management Plan is to be provided by a child's guardian and completed and signed by a registered medical practitioner. The Nominated Supervisor may choose to reject a Medical Management Plan if for any reason it is determined that the accuracy of the plan is called into question. The Nominated Supervisor may also, under some circumstances, accept letters from the child's doctor which affirm the accuracy of a plan that may be uncertain. At the Nominated Supervisor's discretion, the service may accept variations to the Medical Management Plan guidelines listed below, so long as the plan:

- i. *Has been signed and dated by a registered medical practitioner and the practitioners and / or clinic details are provided.*

- ii. Provides the child's name and date of birth.
- iii. Provides sufficiently clear guidelines for the condition's on-going management and first aid and emergency response.
- iv. Provides specific details of the diagnosed health care need, allergy or relevant medication condition.
- v. Current medication and dosage prescribed for the child.
- vi. Describes the first aid / emergency response that may be required.

## Actions to be taken when the accuracy of a Medical Management Plan is called into question

When the Nominated Supervisor has determined for any reason that a child's Medical Management Plan data accuracy is in doubt, such as -

- i. The plan review date has long passed
- ii. An item, such as a date of birth of the child, is missing from the plan
- iii. The doctor's instructions are not clear or seem not to be in accordance with current accepted practices,

- the service reserves the right to de-activate the enrolment and email the parent to advise that their child cannot attend until the conditions for accuracy as deemed by the service and itemised in the email, are satisfied.

The procedure for such circumstances will be as follows:

- The service will email the parent, (attaching a copy of the current Medical Management Plan) to advise of the service's concerns regarding the plan's accuracy; and also, to advise as to whether their child may attend (or not) prior to accuracy rectification (this will depend upon the nature of the accuracy doubt).
- The service will request immediately that the parent comments by return email regarding the accuracy of the current plan.
- The service will also request that the parent confirm by return email their undertaking to contact their child's doctor as soon as practicable to arrange either:
  - i. A new Medical Management Plan, or
  - ii. A letter from their doctor confirming that the current Medical Management Plan data record is still accurate.
  - iii. The service reserves the right to exclude a child from attending sessions until at least one of the items described in item.
  - iv. Above has been supplied to the service.
  - v. If the Nominated Supervisor is permitted by law to allow not more than 2 emergency attendances by a child where the child's enrolment medical information is in question.

## Child / self-administration of medication

The service does not permit children to self-administer medication or blood test (*i.e. without the direct supervision of a first aid trained educator*) and will at all times be assisted with medication's administration at all times and to varying degrees depending upon their age and state of wellness.

Parents whose children are accustomed to self-administering medication will be asked to assist the service by instructing their children to inform a staff member before they administer / test so that a first aid trained educator can provide supervision.

## Administration of a medication that is not prescribed by a medical management plan

The service will administer medical practitioner prescribed medications to a child in accordance with the requirements of regulations 95 or 96 and only if requested by fully authorised persons as per **[QA2 POLICY 2 of 14] ACCEPTANCE & REFUSAL OF AUTHORISATIONS.**

Authorisation will be considered to have been given when it is recorded in the medication record for the child by an authorised person or when verbal authorisation is given in an emergency by a person who is identifiable as the authorised person.

The service will:

- Not administer medication unless it has been supplied to the service in its original packaging with clear name, date and dosage instructions.
- Keep a medication record for each child who has received or will receive medication administered by the service. This record must include the:
  - i. Name of the child who is to receive the medication.
  - ii. Authorisation to administer the medication.
  - iii. Name and signature of that person authorising the administration of medication.
  - iv. Name of the medication to be administered.
  - v. Time and date the medication was last administered.
  - vi. Time and date, or the circumstances under which the medication should next be administered.
  - vii. Dosage of the medication to be administered.
  - viii. Manner in which the medication is to be administered.
  - ix. Dosage that was administered.
  - x. Manner in which the medication was administered.
  - xi. Time and date the medication was administered.
  - xii. Name and signature of the person who administered the medication.
  - xiii. Name and signature who checked / witnessed the dosage and administration.

**[QA2 POLICY 13 of 14] MEDICAL CONDITIONS Review**

MOST RECENT REVIEW		
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## [QA2 POLICY 14 OF 14] EMERGENCY & EVACUATION

### Policy Statement

The Cottage OSHC Inc, considering the safety of families, children and staff to be paramount aims through this policy to augment the overall safety procedures with preparation and training for the management of emergency situations. All children and staff will be aware of and practiced in emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence, these policies and any related procedures will be implemented. In implementing practice sessions with children, staff will encourage children to discuss possible scenarios where emergency procedures may be required and support children to collaborate with the ongoing development and review of protocols.

This policy and its implementation will be the direct responsibility of the Nominated Supervisor; the Responsible Person of the operational session.

This policy includes the following sub-policies:

- 1) Emergency and Evacuation Management
- 2) Covid-19
- 3) Harassment and threats of violence

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
12(d)	Meaning of a serious incident- any emergency for which emergency services attended	
97	Emergency and evacuation procedures	
98	Telephone or other communication equipment	
99	Children leaving the education and care service premises	
136	First aid qualifications	
168	Education and Care Services must have policies and procedures	
170	Policies and procedures are to be followed	
171	Policies and procedures to be kept available	
National Quality Standards		
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Other Legislation / Guidelines		

### Emergency and Evacuation Management

- The Service's Emergency Management Plan will include procedures and instructions for what must be done in the event of an emergency and an emergency and evacuation floor plan.
- Emergency and evacuation procedures and floor plans will be clearly displayed in a prominent position near the front and rear entrances of the service.

- The approved provider will ensure that a risk assessment is conducted to identify potential emergencies that are relevant to the service (contained in the Service's Emergency Management Plan).
- All staff will be informed of the procedures and the specific duties pertaining to emergency and evacuation.
- Children and staff will rehearse the emergency procedures every 3 months for Before School Care, After School Care and Vacation Care. Emergency drill rehearsals will be documented.
- No child or staff member is to go to their bags to collect personal items during an emergency evacuation.
- Fire extinguishers will be installed and maintained in accordance with Australian Standards 2444 .
- Staff will only attempt to extinguish fires if the fire is small, there is no threat to personal safety, they feel confident to operate the extinguisher and all the children have been evacuated from the room.

**Harassment and threats of violence**

Educators will be attentive as regards to any unfamiliar persons on the service premises and find out what they want as quickly as possible and be guided by the following:

- If a person/s known or unknown to the Service harasses or makes threats to children or staff onsite, or on an excursion, educators will:
  - Ascend the matter as soon as possible to the Responsible Person of the session.*
  - Calmly and politely ask them to leave the premises or the vicinity of the children.*
  - Be firm and clear, remembering that their primary duty is to the children in their care.*
  - If they refuse to leave, explain that it may be necessary to call the police to remove them.*
  - If they still do not leave, call the police.*
- If the Responsible Person is unable to make the judgement call, another staff member should be directed to do so. Staff should liaise with team members in advance to determine a code phrase that will alert another team member to a threat situation arising and prompt them to contact police.
- Where possible, staff must endeavour to calmly move the children away from the person and this may be achieved quickly with the use of another code phrase that will encourage word of mouth transmission between children to move quickly from the area to another safer environment without causing them alarm (as an example, the reminder to a child that ice cream is being served today at xxx location for all children).
- No staff should attempt to physically remove the unwelcome person but try to remain calm and keep the person calm as far as possible and wait for the police.

**[QA2 POLICY 14 OF 14] EMERGENCY & EVACUATION Review**

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## **[QA3 POLICY AREA] PHYSICAL ENVIRONMENT**

### QA3 POLICIES

#### **[QA3 POLICY 1 of 1] PROVIDING A CHILD SAFE ENVIRONMENT**

- 1) Management and security of the premises
- 2) Buildings, equipment, cleaning, and maintenance
- 3) Storage
- 4) Ventilation, temperature, and lighting
- 5) Pest control
- 6) The indoor environment
- 7) The outdoor environment

# [QA3 POLICY 1 of 1] PROVIDING A CHILD SAFE ENVIRONMENT

## Policy Statement

**The Cottage OSHC Inc. will follow this policy’s guidelines to ensure the provision of a healthy environment in which children can grow and be safe.**

**Service staff will follow procedures for and be attentive at all times to the safety of both the indoor and the outdoor environment as they care for and protect the children.**

**This policy and its implementation will be the direct responsibility of the Nominated Supervisor; the Responsible Persons overseen by the Management Committee.**

**This policy includes the following sub-policies:**

- 1) Management and security of the premises**
- 2) Buildings, equipment, cleaning, and maintenance**
- 3) Storage**
- 4) Ventilation, temperature, and lighting**
- 5) Pest control**
- 6) The indoor environment**
- 7) The outdoor environment**

## Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations	
82	Tobacco, drug and alcohol-free environment
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
99	Children leaving the education and care service premises
102(A-D)	Transportation of children (risk assessments and authorisations)
103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
115	Facilities designed to facilitate supervision
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios- centre based services
136	First aid qualifications
155	Interactions with children
162	Health information to be kept in enrolment record
165	Record of visitors
166	Children not to be alone with visitors
167	Record of service’s compliance
168 (h)	Education and care services must have policies- Providing a child safe environment
170	Policies and procedures to be followed
S162 (A)	Persons in day to day charge and nominated supervisors to have child protection training

S165	Offence to inadequately supervise children	
S166	Offence to use inappropriate discipline	
S167	Offence relating to protection of children from harm and hazards	
<b>National Quality Standards</b>		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
<b>Other Legislation / Guidelines</b>		

## Management and security of the premises

- Only approved staff and Management will be given a key to access the building and equipment areas.
- All monies and important documents will be kept in a lockable place and access will only be permitted by approved staff and Management.
- The Responsible Person will ensure that the building is left in a secure manner before leaving and all windows, drawers and other relevant areas are locked, all heating and lighting is off, and all doors properly secured.
- The Responsible Person will inform the police and the Management Committee as soon as possible if there has been a break-in to the service.
- Staff will remain at the service until the police arrive or inform them of what to do.

## Buildings, equipment, cleaning and maintenance

- Equipment will be chosen to meet the children's developmental needs and interests.
- The service will have regular documented cleaning schedules.
- 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, and all electrical appliances shall be in good working order. Electrical circuit breakers will be installed and maintained.
- Anything that requires maintenance is to be reported to the Responsible Person as soon as possible. Faulty equipment should be removed, or protection placed around any dangerous building sites.
- For urgent repairs the Nominated Supervisor will organise a contractor to attend to the problem.
- All contractors should have their own public liability insurance.
- Non-urgent repairs will be recorded for scheduling in a timeframe befitting the level of urgency by the Nominated Supervisor and / or Management Committee.
- Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
- 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.
- Staff should ensure safe handling of all tools if used as part of any activity.
- Recycled craft materials should be checked for potential hazards.
- Families will be encouraged to notify staff of any safety issues they observe.

- Maintenance reviews should be done as part of the Nominated Supervisor's report at each quarterly Committee meeting.
- The Nominated Supervisor will also give a review of works completed by any tradesman employed, for future reference.
- Should the Service be considered unsafe or as being a health risk, the service will be closed after notice has been given to all relevant parties until the problem has been rectified.

### Storage

- A storage system should be devised that ensures easy access and un-cluttered storage of all equipment.
- Storage areas will be cleaned and tidied as necessary.
- Play equipment and toys should be easily accessible to all children during the service's operating hours.
- Children will be encouraged to show respect for the equipment and be expected to pack equipment away that they have used to avoid trip hazards.
- Children will be directed and trained to ask permission before removing any equipment from drawers or cupboards, such as paints and glues etc., which has not been set up by educators.
- All equipment will be neatly packed away at the end of each session and all craft equipment properly washed and cleaned before storage.
- All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, first aid equipment and medications will be stored in designated secured areas which are inaccessible to the children.
- Educators will be responsible for ensuring that these areas remain secure and that they do not inadvertently provide access to these items.
- The Nominated Supervisor 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 - see also **[QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES** and see also **[QA7 POLICY 4 of 4] CONFIDENTIALITY & STORAGE OF RECORDS**

### Ventilation, temperature and lighting

- Any heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability.
- Any 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 and ventilation levels are comfortable.
- Should staff, 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 should be opened during hours of operation unless closed to protect from extreme weather conditions.
- Where activities involve toxic materials such as paints and glues, staff will ensure there is adequate ventilation before undertaking the activity.
- Natural light will be considered to be most desirable therefore provision of natural light areas will be enhanced as much as possible.
- Good overhead lighting will be provided for close work.
- Outdoor lighting will be suitable so that parents, staff and children can safely enter and exit the building.
- A security light will be placed at the Service's entrance that clearly provides unobstructed view of the door and surrounding 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.
- Food preparation areas and storage will be cleaned and maintained daily.
- If urgent matters arise, the Nominated Supervisor may obtain a contractor to address the problem or if nonurgent, the Nominated Supervisor will bring the problem to the attention of Management in their report.
- All parents will be notified of any use of restricted use pesticides.
- Restricted use pesticides should only be applied outside the hours of the children's and staff's presence in the building.

### The indoor environment

- The service will be a smoke free environment.
- The Nominated Supervisor will only book the number of children into service sessions, which can comfortably fit into the building space and in accordance with the National Regulations.
- Areas must be set up to ensure that proper supervision can be maintained at all time.
- Easy access to areas should be maintained by making clear easily definable passageways and walkways through the building.
- All items obstructing areas are to be removed and placed in the correct storage areas.
- Staff will ensure that children properly store their bags and those bags and other items are not thrown into walkways or play areas.
- 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.
- 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:
  - i. consistency of usage (may be either indoor or outdoor area), optimising safe signing of children in and out of the service
  - ii. collection of fees, answering phones, and maintaining daily records
  - iii. staff and parents to talk in confidence
  - iv. children to store their bags and belongings
  - v. storage of equipment, food, dangerous materials, and family records
  - vi. preparation of food and drinks
  - vii. cleaning of equipment
  - viii. toilet, hand basins and hand drying facilities
  - ix. creative and other activities
  - x. large and small group activities
  - xi. display of children's activities and work
  - xii. quiet space for children to retreat to, or do homework or lie down if unwell.

### The outdoor environment

- The service will be a smoke free environment.
- The service will ensure consistency of usage of either indoor or outdoor areas, will optimise child safety.
- The outdoor environment provides each child with at least 7 square metres of unencumbered outdoor space in compliance with National Regulation 108.
- 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.
- Clear boundaries will be set and enforced.
- When it is necessary to go outside the boundaries, a staff member should 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 to child ratios can be maintained.

**[QA3 POLICY 1 of 1] PROVIDING A CHILD SAFE ENVIRONMENT Review**

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## [QA4 POLICY AREA] STAFFING ARRANGEMENTS

### QA4 POLICIES

#### [QA4 POLICY 1 of 3] STAFF ORGANIZATION, RECRUITMENT & PROFESSIONALISM

- 1) Organisation of staff, professionalism & the hierarchy of responsibilities
- 2) Hiring of appropriate persons, *Working With Children Checks*, volunteers & visitors
- 3) Recruitment & induction & *Code of Conduct*
- 4) Service Code of Conduct

#### [QA4 POLICY 2 of 3] STAFF TRAINING & COMMUNICATIONS

- 1) Training mechanisms
- 2) Performance review
- 3) Disciplinary procedure

#### [QA4 POLICY 3 of 3] STAFF CULTURE & GRIEVANCE MANAGEMENT

- 1) Engagement and commitment
- 2) Collaborative relationships
- 3) Commitment to continuous improvement
- 4) Effective communication
- 5) Problem-solving willingness and aptitude
- 6) Work, health and safety adherence
- 7) Confidence in the service conflict resolution and grievance processes
- 8) Continuity of service
- 9) Service grievance procedure

# [QA4 POLICY 1 of 3] STAFF ORGANISATION, RECRUITMENT & PROFESSIONALISM

- see also [QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES

- see also [QA2 POLICY 6 of 14] CHILD SUPERVISION

## Policy Statement

So that the staffing arrangements of The Cottage OSHC enhance children's safety, learning and development (i.e. as required by the National Quality Standard 4.1 & 4.2); the service will ensure that professional standards guide the practices of the leadership and of all personnel.

Crucial to achievement of the above, will be the service leadership's orientation to the goal of quality practice they organise recruitment, induction, training, working arrangements and conflict resolution for Educators, volunteers, students and administrative staff.

Guided by this policy and the service Code of Conduct, the leadership team will model responsible, respectful communications for both failure and success as they guide educators towards ethical, collaborative practices. Through their intrinsic and extrinsic recognition of staff as the service's most valuable resource, they will encourage educators' continuity of service and commitment to best practice childcare.

This policy and its implementation will be the direct responsibility of Approved Provider / Management Committee and the Nominated Supervisor, assisted by the Educational Leader and Responsible Persons.

