



Curly Kids OOSH

Centre Policies

August 2023

Table of Contents

Acceptance & Refusal of Authorisations Policy	3
Administration of First Aid Policy	6
Behaviour Guidance Policy	9
Child Protection Policy – Child Safe Policy	13
Communication with Families Policy	18
Confidentiality Policy	20
Dealing with Infectious Diseases Policy	23
Dealing with Medical Conditions and Medication Administration Policy	27
Delivery & Collection of Children Policy	31
Absence Policy	34
Emergency & Evacuation Policy	36
Enrolment & Orientation Policy	40
Environmental Sustainability Policy	44
Excursions Policy	46
Governance and Management Policy	51
Inclusion Policy	56
Interactions with Children Policy	59
Management of Animals Policy	62
Management of Complaints Policy	65
Management of Incident, Injury, Illness and Trauma Policy	67
Nutrition and Food Safety Policy	72
Workplace discrimination and harassment policy	75
Providing a Child Safe Environment Policy	81
Sleep and Rest Policy	88
Social Networking and Media Use Policy	91
Staffing Policy	94
Supervision of Children Policy	112
Water Safety Policy	117
Sun Protection Policy	120
Responsible Person Policy	126
Fees Policy	129

Acceptance & Refusal of Authorisations Policy

1. Policy Statement

Curly Kids OOSH will request authorisation from families when required to ensure the safety of the children and educators and may refuse a request unless the appropriate authorisation is provided. For example, if a child is to attend an extra-curricular activity for which authorisation is required, but has not been given, this will result in the child not being able to participate in the activity. Preferably, authorisation is required in written format, however in some circumstances educator's discretion may be used.

The Education and Care Services National Regulations require services to ensure that an authorisation (permission) is obtained from families in certain situations. For example, the Regulations stipulate an authorisation must be obtained for:

- Administering medication to children (Regulation 93)
- Children leaving the premises of a service with a person who is not a parent of the child (Regulation 99)
- Children being taken on excursions (Regulation 102)
- Access to personal records (Regulation 181)

Authorisation from families may also be required if:

- A child is leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than the Curly Kids OOSH service.
- Children are leaving the service to make their own way home.

2. Procedure

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

- Ensure documentation relating to authorisation (permission) from families contains:
 - ✓ The name of the child enrolled in the service;
 - ✓ The date;
 - ✓ Signature of the child's parent/guardian or nominated person who is on the enrolment form;
 - ✓ The approximate time the child will return to the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service (if applicable);
 - ✓ The original form/letter provided by the service;
- Apply these authorisations to the collection of children, administration of medication, excursions and access to records.
- Keep these authorisations in the child's enrolment record.
- Ensure the child will not be permitted to leave the service to attend any extra-curricular activity until authorisation is obtained.
- Ensure that children are not permitted to sign themselves out or leave the service without an authorised adult, unless written authorisation has been given.
- Obtain written authorisation, if a person other than the parents/guardian or other nominated person cannot collect the child.
- In certain circumstances verbal authorisation, may be accepted at the discretion of the senior educator on duty. This would be relevant in situations where there has been an emergency situation and no one from the child's authorised list is able to collect the child. An email, fax or text message is suitable as written authorisation.
- Exercise the right to refuse if written or verbal authorisations do not comply with the requirements outlined above.
- Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. The service can administer medication without authorisation in these cases, provided they contact the family and emergency services as soon as practicable after the medication has been administered.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other service policies	Other documentation/ evidence
S165, 167, 170, 171 R93, 99, 102, 123, 158, 160	Standards 2.1 and 2.2 Elements 2.1.2 and 2.2.1	<ul style="list-style-type: none"> • Excursion, • Child Protection, • Delivery and Collection of Children, • Administration of Medication, • Supervision, • Providing a Child Safe Environment Policies. 	<ul style="list-style-type: none"> • My Time, Our Place. • Service newsletters/ parent notices • Authorisation details on enrolment forms • Attendance records • Medication authorisation records

6. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

7. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Administration of First Aid Policy

1. Policy Statement

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

2. Procedure

- The nominated supervisor is responsible for ensuring that a minimum of one educator/staff member who is currently qualified in senior first aid, asthma management and anaphylaxis management is present at the service at all times it is educating and caring for children.
- The service will endeavour to have all educators holding a current first aid qualification.
- A current first aid certificate or willingness to undergo training will be advertised for all new positions.
- The service will budget for the cost of the first aid course or renewal for each educator as part of the training budget.
- A fully stocked and updated first aid kit will be kept in the designated secure place in the service. Educators are to ensure that this is easily accessible to all educators and volunteers and kept inaccessible to the children.
- A separate travelling first aid kit will be also maintained and taken on all excursions and outdoor activities including school pick up and drop off.
- The first aid kit will contain the minimum equipment suggested by the Red Cross or St John's Ambulance and a first aid manual will be kept at the service.
- A cold pack will be kept in the freezer for treatment of bruises and swelling.
- An inventory of the kits will be maintained and checked on a minimum monthly basis and signed off by the Nominated Supervisor. The checklists may be requested for sighting by management or from the NSW regulatory authority.
- An educator will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within the use by date.
- At orientation, educators and volunteers will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it.
- Qualified first aiders will only administer first aid in minor accidents or to stabilise the victim until expert assistance arrives in more serious accidents.

- Telephone numbers of emergency contacts, local doctor and poisons service will be located next to the phone.
- In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls.

In the case of a minor accident, the first aid attendant will:

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

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S167, 174 R85, 86, 87, 89, 90, 91, 97	Standards 2.1 and 2.2 Elements 2.1.2 and 2.2.2	<ul style="list-style-type: none"> • Medical Conditions and Administration of Medication • Providing a Child Safe Environment Policy • Excursion Policy • Management of Incident, Injury and trauma Policy 	<ul style="list-style-type: none"> • Parent Handbook • Staff Handbook • My Time, Our Place Framework • Incident Reports • Risk Assessments

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Behaviour Guidance Policy

1. Policy Statement

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

This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care.

Basic guidelines will be established based regarding safety, respect for others, routines and cleanliness and will be communicated to all families, children and educators along with consequences for inappropriate behaviour. The service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (My Time, Our Place Outcome 2). Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to problem solve and manage their frustrations where appropriate. This can be achieved by exploring possible solutions, and helping children understand and deal with their emotions. This will depend on the child's age and level of development (My Time, Our Place Outcome 3).

The service will ensure no child being cared and educated for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

The service will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

2. Procedures

a) Guidelines

- Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Educators will act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour.
- Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- Whilst at the service, we expect that the children will comply with the following basic rules:
 - ✓ Respect each other
 - ✓ Respect other people's property and that of the service
 - ✓ Accept and respect individual needs and differences

- ✓ Clean up after activities
- ✓ Be polite to educators and to each other
- ✓ Follow the instructions from educators
- ✓ Play only in the allocated areas as directed by educators and not enter areas that educators have designated as “out of bounds” until the authorised person collecting them has signed them out
- ✓ Not bully or engage in any form of aggressive behaviour
- ✓ Use appropriate language at all times.

b) Guiding Children’s Behaviour:

- Steps that educators take towards establishing good behaviour management include:
 - ✓ Establishing positive relationships, which are the foundation for building children’s self-respect, self-worth and feelings of security
 - ✓ Observing children to identify triggers for challenging behaviours. Paying attention to the child’s developmental level and any program issues that may be impacting on the behaviour
 - ✓ Using positive approaches to behaviour guidance. Some of these include positive acknowledgment, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour
 - ✓ Supporting children by providing acceptable alternative behaviours when challenging behaviour occurs
 - ✓ Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits
 - ✓ Involving the family and the child in appropriate ways in addressing challenging behaviour
 - ✓ Using other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF)
 - ✓ Identifying children’s strengths and building on them
 - ✓ Seeking support from other educators and management.

c) Correction Steps:

- When a child’s behaviour is deemed inappropriate or if a child’s behaviour is intrusive to another person’s enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation.
- Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules. In these instances, the following steps will be taken:

- ✓ The educator will explain to the child that this type of behaviour is inappropriate.
- ✓ The educator will re-direct the child to a different activity within the room (or outdoors).
- ✓ If aggressive or inappropriate behaviour continues, the child will sit away from the group in a supervised area to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child with respect to their actions, and then the child will return to play.
- ✓ A discussion will be held with the child's family when the child is collected.

d) Persistent inappropriate behaviour:

Definition:

- Bullying
- Physical violence
- Unsafe Play
- Refusal to comply with Educator and Staff directions
- Inappropriate Language and threats
- Intentionally damaged OOSH or school equipment

In extreme cases, to protect other children and educators, the service reserves the right to exclude the child from the service; this may be a temporary or permanent measure. Exclusion will only be considered after the following sequence of warnings have been given, these warnings are only given if the child engages in any activity listed above:

- **Warning 1:** The child's parent(s) will be asked to attend an interview with the Director of the service and a representative of the P&C to discuss the behaviour. At this interview we will discuss the behaviour observed, how it will be managed and offer support for the child. This can take the form of engaging NSW/ACT Inclusion Support Agency with permission, a period of reduced hours and other techniques that can assist in the change of behaviour.
- **Warning 2:** The child will be suspended from the service for a period of one week, more support will be offered in an attempt to rectify the behaviour.
- **Warning 3:** The child will be excluded from the service.

If in the future, there is a demonstrable stable change in behaviour we will consider an application for re-admittance into Curly Kids OOSH.

Please note that any warnings that are given will be maintained as a school record and may need to be referred to in the future.

This standard was compiled with consideration to the Children's Young Persons (Care and Protection) act 1998, the Voluntary Code of Practice, Section 12 (exclusion for unacceptable behaviour), the United Nations Convention on the Rights of Children, and lastly, Play – Rights and Responsibilities of Children, Educators, Staff and Parents for a Cooperative OOSH Environment (Network of Community Activities National Standards for Outside School Hours Care).

3. Considerations

Education and Care Services National Law and Regulations	National Quality Standards and Elements	Other Service policies/documentation	Other
S167 R73, 74, 76, 155, 156, 157, 168, 274(a)	Standards 1.1, 2.2, 5.1, 5.2, 6.2 Elements 1.1.2, 2.2.3, 5.1.1, 5.1.2, 5.2.2, 6.2.2	<ul style="list-style-type: none"> • Confidentiality • Enrolment & Orientation • Providing a Child Safe Environment • Interactions with Children • Management of Incident, Injury and Trauma • Child Protection 	<ul style="list-style-type: none"> • Service Programs and evaluations • UN Convention on the Rights of the Child • My Time, Our Place. • Incident reports • Rewards systems if used

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Child Protection Policy – Child Safe Policy

1. Policy Statement

Curly Kids OOSH believes that it is every child's right to be safe and protected from all forms of abuse, violence or exploitation. It is the legal and moral obligation of all adults who work within our service to ensure the safety and wellbeing of all children in our care. All staff, including casual staff, volunteers and students has a duty of care to ensure the safety and protection to all children who access the service's facilities and/ or programs.

The safety and welfare of all children is of paramount importance.

Staff and management have a legal responsibility, as Mandatory Reporters, to take action to protect and support children they suspect may be at significant risk of harm.

Our service will carry out the responsibilities of Mandatory Reporters as indicated under legislation. This responsibility involves following the procedures as outlined by Community Services and the NSW Commission for Children and Young People.

2. Procedures

- **Mandatory Reporting**
 - A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
 - In OOSH 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 NSW Children and Young Persons (Care and Protection) Act 1998
 - Section 23 (1) Child is at significant risk of harm – Neglect
 - Basic physical or psychological needs not being met or are at risk of not being met
 - Parents/carers unwilling or unable to provide necessary medical care
 - Parents/carers unwilling or unable to arrange for the child or young person to receive an education
 - Child is at significant risk of harm – Physical / Sexual abuse
 - Child is at significant risk of harm – Domestic violence
 - Child is at significant risk of harm – Serious Psychological harm
 - Child is at significant risk of harm – Prenatal report
 - Staff will undergo training in relation to child protection and reporting as part of the training budget.
 - Any staff that forms a belief based on reasonable grounds that a child is at risk of harm should ensure they record the details of the report in a clear objective format.

- Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- Any staff who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with their coordinator/ nominated supervisor, as he or she may have information the staff member is not aware of. The Coordinator will then assist staff in running the online Mandatory Reporters Guidelines tool (see point below for more information) to determine whether the report meets the threshold for **significant** risk of harm.
- If directed by MRG to report to Community services, staff should report their concerns to the Child Protection Helpline or through the eReport system through the ChildStory reporter website:

Mandatory Reporters phone 13 36 27

Non-Mandatory reporters phone 132 111

- When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child's information, family information, reporter details and outcomes of the MRG.
- If Coordinator/ Nominated Supervisor has been advised to but has not reported to Community Services you are legally responsible to do so.
- Once a report is made to the CS Helpline no further report needs to be made unless new information comes to hand.

- **Mandatory Reporting Guidance tool**

- A Mandatory Reporting Guidance tool has been developed to help frontline mandatory reporters, including OOSH workers determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide reporter on what action should be taken. The MRG is an interactive tool and is available online at: <https://reporter.childstory.nsw.gov.au/s/mrg>
- If still in doubt the Community Services Helpline will provide feedback about whether or not the report meets the new threshold for statutory intervention.
- If new information presents concerning the child or young person run the MRG tool again
- Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
- 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.

For assistance with referral information.

Human Services Network www.hsnet.nsw.gov.au

Family Services NSW www.familyservices.nsw.asn.au

- **Information exchange**

In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.

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

- **Where a complaint is made about a staff member, or someone in the service**

- Accusations of abuse or suspected abuse against educators, staff members, and volunteers, the Nominated Supervisor or Approved Provider are treated in the same way as allegations against other people. Reports will be made to the Child Protection Helpline where a child is at risk of significant harm by a person at the Service. If the Supervisor is involved in the abuse then the Approved Provider or most senior educator will assist in notifying the Child Protection Helpline.
- If the complaint is a reportable allegation of 'Reportable Conduct' then the Office of the Children's Guardian will be notified within 7 days.
'Reportable conduct' is defined as:
 - a sexual offence committed against, with, or in the presence of a child
 - sexual misconduct with, towards, or in the presence of a child
 - ill-treatment of a child
 - neglect of a child
 - an assault against a child
 - behaviour that causes significant emotional or psychological harm to a child
 - an offence under section 43B or 316A of the Crimes Act 1900.
- Notification must be made to the regulatory authority within 7 days of becoming aware of any circumstance that arises that poses a risk to the health, safety or wellbeing of a child.
- 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. This report should be kept on record and treated as strictly confidential.

- If the Coordinator or person in charge is suspected, then the chairperson on management committee should be informed.
- For the protection of both the children and the staff member involved, the staff member should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is resolved.

- **Recruitment of staff**

- All staff employed by the service including management, full time/part time carers, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out.

- **For further information**

- Child Story <https://reporter.childstory.nsw.gov.au>
- Human Services Network www.hsnet.nsw.gov.au
- Community Services www.community.nsw.gov.au
- NSW Commission for Children and Young People www.kids.nsw.gov.au
- Child Protection Helpline 13 36 27
- Office of the Children's Guardian <https://ocg.nsw.gov.au/>

3. Considerations

Education and Care Services National Regulations	National Quality Standard	Other Service policies/ Documentation	Other
R84, r85, r86, r87, r109, r110, r114, r115, r155, r170, r176, r168.	Quality Area's 2, 3, 4, 5,6 & 7.	<ul style="list-style-type: none"> • Parent handbook • Staff handbook • Health and Safety policies and procedures • Staffing policies and procedures 	<ul style="list-style-type: none"> • Child Safe Scheme 2022 • NSW Children and Young Person's (Care and Protection) Act 1998 • Commission for Children and Young People Act 1998 • Child Protection (Prohibited Employment) Act 1998 • NSW Department of Community Services Mandatory Reporting Guidelines • NSW Child Protection Interagency Guidelines (2006) • Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 • Keep Them Safe – Information session/ overview participants manual 2009/ 2010 • My Time, Our Place.

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Communication with Families Policy

1. Policy Statement

Curly Kids OOSH recognises that positive, reciprocal, and open relationships with families are integral to every aspect of service operation. Experiences of relationships and participation in communities contribute to children's *belonging, being and becoming*. Collaborative partnerships with families are extremely important to enable quality outcomes for children to be achieved.

2. Procedures

We are committed to establishing an atmosphere at the service, which is open, friendly, and allows for a united relationship between families and educators.

Educators will:

- Provide an atmosphere at the service which is supportive of the cultural, linguistic and social background of all families
- Listening to the needs and requirements of families and encouraging families to be involved at the service in any way possible including; program suggestion, policy review and development, suggestions for improving routines or activities, addressing compliments or complaints promptly.
- Communicate with families using an array of mediums including; email, phone, newsletter, verbal, sign-in-sheets, posters, signage, Day Book, noticeboards etc.
- Display the current educational program at the service that is visible to families.
- Display the current menu at the service that is visible to families.
- Providing a private space for families to discuss any confidential issues during the session.
- Provide current information to families about their local area, including community services, and parenting and family wellbeing resources.
- Provide a system for families to update personal information so that the service has the most up to date information.
- Communicate with parents of children who have medical conditions and ask them to complete a Medical Risk Management Plan for the care that they will need at the service.
- Communicate with parents of children with additional needs, so that they are informed and ask them to inform you of any changes to medication or alert you to any issues at home that may have an impact on the child at the service.
- For families that require interpretive services, make sure that policies and other important information can be made available in their preferred language.
- Keep all information confidential and sign a confidentiality agreement.
- All children and families' records will be freely available on request to families.
- Ensure the service policies and Quality Improvement Plan is freely available to families.
- Provide a feedback book for families to make comments, suggestions etc.

- Provide the name of the contact details for complaints as well as the details for the Regulatory authority.

Families will:

- ✓ Sign their child into the service and let an educator know that they have arrived.
- ✓ Read all communication from the service, including emails, posters, notices, noticeboards, and invoices etc.
- ✓ Participating in family activities at the service and supporting the service by offering donations of recycled materials, assisting with activities, special events etc.
- ✓ Communicating with educators about any information that may affect their child including family events such as moving house, arrival of family from overseas, a family bereavement or death of a pet etc.
- ✓ Communicating changes of routines to children so that they are prepared when they come to the service and something is different.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation / Evidence
R 87,90,92, 97, 99,102,	Standards 1.3, 6.1, 6.2 Elements 1.3.3, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3	<ul style="list-style-type: none"> • Confidentiality, • Delivery and Collection of Children, • Enrolment and Orientation, • Inclusion, • Interactions with Children • Management of Complaints policies. 	<ul style="list-style-type: none"> • My Time, Our Place • Service Newsletters • Parent Handbook • Staff Handbook

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Confidentiality Policy

1. Policy Statement

Curly Kids OOSH will make every effort to protect the privacy and confidentiality of all individuals associated with the service by ensuring that all records and information about individual children, families, educators, staff and management are kept in a safe and secure place and is not divulged or communicated, directly or indirectly, to another person other than:

- To the extent necessary for the education and care of the child
- To the extent necessary for medical treatment of the child
- Family of the child to whom the information relates
- The Regulatory Authority or an authorised officer as expressly authorised, permitted or required under the Education and Care Services National Law and Regulations
- With the written consent of the person who provided the information.

2. Procedures

(a) Collection of personal information

- Before collecting personal information, the service will inform individuals of the following:
 - ✓ The purpose for collecting the information;
 - ✓ What types of information will be disclosed to the public or other organisations;
 - ✓ When disclosure will happen;
 - ✓ Why disclosure needs to occur;
 - ✓ How information is stored;
 - ✓ The strategies used to keep information secure;
 - ✓ Who has access to the information;
 - ✓ The right of the individual to view their personal information
 - ✓ The length of time information needs to be retained; and
 - ✓ How information will be disposed of.

All information regarding the children and their families attending the service is to be used solely for the purposes of providing childcare and meeting the administration requirements of operating the service.

All information regarding any child/family enrolled in the service will only be accessible to authorised persons. The Approved Provider and the Nominated Supervisor will determine who is authorised to access records.

(b) Retention and Storage of Records

- The Service will ensure that documents set out in the Education and Care Services National Regulations (Regulation 177) are kept in a safe and secure place for the length of time outlined in Regulation 183 (2).
- The service will develop a practice in relation to the retention and disposal of records.
- In the event that approval of the service is transferred, the requirements of Regulation 184 will be followed.

(c) Disclosure of Information

- Personal information regarding the children and their families is not to be discussed with anyone outside the service, except in circumstances outlined in Regulation 181.
- Families may seek access to the personal information collected about them and their child by contacting the Nominated Supervisor at the service. Children may also seek access to personal information about themselves. However, access may be denied where access would impact on the privacy of others; where access may result in a breach of the service's duty of care to the child; or where the child has provided information in confidence.
- Lists of children's or family's names, emails and phone numbers are deemed confidential and are not for public viewing and will not be issued to any other person or organisation without written consent.
- No personal information regarding a staff member is to be given to anyone without his/her written permission.

(d) Personal Conversations

- Personal conversations with families about their children, or other matters that may impact on the child's enrolment, for example, fees, will take place in an area that affords them privacy.
- Personal conversations with educators and staff about matters relating to their performance will take place in an area that affords them privacy.

(e) Maintenance of Information

- The Nominated Supervisor is responsible for maintaining all service records required under the Education and Care Services National Regulations (Regulation 168) and other relevant legislation, for example, Work, Health and Safety, Australian Taxation Office, Family Assistance Office, Department of Education, Employment and Workplace Relations (DEEWR) and for ensuring that information is updated regularly.
- The service takes all reasonable precautions to ensure personal information that is collected, used and disclosed is accurate, complete and up-to-date.
- Individuals will be required to advise the service of any changes that may affect the initial information provided.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other
S175 R145 – 152, 158-162, 168, 177, 181, 183, 184	4.2, 5.1, 7.3	<ul style="list-style-type: none"> • Governance and Management, • Medical Conditions and Administration of Medication, • Acceptance and Refusal of Authorisations, • Communication with Families, • Delivery and Collection of Children, • Enrolment and Orientation, • Management of Complaints policies 	<ul style="list-style-type: none"> • My Time, Our Place. • Network <i>OSHC Code of Conduct</i>. • Network <i>Record Keeping</i> Factsheet. • Work, Health and Safety Act (2011). • Privacy Act (1988). • Child Care Service Handbook (DEEWR). • Child Care Benefit legislation. • Enrolment Form. • Parent Handbook. • Staff Handbook. • Personnel files.

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Dealing with Infectious Diseases Policy

1. Policy Statement

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

2. Procedures

• Prevention

- It is a recommendation of the service that all children must have provided one of the following before being enrolled:
 - an AIR Immunisation History Statement which shows that the child is up to date with their scheduled vaccinations or
 - evidence from a foreign medical system that vaccinations have taken place in the event of a non-resident or non-Australian born child.
- Universal precautions will be consistently applied across service practices to ensure prevention of the spread of infections is effective.
- A regularly updated copy of the Department of Health guidelines on infectious diseases will be kept at the service for reference by educators, management and families.
- If a child is showing symptoms of an infectious disease whilst at home, families are not permitted to bring the child to the service. Children who appear unwell when being signed in by their family will not be permitted to stay at the service.
- Hand washing will be practised by all educators and children upon entering the service, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition, educators will wash their hands before leaving the service.
- The service will be cleaned daily, and rosters maintained as evidence of the cleaning tasks being undertaken.
- All toilet facilities will have access to a basin or sink with running hot and cold water and soap and paper towel for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- All toilets, hand basins and kitchen facilities used by the service will be cleaned and sanitised daily. General surfaces will be cleaned with detergent after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.
- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices. As part of children taking increasing responsibility for

their own health and physical wellbeing, educators will acknowledge children who are modelling hygiene practices.

- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by educators to support these practices.
- Educators will aim to provide a non-judgmental approach to differences in hygiene practices and standards between families in order to support children's developing sense of identity. Where practices differ to standards expected in the service, educators are to remind children that these are practices to be followed in the service, but they may be different for them at home.
- All educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus, Hepatitis B, influenza and COVID-19 through immunisation with their local health professional.

Management of Infectious Diseases

- Children and educators with infectious diseases will be excluded from the service for the period recommended by the Department of Health.
- Where there is an outbreak of an infectious disease, each enrolled child's family/emergency contact will be notified within 24 hours via a notice, email or phone call under ordinary circumstances. The service will maintain confidentiality when issuing the notification and ensure it is not prejudicial or identify any children.
- In the event of an outbreak of vaccine-preventable disease at the service or school attended by children at service, parents of children not immunised will be required to stay at home for the duration of the outbreak for their own protection.
- If a child develops symptoms of a possible infectious disease whilst at the service, their family will be contacted to take the child home. Where they are not available, emergency contacts will be called to ensure the child is removed from the service promptly. While waiting for collection the child will be isolated away from the other children in attendance.
- All educators dealing with open sores, cuts and bodily fluids shall wear disposable gloves and practice universal precautions.
- Educators with cuts, open wounds or skin diseases such as dermatitis should cover their wounds and wear disposable gloves.
- Disposable gloves will be properly and safely discarded, and educators are to wash their hands after doing so.
- 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 are to be used, or if unavailable a piece of cloth. The staff person in charge of the first aid kit will ensure that a mask is available in the kit at all times.

- Any exposure should be reported to the Coordinator/Nominated Supervisor and management to ensure proper follow up procedures occur.
- When assisting children with toileting educators will ensure that they wear gloves and wash their hands afterwards. They will also encourage the child to wash their hands.
- Educators will consider the resources they are using when assisting school age children with toileting to ensure they are age appropriate and ensure privacy for the child and ease of use.
- Any soiled clothing shall be handled using disposable gloves and be placed in a sealed plastic bag for the parents to take home for laundering. The service will never rinse soiled clothing.
- Any blood or bodily fluid spills will be cleaned up immediately, using gloves and fully disinfect the area. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.
- The Public Health Unit will be notified if any child or educator contracts a vaccine-preventable disease.
- Payment of fees will be required for children during an outbreak of a vaccine-preventable disease, unless other arrangements discussed and agreed to by management have been made.
- The Coordinator/Nominated Supervisor will follow the recommendations as outlined in the Health Department document.
- The decision to exclude or re-admit a child or educator will be the responsibility of the Nominated Supervisor and will be based on the child's symptoms, medical advice and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The service has the right to refuse access if there are valid concerns about the child's health.
- Children and educators with diarrhoea or vomiting will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the service.

Management of HIV/AIDS/Hep B and C

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

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S167 R85, 86, 87, 88, 90, 91, 92, 93, 95, 96	Standard 2.1 Element 2.1.2	<ul style="list-style-type: none"> • Enrolment and Orientation, Providing a Child Safe Environment, Incident, Injury, Illness and Trauma, Medical Conditions and Administration of Medication, Confidentiality Policies 	<ul style="list-style-type: none"> • Disability Discrimination Act 1975 • NSW Anti-discrimination Act 1977 • Work Health and Safety Act 2011 • Staying Healthy in Child Care (5th Edition) • NSW Dept. of Health guidelines • Parent Handbook • Staff Handbook

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Dealing with Medical Conditions and Medication Administration Policy

1. Policy Statement

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

2. Procedure

Dealing with medical conditions

- Families will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded on the child's enrolment form.
- Upon notification of a child's medical condition, the service will provide the family with a copy of this policy in accordance with regulation 91.
- Specific or long-term medical conditions will require the completion of a medical management plan developed in conjunction with the child's doctor and family.
- It is a requirement of the service that a risk minimisation plan and communication plan is developed in consultation with the child's family. The Coordinator will meet with the family and relevant health professionals as soon as possible prior to the child's attendance to discuss the content of the plan to assist in a smooth and safe transition of the child into the service.
- Content of the management plan will include:
 - ✓ Identification of any risks to the child or others by their attendance at the service.
 - ✓ Identification of any practices or procedures that need adjustment at the service to minimise risk e.g. food preparation procedures.
 - ✓ Process and timeline for orientation or training requirements of educators.
 - ✓ Methods for communicating between the family and educators if there are any changes to the child's medical management plan.
- The medical management plan will be followed in the event of any incident relating to the child's specific health care need, allergy or relevant medical condition. All educators including volunteers and administrative support will be informed of any special medical conditions affecting children and orientated regarding the necessary management. In some cases, specific training will be provided to educators to ensure that they are able to effectively implement the medical management plan.

- Where a child has an allergy, the family will be asked to supply information from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the educators can help the child if they do become exposed.
- Where possible the service will endeavour to not have that allergen accessible in the service.
- All medical conditions including food allergies will be placed on a noticeboard near the kitchen area out of the sight of general visitors and children. It is deemed the responsibility of every educator at the service to regularly read and refer to the list.
- All relief educators will be informed of the list on initial employment and provided orientation on what action to take in the event of a medical emergency involving that child.
- Where a child has a life threatening food allergy and the service provides food, the service will endeavour not to serve the particular food allergen in the service when the child is in attendance and families will be advised not to supply that allergen for their own children. Families of children with an allergy may be asked to supply a particular diet if required (e.g. soy milk, gluten free bread).
- Where it is necessary for other children to consume the particular food allergen (e.g. milk or other dairy foods) the child with a food allergy will be seated separately during meal times and all children will wash their hands before and after eating.
- Where medication for treatment of long term conditions such as asthma, diabetes, epilepsy, anaphylaxis or ADHD is required, the service will require an individual medical management plan from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage of any medication as prescribed and how the condition is to be managed in the service environment.
- In the event of a child having permission to self-medicate this must be detailed in an individual medical management plan including recommended procedures for recording that the medication has been administered. The doctor must provide this plan. In one off circumstances the service will not make an exception to this rule and will require the families to complete the procedure for the educators to administer the medication.

Administration of Medication

- Prescription medication will only be administered to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date. Non-prescription medication will not be administered at the service unless authorised by a doctor.
- Educators will only administer medication during services operating hours.
- Permission for a child to self-medicate will be administered with the families written permission only, or with the verbal approval of a medical practitioner or parent in the case of an emergency.
- In the event that a case of emergency requires verbal consent to approve the administration of medication, the service will provide written notice to the family as soon as practical after administration of the medication.
- An authorisation is not required in the event of an asthma or anaphylaxis emergency however the authorisation must be sought as soon as possible after the time the parent and emergency services are notified.