This policy includes the following sub-policies:

- 1) Organisation of staff, professionalism & the hierarchy of responsibilities
- 2) Hiring of appropriate persons, *Working With Children Checks*, volunteers & visitors
- 3) Recruitment & induction & *Code of Conduct*
- 4) Service Code of Conduct

## Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations	
4 (1)	Definitions
11	Meaning of in attendance at a centre-based service
35	Notice of addition of new nominated supervisor
84	Awareness of child protection law
117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios – centre based services
145	Staff Record
146	Nominated Supervisor
147	Staff Members

148	Educational Leader	
149	Volunteers and Students	
150	Responsible Person	
151	Record of Educators working directly with children	
168	Education and care services must have policies and procedures in place for providing a child safe environment	
170	Take reasonable steps to ensure those policies and procedures are followed	
171	Policies and procedures to be kept available	
173	Prescribed information to be displayed	
174	Time to notify certain circumstances to Regulatory Authority	
<b>National Quality Standards</b>		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of Educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
4.2	Professionalism	Management, Educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
<b>Other Legislation / Guidelines</b>		
TABLE OF REGULATION REQUIRED NOTIFICATIONS <a href="#">Notification types and timeframes   ACECQA</a>		
	<i>Children's Services Award 2010 [MA000120]</i>	
	<i>Children and Young Persons (Care and Protection) Act 1998 (NSW)</i>	
	<i>Work Health and Safety Act 2011 (NSW) and Regulation 2011</i>	
	<i>Children (Education and Care Services) National Law (NSW)</i>	

### Organisation of staff, professionalism and the hierarchy of responsibilities

- see also [QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES

To ensure compliance with Reg 170, (i.e. the taking of reasonable steps to ensure service policies and procedures are followed) the Management Committee and Director will select and organise Educators to optimize professionalism with a nuanced approach to:

- Strategic recruitment practices which:
  - i. ensure the hire of fit of proper persons (see further below Recruitment and Induction and also [QA2 POLICY 5 OF 14])
  - ii. **CHILD-PROTECTIVE PRACTICES.**
  - iii. ensure hire of Educators who will be capable of and motivated to respond to the complexity of children's and families' lives.
  - iv. embrace diversity as a means to ensuring hire of talented individuals who will contribute to the service's goals.
  
- Professional development, including but limited to:
  - i. conducting on-going, in-house training,
  - ii. provision of staff development opportunities and avenues for personal and professional growth,
  - iii. conducting daily pre-session staff meetings for training, feedback, reflective practice, and team-building,
  - iv. real-time supervision and feedback of Educators during operational sessions,
  - v. high expectations for the conduct of and achievements of Educators,
  - vi. annual, formal performance reviews.
  
- Professional organisational culture and communications:
  - i. inclusive and courteous practices,
  - ii. equitable practices that value hard work and excellence in respect of opportunities, rostering and remuneration,
  - iii. rewarding commitment and continuity of service and collaboration,

- iv. *establishment of clear communication procedures pathways for information ascension through a defined hierarchy of command / responsibility,*
- v. *embedding practices which provide recognition, celebration and acknowledgment whenever performance goals are achieved,*
- vi. *respectful, transparent feedback for failure as well as success.*

At the apex of the service's hierarchy of responsibility will be the Management Committee/Approved Provider.

They are recognized as the fit and proper individuals who collectively constitute the *Persons with Management or Control (PMCs)* of the service and who jointly and severally, bear legal responsibility for the management of the service.

The Management Committee must appoint at least one Nominated Supervisor for the service who will hold the title of Director and who:

- They deem to have sufficient qualifications or experience to meet the demands of the role.
- Has up to date qualifications in Child Protection and First Aid.
- Has agreed in writing that they accept and have a clear understanding of the role.
- Will be responsible at all times for the day-to-day management of the service regardless of attendance at the service.
- Whenever in attendance at the service is required to assume the role of Responsible Person for the session that is operating irrespective of the supervisory attendance of another trained PIDTDC.
- Will address all key management and operational issues under the direction of and reporting to the Management Committee and the relevant policies as well as, will ensure service compliance with all regulations and with The National Quality Framework for school age care, management of service culture and community.
- Will be responsible for the management of service operations.
- Will be responsible for the management of service booking arrangements and billings.
- Will make recommendations for the appointment of permanent staff to the Management Committee.
- Will hire and induct appropriate persons as casual educators.
- Will be responsible for determining and appointing educators to the following roles and for advising the Management Committee of these determinations and appointments:
  - i. *the service **Educational Leader /s** who will lead the development, implementation and review of the service's educational program and planning cycle*
  - ii. *the service **PIDTDCs / Persons in Day-to-Day Control** who must be a service trained educator with current first aid, child protection and working with children check certification who has formally accepted the role of 'person with day-to-day control' and who will act as the Responsible Person for a session when required; i.e. when the Nominated Supervisor is not present.*

If the Nominated Supervisor is not present at the service, the Responsible Person will be determined by:

- A hierarchy of all PIDTDCs determined by the Nominated Supervisor,
- Roster, if planned,
- By Nominated Supervisor, if unplanned.

### Recruitment and Induction

All persons involved with the service; i.e. all persons with management or control; all supervisors fulltime or part-time; all casual staff and volunteers over the age of 18 as well as all ancillary staff / contractors who are engaged to work at the service premises will be required to have a current *Working with Children Check* authorisation. The authorisations should have their status updated at least yearly.

The Management Committee and Director will strategically recruit suitable, vetted individuals dedicated to delivering quality childcare through:

- Strict vetting of applicant's status as 'appropriate persons' using the mandated Working With Children Check procedures and supplied reference checks as per **[QA2 POLICY 5 OF 14] CHILD-PROTECTIVE PRACTICES** which is required to ensure that the applicant is not an Inappropriate person i.e. is not a person:
  - i. *who may pose a risk to the safety, health or wellbeing of any child or children being educated and cared for by the education and care service,*
  - ii. *whose behaviour or state of mind or whose pattern of behaviour or common state of mind is such that it would be inappropriate for him or her to be on the education and care service premises while children are being educated and cared for by the education and care service.*
- Rigorous selection processes focusing on dedication and commitment to childcare who:
  - i. *will be capable of and motivated to respond to the complexity of children's and families' lives.*
- Strategic recruitment efforts to attract appropriate candidates aligned with the service's ethos and which:
  - i. *embrace diversity as a means to ensuring hire of talented individuals who will contribute to the service's goals.*

An induction program will be conducted by the service Director for each new staff member to ensure successful onboarding and seamless integration and will include:

- Orientation sessions emphasizing the service's commitment to the upholding professional practices through strict adherence to the 'Code of Conduct', to confidentiality requirements; to the service philosophy, policies, and the provision of quality care at all times.
- Discussion of Educators' Mandatory Reporting Responsibilities and their requirement as per reg. 151 and as per service 'sign-in' protocols, to record the exact hours that they work directly with children.
- Structured programs, detailing timelines, training modules, and mentorship opportunities.
- Focus on organizational policies, childcare philosophies, safety protocols, and team integration.
- Robust training and support mechanisms throughout the induction period.
- Bespoke supervision and guidance during service operations so that the level of experience and responsibility required for the roles they are assigned will always match their capabilities.

This personalized guidance and oversight and tailoring to individual learning curves, will assist during the Induction period and beyond, with:

- Continual assessment and adjustment of duties as staff members develop their skills.
- Maintenance of an optimal balance between challenge and support.
- Ensuring that each team member is empowered to contribute effectively and grow within their role.
- Ensuring provision of an inclusive environment is fostered where Educators feel valued, respected, and able to thrive.

### **Volunteers & visitors**

- see also **[QA2 POLICY 5 OF 14] CHILD-PROTECTIVE PRACTICES**
- see also **[QA1 POLICY 1 of 1] OPERATIONS, PROGRAM & PRACTICE**

Volunteer placements may be offered to applicants. The service will prefer volunteers who will commit to at least semi-regular attendance at the service so that service supervision / guidance time will retain its value.

No volunteers of any age will be left alone or in charge of any children without full training and formal authorisation of the service's nominated supervisor. Volunteers and their supervising Educators will always be explicitly advised of their reciprocal responsibilities.

Additionally, volunteers:

- i. *over the age of 18 will be required to comply with the Working With Children Check requirements and supply references,*
- ii. *will be provided with a job description that clearly outlines their duties and the expectations of the service,*
- iii. *will receive a modified induction from the Responsible Person which will include a tour, introductions to staff, and a*
- iv. *volunteer / Student Handbook which contains the service Philosophy and Code of Conduct,*
- v. *volunteers will be required to sign on and off,*

- vi. *volunteers will be supernumerary when calculating basic staff to child ratios, except on excursions.*

### Student placements:

- May be offered to high school students who wish to gain work experience as part of a school program and the participating school must initiate the work experience, identify the student's suitability and work with the Director in relation to times and expectations and provide written authorisation for the student and a copy of their insurance.
- Will be negotiated through the Director and accepted on the discretion of the Director based on issues such as staff availability to supervise and assist.

No students of any age will ever be left alone with or in charge of any children. Students and their supervising Educators will always be explicitly advised of their reciprocal responsibilities.

Additionally, students:

- i. *over the age of 18 will be required to comply with the **Working With Children Check** requirements,*
- ii. *will received a modified induction from the Responsible Person which will include a tour, introductions to staff, and a Volunteer / Student Handbook which contains the service Philosophy and Code of Conduct*
- iii. *will be made aware of relevant policies in particular, the Confidentiality Policy*
- iv. *will be advised not to discuss a child's development or other issues with the families*
- v. *during their induction process prior to engagement with the service, the Nominated Supervisor or Responsible Person will make sure that students fully appreciate the limits of their decision-making authority as well as the limits on their communications with families.*
- vi. *in particular, they will be trained in the service's 'ascension' processes so that their contribution to the service can be optimised and so that they are fully cognizant of the support mechanisms that are available to them through the experience of the service's educators and supervisors.*

**Visitors** will only be permitted on the service premises for the following purposes and circumstances - and then only when the service Responsible Person has deemed them as appropriate persons:

- As the accompaniment to a person who is properly authorised to deliver or collect a child from the service.
- As an authorised visitor from a government department or emergency services.
- As a vetted visitor who holds a current **Working With Children Check** invited to the service for the purpose of consultation, maintenance or program enhancement.
- A person who is operating under directions from the school and whom the school has confirmed as having visitor clearance.

As per reg. 166 the service is required to ensure that visitors must always be supervised by educators when in the presence of children.

As per reg. 165 all such visitors will be required to sign-in for the period they are on the service premises.

## Service Code of Conduct

## The Cottage OSHC Inc. CODE OF CONDUCT

The service's **Code of Conduct** directs all service personnel and management to:

**BE PROFESSIONAL IN ATTITUDE:**

- i. *strives to adhere to the desired outcomes in the quality areas, elements, principles and practices of the **National Quality Standard** and of **My Time Our Place**,*
- ii. *strive to adhere to the service's constitution, philosophy, policies and procedures,*
- iii. *strive to adhere the service's obligations under National, State Taxation and Family Assistance Law,*
- iv. *demonstrate commitment to enacting best practice in early childhood education as guided by **My Time Our Place**,*
- v. *ensure confidentiality, privacy and cultural safety for all children, families, and staff,*
- vi. *demonstrate commitment to continuous improvement and full participation with service on-going training requirements,*
- vii. *demonstrate respect and compliance with the service's administrative requirements as well as maintenance of accurate and confidential service documentation / records,*
- viii. *never falsify reports, documents, or wages information,*
- ix. *maintain a stance of non-promotion of any specific personal, business or political interest or of any other community member or group of community members,*
- x. *demonstrate commitment to collaborative, inclusive relationships with colleagues, children and families,*
- xi. *demonstrate commitment to values that engender respectful, courteous, responsive communications with colleagues, children and families,*
- xii. *maintain high standard of objective professionalism in the case of conflict, so that all matters can be resolved with minimal offence or rancour,*
- xiii. *inform the service of private babysitting or any other private arrangements with families,*
- xiv. *demonstrate as far as possible their commitment to never causing disruption or discontent within the service,*
- xv. *demonstrate respect for the **Code of Conduct** by responding with appropriate corrections to their behaviour when advised they have breached the code.*

**OPERATE PROFESSIONALLY DURING SERVICE SESSIONS:**

- xvi. *be ever mindful of the **Duty of Care** i.e. to at all times take reasonable care for the physical and psychological health and safety of themselves and others at the service,*
- xvii. *always following instructions of supervisors when reasonably directed to do so,*
- xviii. *demonstrate commitment to active supervision of the children at all times so as to ensure their safety at all times*
- xix. *uphold children's rights, prioritize their needs above all else,*
- xx. *perform all mandatory reporting duties as may be required,*
- xxi. *not take personal phone calls during a session without prior arrangement with the session's Responsible Person,*
- xxii. *limit episodes of arriving late for their shifts and to always communicate with the Responsible Person by their shift start time if they are to be arriving late,*
- xxiii. *only use service equipment and / or resources as authorised by the Responsible Person,*
- xxiv. *follow a modest, clean, fresh dress code including safe enclosed footwear and weather protection items,*
- xxv. *maintain personal hygiene and wear deodorant,*
- xxvi. *not wearing items that contain political statements or offensive logos,*
- xxvii. *as far as possible wearing clothes that leave the wearer free to engage in active and messy play and cleaning duties,*
- xxviii. *never engage in any non-professional (e.g. immodest, immoral) speech or conduct when at the service,*
- xxix. *ensure protection when using digital technology, adhere to guidelines for personal phones, and social media,*
- xxx. *report all health, fire or safety hazards,*
- xxxi. *never bringing a dangerous weapon or a prohibited substance or recreational drug, alcohol or tobacco into the service,*
- xxxii. *never attending the service when under the influence of any drugs or alcohol,*
- xxxiii. *always reporting to the Responsible Person immediately if ever a co-worker is suspected of being affected by drugs or alcohol when at the service,*
- xxxiv. *promptly report to supervisors or management of any breaches of the service **Code of Conduct** or other regulations.*

**[QA4 POLICY 1 of 3] STAFF ORGANIZATION, RECRUITMENT & PROFESSIONALISM Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Susan Thomson, Rheanne Jakelski	FEB 2024
MODIFICATIONS (or 'N/A')	How the Responsible Person is determined	
NEXT REVIEW	Feb 2025	
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	
Oct 2023	NA	



## QA4 POLICY 2 of 3] STAFF TRAINING & COMMUNICATIONS

- see also [QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES

### Policy Statement

**To ensure the provision of quality care, and adherence to service policy as per Reg. 170, The Management Committee and Director will aim to foster a culture of continuous learning, open communication, and professional development within the service.**

**By integrating various training methods and communication practices, an environment where each staff member feels supported, empowered, and capable of delivering quality childcare aligned with service policies will be created.**

**This policy and its implementation will be the direct responsibility of The Nominated Supervisor and the Educational Leader and be regularly reviewed with the Approved Provider / Management Committee.**

**This policy includes the following sub-policies:**

- 4) Training mechanisms**
- 5) Performance review**
- 6) Disciplinary procedure**

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
4	Definitions	
84	Awareness of child protection law	
Part 4.4	Staffing Arrangements	
Division 7	Approval and determination of qualifications	
Division 9	Staff and educator records—centre-based services	
Division 10	Register of family day care educators, co-ordinators and assistants and records of family day care service	
4	Definitions	
84	Awareness of child protection law	
Part 4.4	Staffing Arrangements	
Division 7	Approval and determination of qualifications	
Division 9	Staff and educator records—centre-based services	
Division 10	Register of family day care educators, co-ordinators and assistants and records of family day care service	
National Quality Standards		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of Educators	The organisation of Educators across the Service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of Educators at the Service.
4.2	Professionalism	Management, Educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, Educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.
<b>Other Legislation / Guidelines</b>		
<a href="http://acecqa.gov.au">Staffing Policy Guidelines (acecqa.gov.au)</a>		
<a href="#">CODE OF ETHICS for Early Childhood Australia</a>		
<a href="#">australian-professional-standards-for-teachers.pdf</a>		

### Training mechanisms

The service will ensure that Educators are supported with training to:

- Align their knowledge and practices with service goals
- Be competent to achieve the service's goals
- Maintain their confidence in their value and ability to contribute to the service
- Continuously improve through provision of opportunities for skills and practices to be re-enforced and developed

To achieve this the service will:

1) Engage out-sourced training resources in particular for:

- Compliance with regulations regarding qualifications for accredited training
- Provision of diverse perspectives and the enrichment of staff professionalism

2) Develop in-house training mechanisms which will train staff using:

- Embedded training and mentoring practices within daily service operations
- Embedded procedures for all regularly undertaken activities – large and small
- Embedded operational documentation procedures with which all Educators will engage
- Supervisor / Educator operations ratios sufficient to enable real-time monitoring and immediate feedback to address issues promptly and enhance staff skills, confidence and belonging
- Cultivation of a shared vocabulary together with language and communications conventions embedded in practice for:
  - i. *ascension and dissemination of important operational information*
  - ii. *consistent, effective and precise operational communications*
  - iii. *repetition of key terminology which enhances retention and reinforces common understanding*
  - iv. *developing Educators' confidence in their ability to communicate difficult matters – leading to transparency, selfidentifying of short-comings and encouraging proactive reporting*
  - v. *fostering a cohesive, efficient and collaborative work environment*
- Daily pre-shift staff meetings serving as dynamic platforms for:
  - i. *extra training*
  - ii. *encouraging and facilitating constructive dialogues between Educators and supervisors*
  - iii. *building a collaborative team culture*
  - iv. *engaging staff in discussions which foster appreciation of proactive reporting's valuable contribution to improvement and compliance*
  - v. *engaging all staff on a daily basis in cycle of programming processes*
- Attending to continuous improvement by:
  - i. *Maintaining the afore-mentioned daily staff meetings*
  - ii. *involving staff in the service's Quality Improvement Plan practices*

- iii. *conducting yearly performance reviews with structured assessment of individual growth, contributions, and areas for improvement (see Performance Review further below)*
- iv. *establishment of confidential reporting protocols ensuring anonymity and safety for staff to voice concerns without fear*
- v. *establishment of restorative action practices to provide a constructive framework for resolving challenges*
- vi. *guidelines and procedures for any necessary disciplinary actions which maintain fair and transparent approaches to addressing performance or behavioural issues (see Disciplinary Procedure further below)*

### **Performance Review**

The Management Committee and the service Director will conduct performance reviews on an annual basis with assessment focus related to all 7 quality areas of the National Quality Standard.

- Staff will be given at least two weeks notification of an upcoming appraisal.
- The review system should clearly state the expectations for each position and identify clear performance measures.
- The review system should ensure two-way communication is maintained and is used as a positive avenue for improving staff performance.
- The completion of the appraisal should include an on-going plan to identify areas of training, and action to be taken and goals set for the staff member and will be agreed to and signed by both parties.

Where it is identified that the staff member is not meeting the required performance measures then the following action will be undertaken:

- An action plan will be developed to identify areas for improvement, including a time frame for further review.
- Training plans will be identified and put into place as soon as possible, and support provided by the Director or the Staff Liaison Officer.
- A record will be made of the above, dated and signed by both parties.
- Should no improvement be made by the review date then further action will be decided.
- If the staff member is dissatisfied with the performance review process then they will put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues, including mediation.
- Staff will be encouraged to share relevant skills and knowledge they obtained from any training with the other staff in staff meetings or, where more time is required, in an internal workshop.

### **Disciplinary Procedure**

- Staff will be made fully aware of expectations as an employee in the Service and provided with clear guidelines regarding duties, code of conduct and professionalism. Management will ensure that all staff are given clear job descriptions and orientation into the position, with opportunity to clarify any issues.
- Staff will be held responsible for addressing any concerns and clarifying any issues in the job description or expectations of which they are unsure.
- Staff will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.
- Staff will have the right to appeal against any allegation, and the right to speak on their behalf or to have a union representative appear on their behalf.

The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process. Should staff fall below clearly identified standards then the Director or Management will:

Step 1: verbal warning

- i. *give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. the issues must clearly relate to the job description.*
- ii. *indicate what should happen to improve the situation and how the employee can improve their performance*
- iii. *identify any support needed to assist the employee to make the changes and take steps to implement these*

- iv. *indicate how the improvements will be measured, and when a review will take place (1-4 weeks depending on the circumstances)*
- v. *give an opportunity for the employee to respond to the concerns and seek union representation if required*
- vi. *if this resolves the issue then there is no need to go any further*

### Step 2: written notice

- i. *where the problem continues to occur, the employee will be given written notice of the complaints against them*
- ii. *a formal documented interview with management will take place. the employee will be given at least 48 hours of notice of the meeting. the employee has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice*
- iii. *minutes will be taken of the meeting. a copy will be given to the employee and kept with the employee's file iv. the employee may attach a written reply to the minutes*
- v. *the aim of the meeting is to negotiate how the situation may be improved*
- vi. *the employee will again be given specific indication of where their performance standards are not being met, where changes are required and ways of achieving these, and told the method and date of review of their performance*
- vii. *the employee will be granted another probationary period*
- viii. *the employee will be informed at this stage that termination will be considered if no changes occur*
- ix. *if this resolves the issue then there is no need to go any further*

### Step 3: final written warning

- i. *if the problem still persists another meeting of management should be called and the employee given notice to attend*
- ii. *the matter should be discussed as per the first meeting and further action considered*
- iii. *at this stage the employee will be given a 'final written warning'*
- iv. *again the employee has the right of reply and can discuss the situation. they also have the right to have a union representative or person of their choice attend the meeting*
- v. *if this resolves the issue then there is no need to go any further*

### Step 4: termination of employment

- i. *if the problem still continues after the 3 warnings, another special meeting of management will be called and a decision made as to the ongoing employment*
- ii. *if management believes that the employee's performance is unlikely to improve then the employee will be dismissed*
- iii. *a written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal. the employee may be paid out in lieu of such notice*

## Dealing with Serious Unacceptable Behaviour

Where an educator in the workplace displays any of the following serious unacceptable behaviour- :

- ii. *intentionally endangers life*
- iii. *is found stealing*
- iv. *reports to work under the influence of drugs or alcohol, or*
- v. *inflicts or threatens physical, sexual, racial or religious abuse or harassment*

-the Director will immediately advise the Management Committee who will advise that the employee be suspended without loss of pay pending an investigation.

The Director or Management Committee will then:

- i. *Conduct an initial investigation of the matter*
- ii. *Contact an employment law firm for formal advice regarding the best way to proceed – this being particularly necessary should there be potential for criminal charges*
- iii. *Conduct an investigation which is to be completed within 72 hours and an interview date determined*

Additionally:

- i. *If the employee is a union member the union representative will be informed*
- ii. *The interview is to be attended by the Director, a nominated representative of the Management Committee, the person reporting the unacceptable behaviour and the union representative if desired*
- iii. *The employee is to be advised formally of the findings of the investigation and the action being taken*
- iv. *When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended warning letter will be issued*

- v. All the relevant records will be recorded in the employee's file
- vi. The service will contact the Regulatory Authority to advise of the incident
- vii. If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file

**[QA4 POLICY 2 of 3] STAFF TRAINING & COMMUNICATIONS Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Rheanne Jakelski	Feb 2024
MODIFICATIONS (or 'N/A')	NA	
NEXT REVIEW	Feb 2025	
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	
2022	NA	



## [QA4 POLICY 3 of 3] STAFF CULTURE & GRIEVANCE MANAGEMENT

### Policy Statement

The service's transparent, professional and inclusive culture, as encouraged through the leadership's attention to: [QA4 POLICY 1 of 3] STAFF ORGANIZATION, RECRUITMENT & PROFESSIONALISM and to [QA4 POLICY 2 of 3] STAFF TRAINING & COMMUNICATIONS will aim to cultivate Educators' self-confidence and professionalism as well as confidence in service processes, colleagues and management.

To maintain and enhance such a culture, management and supervisors will actively observe and document the evidence of desirable cultural outcomes which will be recognized as contributing positively to a professional organisational culture.

This policy and its implementation will be the direct responsibility of The Nominated Supervisor and the Educational Leader and be regularly reviewed with the Approved Provider / Management Committee.

This policy includes the following sub-policies:

- 1) Engagement and commitment
- 2) Collaborative relationships
- 3) Commitment to continuous improvement
- 4) Effective communication
- 5) Problem-solving willingness and aptitude
- 6) Work, health and safety adherence
- 7) Confidence in the service conflict resolution and grievance processes
- 8) Continuity of service
- 9) Service grievance procedure

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations / Legislative Requirements	
Sec. 172	Offence to fail to display prescribed information
Sec.174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints
170	Policies and procedures must be followed
171	Policies and procedures to be kept available
173(2)(b)	Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at the service
176	Time to notify certain information to Regulatory Authority
183	Storage of records and other documents

National Quality Standards		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of Staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.
Other Legislation / Guidelines		

To maintain and enhance a professional organisational culture where grievances can be calmly and respectfully resolved, management and supervisors will actively observe and document and respond to the evidence of staff members exhibiting the following desirable cultural outcomes:

## Engagement and commitment

This outcome is exhibited by staff when they:

- Are deeply and joyfully engaged with and committed to their responsibilities.
- Show pride in achievements and best practice.
- Report and / or own instances of their own or service's success and failure.
- Consistently and instinctively seek continuous improvement.

## Collaborative relationships

This outcome is exhibited by staff when they:

- Enjoy collaborative, courteous and respectful relationships with colleagues.
- Don't always expect to be the centre of attention or to have the most important job.
- When they manage differences of opinion are by putting purpose and principles above personality.
- Appreciate and celebrate the achievements of colleagues, fostering a culture of recognition, support and belonging.
- Are able to calmly and confidently disagree whilst maintaining a harmonious environment.

## Commitment to continuous improvement

This outcome is exhibited by staff when they:

- Notice / report that something needs improving or has improved.
- Consistently and instinctively seek opportunities to improve things.
- Exhibit a problem solving aptitude and / or willingness.
- Readily own successes and failures neutrally recognising both and as part of continuous improvement process.

## Effective communication

This outcome is exhibited by staff when they:

- Actively engage with the service's shared language conventions to facilitate communications.
- Actively seek to share information within the required timeframes.
- Demonstrate active listening.
- Are willing to tackle difficult conversations using confidence, nuance and respectful tone.
- Communicate calmly and confidently in all social situations.
- Exhibit confident, open, respectful communications in conflict resolution processes.
- Pro-actively seek advice from colleagues and supervisors when looking for solutions to problems.

## Problem-solving willingness and aptitude

This outcome is exhibited by staff when they:

- Instinctively apply a calm and direct approach to problems.
- Exhibit curiosity when colleagues share problems.
- Are willing to take on new or unexpected duties.
- Apply equal vigour and enthusiasm to all duties / problems, whether of minor or major status or importance.
- Take ownership of a problem in spite of difficulties, delays or setbacks.

## Work, health and safety adherence

This outcome is exhibited by staff when they:

- Naturally attend to *Work Health and Safety* rules out of an overall respect for service procedures and compliance.
- Naturally attend to *Work Health and Safety* rules out of care for colleagues.
- Assume a calm, conciliatory approach to workplace disagreements to safeguard the psychosocial safety of colleagues.

## Confidence in the service conflict resolution and grievance processes

This outcome is exhibited by staff when they:

- Exhibit calm, collaborative, solution orientated resolutions to small disagreements.
- Demonstrate willingness to engage positively in dispute resolution processes, formal and informal.
- Pro-actively report breaches and non-compliance; especially persistent, repeated non-compliance.
- Readily own their own successes and failures, recognizing them as integral parts of a continuous improvement process.

## Continuity of service

This outcome is predicted or exhibited by staff when they:

- Continue working at the service for long periods of time thus contributing to accepting greater levels of responsibility.

## Service grievance procedure

### Staff and / or management communication and grievance

- Staff and Management will treat each other with respect, courtesy and understanding and will:
  - i. promptly raise any issues of concern with staff members
  - ii. develop escalation strategies persistent or repeated non-compliance
  - iii. may raise concerns anonymously if desired
  - iv. remind staff of this regularly
- The Director will be the main line of communication between staff and management.
- To facilitate communication between staff and management, management will annually appoint one of its members as the *Management Liaison Officer*.
- Staff can raise any issues with management through the Director who will ensure the issue/s is drawn to management's attention through the Director's report to the Management Committee.
- Where necessary, staff will be invited to the upcoming committee meeting to discuss their concerns.
- Where the matter is seen as urgent, the Director may raise the issue with management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.
- If staff have an issue they do not wish to address with the Director they may personally contact the *Management Liaison Officer* identifying the problem and asking for the help of management.
- The issue should be raised at the next committee meeting and the staff member involved will be asked to attend the meeting to personally discuss the issue.
- Where there is a distinct conflict between a staff member and management, the staff member or management can act on this as per the *Grievance Procedure*.
- A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.
- All persons involved in a grievance should attempt to resolve the issue through informal discussion and use of problem-solving techniques.
- Persons directly involved in a legitimate grievance process will be expected to continue to conduct themselves at and around the service in a professional manner.
- Malicious or vexatious claims will not be tolerated and will be the subject of disciplinary action where appropriate.
- Any problem, complaint or concern arising between staff or between management should be dealt with by the persons concerned as close to the event as possible in order to avoid an escalation of the issue.
- Meetings of staff and / or management provide regular opportunities to raise and discuss general issues or concerns about the service.
- All discussions will be conducted in a confidential manner and involve only relevant persons.
- Only when all parties agree there is a benefit, should the discussion broaden to involve children and/or parents as appropriate.
- Either party may withdraw their grievance at any time however where the grievance identifies other issues of concern, management may decide to investigate those other issues.

### Formal Grievance Procedure

Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken. The investigation will involve:

- Interviews with both parties and/or witnesses.
- Assessment of relevant documentation, including job description and policies.
- Preparation of a clear description of the issue.
- Arranging a formal meeting between parties.

A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, being impartial and having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting. Where the Service cannot identify a suitably impartial person, Management will agree to invite a qualified mediator to assist.

The meeting will:

- Identify the issue(s) of concern and persons who are involved.
- Arrange all parties to be involved and to put forward their views.
- Identify alternative solutions.
- Attempt to reach a mutually satisfactory resolution of the issue(s).

At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting

Additionally:

- A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record and a signed copy will be kept with staff files.
- The neutral party will inform Management of the meeting's outcome(s).
- Management will ensure that outcomes are included in job descriptions or Service policies as appropriate.
- If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the Management Committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenue.
- Where the issue of grievance is between Management and staff and concerns standard of work performance or work practice, then the 'Disciplinary Procedure' will be followed.

**[QA4 POLICY 3 of 3] STAFF CULTURE & GRIEVANCE MANAGMENT Review**

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Rheanne Jakelski	2024
MODIFICATIONS (or 'N/A')	NA	
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## **[QA5 POLICY AREA] RELATIONSHIPS WITH CHILDREN**

### QA5 POLICIES

#### **[QA5 POLICY 1 of 1] INTERACTIONS WITH CHILDREN & BEHAVIOUR GUIDANCE**

- 1) What children may expect from the service
- 2) Relationships between educators and children
- 3) How educators will behave towards children
- 4) Behaviour management
- 5) Dealing with consistently inappropriate behaviours
- 6) Exclusion for unacceptable behaviours

## **[QA5 POLICY 1 of 1] INTERACTIONS WITH CHILDREN & BEHAVIOUR GUIDANCE**

### Policy Statement

To ensure that the rights of the children as articulated in the United Nations Convention on The Rights of the Child are upheld at all times, The Cottage OSHC will be guided by this policy and by the 'My Time, Our Place: Framework for School Age Care for all their interactions with the service's children.

The Management Committee together with the Nominated Supervisor, Educational Leader and the PIDTDCs will collaborate to maintain a culture which fosters a respectful and productive approach to managing relationships between children and educators. This will be enhanced through support and guidance for educators to access the latest research and to participate in training at daily staff meetings which will guide and empower them to effectively support and nurture children.

The Nominated Supervisor and the session Responsible Persons will support staff to handle children's complaints respectfully, promptly and appropriately.

This policy and its implementation will be the direct responsibility of The Nominated Supervisor and the Educational Leader and be regularly reviewed with the Approved Provider / Management Committee.

This policy includes the following sub-policies:

- 1) What children may expect from the service
- 2) Relationships between educators and children
- 3) How educators will behave towards children
- 4) Behaviour management
- 5) Dealing with consistently inappropriate behaviours
- 6) Exclusion for unacceptable behaviours

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
73	Educational program	
84	Awareness of child protection law	
115	Premises designed to facilitate supervision	
118	Educational leader	
126	Centre-based services- general educator qualifications	
145	Staff record	
155	Interactions with children	
156	Relationships in groups	
157	Access for parents	
174	Time to notify certain circumstances to Regulatory Authority	
175	Prescribed information to be notified to Regulatory Authority	
National Quality Standards		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
<b>Other Legislation / Guidelines</b>		

## What children may expect from the service

Children may expect:

- To be treated with respect, courtesy and understanding regardless of race, cultural background, religion, gender or ability.
- To be encouraged to listen to others with respect, courtesy and understanding regardless of race, cultural background, religion, gender or ability.
- To be encouraged to share humour and express themselves in a variety of ways.
- That their successes and their failures will be treated as learning opportunities.
- To practice strategies for problem solving, debating, negotiating and interacting with others in an appropriate way with the guidance of educators.
- Opportunities to use and share their home language with other children and educators.
- Collaboration with educators in developing service routines and procedures including rules and boundaries and the consequences they should expect if these are not followed.
- Encouragement from their peers to adhere to the rules and expectations.
- Participation in experiences that will build relationships and promote interactions between each other, staff and visitors.
- To assist educators in developing programs and routines for The Cottage OSHC that reflect their individual needs, interests and abilities.
- That their need for solitude or quiet time supported and respected by educators and other children
- Assistance from educators to develop a working appreciation of their agency and responsibility for their own behaviours.