- Families who wish for medication to be administered to their child or have their child self-administer the medication at the service must complete a medication form providing the following information;
 - Name of child
 - Name of medication
 - Details of the date, time and dosage to be administered. (General time, e.g. lunchtime will not be accepted.)
 - Where required, indicate if the child is allowed to administer the medication themselves or have an educator do it.
 - Signature of family member
- Medication must be given directly to an educator and not left in the child's bag. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is kept out of reach of children at all times.
- If anyone other than the parent is bringing the child to the service, a written permission note from the parent, including the above information, must accompany the medication.
- An exception to the procedure is applied for asthma medication for severe asthmatics in which case the child may carry their own medication on their person with parental permission. Where a child carries their own asthma medication, they should be encouraged to report to an educator their use of the puffer as soon as possible after administering and the service maintain a record of this medication administration including time, educator advised and if the symptoms were relieved.
- Before medication is given to a child, the educator (with current First Aid Certificate) who is administering the medication will verify the correct dosage for the correct child with another educator who will also witness the administration of the medication.
- After the medication is given, the educator will record the following details on the medication form: Name of medication, date, time, dosage, name and signature of person who administered and name and signature of person who verified and witnessed.
- Where a medical practitioner's approval is given, educators will complete the medication form and write the name of the medical practitioner for the authorisation.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards and Elements	Links to other Service Policies	Other Documentation / Evidence
r90-96, 178, 181-184 s167	Standards 2.1 and 2.2 Elements 2.1.2 and 2.2.1	<ul style="list-style-type: none"> • Enrolment and Orientation Policy • Providing a Child Safe Environment Policy • Management of Incident, Injury, Illness and Trauma policy • Administration of First Aid policy • Supervision Policy 	<ul style="list-style-type: none"> • Disability Discrimination Act 1975 • NSW Anti-discrimination Act 1977 • Work Health and Safety Act 2011 • Individual Medical Management Plans and corresponding resources. • My Time, Our Place. • Service Handbook • Child Enrolment Forms • Medication Authorisation Records

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Delivery & Collection of Children Policy

1. Policy Statement

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

2. Procedures

(a) Delivery of Children:

- Children are not to be left at the service unattended at any time prior to the opening hours of the service.
- Any person delivering a child to the service must sign the attendance register and record the time of arrival and their signature or through the automated digital sign in.
- Educators will be aware of each child's arrival at the service and exchange information with the person delivering the child such as who will be collecting the child.
- If a child requires medication to be administered whilst at the service, the person delivering the child must document this in writing as per the services Management of Medical Conditions and Administration of Medication procedures.

(b) Collection of Children:

- Children must be collected by the closing time of the service.
- Any person who is collecting a child from the service must be a guardian of the child or listed as an authorised nominee on the child's enrolment form with their contact details with the exception of a medical or other emergency. The collection list must be kept current and updated on a regular basis. The minimum age of a nominee must be 13 years old.
- The authorised nominee who is collecting a child must sign the attendance register and record the time of collection and their signature or through the automated digital sign in. If the nominee is deemed as unfit to care for the child, then collection will be refused and the guardian will be contacted to arrange other collection.
- Written authorisation must be given in the child's enrolment form if children have permission to leave the service themselves. In this case, the Coordinator/Nominated Supervisor would sign the child out of the service. If the environment would be unsafe to release the child to leave the service themselves then such authorisation would be refused.
- Educators will be aware of each child's departure from the service to ensure children are only collected by an authorised nominee listed on their collection list.

- Educators should be notified as soon as possible if the authorised nominee will be later than expected and the child will be informed to avoid unnecessary anxiety.
- In the case of an emergency where a child's authorised nominees cannot collect the child and someone not on the collection list will be collecting the child, the service must be notified by phone as soon as possible by an authorised nominee. Written authorisation should be gained where possible however verbal consent and an identification check will be sufficient in the case of an emergency.

(c) Absent and Missing Children:

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

- ✓ Educators will notify the Department of Education and Communities
- ✓ (DECS) within 24 hours of the incident occurring.

(d) Acknowledgement of Children’s Arrival:

Educators will acknowledge children’s arrival at the service during After School Care by recording the child’s name and arrival time at the service. If using transport to deliver children to the service, ensure procedures are in place to record that children have been collected and that educators address children by their name to ensure the correct children have been collected. This is particularly important when employing new or casual staff.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S165, 167, 170, 174 R85, 86, 87, 99, 157, 158, 160, 161,168, 176.	Standard 2.2 Elements 2.2.1, 2.2.2	<ul style="list-style-type: none"> • Enrolment and Orientation Policy • Administration of Medication Policy • Providing a Child Safe Environment Policy • Acceptance and Refusal of Authorisations Policy 	<ul style="list-style-type: none"> • Parent Handbook • Staff Handbook • My Time, Our Place. • Service newsletters/parent notices • Authorisation details on enrolment forms • Attendance records • Medication authorisation records

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Absence Policy

1. Scope

This policy applies to:

- Parents and children who have an active booking with Curly Kids OOSH including regular before or after school booking and vacation care bookings.

2. Aims

Curly Kids OOSH is committed to providing a flexible arrangement with parents but not when this flexibility could lead to a child in our care not being provided with adequate supervision.

When a parent or guardian fails to notify us of a forthcoming absence it will occupy several staff members for a period of time, delaying meals, organised activities and any external activities that staff are escorting children to.

3. Curly Kids Legal Responsibilities

The Service has a legal responsibility to:

- Complete all roles both at the end of before school care (BSC) and at the beginning of after school care (ASC)
- Check the roles during ASC and Vacation Care at regular intervals during the session

What attendance information the staff access to:

- Any notification given by using the Message function on the XAP website or App
- Any absence notification given by using the XAP website or App
- Any text message sent to the main mobile phone (0421 337 836)
- Any voice message or phone call received on the main mobile phone (0421 337 836)
- Any email notification sent to the main email address (bookings@curlykidsoosh.com.au)

What attendance information the staff have **NO ACCESS** to:

- Any notification given to the school office
- Any notification given to the class teacher
- Any application for extended holiday leave submitted to the school
- Any electronic attendance records from the school morning role call

3.1 Procedures of managers and supervisors when a non-notified absence occurs

Occurrence during a BSC session or Vacation care:

- If an Unaccompanied sign in permission form has been signed, then a manager or staff member will attempt to contact the parent or guardian of the child if they have not arrived by the time stated on the permission form

Occurrence at the commencement of an ASC session

1. The manager or supervisor will attempt to contact each of the parents or guardians listed in the child's file
2. The manager or supervisor will attempt to contact the office to find out if the child was absent from school that day, this is usually unsuccessful due to the office closing shortly after the 3:10pm bell
3. The manager or supervisor will again attempt to contact each of the parents or guardians listed in the child's file
4. If these efforts fail then the manager or supervisor will contact the **POLICE** to report a missing child, all details of the child and parents/guardians will be supplied as is our legal requirement in the case of a missing child

4. Actions – Fines and Suspensions

Curly Kids OOSH understands that sometimes a notification of absence can be overlooked due to illness or other personal circumstances.

When a parent or guardian has been contacted in relation to a non-notified absence by staff more than three times in a term then a warning letter will be sent which will trigger the following:

1. A \$10 fine will be added to the parent or guardian's account
2. If a further non-notified absence occurs the families' place at OOSH will be reviewed by the OOSH subcommittee and cancelled if no mitigating circumstances are presented

5. Appeal

Any parent or guardian who has a place cancelled at OOSH due to multiple non-notified absences can appeal the decision in writing to the President of the P&C where it will be tabled to the executive committee (president@ccnpandc.org.au) for a final decision.

6. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

7. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Emergency & Evacuation Policy

1. Policy Statement

Curly Kids OOSH will provide an environment that ensures the safety and wellbeing of the children at all times (*"My Time, Our Place"* 1.1, 3.1). All children and educators will be aware of and practised in emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence these procedures will be immediately implemented. In implementing drills of emergency procedures with children, educators will encourage children to discuss possible scenarios where emergency procedures may be required and support children to come up with solutions and ideas for improving the procedures or discussing ways to avert emergency situations (*"My Time, Our Place"* 4.2).

2. Procedure

- A risk assessment will be conducted by educators and management annually to review and refine emergency procedures and to assess potential emergencies relevant to the service in accordance with National Regulations.
- Emergency evacuation procedures and floor plans will be clearly displayed in a prominent position near the main entrance and exit of each room used by the service.
- All educators, including relief staff, will be informed of the procedures and their specific duties identified in their orientation to the service. Educators will make arrangements as to duties undertaken in the absence of other educators.
- Educators will discuss the emergency procedures with the children and the reasons for practising the drills prior to each emergency drill being undertaken. Following each drill, children should be reassured, and their suggestions and comments welcomed for how the drill might be improved to provide them with a sense of control and understanding.
- Children and educators will practice the emergency procedures every 3 months in accordance with National Regulations, in all types of care including before school, after school and at the beginning of vacation care.
- All emergency drills will be recorded with date, time and length of time it took to leave building. Additional comments on recommendations for improvements can also be included in the record.
- Drills will be conducted more regularly when there are new children such as at the beginning of a new year and during vacation care.
- Families will be informed of the procedures and assembly points in the parent handbook.
- No child or educator is to go to their bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- The service will maintain a fire blanket and smoke detectors and have them checked regularly as per the manufacturer's instructions.

- Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. Educators will be instructed in their operation.
- Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety, and they feel confident to operate the extinguisher and all the children have been evacuated from the room.
- Educators should be aware of bush fire danger and if relevant have appropriate training on the necessary procedures. **SERVICES IN BUSH FIRE PRONE AREAS MUST HAVE A PLAN.**
- Any serious incidents will be reported to the Regulatory Authority within 24 hours or as soon as possible.

The evacuation plan will include:

- Routes of leaving the building that are suitable for all ages and abilities. These should be clearly mapped out.
- Plan of where the fire extinguishers are located displayed in a public place.
- A safe assembly point away from access of emergency services.
- An alternative assembly area in case the first one becomes unsafe.
- List of items to be collected and by whom.
- List of current emergency numbers.
- Each educator's duties in the emergency.

Educators will be nominated to:

- Make the announcement to evacuate, identifying where and how.
- Collect children's attendance records and families contact numbers.
- Collect emergency services numbers and mobile phone.
- Make the phone call to 000 or other appropriate service, management and families as required.
- Collect the first aid kit.
- Check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
- Supervise the children at the assembly area and take a roll call of children. Educators should be aware of any visitors.
- When the emergency service arrives, the Responsible Person will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.
- No one should re-enter the building until the officer in charge has said it is safe to do so.

3. Harassment and Threats of Violence

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

- Calmly and politely ask them to leave the service or the vicinity of the children.

- Be firm and clear and remember your primary duty is to the children in your 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 call another educator should be directed to do so. Educators 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. This should be something that will not draw attention to the situation by the offender and something only the staff are aware of.
- Where possible, educators 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.
- No educator 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.
- Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the service.

4. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S167, 170, 171, 174 R85, 86, 87, 89, 97, 98, 99, 100, 175, 176	Standard 2.1, 2.2 Elements 2.1.2, 2.2.1, 2.2.2	<ul style="list-style-type: none"> • Providing a Child Safe Environment Policy • Excursion Policy • Authorisations and Refusals Policy • Delivery and Collection of Children Policy • Administration of First Aid Policy • Risk Assessment Policy 	<ul style="list-style-type: none"> • My Time, Our Place Framework • Network <i>OSHC Code of Professional Standards</i>. • Work, Health and Safety Act (2011). • Parent Handbook • Staff Handbook • Emergency Evacuation Plans • Record of drills • Report of serious incidents to DEC.

5. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

6. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Enrolment & Orientation Policy

1. Policy Statement

Curly Kids OOSH accepts enrolments to the service without discrimination for primary school age children in accordance with funding priorities and guidelines. An orientation process is in place for children and their families. The purpose of this is to:

- Enable educators/staff to meet and greet children and their families
- Provide essential operational information
- Form the foundation for a successful and caring partnership between home and the service.
- To help children develop a sense of belonging, feel accepted, develop attachments and trust those who care for them (“My Time, Our Place”, Outcome 1).

2. Procedures

(a) Eligibility

- Access and eligibility will be subject to the Priority of Access Guidelines set down by the Department of Education, these are:
 - Priority 1 – a child at risk of serious abuse or neglect
 - Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the *A New Tax System (Family Assistance) Act 1999*
 - Priority 3 – any other child
- Within these main categories, priority should also be given to the following children:
 - ✓ Children in Aboriginal and Torres Strait Islander families
 - ✓ Children in families which include a disabled person
 - ✓ Children in families on low incomes
 - ✓ Children in families from culturally and linguistically diverse backgrounds
 - ✓ Children in socially isolated families
 - ✓ Children of single parents.
- As well as the above, the service policy is that children must be enrolled in Primary school in order to be eligible to attend the service. Children of Preschool age will not be accepted into the program, except for the January Vacation care period immediately prior to them commencing

Primary school – this enrolment will be accepted upon proof that the child is enrolled to commence Primary school. Children who have completed Year 6 may be eligible to attend the service at the discretion of the Nominated Supervisor.

(b) Inclusion of children additional needs

- Provision of places for children with additional needs will be made wherever possible, with a regular review period. Access to care will focus on the needs of the child and the service’s ability to meet these needs. Ongoing arrangements will be at the discretion of the Coordinator/Nominated Supervisor in consultation with management, parents and educators. Where children with additional needs have needs outside of the realm of daily service delivery, the service will seek the assistance from their local Inclusion Support facility to access funding, resources and advice.

(c) Waiting list

- ✓ Where demand for care exceeds the service’s number of approved places, families will be placed on the service’s waiting list. When completing waiting list details families will be advised of the Priority of Access Guidelines.
- ✓ Waiting lists will be refreshed and reassessed annually. A request for updating family details and contact numbers will be sent to each family on the waiting list. If the service does not receive an updated reply, families will be removed from the list, as it is presumed the family is no longer requiring care.

(d) Enrolment

- Enrolments will be created in line with the Priority of Access Guidelines and the Child Care Management System (CCMS). There are three enrolment types under the CCMS:
 - Formal enrolments
 - Informal enrolments
 - AMEP/Other enrolment
- Enrolments will not be accepted from families without full completion of the enrolment form. To secure the enrolment, parents are required to pay the enrolment fee and security deposit where necessary. Information about fees is included in the Fee Policy.
- Educators will use the enrolment process as a way to find out information about the child in regard to their likes, dislikes, strengths, interests, needs etc. The service will use this information to make the child feel safe and comfortable during their time in the service, particularly when they are new to the service.

(e) Attendance and enrolment records

- Accurate attendance records will be kept, which:
 - Records the full name of each child attending the service
 - Records the date and time each child arrives and departs

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

(f) Child's attendance once enrolled

- The service's responsibility for the child begins when placed in the staff's care by parent or guardian, or when they arrive from school for the afternoon session. If a child is to be absent on a day they are normally booked, the family must notify the service as soon as possible. The rules for Allowable Absences under CCMS will be followed in relation to all absences.
- If a child who is enrolled with the service but is not listed as attending for a particular day arrives at the service, the Coordinator/Nominated Supervisor will be contacted immediately to see if the child has been booked in for the day and there has been a booking error.
- If a child has not been enrolled for a particular day, they must not be taken into care under any circumstances unless their booking is verified with their parent. In this case, please contact the school and/or child's parents (if possible) immediately.

(g) Cancellation of enrolment

- Cancellation of an enrolment may be initiated in two different situations:
 - ✓ A parent advises the service that no further care needs to be provided
 - ✓ The service identifies that care is no longer required or being provided
 (*CCMS Ending Enrolments*)
- The family must give two weeks' notice if they wish to cancel a child's enrolment.
- CCMS guidelines will be followed once an enrolment is cancelled.
- Should the need arise for a child's enrolment to be cancelled by the service due to extenuating circumstances such as behaviour management, the service will follow the Behaviour Guidance policy and procedures.

(h) Confidentiality and storage of records

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

(i) Orientation

- Families who are enrolling their child for the first time will be sent the Parent Handbook and the key policies for families prior to the child's first day at the service. Families should read this handbook so that their child is prepared for their first day at the service and to give them time to complete all relevant forms.
- Parents should advise educators when they are greeted that it is their child's first day at the service and the educator's will introduce themselves and guide them through the sign-in/out

process, check that all relevant forms and authorities have been signed and show them around the service.

- Educators will introduce the child to other children and engage them in an activity. The educator will remain with the child until they are settled and comfortable in the new environment. Educators will carefully monitor the child whilst in the service to ensure they are settling in.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S175 R155, 156, 157, 158, 160, 161, 162, 168, 177, 183.	Standards 1.1, 2.1, 4.1, 5.1, 5.2, 6.1 Elements 1.1.2, 2.1.1, 4.1.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2	<ul style="list-style-type: none"> • Fee Policy • Confidentiality Policy • Delivery and Collection of Children Policy • Acceptance & Refusal of Authorisations Policy • Governance & Management Policy • Communication with Families Policy • Interactions with Children Policy 	<ul style="list-style-type: none"> • Network <i>Record Keeping</i> Factsheet • Child Care Service Handbook (DEEWR) • Service Enrolment form • Family Handbook

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Environmental Sustainability Policy

1. Policy Statement

Curly Kids OOSH aims to increase the awareness of environmental responsibility for children, educators and families. We aim to make our practices eco-friendly and involve all children, families and educators so that we are successful in reducing our environmental impact. Sustainability is embedded in both our philosophy and program.

2. Procedure

Routines

- Children, families and educators will share and engage in eco-friendly practices to encourage children and their families to develop an awareness of the need to protect the planet and its future for the generations to come.
- The service will make the following part of their daily routine:
 - ✓ Recycling
 - ✓ Water Conservation
 - ✓ Energy Conservation
 - ✓ Gardening
 - ✓ Purchasing sustainable equipment
 - ✓ Using recycled material for craft
 - ✓ Sustainability to be included in newsletters
 - ✓ Sustainability to be an item on meeting agendas and relate to the Quality Improvement Plan
 - ✓ Saving leftover water to place in the garden.
 - ✓ Turn off taps, light switches etc.
- Review procedures and policies regularly to ensure there is an underlying focus on sustainable practices.
- Reduce paper by considering electronic newsletters, invoices, enrolment records etc.
- Keep up to date with your local council and Government departments regarding information on sustainable practices in your local community. Look for grants that allow you to improve water and energy conservation.
- Educators to role model good sustainable practices.
- Use recycled materials as containers instead of using new plastic containers.
- Encourage children to recycle paper. Put a recycle container on the craft table to encourage them to use it.
- Sustainability will be embedded in the program. Discuss it with the children and the families. Ask the children and the families to come up with some ideas to improve the sustainability of the service.

- Get the children to be in charge of a Sustainability Checklist so they can be responsible for things such as recycling, gardening, water usage etc.
- Consider establishing a vegetable garden, worm farm and compost bin where possible or see if you can contribute to the host school’s facilities. Discuss with the children how it all works and why we need to do this.
- Reduce the amount of plastic and disposable equipment at the service and aim to purchase materials made from natural fibres.
- Promote the motto “Reduce, re-use and recycle” via posters etc. and make it a natural process for all concerned.
- Email information to families about how they can help their children learn about sustainability and what they can do at home, as well as at the service.
- Set up a “Sustainability” book at the service with photos and ideas, which show your sustainability journey. Children can be responsible for updating and adding to this book.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S168 R108, 110, 113	Standards 1.2, 3.2, 5.2 Elements 1.2.1, 1.2.3, 3.2.3, 5.2.1	<ul style="list-style-type: none"> • Providing a Child Safe Environment Policy • Interactions with Children Policy 	<ul style="list-style-type: none"> • My Time Our Place • Parent Handbook • Staff Handbook • Sustainability book/checklist • Meeting minutes

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Excursions Policy

1. Policy Statement

Curly Kids OOSH will plan excursions during Vacation Care to extend on the innovative programming at the service and give children fun experiences in their communities. Excursions are designed to allow children to explore their physical and social environment, including their local community, away from the service's premises ("My Time, Our Place" Outcome 2.1). Parental permission will be sought for all excursions and each excursion will be carefully planned to ensure potential risks are assessed.

2. Procedures

Planned excursions will take into account:

- (e) Children's ages, abilities and interests.
- (f) Ways to maximise the children's developmental experiences and opportunities to practice new skills whilst being creative, fun and exciting.
- (g) Suitability of the venue in regard to safety.
- (h) Clothing and equipment required.
- (i) Travel arrangements.
- (j) Cost to families.

a) Risk Management

- A Risk Management Plan must be prepared prior to each new excursion in accordance with R100. A sample Excursion Risk Management Plan can be downloaded from the ACECQA website.
- Once an initial risk assessment has been carried out for regular outings, risk assessments are not required for subsequent outings to the same place, unless there is a change to the place or venue.
- Risk Management Plans will include:
 - ✓ The proposed route and destination for the excursion;
 - ✓ Any water hazards;
 - ✓ Any risks associated with water-based activities;
 - ✓ The transport to and from the proposed destination for the excursion;
 - ✓ The number of adults and children involved in the excursion;
 - ✓ The number of children attending and how many educators or other responsible adults will

be required to ensure appropriate supervision. This number will be determined by taking into consideration the risks posed by the excursion and whether any adults with specialised skills are required along with the ratio of 1:10-1:8 when outside the service and 1:5 when swimming.

- ✓ The proposed activities;
- ✓ The likely length of time of the excursion;
- ✓ The items that should be taken on the excursion, for example, first aid kit, mobile phone and a list of emergency contact numbers.

(b) Policies

- Service policies such as Behaviour Guidance, Supervision of Children, Child Protection, Providing a Child Safe Environment, Risk Assessment, Incident, Injury, Illness and Trauma and Water Safety will all be taken into consideration whilst planning and attending excursion venues and implemented where appropriate.

(c) Authorisations

- Families' permission must be obtained before any child is taken outside of the service and specific permission is required for swimming. By signing the excursion permission form, the family member is authorising their child to attend the activities stated.
- Excursions to locations visited on a regular basis such as local parks may be undertaken without prior notice if families of children in the group have given excursion permission. If an excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period.

(e) Supervision

- Children will be supervised at all times they are outside of the service premises.
- Children will be orientated to the risk elements and procedures prior to attending any excursion. This would include elements such as what to do if they become separated from the group, toilet procedures, talking to strangers etc.
- Adequate numbers of educators to effectively supervise the children must be rostered on for excursions. Numbers of educators must take into consideration the ages and developmental stage of the children attending the excursion and be based on a risk assessment of the excursion.
- Head counts and roll calls must be conducted regularly throughout the duration of the excursion.
- Children will carry identification on excursions that clearly states the name of the service and the contact phone number.
- An educator must inspect all public toilets before children use them. An educator and at least one other child must accompany any child when using a public toilet.
- When walking the children, one educator must lead the group, another to follow at the back, and the remaining educators spaced along the group, walking on the road side of the footpath.

- When crossing a road, a pedestrian crossing must be used if possible. If there is no pedestrian crossing, the safest way to cross the road must be determined. One educator must step out onto the road, and if necessary, stop traffic from both directions. The remaining educators then lead children across the road.

(f) Information and Equipment

Information and equipment to be taken on excursions will include:

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

(g) Lost Child

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

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

(h) Transporting Children to/from an excursion:

- Children are only permitted to travel to an excursion on any form of transport with written permission from their families.
- If using public transport (such as bus, ferry, taxi, train, etc.) children must be effectively supervised at all times and never left unattended.
- In some circumstances where the site of the excursion is close to the service, it will be appropriate for children and educators to walk to the site.
- The decision to walk should be preceded by a risk assessment and the route should be determined consistent with the objective of ensuring the safety of educators and children.