## Relationships between educators and children

As per **[QA1 POLICY 1 of 1] OPERATIONS, PROGRAM & PRACTICE**, the service's programming decisions will respond to the complexity of children's and families' lives and the fostering of relationships between educators and children will be considered to be a key aspect of programming within which Educators will:

- Advocate for the children in their care.
- Recognise and respect the worth of children's and families' cultural, linguistic and neuro diversity.
- Upholding the rights of children *iv.* treat children with courtesy, respect and understanding.

- Children's opinions and encourage their participation in the planning of the program.
- Always use appropriate voice tone and level when talking to children; not in any way threatening or verbally abusive and as far as is possible, not shouting.
- Encourage and initiate conversations with all children, and develop an understanding of the child and their interests.
- Give praise and positive feedback to the children as often as possible.
- 'Name' unacceptable behaviour when required whilst providing support and encouragement for improvement.
- When communicating with children, educators ensure that they are understood and to communicate at the child's level.
- Never allow children to be left out, singled out or made to feel inadequate.

### **Educator behaviour towards children**

To model best practice social interactions to the children:

- Educators will always treat each other with respect, courtesy and empathy.
- Educators will model teamwork and be supportive of each other in the workplace.

Additionally, educators will:

- Maintain a positive attitude in all interactions with children.
- Listen carefully to children's experiences and perspectives and show interest in their ideas and perspectives.
- Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigmatism.
- Never use corporal punishment or the refusal of food or other basic needs.
- Treat children equally regardless of race, cultural background, religion, gender or ability.
- Sensitively manage children who are having difficulty conveying their message or managing their emotions.
- Ensure children understand what is being communicated to them during interactions and allow them time to question, respond and especially, comply.
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- Engage in one-on-one conversation with all children and develop an understanding of their likes, dislikes and interests.
- Collaborate with children regarding the daily routines and practices within the service including programming of experiences in order to meet their individual needs, interests and abilities.
- Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- Collaborate with children to develop a set of rules or boundaries to guide their behaviour and discuss clear expectations and consequences of inappropriate behaviours.
- Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment and communicated these as required to children and families.
- Enforce the rules and consequences consistently at all times with consequences relevant to the situation and never demeaning.
- Follow up all issues that arise by discussing the situation with the child and strategizing for better solutions in future issues.
- Collaborate with families and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Access professional development and resources related to positive behaviour management and include this in professional development planning.

- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- Assist children in developing self-discipline skills and regulating their own behaviours by using simple.
- Conflict resolution skills, building self-reliance and self-esteem, role modelling and positive direction.
- Provide children with opportunities to interact and develop respectful and positive relationships with each other, staff and visitors.
- Ensure that appropriate physical contact is maintained in respect to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- Identify when interactions with a child are not appropriate and refer to The Cottage OSHC's 'child-protective practices policy' to address these concerns.
- Maintain defined boundaries in regard to appropriate behaviour with children and engagement with their families.

### **Behaviour guidance / management**

When the Nominated Supervisor, in collaboration with the Educational Leader, the PIDTDCs and educators, has determined that a child might not be meeting their age-appropriate outcomes due to maladaptive social behaviour adjustments, the leadership will create a *Behaviour Management Plan* which cautiously addresses the observed behaviours with co-ordinated and consistent responses from all educators at the service.

Clear instructions will be provided in the plan to all educators as regards their appropriate verbal, physical and group management responses in the relevant situations.

Educators will be required to notify the session Responsible Persons immediately when any children who have Behaviour Plan have required any intervention, support or have evidenced any behavioural improvement or deterioration.

### **Dealing with consistently inappropriate behaviours**

Where a child demonstrates unacceptable behaviour consistently, educators 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.
- Look for and assess possible causes for the behaviour such as environmental factors **iv.** discuss the issue with the child and their guardian.
- Record all incidents that occur in relation to inappropriate behaviours, making note of the events leading up to the incident, the date and time, who was involved and how the incident was handled.
- Develop an action plan for the management of the specific behaviours and include a plan for regular discussions with all staff, children's families, school professionals etc. to review the action plans effectiveness and progression.

Where a child demonstrates behaviours that are physically harmful, staff will:

- Remove the child from the situation as quickly as possible.
- Ensure any children or staff involved have not been hurt and apply first aid where required.
- Record the details of the incident including date, time, people involved, people injured and the action taken.
- Ensure that the guardians of all children involved in the incident are notified.

### **Exclusion for unacceptable behaviours**

Should unacceptable behaviour continue despite application of the above strategies, the Nominated Supervisor will inform the Management Committee and confidentially discuss the issue.

Where, in the interest of the child and other children at the service, exclusion is seen as a necessary step, this will be decided by the Nominated Supervisor who must first notify the Management Committee of this decision which will be applied after:

- Adequate support and counselling to the family and the child has been provided.
- The family has been notified and has, prior to this time, been given the opportunity to discuss the child’s behaviour and assist with strategies for creating change.
- Referrals to other agencies have been suggested (if applicable).
- Staff and management have given careful consideration to the issue.
- Clear requirements / procedures have been established for accepting the child back into the service (e.g.
- Conduct of a resolution meeting attended by the parent / guardian and the child with establishment of the child’s agreement to try to improve their behaviour).

**[QA5 POLICY 1 of 1] INTERACTIONS WITH CHILDREN & BEHAVIOUR GUIDANCE Review**

MOST RECENT REVIEW	
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## **[QA6 POLICY AREA] COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES**

### QA6 POLICIES

#### **[QA6 POLICY 1 of 3] COLLABORATIVE PARTNERSHIPS**

- 1) Enrolment
- 2) The power of partnerships
- 3) Fostering secure, respectful communications and reciprocal relationships

#### **[QA6 POLICY 3 of 3] ENROLMENT & INDUCTION**

- 1) Eligibility to attend and priority of access
- 2) Inclusion of children with additional needs
- 3) Induction
- 4) Enrolment records
- 5) Cancellation of enrolment

#### **[QA6 POLICY 2 of 3] FAMILY GRIEVANCES**

- 1) Guidelines for management of complaints

## [QA6 POLICY 1 of 3] COLLABORATIVE PARTNERSHIPS

### Policy Statement

**As per the service’s Philosophy, the goal is to ‘value and support parents and guardians as primary carers of their children’; and to achieve this, the service will attend with patience, care and concern to the myriad conversations and collaborations which must follow the enrolment of a family to the service.**

**This policy will seek to articulate procedures that will guide these collaborations.**

**This policy and its implementation will be the direct responsibility of Management Committee, The Nominated Supervisor, the Educational Leader and Responsible Persons.**

**This policy includes the following sub-policies:**

- 1) Enrolment**
- 2) The power of partnerships**
- 3) Fostering secure, respectful communications and reciprocal relationships**

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
86	Notification to parents of incident, injury, trauma and illness	
87	Incident, injury, trauma and illness record	
111	Administrative space	
157	Access for parents	
160	Child enrolment records to be kept by approved provider and family day care educator	
161	Authorisations to be kept in enrolment record	
162	Health information to be kept in enrolment record	
168	Education and care Service must have policies and procedures	
172	Notification of change to policies or procedures	
181	Confidentiality of records kept by approved provider	
National Quality Standards		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child’s learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children’s access, inclusion and participation in the program.
6.2.3	Community and engagement	The service builds relationships and engages with its community.
Other Legislation / Guidelines		

### Enrolment

- see also [QA6 POLICY 3 of 3] ENROLMENT & INDUCTION



The service will establish a thorough enrolment process to set relationships with new families on a firm footing.

The key feature of this process will be the attention and time devoted by the service Director to:

- Ensuring that all aspects of the enrolment are in order and that all required documents have been supplied.
- All and any special requirements of the child or their family, especially concerning authorisations and medical conditions.
- Encourage the family to embrace this new partnership.

The service's first demonstration support and respect for the family will be the active approach that the Director must take to make contact with the family so that a time can be arranged for induction to the service.

## The power of partnerships

The service's next challenge will be to help the family to understand how important and how valued all their communications will be to the partnership.

The families will be encouraged to communicate thus to the service if they understand that the service's Educators will be:

- Using the information from these communications to inform programming decisions which will respond to the complexity of the children's and their families' lives.
- Thoroughly professional in the way they respond to the communications *as per [QA4 POLICY 1 of 3] STAFF ORGANIZATION, RECRUITMENT & PROFESSIONALISM.*
- Acknowledging, valuing and advocating for their children's success in all endeavours.
- Respecting and recognising the worth of theirs and their child's cultural, linguistic and neuro diversity.
- Seeking the active cooperation and participation of children and families in service decision-making.
- Acknowledging and supporting the use of personal and professional strengths that each staff member and child brings to the service.

## Fostering secure, respectful communications and reciprocal relationships

The service's relationship with families will depend on maintenance of secure, respectful communications and reciprocal relationships. This on-going development of the partnerships will involve the service's Educators and supervisors as they focus on active communication and consultation and:

- Create a welcoming environment in the service at all times.
- Try to ensure families are greeted and farewelled in all sessions.
- Provide correct information in a professional, supportive and friendly manner.
- Be honest and supportive in their communications.
- Recognise the role of families as the first and most influential educators of children.
- Keep their communications to families at a positive level and refer families to the Responsible Person where more difficult communications / subjects are involved.
- Ensure interactions are at all times professional and respect the uniqueness, diversity and qualities of children, families and staff.
- Regularly talk to families about their child's interests or activities and respond to suggestions from the families.
- Nurture families' and children's optimism, happiness and sense of fun.
- Respect the wide diversity in the family structures of children who attend the service and be inclusive of all family types.
- Support and respecting the decisions of families in respect of their child.

- Respect children and their family’s right to privacy and confidentiality.
- Consider situations from each child and family’s perspective.
- Collaborate with children and families about service decisions.
- Accept family’s individual differences in raising their children and in all cultural issues.
- Respect each child and their family by ensuring that bias, marginalisation or stereotypes are not reinforced in any way.

**[QA6 POLICY 1 of 3] COLLABORATIVE PARTNERSHIPS Review**

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## [QA6 POLICY 2 of 3] ENROLMENT & INDUCTION

### Policy Statement

**As a foundation for an on-going, successful and caring partnership between the service and families a thorough enrolment and induction process will be conducted.**

**The service Director will be responsible for:**

- **Ensuring that all aspects of the enrolment are in order and that all the required documents have been provided**
- **Ensuring that discussions are held regarding any special requirements of children or their families and concerning authorisations and medical conditions**
- **Developing health support or personal care plans where necessary**
- **Encouraging the family to embrace this new partnership**

**This policy and its implementation will be the direct responsibility of The Nominated Supervisor.**

**This policy includes the following sub-policies:**

- 1) Eligibility to attend and priority of access**
- 2) Inclusion of children with additional needs**
- 3) Induction**
- 4) Enrolment records**
- 5) Cancellation of enrolment**

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations	
S175	Offence relating to requirement to keep enrolment and other documents
77	Health, hygiene and safe food practices
78	Food and beverages
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
88	Infectious diseases
90	Medical conditions policy
91	Medical conditions policy to be provided to parents
92	Medication record
93	Administration of medication
96	Self-administration of medication
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
100	Risk assessment must be conducted before excursion
101	Conduct of risk assessment for excursion
102	Authorisation for excursions
102D	Authorisation for service to transport children
157	Access for parents
160	Child enrolment records to be kept by approved provider and family day care educator
161	Authorisations to be kept in enrolment record

162	Health information to be kept in enrolment record	
168	Education and care service must have policies and procedures	
173	Prescribed information is to be displayed	
177	Prescribed enrolment and other documents to be kept by approved provider	
181	Confidentiality of records kept by approved provider	
183	Storage of records and other documents	
<b>National Quality Standards</b>		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in their service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.3	Community and engagement	The service builds relationships and engages with its community.
<b>Other Legislation / Guidelines</b>		

### Eligibility to attend and priority of access

The following eligibility criteria to attend the service will be applied:

- Children must be enrolled to attend a primary school in the year of the service enrolment in order to be eligible to attend the service.
- Although a child may be enrolled at the school and the service, they will not be accepted for attendance at the service until the commencement of the year they will attend the primary school.
- Children who are currently attending 'prep' but who are eligible according to their age, to be attending a primary school, will not be eligible to enrol at the service.
- Enrolments will not be accepted from families without full completion of the enrolment form. To secure the enrolment, parents are required to pay the annual enrolment fee and to agree to automatic debiting of their supplied bank account or credit card details.
- Access and eligibility will be subject to the 'Priority of Access Guidelines' set down by the Department of Education and Training, as follows:
  - i. *Priority 1, a child at risk of serious abuse or neglect*
  - ii. *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 these main categories priority should also be given to children in: Aboriginal and Torres Strait Islander families; families which include a disabled person; families on low incomes; families from culturally or linguistically diverse backgrounds; socially isolated families; and children of single parents.

### Inclusion of children with additional needs

Provision of places for children with additional needs:

- Will be made wherever possible, with a regular review period.
- Must consider whether service provision of access to care can be supported with focus on the needs of the child.
- Must take into account, the service's ability to meet these needs.
- Should consider all on-going access arrangements in consultation with guardians and service Educators.

## Induction

- see also [QA6 POLICY 1 of 3] COLLABORATIVE PARTNERSHIPS

Families who are enrolling their child for the first time will be welcomed to the community via email, telephone and / or face to face communications and will singly or together comprise as the formal induction to The Cottage OSHC and as the commencement of an on-going conversation regarding their child's care.

The Director / Nominated Supervisor will ensure that the guardian of the enrolment has been:

- Advised regarding their responsibilities as owners of the enrolment in particular for ensuring that all enrolment details are kept accurate.
- Advised of the importance of the explicit sign-in and sign-out to the service.
- Directed to the service's website to Policy, to The Parent Information Handbook, for forms and for government regulations.
- Invited to participate in the Management Committee's formal decision making regarding the operation of the service.
- Assured that when their child is attending for the first time, staff will be taking extra care to support them until they are comfortable, have made some friends and / or are fully engaged and supported in an activity.

In the case where a family has 'overnight enrolled' their child, and who the next day, presents at the service before the service is notified, or before the service Director has formally assessed the enrolment, the service's sign-in procedures will not accept the child for 'sign-in' until a Nominated Supervisor of the service has:

- Been contacted and an induction completed with the guardian.
- Thoroughly vetted the enrolment to ensure that all processes have been completed, in particular those concerning authorisations and special care or medical requirements.

## Enrolment records

An enrolment record for each child will be kept at the service which includes all details outlined in regs 160-162 and accurate attendance records will be kept which:

- record the full name of each child attending The Cottage OSHC*
- record the date and time each child arrives and departs*
- is signed on the child's arrival and departure by either the person who delivers/collects the child or the Nominated Supervisor or authorised staff member*
- meets the requirements of the Child Care Management System (CCMS)*

## Cancellation of enrolments

An enrolment's deactivation may be initiated by the service according to the current CCMS guidelines in the following circumstances:

- a parent advises the service that no further care needs to be provided*
- the service identifies that care is no longer required or being provided*

### [QA6 POLICY 2 of 3] ENROLMENT & INDUCTION Review

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Rheanne Jakelski	Feb 2024
MODIFICATIONS (or 'N/A')	Overnight enrolment update	
NEXT REVIEW	Feb 2025	

POLICY REVIEW ARCHIVE	
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES
2022	NA



# [QA6 POLICY 3 of 3] FAMILY GRIEVANCES POLICY

## Policy Statement

To ensure that the families, children and community are validated as collaborative partners of the service, comments and complaints from parents/carers, children and the community will be valued and welcomed and in keeping with this policy and its associated procedures.

All complaints will be given full consideration and will attempt to find a satisfactory resolution wherever possible.

At all times, complaints and grievances will be viewed as opportunities to improve the quality of the service.

This policy and its implementation will be the direct responsibility of Management Committee, The Nominated Supervisor, the Educational Leader and Responsible Persons.

This policy includes the following sub-policies:

### 1) Guidelines for management of complaints

## Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations / Legislative Requirements		
84	Awareness of child protection law	
149	Volunteers and students	
Sec. 172	Offence to fail to display prescribed information	
Sec.174	Offence to fail to notify certain information to Regulatory Authority	
12	Meaning of serious incident	
168(2)(o)	Education and care service must have policies and procedures... for dealing with complaints	
170	Policies and procedures must be followed	
171	Policies and procedures to be kept available	
173(2)(b)	Requires an approved provider to make the name and telephone number of the person to whom complaints may be addressed clearly visible at the service	
176	Time to notify certain information to Regulatory Authority	
183	Storage of records and other documents	
National Quality Standards		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality Service.
7.2.1	Continuous Improvement	There is an effective self-assessment and quality improvement process in place.
Other Legislation / Guidelines		
	<i>Community Services (Complaints, Reviews and Monitoring) Act 1993</i>	
	<i>Child Care Subsidy Minister's Rules 2017</i>	

## Guidelines for management of complaints

The Persons in Day-to-Day Control (PIDTDCs) / Responsible Persons will be supported by the service Director. The Management Committee will support any individual of The Cottage OSHC community's right to complain, will help them to make their complaints clear and try to resolve them.

To this end, the Management Committee will appoint a member of the Management Committee to be the dedicated contact person - *Complaint Liaison Officer* - who will be available to address concerns promptly and confidentially and who will make themselves familiar with the complaints process as follows:

- A complaint will be considered to be so, whether it be informal or formal and may be anything which an individual thinks is unfair, or which makes them unhappy with service.
- Responsible Persons of the service will attempt as far as possible to confidentially receive / conduct any conversations concerning grievances in a quiet place away from children, other parents or staff not involved.
- All 'face-to-face' grievances will be immediately ascended to the service Director if they are in attendance at the service at the time.
- If the service Director is not in attendance, the Responsible Person will not be responsible for resolution of the grievance, but will document the matter and offer an appointment for a meeting or phone call with the service Director.
- If a simple / minor grievance happens to have been resolved via the initial 'discussion' with the Responsible Person (PIDTDC), the service Director will always contact the person with the grievance, to ensure their satisfaction over the matter and will offer to ascend the matter to the Management Committee *Complaint Liaison Officer*.
- It will be encouraged by the service that grievances, in the first instance, always be taken to the service Director; who may deal with the matter immediately or conduct investigations and / or arrange another time for further discussion or resolution of the matter.
- If the service Director determines through their communications with the aggrieved person that the person is satisfied that matter has been resolved they will document the matter and enquire of the person if they would like to be contacted by the Management Committee.
- All grievances will be ascended to the service Director who will document the matter and offer to ascend the matter to the Management Committee *Complaint Liaison Officer*.
- If the service Director determines that the matter is not resolved they will offer in writing that the aggrieved person be contacted by the *Complaint Liaison Officer*.
- If the aggrieved person accepts the offer to be contacted by the *Complaint Liaison Officer*, the service Director will brief the *Complaint Liaison Officer*.
- The Management Committee may call a meeting to discuss the issue with the Director (maintaining confidentiality) and develop a strategy for resolving the problem.
- The *Complaint Liaison Officer* and / or Management Committee may deem that a mediated, resolution meeting between the complainant and the Director will be required, in which case a Management Committee Member or a contracted specialist may be engaged.
- The *Complaint Liaison Officer* will provide the complainant with written guidelines detailing the grievance procedure.
- All complaints will be recorded and dated indicating the issue of concern and how it was resolved.
- All information on complaints and grievances will include evidence that complaints are investigated within satisfactory timeframes and have led to amendments to policies and procedures where required.
- The Director or Management will inform the person making the complaint of what has been decided regarding the issue either verbally; or if the issue has been dealt with on a more formal basis then the Management Committee or Director will write personally to the individual making the complaint.
- Improvements to the service which are made as a result of the complaint should be documented.
- If any complaint cannot be resolved internally to the aggrieved person's satisfaction, external options will be offered such as an unbiased third party.

**The approved provider/ nominated supervisor/responsible person will:**

- Ensure that obligations under the Education and Care Services National Law and Regulations are met.

- Ensure the name and telephone number of the person to whom complaints can be made is clearly visible at the service.
- Ensure information about our Dealing with Complaints Policy and Dealing with Complaints Procedure and all appropriate forms are easily accessible to all families, children, staff, educators, visitors and volunteers.
- Treat all grievances and complaints seriously and as a priority.
- Ensure grievances and complaints remain confidential.
- Ensure grievances and complaints reflect procedural fairness and natural justice.
- Ensure people feel safe or comfortable when making a complaint, including children.
- Ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child. (ACECQA 2023)
- Ensure our complaint handling processes are child-focused providing support and guidance for children to know who to talk to if they are feeling unsafe.
- Conduct a review of policies and procedures, where required, following a complaint or grievance as part of our continuous improvement practices.
- Provide an induction program for new staff and educators that includes an overview of policies and procedures, including this Dealing with Complaints Policy and procedure.
- Ensure the approved provider is notified of all complaints and grievances.
- Acknowledge the complaint or grievance in writing within 2 working days of receipt.
- Discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint.
- Investigate and document the grievance or complaint fairly and impartially.
- Provide details of an outcome following an investigation if required.

### **Educators will:**

- Report all complaints received to the nominated supervisors, and/or approved provider within required timeframes.
- Listen to the family's complainants view of what has happened.
- Clarify and confirm the grievance or complaint, documenting all the facts prior to the investigation.
- Encourage and support the family complainant to seek a balanced understanding of the issue.
- Discuss possible resolutions available to the family complainant. These would include external support options.
- Encourage and assist the family complainant to determine a preferred way of solving the issue.
- Record the meeting, confirming the details with the family at the end of the meeting.
- Maintain confidentiality at all times.
- Refer family complainant (as necessary) to Service policies that may assist in resolving the grievance or complaint.
- Be informed about the different ways children can express concerns or distress and disclose harm.
- Be aware of child protection law and their individual responsibilities as mandatory reporters/notifiers.
- Ensure children know who to talk to if they are feeling unsafe and know the process that will happen to support them.

### **Complainants will:**

- Be informed of our duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to the management of complaints. The complaints procedure for families ensures a fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within our Service.
- Children are able to express their concerns or allegations to either the management, educators, and/or families who are encouraged by management to complete the Complaints Form on the child's behalf.
- Attempt to discuss their grievances/complaints with the relevant educator associated with a particular child and/or family as the first step to resolving the issue, unless it is a reportable offence to the Regulatory Authorities to be made with 24 hours of complaint.
- Communicate any concerns they may have in writing addressed to the approved provider or nominated supervisor.
- Raise any unresolved concerns with the approved provider or nominated supervisor.

- Maintain confidentiality at all times.
- Be provided with details of external agencies to contact should they feel our Service has not resolved their concerns (e.g., regulatory authority).

**[QA6 POLICY 3 of 3] FAMILY GRIEVANCES Review**

MOST RECENT REVIEW	
POLICY REVIEWED BY:	Rheanne Jakelski
MODIFICATIONS (or 'N/A')	Reg 84 Awareness of child protection law Nominated Supervisor, Educators & Complainant's Rights & responsibilities Added information to ensure our complaint handling system is child focused and addresses complaints that alleges a child is exhibiting sexual behaviour
NEXT REVIEW	Feb 2025
POLICY REVIEW ARCHIVE	
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES
2022	NA

## [QA7 POLICY AREA] GOVERNANCE AND LEADERSHIP

### QA7 POLICIES

#### [QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES

- 1) Philosophy, policy and procedure
- 2) The Approved Provider and Persons with Management or Control (*PMCs*) – definition, appointment and eligibility
  - 3) *PMCs* - responsibilities
- 4) *PMCs* - the National Quality Framework
- 5) *PMCs* - financial management
- 6) Appointment and Responsibilities of Director, Nominated supervisors, Persons in Day-to-Day Charge (*i.e. PIDTDC /Responsible Persons*) and Educational Leaders
- 7) Continuous self-assessment and quality improvement
- 8) Leadership by management and supervisors; professional standards and code of conduct
- 9) Risk Management
- 10) Educational Leadership and Programming 11) Staff training and development
- 12) Review and appraisal of permanent staff
- 13) Dealing with complaints
- 14) Compliance oversight functions
- 15) Maintenance of records
- 16) Facilities, environment, equipment and maintenance

#### [QA7 POLICY 2 of 4] FEES & CHARGES & CHILDCARE SUBSIDY

- 1) Payment of fees
- 2) Methods of payment
- 3) Debt recovery
- 4) Fee confidentiality
- 5) Government *Child Care Subsidy*
- 6) Absences and cancellations
- 7) Late collection fees and other charges
- 8) Service closure
- 9) Fee increases

#### [QA7 POLICY 3 of 4] WORK HEALTH & SAFETY

- 1) Service proactive approach to *Work, Health and Safety*
- 2) Risk Management
- 3) Service obligations under *Work Health and Safety* laws
- 4) Employee training and consultation
- 5) Visitors to the service

#### [QA7 POLICY 4 of 4] CONFIDENTIALITY & STORAGE OF RECORDS

- 1) Retention and storage of records
- 2) Purposes and use of information records
- 3) Methods of collection
- 4) Failure to provide information
- 5) Disclosure
- 6) Access and correction
- 7) Internet
- 8) Information storage and security

## [QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP

### Policy Statement

To ensure adherence to the Education and Care Services National Regulations, National Law and Family Assistance Law, the service's leadership constituted by the Persons with Management or Control together with the service Director, will ensure that its governance and management policies and procedures are consistent with and refer to their relevant legislative requirements.

This policy and associated procedures will provide clear articulation and direction regarding all aspects of Governance and Leadership of The Cottage OSHC Inc in particular the service's adherence to its:

- i. *stated objectives regarding quality as per the service's philosophy and policies*
- ii. *regulatory operational requirements*
- iii. *administrative objectives* iv. *financial objectives*
- v. *reporting requirements operational, administrative and fiscal*

As the Approved Provider of service, and as Persons with Management or Control, the Management Committee will take reasonable steps to ensure service policies and procedures are followed as they oversee and support the Nominated Supervisor in the continuous improvement of the service's practices, whilst ensuring all relevant information will be readily available to stakeholders.

This policy includes the following sub-policies:

- 1) Philosophy, policy and procedure
- 2) The Approved Provider and Persons with Management or Control (PMCs) – definition, appointment and eligibility
- 3) PMCs - responsibilities
- 4) PMCs - the National Quality Framework
- 5) PMCs - financial management - *see also [ QA7 POLICY 2 of 4] FEES & CHARGES & CHILDCARE SUBSIDY*
- 6) Appointment and Responsibilities of Director, Nominated supervisors, Persons in Day-to-Day Charge (*i.e. PIDTDC /Responsible Persons*) and Educational Leaders
- 7) Continuous self-assessment and quality improvement
- 8) Leadership by management and supervisors; professional standards and code of conduct
- 9) Guidelines for Risk Management
- 10) Educational Leadership and Programming
- 11) Staff training and development
- 12) Review and appraisal of permanent staff
- 13) Dealing with complaints
- 14) Compliance oversight functions
- 15) Maintenance of records
- 16) Facilities, environment, equipment and maintenance

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations	
Sec. 13	Matters to be taken into account in assessing whether fit and proper person

Sec. 14	Regulatory Authority may seek further information	
Sec. 21	Reassessment of fitness and propriety	
Sec. 51	Conditions on service approval	
Sec. 162	Offence to operate education and care service unless responsible person is present	
Sec.172	Offence to fail to display prescribed information	
Sec. 173	Offence to fail to notify certain circumstances to Regulatory Authority	
Sec. 174	Offence to fail to notify certain information to Regulatory Authority	
Sec. 175	Offence relating to requirement to keep enrolment and other documents	
Sec.188	Offence to engage person to whom prohibition notice applies	
29	Condition on service approval-insurance	
31	Condition on service approval-quality improvement plan	
55	Quality improvement plan	
56	Review and revision of quality improvement plans	
73	Educational program	
74	Record of child assessments or evaluations for delivery of educational program	
84	Awareness of child protection law	
85	Incident, injury, trauma and illness policies and procedures	
117B	Minimum requirements for person in day-to-day charge	
157	Access for parents	
158	Children's attendance record to kept by approved provider	
161	Authorisations to be kept in enrolment record	
162	Health information to be kept in enrolment record	
167	Record of service's compliance	
168	Education and care services must have policies and procedures	
170	Policies and procedures to be followed	
171	Policies and procedures to be kept available	
172	Notification of change to policies and procedures	
173	Prescribed information to be displayed	
176	Time to notify certain information to Regulatory Authority	
177	Prescribed enrolment and other documents to be kept by approved provider	
180	Evidence of prescribed insurance	
181	Confidentiality of records kept by approved provider	
181-184	Confidentiality and storage of records	
185	Law and regulations to be available	
<b>National Quality Standards</b>		
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.
<b>Other Legislation / Guidelines</b>		
Governance and Management Guidelines		Governance and Management Policy Guidelines (acecqa.gov.au)
<b>ACECQA on Policy</b>		Preparing NQF policies and procedures

Australian Children's Education and Care Quality Authority	<a href="#">ACECQA</a>
ACECQA July 2023 PMC Guidelines	<a href="#">InfoSheet IdentifyingPersonsWithManagementOrControlOfAServiceFrom1July2023 Existing Providers 1.pdf (acecqa.gov.au)</a>
Childcare Provider Handbook	<a href="#">Child Care Provider Handbook - Department of Education, Australian Government</a>
Quality Improvement Guidelines	<a href="#">Quality Improvement Plan   ACECQA</a>
REGULATION REQUIRED NOTIFICATIONS	<a href="#">Notification types and timeframes   ACECQA</a>

### Philosophy, Policy and Procedure

As per the policy statement for **[QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES:**

- This policy and its associated procedures will provide clear articulation and direction regarding all aspects of Governance and Leadership of The Cottage OSHC Inc in particular the service's adherence to its:
  - i. *stated objectives regarding quality as per the service's philosophy and this policy document*
  - ii. *regulatory operational requirements*
  - iii. *administrative objectives*
  - iv. *financial objectives*
  - v. *reporting requirements operational, administrative and fiscal*

The development and / or review of both the service's philosophy, policies and procedures will be an ongoing process undertaken by the Management Committee (*i.e the Approved Provider / PMCs*) and its delegates together with the Nominated Supervisor; and the process will be made accessible for perusal by all stakeholders. Acting on behalf of their stakeholders, the Management Committee will aim to provide clear guidance to the families of the service including notifying families at least 14 days before changes to policy or procedures that will impact:

- i. *the fees charged by the service and the collections methods used*
- ii. *the service's care of children*
- iii. *families' engagement with or ability to use the service*

The service's philosophy and associated goals will underpin all decisions regarding policy, daily practices and procedures of The Cottage OSHC and will reflect the guiding principles of the National Quality Framework and its Framework for School Age Care, 'My Time, Our Place'.

The service philosophy will reflect the shared understanding of the role of the service among staff, children, families and the community and will guide educators' pedagogy when planning and delivering the educational program. The philosophy will be included in the service's Quality Improvement Plan.

The service's Management Committee (*i.e the Approved Provider / PMCs*) and senior staff members will engage in a collaborative and consultative process to support the maintenance and development of the service's philosophy that will include children, parents and educators.

The service's policies and procedures will provide clear documentation that will define agreed operational standards and consistent ways of doing things to achieve the philosophy's goals. The Management Committee members (*i.e the Approved Provider / PMCs*) will take all reasonable steps to ensure the Nominated Supervisor, all staff members and volunteers follow the policies and procedures.

#### *The Cottage OSHC Inc Philosophy*

It will be the philosophy of the Management Committee and staff of The Cottage OSHC Inc. to value and support parents and guardians as primary carers of their children by providing affordable childcare of the highest quality as guided by the National Quality Standard and the framework for school age care, 'My Time Our Place' and by upholding the principles of the 'UN Convention on the Rights of the Child'. This philosophy will underpin the service's intention to:

1. Generate, develop and maintain a safe, healthy and nurturing community whose parents and caregivers and children can be confident that their physical, emotional and social needs will be met.

2. Place the highest value on collaboration with all children, families, staff and community and operating upon a philosophy of open management that reflects the values of the school community and encourages formal and informal participation in programming, feedback and review on all issues via children, staff and The Cottage Management Committee.
3. Provide a happy, stable yet stimulating, free-choice environment that is inviting, comfortable and inclusive regardless of age, gender, additional needs, diverse backgrounds, practices or beliefs.
4. Foster an informal, relaxed and trusting atmosphere; a culture where children are allowed first and foremost to be themselves; yet are encouraged to extend their interests, develop friendships, take responsibility and grow in confidence, independence and respect for themselves and others.
5. To offer children a flexible program of structured and unstructured activities including expressive art, construction, active and passive play, sports, games, dramatic play, cooking, crafts and reading; all tailored to address the requirements of middle childhood development and to augment and cultivate the aforementioned goals 1 to 4.

### Approved provider and Persons with Management or Control (PMCs) - definition, eligibility, statutory obligations and appointment

#### Definition

As per the Constitution of The Cottage OSHC Inc, The Approved Provider of the service is the legal entity approved to operate an education and care service and who is legally responsible for managing the service. At The Cottage OSHC Inc, all members of the elected Management Committee of the service are the fit and proper persons who have been approved by national regulators as capable to manage the service and who will comprise the entity of *Approved Provider*.

#### Eligibility

Under national law definitions, those fit and proper persons who comprise the Approved Provider / Management Committee are considered to be *Persons with Management or Control (PMCs)* and jointly and severally are responsible for managing the service's:

- On-going delivery of education and care at the provider's service
- On-going business responsibilities such as authority to administer the Child Care Subsidy System  
(It should be noted that whilst under national law a PMC may also be a person with significant influence on the service - i.e. they may be a person outside the approved provider / Management Committee entity - the Nominated Supervisor or Person in Day-to-Day Charge of a service, does **NOT** meet the PMC definition simply by holding such role in the service and is not required to be considered as a Person with Management or Control.)

#### Statutory obligations

The statutory obligations, responsibility and liabilities of the Approved Provider and Persons with Management or Control cannot be delegated to any other person or body, although a management company may be out-sourced, or members of its association may be called upon to assist with monitoring of the service's regulatory compliance. (See *Approved Provider Responsibilities below*.)

#### Appointment

As guided by the Constitution, *Persons with Management or Control* are elected to the Management Committee at the Association's Annual General Meeting by attending association members, to be either one of the following:

- An 'office bearer' of the Management Committee
- An 'ordinary member' of the Management Committee

Whether an 'ordinary' or 'office-bearer' committee member, all Management Committee members will be 'Persons with Management or Control' under the National Law and must apply to the National Regulator via the NQAITS for approval through supply of the required evidence of their suitability for the role

Each *Person With Management Or Control / Management Committee* applicant must submit their application (*with the required associated documents*) for the Management Committee position to the National Regulator (*The Australian Children's Education and Care Authority – ACECQA – NQAITS*) within 14 days of their appointment. This process can be facilitated and submitted on their behalf by the service's Nominated Supervisor

The address of the principal office of the Approved Provider will be the address of the entity known as *The Approved Provider*.

### Approved Provider Responsibilities

The Approved Provider / Persons with Management or Control of the service will be responsible for familiarising themselves with:

- This policy document.
- The objects, purposes and values of the service's constitution.
- The service's philosophy and goals.
- Their obligations under The National Quality Framework and its laws and regulations (*see also, next section PMCs - The National Quality Framework*).
- Their governance and financial obligations under the law (*see next section plus 1 PMCs - Financial Management*).
- The regulatory compliance requirements for the service's operational, administrative and financial integrity.

The Approved Provider / Persons with Management or Control of the service will be responsible for the formal notifications (*which may be actioned by the Nominated Supervisor on their behalf*) to the National Regulator, ACECQA within 14 days where there are any significant changes of service leadership such as:

- The composition of the Management Committee, i.e. *Persons With Management Or Control / Approved Provider*
- The Nominated Supervisor/s

The Approved Provider / Persons with Management or Control of the service will also be responsible for:

- Organisational governance that sets or approves operational and fiscal policies, plans and budgets to achieve those objectives, and monitoring their performance.
- Strategic planning that reviews and approves strategic direction and initiatives.
- Ensuring the service holds a current insurance policy for public liability.
- Maintaining organisational structure that sets and maintains framework of delegation and internal control.
- Financial monitoring that establishes and maintains systems of financial control, internal control, and performance reporting, reviewing the budget, and monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service.
- Financial reporting that considers and approves annual financial statements and government required reports and ensures all reporting requirements for claiming and administering CCS payments are maintained ☐ Fit and proper background checks being conducted for all relevant key personnel ☐ Providing clear guidance to the families of the service including:
  - i. *notifying families at least 14 days before changes to policy or procedures that will impact:*
    - a *the fees charged by the service and the collections methods used*
    - b *the service's care of children*
    - c *families' ability to use the service*
- Utilising professional standards and ethical principles to guide professional conduct in decision-making and practice.

- Risk management that reviews and monitors the effectiveness of risk management and agreeing or ratifying any policies or decisions on matters relating to risk, financial or otherwise.
- Dispute management that manages and resolves conflicts that may arise within the organisation, including conflicts arising between Management Committee members, families and/or staff.
- Reviews of serious incidents.
- Ensuring a copy of the service's policy document, and of the Education and Care Services National Regulations and National Law is available at all times at the service for use by educators, staff, families and visitors (Reg. 185).
- Selection, appointment, induction and monitoring of permanent staff members who are thoroughly vetted and appropriate persons for working in children's services.
- Appointment of the service's Public Officer.
- Appointment of a delegate for the management of the Child Care Subsidy.
- Supporting the PIDTDCs to provide clear guidance to all staff as regards their responsibilities.
- Ensuring that all staff know and understand the requirements of the National Quality Framework including the National Law, National Regulations, the National Quality Standard, and the approved learning framework, as well as the services' philosophy, policies and procedures.

### PMCs - the National Quality Framework

The National Quality Framework – as administered by The Australian Children's Education and Care Quality Authority (ACECQA) comprehensively provides the service with the Australian Government's national approach to regulation assessment and quality improvement in childcare.

The Persons with Management or Control of a service are required to be familiar with and ensure the service's compliance with The National Quality Framework which includes:

- Education and Care Services National Law Act 2010 (National Law).
- Education and Care Services National Regulations 2011 (National Regulations).
- The National Quality Standard (NQS) which:
  - i. sets the national benchmark for the service's creation and maintenance of a quality care service
  - ii. includes 7 quality areas which with their subsidiary elements itemise the required quality outcomes for children
  - iii. provides the benchmark for the service's NSW state regulators at the Early Childhood Education and Care Directorate (ECECD) to assess and rate service quality

### PMCs - financial management (see also QA7.5 CHILD CARE SUBSIDY GOVERNANCE AND FEES POLICY)

The Persons with Management or Control of a service must prove upon application for the role that they are fit and proper persons and are capable of:

- Setting and monitoring the service's financial objectives so that a secure financial framework ensures the service's sustainable solvency through:
  - i. planning, development and oversight of the budget and fee setting – see **QA7.5 CHILD CARE SUBSIDY GOVERNANCE AND FEES POLICY**
  - ii. financial reporting including an income and expenditure statement and balance sheet that is presented to the Management Committee on a regular basis
  - iii. being an employer, including all legal and ethical responsibilities that this entails
  - iv. approving annual financial statements and providing required reports to government bodies and maintaining appropriate delegations and internal controls
  - v. compliance with funding agreements where appropriate
- Satisfying their fiscal management obligations under:

- i. *Family Assistance Law*
  - ii. *Australian Taxation laws*
  - iii. *Australian Securities and Investment Commission (ASIC)*
  - iv. *Funding Agreements with these or other government instruments*
- Ensuring that the service’s governance is in accordance with all legislation and legislative instruments, irrespective of whether their role in the service requires them to directly engage with these instruments.
  - Maintaining the integrity of government childcare funding through proper administration of the fee-reducing Child Care Subsidy to eligible families.
  - Ensuring that all the service’s relevant personnel are fit and proper persons to be involved in the fiscal governance of the service and in the administration of the Child Care Subsidy and the Additional Child Care Subsidy and System and that the required background checks are carried out.
  - Ensuring that the relevant personnel do not have a history of any matters involving fraud, dishonesty, financial mis-management or non-compliance with the law and with the administration of funds and additionally, are required to act upon:
    - i. *evidence of any activity that does not comply with criminal or civil law*
    - ii. *any evidence of court proceedings and convictions or findings of guilt, related to children or indicating dishonesty or violence*
    - iii. *any past administrative decisions relating to a person’s suitability to be involved in childcare iv. any history of mismanaging public funds; and any past or current debts to the Commonwealth*
    - v. *any instances of bankruptcy or insolvency*
    - vi. *any potential conflicts of interest between managing or delivering the childcare service and other business or financial interests*
    - vii. *any other matter relevant to the suitability of the provider and their staff being fit and proper persons, regardless of whether or not they are required to use the Child Care Subsidy System*

### **Appointment and Responsibilities of Director, Nominated supervisors, Persons in Day-to-Day Charge (i.e. PIDTDC / Responsible Persons) and Educational Leaders**

#### Director / Nominated Supervisor Appointment Summary

- The Management Committee must appoint at least one Nominated Supervisor for the service who:
  - i. *will hold the title of Director*
  - ii. *they deem to have sufficient experience to meet the demands of the role as described further below*
  - iii. *has up to date qualifications in Child Protection and First Aid*
  - iv. *has agreed in writing that they accept and have a clear understanding of the role*

#### Director / Nominated Supervisor reporting and responsibilities summary:

- The Management Committee appointed Director / Nominated Supervisor will be responsible at all times for the day-to-day management of the service regardless of their attendance at the service.
- Whenever in attendance the Nominated Supervisor must assume the role of Responsible Person for the session that is operating irrespective of the supervisory attendance of another trained PIDTDC.
- The Director / Nominated Supervisor will address key management and operational issues under the direction of and reporting to the Management Committee and the relevant policies.
- The Director / Nominated Supervisor appointment must be reported to ACECQA – NQAITS; but is *not required* under National Law to apply to ACECQA – NQAITS to be a Person with Management or Control and may simply administer / action regulatory notifications and submissions on behalf of the Management Committee.
- The Management Committee may appoint either a Nominated Supervisor, an administrator or a member of the Management Committee to the role of Public Officer, responsible for the financial reporting.

- The Management Committee may appoint either a Nominated Supervisor, an administrator or a member of the Management Committee to the PMC role of financial reporting to government under Family Assistance Law.

Director / Nominated Supervisor determinations and appointments responsibilities summary:

- The Director / Nominated Supervisor will be responsible for the following determinations and appointments as well as for supervising the appointees and for advising the Management Committee of these appointments:
  - appointment of the service Educational Leader /s who will lead the development, implementation and review of the service's educational program and planning cycle*
  - appointment of the service PIDTDCs / Persons in Day-to-Day Control who must be a service trained educator with current first aid, child protection and working with children check certification who has formally accepted the role of 'person with day-to-day control' and who will act as the Responsible Person for a session when required; i.e. when the Nominated Supervisor is not present*

Director / Nominated Supervisor responsibilities - comprehensive:

- The Director / Nominated Supervisor together with the service's educators who have been authorised as Person's In Day to Day Control / PIDTDCs (i.e. Responsible Persons for the purpose of operations) will be responsible for working together with the Approved Provider / Management Committee at all times as regards:

### 1) Ensuring service compliance

- Ensuring compliance with the Education and Care Services National Law and Education and Care Services National Regulations and with Family Assistance Law.
- Ensuring that all regulatory notification and reporting requirements to regulatory authorities are met.
- Overseeing all operations within the service, ensuring that children and staff are protected from harm.
- Maintaining an effective risk management framework.
- Reflecting critically on and accepting responsibility for implementation of service policies and procedures.
- Maintaining knowledge of current regulations and implications for practice on service provision.
- Ensuring that only authorised persons (*see also QA2.5 CHILD PROTECTIVE PRACTICES POLICY*) are allowed to be present and unaccompanied at the service whilst it is operating and that under no circumstances at all will any inappropriate person be permitted to be present at the service.
- Ensuring educators' familiarity and compliance with service policy and the regulations of the *National Quality Framework*.
- Ensuring educators' familiarity and compliance with the principals and practices of the learning framework, *My Time Our Place*.
- Modelling professionalism through the upholding of the service's philosophy, policy, procedures and code of conduct.
- Upholding the guiding principles of the National Quality Framework's Framework for School Age Care, 'My Time Our Place' these being that:
  - The Rights and best interests of the child are paramount*
  - Children are successful, competent and capable learners*
  - Equity, inclusion and diversity underpin the framework*
  - Australia's Aboriginal and Torres Strait Islander cultures are valued*
  - The role of parents and families is respected and supported*
  - That best practice is expected in the provision of education and care services*

### 2) Management of service culture and community

- Reflecting upon and integrating the service's philosophy into daily practice and relationships.
- Liaising with and reporting to the service's Management Committee as required by the service's policies and procedures.
- Welcoming and inducting new children and their families to the service and ensuring all staff members' familiarity with the pertinent aspects of their enrolment, in particular with medical and collection authorisations.

- Involving, informing and consulting with the families of the service as regards their child's learning and development.
- Management / oversight of bookings arrangements and billings for families for safe, best practice service
- Using evaluation and feedback from families, staff and stakeholders to examine what happens in the service and reflecting on what can be improved.
- Commitment to continuous improvement by using processes such as the mandated *Quality Improvement Plan*.
- Working collaboratively with colleagues, families and stakeholders in an ongoing cycle through which current practices are examined, outcomes reviewed and new ideas generated.
- Building on professional knowledge through engaging in professional development and reading.

### 3) Management of service operations

- Hiring and induction of casual educators who are appropriate persons, thoroughly vetted; and providing them with induction, support and 'on the job' training relevant to the service's daily operational requirements.
- Always designating one of the service's PIDTDCs to be the Responsible Person of each operational session (*including any excursions outside of the service*) for which they – the Nominated Supervisor – will not be present.
- Always assuming the Responsible Person role, whenever they – the Nominated Supervisor - is in attendance.
- Ensuring that all staff members adhere to the service's philosophy, policy, procedures and code of conduct and holding them all accountable for their actions.
- Ensuring that all educator Working With Children Check Qualifications are current.
- Making recommendations for the appointment of permanent staff to the Management Committee.
- Reporting to the Management Committee re evaluations of staff members' performance.
- Developing succession plans for constantly maintaining a group of trained staff.
- Ensuring that the Responsible Person and all staff record their name and the hours they have worked directly with children each time they are working in the service.
- Ensuring that the service display's the details of the current Nominated Supervisor and Responsible Person at all times the service is operating.
- Ensuring that service hours and days of operation are displayed prominently within the service as per reg 173.

## Continuous self-assessment and quality improvement

The primary tool for the service's management to promote shared understandings and aims amongst the service and its community will be the service's attention to an annually reviewed document known as The Quality Improvement Plan which is required to contain the service's Philosophy statement.

The Management Committee and Nominated Supervisor is required to make every effort to involve stakeholders in the evaluation process and ensure that the Quality Improvement Plan is kept at the service premises and can be made available for families.

The Quality Improvement Plan will ensure:

- A continuous quality improvement process is enacted which will both answer and inform the service's philosophy.
- On-going assessments are conducted of the quality of the service practices against the National Quality Standard and the National Regulations.
- Critical reflection and discussions are taking place between children, educators, families and management on what works well and what needs development.
- That areas for improvement will be identified and addressed.
- The readiness of a valuable benchmark document for the Quality Assessment and Rating process.

The Quality Improvement Plan will include an assessment of the programs and practices at the service against the National Quality Standard elements and National Regulations and will identify areas for improvement as well as celebrate the service's strengths.

Creation of the Quality Improvement Plan and continuous improvement at the service will be assisted by:

- Implementation of practical, regular feedback mechanisms, embedded in daily service practice
- Professional development plans for permanent and where possible, casual staff members
- Use of innovative tools and leveraging of technology
- Collaboration with external experts and industry professionals
- Incorporation of long-term goals into the quality improvement perspective
- Regular recognition and celebration of any achievements
- Maintenance of a stance of adaptability and flexibility

### **Leadership by management and supervisors; professional standards and code of conduct**

- see also [NQF Quality Area 4] STAFFING ARRANGEMENTS

The Nominated Supervisor, the Educational Leader, the Persons in Day-to-Day Charge and the Management Committee will be considered together to constitute the service's leadership team.

This leadership team will embrace and model the professional standards as encoded in the service's Code of Conduct. They will achieve this:

- Through provision of:
  - i. *professional development for all staff through in-house daily staff meetings in particular regarding matters of best practice conduct*
  - ii. *external professional development courses*
  - iii. *performance reviews to assess and develop staff professional knowledge, skills and practices*
  - iv. *a Quality Improvement Plan that enacts the leadership's commitment to continuous improvement*
- By conducting themselves so as to engender within the service, a culture of:
  - i. *courtesy, inclusivity and collaboration*
  - ii. *real-time feedback, support and guidance for ethical decision making*
  - iii. *recognition and celebration of achievement*
  - iv. *positivity that encourages and facilitates personal growth and development*
  - v. *prompt response to any breach of the Code of Conduct or other regulations with impartial, thorough and confidential investigation; as well as application of any disciplinary action such as termination of employment*
- Through monitoring staff members' adherence to professional standards, in particular the:
  - i. *enactment of their Duty of Care*
  - ii. *service's philosophy, policies and procedures*
  - iii. *quality areas and elements of the National Quality Standard*
  - iv. *principles, practice and outcomes of My Time Our Place*
  - v. *standards dictated in the service's Code of Conduct*
- Through clear communications to staff members at the time of their induction regarding the consequences for serious or repeated breaches of the service Code of Conduct such as immediate dismissal

## The Cottage OSHC Inc. CODE OF CONDUCT

The service's **Code of Conduct** directs all service personnel and management to:

**BE PROFESSIONAL IN ATTITUDE:**

- xxxvi. *strive to adhere to the desired outcomes in the quality areas, elements, principles and practices of the **National Quality Standard** and of **My Time Our Place***
- xxxvii. *strive to adhere to the service's constitution, philosophy, policies and procedures*
- xxxviii. *strive to adhere the service's obligations under National, State Taxation and Family Assistance Law*
- xxxix. *demonstrate commitment to enacting best practice in early childhood education as guided by **My Time Our Place***
- xl. *ensure confidentiality, privacy and cultural safety for all children, families, and staff*
- xli. *demonstrate commitment to continuous improvement and full participation with service on-going training requirements*
- xl.ii. *demonstrate respect and compliance with the service's administrative requirements as well as maintenance of accurate and confidential service documentation / records*
- xl.iii. *never falsify reports, documents, or wages information*
- xl.iv. *maintain a stance of non-promotion of any specific personal, business or political interest or of any other community member or group of community members*
- xl.v. *demonstrate commitment to collaborative, inclusive relationships with colleagues, children and families*
- xl.vi. *demonstrate commitment to values that engender respectful, courteous, responsive communications with colleagues, children and families*
- xl.vii. *maintain high standard of objective professionalism in the case of conflict, so that all matters can be resolved with minimal offence or rancour*
- xl.viii. *inform the service of private babysitting or any other private arrangements with families*
- xl.ix. *demonstrate as far as possible their commitment to never causing disruption or discontent within the service*
- l. *demonstrate respect for the **Code of Conduct** by responding with appropriate corrections to their behaviour when advised they have breached the code*

**OPERATE PROFESSIONALLY DURING SERVICE SESSIONS:**

- li. *be ever mindful of the **Duty of Care** i.e. to at all times take reasonable care for the physical and psychological health and safety of themselves and others at the service* lii. *always following instructions of supervisors when reasonably directed to do so*
- liii. *demonstrate commitment to active supervision of the children at all times so as to ensure their safety at all times* liv. *uphold children's rights, prioritize their needs above all else*
- lv. *perform all mandatory reporting duties as may be required*
- lvi. *not take personal phone calls during a session without prior arrangement with the session's Responsible Person*
- lvii. *limit episodes of arriving late for their shifts and to always communicate with the Responsible Person by their shift start time if they are to be arriving late*
- lviii. *only use service equipment and / or resources as authorised by the Responsible Person*
- lix. *follow a modest, clean, fresh dress code including safe enclosed footwear and weather protection items*
- lx. *maintain personal hygiene and wear deodorant*
- lxi. *not wearing items that contain political statements or offensive logos*
- lxii. *as far as possible wearing clothes that leave the wearer free to engage in active and messy play and cleaning duties*
- lxiii. *never engage in any non-professional (e.g. immodest, immoral) speech or conduct when at the service*
- lxiv. *ensure protection when using digital technology, adhere to guidelines for personal phones, and social media*
- lxv. *report all health, fire or safety hazards*
- lxvi. *never bringing a dangerous weapon or a prohibited substance or recreational drug, alcohol or tobacco into the service*
- lxvii. *never attending the service when under the influence of any drugs or alcohol*
- lxviii. *always reporting to the Responsible Person immediately if ever a co-worker is suspected of being affected by drugs or alcohol when at the service*
- lxix. *promptly report to supervisors or management of any breaches of the service **Code of Conduct** or other regulations*

## Guidelines for risk management

- see also [QA2 POLICY 9 OF 14] EXCURSIONS

- see also [QA2 POLICY 6 OF 14] CHILD-SUPERVISION

The service will apply on-going processes of *Risk Management* for all 7 areas of the National Quality Framework as well as emergencies including evacuation, lockdown, excursions and management of natural disasters such as bush fire, flood, cyclone and earthquake.

*Risk Management*, being a a systematic and methodical examination of potential risks and hazards within the working / learning environment, will assist the service to:

- Identify hazards.
- Assess who or what might be harmed and how.
- Evaluate the risks and deciding on appropriate control measures.
- Record findings.
- Review the effectiveness of exiting control measures regularly and updating them when necessary.
- Consult and communicate with all stakeholders: staff, families, visitors and community members as to their responsibilities in regard to risk at the service.

In order to prioritise safety at all times the service will establish risk management plans, risk assessments, guidelines, and procedures for identifying, assessing, and managing identified hazards and risks whenever they arise.

The service will maintain accurate records and documentation of risk assessments, incident reports, and mitigation strategies (procedures and guidelines) and conduct regular reviews of risk management documents and systems to ensure their effectiveness.

The service's daily pre-shift staff meeting, reviews, discussions and training will be considered as a primary 'embedded in practice' vehicle for:

- Cultivating educator's awareness and understanding of safety and a risk management.
- Encouraging risk management focus, feedback and questions from educators' daily observations and experiences.
- Forcing the educator's attention to the specific needs and vulnerabilities of children as an important part of the risk management process.
- Hastening the creation of a safety aware culture through the daily, time-sensitive and highly relevant educator engagement with the subject.
- Reinforcing a sense of shared responsibility for risk management amongst all stakeholders – especially with application of the [Swiss Cheese Model of Accident Causation](#) being regularly applied as an analysis tool.
- Stimulating on-going enquiry and feedback between staff, children, guardians and management to identify areas for continuous service safety improvement.

The Director / Nominated Supervisor will ensure that all educators, as 'active supervisors' have the training, support, and resources to:

- Implement and adhere to risk management requirements either through use of formal plans or using spontaneous application of the principles.
- Maintain constant vigilance to maintaining the controls established for managing pre-identified hazards / Risks.
- Identify any spontaneous activities commenced by the children which may require immediate risk management / assessment.
- Strive to develop a vigilance that will immediately detect any sudden development of hazards so that:
  - i. risk can be immediately assessed
  - ii. controls be applied
  - iii. supervisors be immediately notified
- Fully appreciate the need for consistent application of the rules / controls for the management of risk.

- Be sufficiently aware of and familiar with all the service's activity and behaviour specific rules / controls for the management of risk.
- Repeatedly and clearly communicate the service's risk controls / rules to all educators and children and community (*whether concerning administrative, fiscal systems, zones of operating, children's activities, prohibitions or behavioural expectations*).

As well as routinely conducting safety checks of the service premises and equipment to identify risks and potential hazards as per **[QA3 POLICY 1 of 1] PROVIDING A CHILD SAFE ENVIRONMENT**; all new activities, crafts and foods will need to be approved by the Nominated Supervisor for a ruling as to whether they require a formal risk assessment.

The Nominated Supervisor be responsible for risk assessments and procedures for:

- All new foods added to the cottage menu.
- All activities involving, water, height, wheels, sharp objects, chemicals, projectiles, power tools and heat.
- Everyday term-time activities at the service in particular those activities involving ropes; fast movements; close physical contact with others.
- All excursions and transportation.

Excursions and travel and transport outside the service are required to be risk assessed for each excursion that takes place and will take all factors into account as itemised in **[QA2 POLICY 9 OF 14] EXCURSIONS**.

For all service excursions, the service Director /Nominated Supervisor will:

- Fully assess all risk management requirements.
- Supervise all planning.
- Liaising with the service insurance company for written approvals for excursions involving wheels, height or bodies of water.
- Assess all risk management requirements.
- Supervise all planning.
- Be responsible for granting the final approval for excursions to proceed.

### **Educational Leadership and Programming**

see also **[QA1 POLICY 1 of 1] EDUCATIONAL PROGRAM & PRACTICE**

The service's Management Committee, Director and Educational Leader will collaborate to establish and maintain practices of governance which:

- Fully support service educators to satisfy the required aims of the service program and practices.
- Attract and retain quality educators at the service as well and their continued interest in engaging with and implementing a quality program.

Appointed and supervised by the Director, the Educational Leader will be responsible for co-ordinating the key learning goals and outcomes component of the service's quality care.

The choice of and achievement of these learning goals and outcomes will be guided by those of the National Quality Agenda and particularly its learning framework for school age care, My Time Our Place.

As per **[QA1 POLICY 1 of 1] EDUCATIONAL PROGRAM & PRACTICE** the service leadership team will train guide and support educators to:

- Continuously develop their pedagogical practices using service in-house documentation, training and daily staff meetings.
- Sustain a child-led curriculum that is ready to be implemented whenever the required conditions direct.

- Provide 'pre-planned, educator-led' activities to support children to successfully engage with their peers.
- Maintain a 'process-oriented' planning approach which focusses on encouraging risk, experimentation, growth and self-awareness that values children's efforts, progress and development as much as any final product.
- Give priority to the 'opportunistic' style of programming which creates and exploits opportunities for children to choose their own learning experiences and solve their own problems with minimal interference from educators.
- Model and foster a deep appreciation of 'striving for excellence' and for celebrating the special achievements of others.
- Track and document children's progress using the on-going micro and macro-cycles of planning, implementation and review; both for use between educators as a daily communication tool and to inform discussions with guardians.
- Pay constant attention to the quality of their relationships with children so as to better inform the overall learning goals of '*being, belonging and becoming*' and other outcomes of *My Time Our Place*.

### Staff training and development

- see also [QA1 POLICY 1 of 1] EDUCATIONAL PROGRAM & PRACTICE

- see also [QA4 POLICY 1 of 3] STAFF ORGANIZATION, RECRUITMENT & PROFESSIONALISM

- see also [QA4 POLICY 2 of 3] STAFF TRAINING & COMMUNICATIONS

The Management Committee will ensure that:

- Sufficient funds are made available in the budget for appropriate in-service training and development.
- The staff training and costings for the year will be managed by the service Director and will be presented to the Management Committee; and will include that training that takes place in the daily, pre-shift staff meetings.
- The service's 'in-house' pre-shift staff meeting will be maintained as a vital and 'required' part of staff training and development.
- All staff will be given the opportunity to be involved in some form of training throughout the year, in particular for first aid training especially seeing that CPR training is required by law every 12 months.
- The service will cover the costs of all authorised / required staff training.
- Casual staff who do not perform operational, supervisory roles (*i.e. such as PIDTDC*) will bear the cost of their own unauthorised or 'not required' training; with the exception of first aid training for which the service may elect to bear the training costs which staff members may elect to undertake in their own time.
- Casual staff who do not perform operational, supervisory roles (*i.e. such as PIDTDC*) will bear the cost of their own *Working With Children Check* qualification.
- The service will bear the costs of all required / authorised training for all permanent staff as well as for any casual educators who are required to perform operational, supervisory roles such as PIDTDC.
- Staff will be encouraged to share relevant skills and knowledge they have obtained from any training with the other staff in staff meetings or internal workshops.

### Review and appraisal of permanent staff

- see also [QA4 1 of 3] STAFFING ARRANGEMENTS

The Management Committee and the service Director will conduct performance reviews on an annual basis with assessment focus related to all 7 quality areas of the National Quality Standard.

- Staff will be given at least two weeks notification of an upcoming appraisal.
- The review system should clearly state the expectations for each position and identify clear performance measures.
- The review system should ensure two-way communication is maintained and is used as a positive avenue for improving staff performance.
- The completion of the appraisal should include an on-going plan to identify areas of training, and action to be taken and goals set for the staff member and will be agreed to and signed by both parties.

Where it is identified that the staff member is not meeting the required performance measures then the following action will be undertaken:

- An action plan will be developed to identify areas for improvement, including a time frame for further review.
- Training areas will be identified and put into place as soon as possible, and support provided by the Director or the Staff Liaison Officer.
- A record will be made of the above, dated and signed by both parties.
- Should no improvement be made by the review date then further action will be decided.
- If the staff member is dissatisfied with the performance review process then they will put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues, including mediation.
- Staff will be encouraged to share relevant skills and knowledge they obtained from any training with the other staff in staff meetings or, where more time is required, in an internal workshop.

### Dealing with complaints

- see also **[QA6 POLICY 3 of 3] FAMILY GRIEVANCES**

- see also **[QA4 POLICY 3 of 3] STAFF CULTURE & GRIEVANCE MANAGEMENT**

The Management Committee and Persons in Day-to-Day control of the service will encourage an open and transparent culture for feedback and complaints processes that will:

- Ensure that families, children and community feel confident and safe and that their concerns will be addressed effectively and confidentially.
- Encourage guardians, families, children and the community's sense of belonging and responsibility as the service's partners.
- Ultimately contribute to better relationships with children and families.
- Contribute to the service's continuous improvement.

To achieve this the service will therefore:

- Advertise to their families via website and signage at the service, that the service leadership team are available for and welcome feedback and complaints from all stakeholders, including children.
- In their communications always emphasize at the outset of the confidentiality of the complaints process to encourage stakeholders to voice their concerns without fear.
- Advertise the complaints process transparency to stakeholders by having available a step-by-step procedure as per **[QA6 POLICY 3 of 3] FAMILY GRIEVANCES**.
- Upon receipt of all complaints, make known to the complainant how they may expect their grievances to be received, documented and resolved; with specific timeframes for acknowledgement, investigation and resolution.
- Nominate a dedicated contact person - **Complaint Liaison Officer** -who will be available to address concerns promptly and confidentially and with whom the service Director can liaise with and / or ascend all matters of grievance withing the service.
- Provide training and support for the Persons in Day-to-Day Control on the effective handling and immediate ascension of complaints to the service Director.
- Periodically review the complaints procedure, soliciting feedback from stakeholders about their experience with the process so the process can be improved.
- Maintain thorough records of complaints received, investigations conducted, and resolutions achieved as a reference for future improvements and demonstration of accountability.

### Compliance oversight functions

In order to comply with Reg 170 which requires the Management Committee and Nominated Supervisor to take reasonable steps to ensure the service policies are followed at all times, they will establish a structured approach to oversight, ensuring ongoing compliance with regulatory standards while also facilitating adaptability to changes in the regulatory landscape.

To facilitate Management Committee oversight robust systems or software tools will be established using checklists to manage periodic review of the service's compliance in particular with:

- Service adherence to its Philosophy and Code of Conduct and Policies.
- The National Regulations that pertain to centre-based services.
- Service provision of a quality program in accordance with **[QA1 POLICY 1 of 1] OPERATIONS, PROGRAM & PRACTICE and** with the learning framework for school age care, *My Time Our Place*.
- All 7 quality areas of the National Quality Framework in particular:
  - i. the appropriateness of all staff members and the currency of their working with children checks
  - ii. the service's successful attention to child safety
  - iii. the service's adherence to strict procedures for child supervision and safe delivery and collection of children
  - iv. the management of medical conditions
  - v. the service's reporting requirements
  - vi. adherence to the directives of this policy i.e. **[QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES**

Clear definition will be outlined in service procedures of roles, responsibilities and delineation of tasks between the committee and the Nominated Supervisor to ensure accountability.

### Maintenance of records

see also **[QA7 POLICY 4 of 4] CONFIDENTIALITY & STORAGE OF RECORDS**

Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183184 detail storage of records.

The Cottage OSHC has a duty to keep adequate records about staff, families and children in order to operate responsibly and legally. The Cottage OSHC will protect the interests of the children, families and staff, using procedures to ensure appropriate privacy and confidentiality. The Approved Provider assists in determining the process, storage place and time-line for storage of records. Clear guidelines on who will have access to which particular records will be given to Management Committee members, staff and families. These will be available at all times at the service's principle place of operation.

The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments: Australian Tax Office, Family Assistance Office, Department of Education and Training, and Department of Employment.

In the event of ceasing to operate, The Cottage OSHC Management Committee will identify where the records will be kept and seek professional advice on the winding up of The Cottage OSHC.

### Facilities, environment, equipment and maintenance

The Management Committee will ensure Regulations 103-115 relating to the physical environment required for an OSHC service are maintained at all times. In the event of the relocation of the site, the Management Committee will ensure that the requirements of the regulations are considered.

Work health and safety (WHS) implications will be considered by the Management Committee in relation to staff locking up and leaving the Service at the end of the day.

Appropriate equipment and furniture, to meet the needs of the children and staff, will be well maintained and safe.

processes will be in place for routine cleaning of toys and equipment.

**[QA7 POLICY 1 of 1] GOVERNANCE & LEADERSHIP RESPONSIBILITIES Review**

MOST RECENT REVIEW	
POLICY REVIEWED BY:	Rheanne Jakelski <span style="float: right;">Feb 2024</span>
MODIFICATIONS (or 'N/A')	Ensured children are included in the grievance process.
NEXT REVIEW	Feb 2025
POLICY REVIEW ARCHIVE	
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES
Oct 2023	NA



## [QA7 POLICY 2 of 4] FEES & CHARGES & CHILDCARE SUBSIDY

### Policy Statement

The Cottage OSHC Inc. will set fees in accordance with its annual budget in order to meet the income required to develop and maintain a quality service for children and families and to ensure that the service is affordable and accessible to families in the community

This policy will primarily be the responsibility of the Approved Provider / Management Committee and may include other properly delegated and approved persons with Management or Control (PMCs).

The Management Committee may delegate authority to other staff to administer the Childcare Subsidy, fees and charges. These staff members will be required to be registered with The Child Care Subsidy system.

This policy includes the following sub-policies:

- 1) Payment of fees
- 2) Methods of payment
- 3) Debt recovery
- 4) Fee confidentiality
- 5) Government child care subsidy
- 6) Absences and cancellations
- 7) Late collection fees and other charges
- 8) Service closure
- 9) Fee increases

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
168	Education and care services must have policies and procedures	
170	Policies and procedures to be followed	
171	Policies and procedures to be kept available	
172	Notification of change to policies and procedures	
National Quality Standards		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood and support effective decision making and operation of the service
Other Legislation / Guidelines		
Governance and Management Guidelines		<a href="http://acecqa.gov.au">Governance and Management Policy Guidelines (acecqa.gov.au)</a>
Child Care Subsidy Secretary's Rules 2017		
Family Law Act 1975		
A New Tax System (Family Assistance) Act 1999		



## Payment of fees

The service's rules regarding Fees will be contained within the service's *Fees and Bookings Information Sheet* which is provided to parents at the time of enrolment and:

- Families will be provided with a fortnightly statement of fees the week before automatic debiting is actioned
- Fees will be collected 'in advance' for permanent bookings, using the automatic billing system agreed to by guardians at time of enrolment and as per the service booking system's terms and conditions
- Failure to pay unpaid fees may result in debt recovery action being taken and discontinuation of care for the child unless the family has initiated a repayment schedule for the unpaid fees with the Nominated Supervisor

## Methods of payment

Fees will be paid by the required method described in the *Fees and Bookings Information Sheet* and may include:

- Guardian authorised automatic debiting of bank account or credit card

Payment by EFTPOS (on-site or by phone) or direct transfer to Cottage Account may be employed:

- Only with authorisation by the service Director.
- Only with an additional handling fee applied (in-lieu of the auto-debiting costs).
- For special circumstances only.

Additionally:

- In certain situations such as in the case of outstanding fees, the service may insist upon specific payment methods.
- All transaction methods will incur extra charges of some description.
- The service does not accept any cash payments.
- Families will be given a minimum of fourteen (14) days of notice of any changes to the way in which fees are collected as per reg 172.

## Debt recovery

The Approved Provider reserves the right to take action to recover debts owing to The Cottage OSHC. This can include the engagement of debt collectors to recover the monies owed. Where a family owes any overdue fees to The Cottage OSHC, the child's place may be suspended until all outstanding monies are paid, or until both parties agree to a payment plan. Fees not paid by the due date will be followed up as below:

1. An initial letter stating fees are outstanding will be sent when accounts fall more than 28 days in arrears, giving 7 days for full payment of the amount over 28 days past due.
2. If payment is not received, families will be invited to a meeting (face-to-face or telephonically) with the Nominated Supervisor within 7 days to discuss a Payment Plan.
3. Failure to attend the meeting and continued non-payment will result in a second and final letter notifying the family that unless payment is made within 7 days, or a Payment Plan entered into, the child will be unable to attend The Cottage OSHC.
4. The Approved Provider will reserve the right to employ The Cottage OSHC's choice of a debt collector and the family will be responsible for all fees associated with recovering the debt.

## Fee confidentiality

All information in relation to fees will be kept in strict confidence. Members of staff, management or the Approved Provider will not discuss individual names and details openly. Information will only be available to the nominated

persons required to take / initiate the debt recovery. Families may access their own account records at any time, or particulars of fees will be available in writing to families upon request.

## Government Child Care Subsidy

- also see [QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES

A provider approved under the Family Assistance Law provides childcare and receives and passes on Child Care Subsidy payments to eligible families to reduce the cost of child care. A provider approved under Family Assistance Law is responsible for satisfying obligations under both Commonwealth and state and territory laws and includes obligations to:

- Comply with Family Assistance Law
- Comply with the National Law and National Regulations and all related state or territory laws involving the operation of a child care service
- Ensure the service and relevant personnel (that is, persons with management or control of the service and persons responsible for the day-to-day operations of the service) are fit and proper persons to have a role in the receiving and passing on of Child Care Subsidy payments *see [QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES*  
 Ensure that background checks, including criminal history and working with children checks, are carried out for relevant staff and educators *see [QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES*
- When determining whether a person is a fit and proper person to be involved in the administration of the Child Care Subsidy and the Additional Child Care Subsidy, matters involving fraud, dishonesty, financial Management, compliance with the law and administration of funds are all relevant considerations. Matters
- To be considered in determining whether someone is a fit and proper person include:
  - i. *evidence of activity that does not comply with criminal or civil law, including (but not limited to) activity*
  - ii. *related to children or indicating dishonesty or violence*
  - iii. *court proceedings and convictions or findings of guilt, including (but not limited to) activity related to*
  - iv. *children or indicating dishonesty or violence*
  - v. *any past administrative decisions relating to a person's suitability to be involved in childcare*
  - vi. *evidence of fraud or dishonesty*
  - vii. *the person's history of managing public funds; and any past or current debts to the Commonwealth*
  - viii. *the person's record of financial management, including any instances of bankruptcy, insolvency or external administration*
  - x. *any potential conflicts of interest between managing or delivering the childcare service and other business*
  - xi. *or financial interests of the person*
  - xii. *any other matter relevant to the suitability of the provider and their staff*

Families who are eligible for the Federal Government's Child Care Subsidy will enter a complying written agreement with The Cottage OSHC Inc with respect to their child's enrolment regarding:

- i. *opening hours, bookings, fees and payment protocols being as determined by the cottage and set out in the parent information booklet*
- ii. *their liability for full fees, irrespective of attendance and of whether a subsidy is subsequently provided by the government to reduce that liability*
- iii. *their agreement to either or both permanent or casual care arrangements with the cottage as may be required, and as will be detailed and confirmed by them in relevant emails, booking forms or booking section of the XAP website*
- iv. *the requirement to provide and to keep up to date correct child and parent details*
- v. *to read the parent information booklet*
- vi. *their acceptance of the obligation to strictly comply with the cottage policies and procedures;*
- vii. *their acknowledgement that the cottage may amend and update its policies, procedures, regulations or terms and conditions from time to time*

Although the Service will support families by providing relevant information with regard to the Child Care Subsidy but The Cottage accepts no responsibility for recovery of retrospectively claimed government subsidy and families are responsible for liaising with the Family Assistance Office in such matters.

### Absences and cancellations

During periods of non-attendance:

- Full payment of fees will apply as holding / insurance of placement.
- Non-payment may result in a loss of placement.
- When a permanent booking has been ceased, no guarantee of another offer of a place can be guaranteed.
- The service will adhere to the *Child Care Management System (CCMS)* in relation to allowable absences.
- Verbal notice of booking cessation is not accepted at any time and fees will be charged until written notice has been provided.

### Late collection fees and other charges

Charges will be applied under the conditions described in the service **Fees and Charges Bookings Sheet**. In particular:

- Staff are unable to accept children outside of the advertised service operating hours and when children are present after the closing time, late fees will be applied.
- Families who are continually late collecting their children, without a valid reason, may jeopardise their child’s place at the service.

### Service closure

No fees will be charged for public holidays or while the Service is closed over the Christmas / New Year period.

### Fee Increase

The service’s fees are set by the Approved Provider in order to meet the budget for each financial year. The Approved Provider ratifies the budget annually, or as necessary, and monitors it carefully throughout the year. Should it be necessary to amend fees, families will be given a minimum of fourteen (14) days of notice of any fee increase as per regulation 172.

#### [QA7 POLICY 2 of 4] FEES, CHARGES & CHILDCARE SUBSIDY Review

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Rheanne Jakelski	Feb 2024
MODIFICATIONS (or 'N/A')	Booking system name update	
NEXT REVIEW	Feb 2025	
POLICY REVIEW ARCHIVE		
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES	
Oct 2023	NA	



## [QA7 POLICY 3 of 4] WORK HEALTH & SAFETY

### Policy Statement

The service's *Work, Health and Safety Policy*, procedures and practices will aim to ensure that the service fulfils its responsibility to provide a physical and psycho-socially safe workplace that prevents any negative impact on the physical and psycho-social health and wellbeing of employees.

The aim will be to comply with all relevant local, regional, and national health and safety regulations and to create a working environment and work culture where everyone can thrive.

This policy and its implementation will be the direct responsibility of the Nominated Supervisor; the Responsible Persons overseen by the Management Committee.

This policy includes the following sub-policies:

- 1) Service proactive approach to *Work, Health and Safety Risk Management*
- 2) Service obligations under *Work Health and Safety laws*
- 3) Employee training and consultation
- 4) Visitors to the service

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
82	Tobacco, drug and alcohol-free environment	
83	Staff members and family day care educators not to be affected by alcohol or drugs	
168	Policies and procedures are required in relation to health and safety	
171	Policies and procedures to be kept available	
National Quality Standards		
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
Other Legislation / Guidelines		
Governance and Management Guidelines	<a href="http://acecqa.gov.au">Governance and Management Policy Guidelines (acecqa.gov.au)</a>	
Work Health and Safety Act 2011 No 10		

### Service proactive approach to Work, Health and Safety

Procedures will be in place to address the legal requirements relating to WHS and this information should underpin any service-specific requirements, including grievance/complaints procedures.

The Nominated Supervisor will report back to the Management Committee on any Work, Health and Safety issues as they arise.

Staff and management of the service will be committed to maintaining the objectives of best practice occupational safety and health as an integral part of the business via a proactive approach founded on the belief that:

- All injuries are preventable.
- All employees have the right to be safe at work.
- All clients and visitors have a right to be safe in the service's workplaces.



The Cottage will create and maintain a safe and healthy environment, systems of work and safe equipment for employees, clients and visitors by

- Implementing and maintaining an effective and embedded practice, health and safety management system.
- Complying with legislation, relevant standards and codes of practice.
- Consulting and communicating with employees and client representative groups on the development of systems, policies and procedures and any changes or matters relating to health and safety at work.
- Ensuring that roles and responsibilities for safety are clearly defined and understood.
- Identifying and managing the hazards associated with the business.
- Providing information, instruction, training and supervision to our employees, clients and visitors.
- Providing our employees with the necessary equipment to do their job safely.
- Learning from all experiences by investigating incidents.
- Establishing an effective return to work program for employees as and when required.
- Regularly monitoring and reviewing all systems and their implementation to ensure they remain adequate.

### **Risk Management**

See **[QA7 POLICY 1 of 4] GOVERNANCE & LEADERSHIP RESPONSIBILITIES**

### **Service obligations under *Work Health and Safety* laws**

The service is required to:

- Hold workers compensation insurance.
- Maintain accurate records of all WHS issues and maintenance.
- Ensure staff incident reports are completed for all near-miss injuries or injuries, complete an injury register to record near-miss injuries and injuries.
- Ensure staff injuries are reported to workers compensation insurer and state/territory WorkSafe within 48 hours.
- Provide an accessible safety management procedure for all employees to guide safe work practices.
- Ensure Safety Data Sheets (SDS) are provided for all hazardous chemicals used at the service.
- Supporting and promoting the health and wellbeing of all employees.
- Promote dignity and respect and taking action to prevent and respond to bullying in the workplace.

### **Employee training and consultation**

The service will:

- Ensure that all employees receive appropriate training and resources to perform their tasks safely.
- Monitor and staff to ensure competency with safe workplace practices.
- Value the input of staff and will as far as possible involve them in the development, implementation, and review of safe workplace practices.
- Maintain open communication channels which encourage the reporting of concerns and suggestions  
Support employees with accomplishing the directives that may be applied as a result of any claims.

**Visitors to the service**

Will be actively encouraged by supervisors and staff to:

- Take reasonable care of their own health and safety whilst visiting the service as well as that of their accompaniments.
- Report any health and safety issues to management.
- Participate in consultation in Work, Health and Safety issues affecting them.
- Take reasonable care to ensure they don't affect the health and safety of other people such as health declarations for infectious diseases.

**[QA7 POLICY 2 of 3] WORK HEALTH & SAFETY Review**

MOST RECENT REVIEW	
POLICY REVIEWED BY:	Rheanne Jakelski <span style="float: right;">Feb 2024</span>
MODIFICATIONS (or 'N/A')	NA
NEXT REVIEW	Feb 2025
POLICY REVIEW ARCHIVE	
POLICY PREV. REV. DATES	PREVIOUS MODIFICATIONS SUMMARIES
Oct 2023	NA

## [QA7 POLICY 4 of 4] CONFIDENTIALITY & STORAGE OF RECORDS

### Policy Statement

The Cottage will make every effort to protect the privacy and confidentiality of all individuals associated with the service by ensuring that all records and information about individual children, families, educators, staff and management are kept in a safe and secure place and is not divulged or communicated, directly or indirectly, to another person other than the extent necessary for the purposes of providing childcare and meeting the administration requirements of operating the service.

This policy includes the following sub-policies:

- 1) Retention and storage of records
- 2) Purposes and use of information records
- 3) Methods of collection
- 4) Failure to provide information
- 5) Disclosure
- 6) Access and correction
- 7) Internet
- 8) Information storage and security

### Related Regulations, National Quality Standards, Legislation and Guidelines

Education and Care Services National Regulations		
168		Education and care services must have policies and procedures
181		Confidentiality of records kept by approved provider
181-184		Confidentiality and storage of records
National Quality Standards		
7.1	Governance	Governance supports the operation of a quality service
7.1.1	Service philosophy and purposes	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined and understood and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
Other Legislation / Guidelines		
Governance and Management Guidelines		<a href="http://www.acecqa.gov.au">Governance and Management Policy Guidelines (acecqa.gov.au)</a>
Child Care Subsidy Secretary's Rules 2017		
Family Law Act 1975		
A New Tax System (Family Assistance) Act 1999		

### Retention and storage of records

The Service will ensure that documents set out in the Education and Care Services National Regulations as per reg 177 are kept in a safe and secure place for the length of time outlined in reg 183 (2).

### Purposes and use of information records



The Cottage will collect and hold personal information about children and families that is reasonably necessary for or related to the activities and the services it provides and requires that parent / guardians provide accurate and updated data at all times.

The kinds of personal information collected and held may include child's name, gender, address, phone numbers, email address, date and place of birth, bank account details, credit card number, tax file number, Centrelink Customer Reference Number, date of birth (for CRN holders), and other information relevant to providing services.

Additional specific information may include immunisation status Medicare numbers, custody arrangements or parenting orders, dietary requirements, languages spoken, doctor's details, medical conditions, additional needs, photographs and videos, samples of children's work as well as name, address and phone numbers of children's additional emergency contact people.

### Methods of collection

Personal information will generally be collected directly through the use of standard forms, over the internet via the service's bookings software website, via email or via written communication or telephone conversations. Photos and videos of children and children's work samples are also collected.

There may on occasion be instances where personal information will be collected indirectly because it is unreasonable or impractical to collect the personal information any other way. In such cases, parents will usually be notified in advance or where that is not possible, as soon as reasonably practicable after the information has been collected.

### Failure to provide information

Parents who do not wish to have information collected should discuss this with the Director who will act strictly in accordance with this policy and will be happy to discuss the reasons for seeking to collect information. They will also discuss any consequences of not providing information or providing incomplete or inaccurate information.

In some circumstances the service may seek to collect personal information that is sensitive. This may include information such as family racial or ethnic origin or cultural or religious requirements. The service will only collect sensitive information with consent and will ensure that it is stored securely. Guardians who do not wish to have this information collected should discuss this with the Director.

### Disclosure

The Cottage will only disclose personal information for the purpose it was collected or a for a reasonably expected or reasonably expected, related, secondary purpose such as provision effective support to that child.

Unless it is authorised or required by law as per Section 245C, Chapter 16 A of the Children and Young Persons (Care and Protection) Act 1998, personal information will not be provided to a third party for any purpose without consent.

Under Chapter 16A:

*A prescribed body (the "provider") may provide information relating to the safety, welfare or well-being of a particular child or young person or class of children or young persons to another prescribed body (the "recipient") if the provider reasonably believes that the provision of the information would assist the recipient:*

- i. to make any decision, assessment or plan or to initiate or conduct any investigation,*
- ii. or to provide any service relating to the safety, welfare or well-being of the child or young person or class of children or young persons,*
- iii. or to manage any risk to the child or young person (or class of children or young persons) that might arise in the recipient's capacity as an employer or designated agency*
- iv.*

Under Chapter 16A, staff may exchange information that relates to a child’s or young person’s safety, welfare or wellbeing if they believe that the provision of the information:

- Would assist the recipient to make any decision, assessment or plan or to initiate any investigation.
- Would provide a service relating to the child’s safety, welfare or wellbeing.

Under Chapter 16A, information may be provided regardless of whether or not:

- The child is known to *Family and Community Services*.
- Whether or not the child or young person consents to the information exchange.
- The provider has been requested to provide the information.

Under Chapter 16A, where information is provided in good faith and according to legal provisions, under section 29 and section 245G of the *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.

### Access and correction

A parent may request access to their personal information via the Director. In some circumstances which are prescribed by the Privacy Act, such as where- :

- To do so might put a person at risk of harm.
- Have an unreasonable impact on the privacy of others.

-the service may decline access to this personal information.

### Internet

During access to the service’s website, additional personal information may be collected in the form of IP address or domain name. The service website may contain links to other websites whose privacy practices are not subject to the service’s privacy policies and procedures and for whose practices The Cottage is not responsible.

### Information storage and security

Personal information collected by the service will be stored securely in paper form or electronically at The Cottage or related office venues. The service may store, process or back-up personal information on remote computer, including through third party service providers who assist us in the operation of the business.

Only authorised employees from the service and authorised third party service providers will have access to information and such access will be structured in such a way as to ensure the use and disclosure as stated above.

Reasonable steps will be taken to protect any personal information held from unauthorised access, modification, misuse, loss and disclosure. The service will follow mandatory notifications guidelines with respect to any breach of private data.

#### [QA7 POLICY 3 of 3] CONFIDENTIALITY & STORAGE OF RECORDS Review

MOST RECENT REVIEW		
POLICY REVIEWED BY:	Rheanne Jakelski	Feb 2024
MODIFICATIONS (or 'N/A')	NA	



## QA7 GOVERNANCE & LEADERSHIP

NEXT REVIEW	Feb 2025
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Oct 2023	Na