- Public transport should be used for excursions, wherever appropriate.
- When using public or private transport it is important that each journey is risk assessed, for example, when travelling by bus:
 - Ensure all bus operators hold appropriate licences and insurance
 - Ensure they provide correct facilities i.e. wheelchair access if applicable
 - Know where toilet/emergency stops are located along the route
 - Ensure children display appropriate behaviours

(i) Water Safety

- The service recognises the risks posed by bodies of water. The service will ensure that every precaution is taken so that children are able to enjoy water-based activities safely. Risk assessments will be carried out for programmed water-based activities.
- Whilst the Regulations do not specify a specific educator to child ratio for activities where water is a feature, the recommended excursion ratio of 1:8 is considered best practice and this may need to be adjusted should the water be risk assessed to pose a higher hazard such as unfenced water areas, areas where there will be a large group of children etc. A ratio of 1:5 is recommended for excursions where children are swimming. It must also be noted that in sections 165, 167 and 169 of the National Law there are clear statements about adequate supervision. A range of factors shall determine the adequacy of supervision, including:
 - ✓ Numbers, ages and abilities of the children
 - ✓ Number and positioning of educators
 - ✓ Each child's current activity
 - ✓ Areas where children are playing, in particular the visibility and accessibility of these areas
 - ✓ Risks in the environment and experiences provided to children
 - ✓ Educators' knowledge of each child and each group of children, the experience, knowledge and skill of each educator.
- Definition of a body of water:
 - ✓ Swimming pools and /or water fun parks
 - ✓ Wading pools
 - ✓ Lakes
 - ✓ Ponds
 - ✓ The sea / ocean
 - ✓ Creeks
 - ✓ Dams
 - ✓ Rivers
 - ✓ Equipment used by the service that could contain 5cm or more of water and would allow a child to submerge both nose and mouth at the same time.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S165, 167, 169 R99, 100 to 102; 168	Standards 2.2, 6.2, 7.1 Elements 2.2.1, 2.2.2, 2.2.3, 6.2.3, 7.1.2	<ul style="list-style-type: none"> • Risk Assessment, • Child Protection, Providing a Child Safe Environment, • Water Safety, • Supervision of Children, • Behaviour Guidance Policies 	<ul style="list-style-type: none"> • My Time, Our Place. • Parent Handbook • Risk Assessments • Authorisation forms • Attendance Records

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2013

Governance and Management Policy

1. Policy Statement

Curly Kids OOSH aims to provide a high-quality education and care service that operates according to all legal requirements and recognised best practice in service management. We will ensure there are appropriate governance arrangements in place at all times. There will be an ongoing process of review and evaluation and all relevant information will be readily available to stakeholders.

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

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

2. Responsibilities

- The responsibilities of the Approved Provider that cannot be delegated to any other person or body include:
 - Compliance monitoring – ensuring compliance with the objects, purposes and values of the service, and with its constitution
 - Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them
 - Strategic planning – reviewing and approving strategic direction and initiatives
 - Regulatory monitoring – ensuring that the service complies with all relevant laws, regulations and regulatory requirements
 - Financial monitoring – establishing and maintaining systems of financial control, internal control, and performance reporting; reviewing the service’s budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service
 - Financial reporting – considering and approving annual financial statements and required reports to government;
 - Organisational structure – setting and maintaining a framework of delegation and internal control
 - Staff selection and monitoring – selecting, evaluating the performance of, rewarding and, if necessary, dismissing staff. Nominating appropriate Nominated Supervisors and ensuring a

Responsible Person is always available on shift. Delegate the functions of sub-committees, the Nominated Supervisor, and other staff.

- Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise
- Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between committee members, staff, members, or volunteers
- The **Nominated Supervisor** is responsible for the day-to-day management of the service and to address key management and operational issues under the direction of, and the policies laid down by the Approved Provider, including:
 - Developing and implementing organisational strategies and making recommendations to the Approved Provider on significant strategic initiatives;
 - Adhering to the National Quality Framework and other State and National legislative requirements;
 - Making recommendations for the appointment of staff, determining terms of appointment, evaluating performance, and developing and maintaining succession plans for staff;
 - Having input into the annual budget and managing day-to-day operations within the budget;
 - Maintaining an effective risk management framework;

Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisation's performance.

3. Procedures

(a) Philosophy and Policies

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

(b) Financial management

- The Approved Provider will be responsible for developing and overseeing the budget of the service and for ensuring that the service operates within a responsible, sustainable financial framework.
- In line with this responsibility the P&C will conduct a budget planning meeting each year as part of its annual business planning. The details of budgeting and fee setting are set out under the Fee Policy.
- Financial reporting including an income and expenditure statement and balance sheet will be presented to the P&C on a regular basis and the opportunity provided to ask questions or seek further advice from any P&C member.

(c) Facilities and environment

- The P&C 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 P&C will ensure that the requirements of the regulations are considered if and when site re-arrangements are proposed.
- Work, Health and Safety implications will be considered by the P&C in relation to educators locking up and leaving the service at the end of the day and risk assessments of the practices will be undertaken.

(d) Equipment and maintenance

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

(e) Review and evaluation of the service

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

(f) Confidentiality

- All members of the P&C will maintain confidentiality. This is addressed in the Confidentiality Policy.

(g) Maintenance of records

- Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183–184 detail storage of records.

- The service has a duty to keep adequate records about staff, families and children in order to operate responsibly and legally. The service will protect the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality.
- The Approved Provider assists in determining the process, storage place and timeline for storage of records.
- The service's orientation and induction processes will include the provision of relevant information to educators, children and families.
- Clear guidelines on who will have access to which particular records will be given to committee members, educators and families. These will be available at all times at the service.
- The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments:
 - Australian Tax Office (ATO)
 - Family Assistance Office (FAO)
 - Department Of Education
- In the event of ceasing to operate, the service P&C will identify where the records will be kept and seek professional advice on the winding up of the service
- A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available to all members of the P&C. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

(h) Work, Health and Safety

- Policies and procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any service specific requirements, including grievance/complaints procedures.
- The Nominated Supervisor will report back to the P&C on any Work, Health and Safety issues as they arise.
- All committee members will be provided with information to assist them in meeting their obligations under the legislation.

4. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
Part 2, Part 3, Part 6 All Regulations are applicable to this policy	Standards 7.1, 7.2 Elements 7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3	<ul style="list-style-type: none"> • All service policies 	<ul style="list-style-type: none"> • Child Care Service Handbook (DEEWR) • Work, Health and Safety Act (2011) • Child Care Benefit legislation • Service Constitution • Service Philosophy • Quality Improvement Plan • Family Handbook

5. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

6. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Inclusion Policy

1. Policy Statement

Curly Kids OOSH aims to provide an environment that is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. Children are encouraged to develop their own sense of identity and educators will facilitate this in a way that embraces the needs and abilities of each child (My Time, Our Place Outcome 1). Educators will ensure that children become aware of fairness and equity and have opportunities to practice challenging bias in their play (My Time, Our Place Outcome 2). The service involves the community to assist educators and children to understand and accept the range of cultures and abilities of members of the local community. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators and other families and cultural competence in children will be fostered. The service will ensure that appropriate inclusion support services are accessed, and families are referred to them in order to support children's well-being and full access to the program.

2. Procedures

Inclusive Practices

- Educators will actively seek information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.
- Educators will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and multicultural heritage.
- Educators will be sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and the cultural diversity of the broader community, and ensure children's individual needs are accommodated at the service.
- Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child's family and the Inclusion Support Agency.
- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.

- Educators will act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.
- Children will never be singled out or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.
- The program will include experiences for the children that are not based on sex role stereotypes.
- Resource materials and equipment used in the service will, as far as possible, be non-stereotyped.
- Families will be consulted in the development of holistic programs that are responsive to children's lives, interests, learning styles, genders and reflect children's family, culture and community.
- Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
 - Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
 - Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs;
 - Accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

Educator recruitment and professional development

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

Inclusion Support Agencies

- The service will access bicultural support workers when necessary and/or telephone translation services and provide information on aspects of the service in languages that are spoken in the local community to assist in communicating with families from diverse cultural backgrounds.
- The service will access additional support, assistance and resources for children with additional needs including children from diverse cultural backgrounds, children with high ongoing support needs and Aboriginal and Torres Strait Islander children.
- Educators will talk to children's families about any concerns they have and offer the family links

to other support services within the community such as Inclusion Support Agencies; Community Health Services etc.

- Educators will work with families, inclusion support agencies and other specialists associated with the child to develop individual support plans.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S168 R73, 74, 75, 76, 155, 156, 157, 168.	Standards 1.1, 1.2, 2.1, 3.2, 4.2, 5.1, 5.2, 6.1, 6.2.	<ul style="list-style-type: none"> • Providing a Child Safe Environment • Confidentiality • Enrolment & Orientation • Interactions with Children • Management of Complaints 	<ul style="list-style-type: none"> • NSW Anti-Discrimination Act 1977 • UN Convention on the Rights of the Child • My Time, Our Place: Framework for School Age Care in Australia • Inclusion Support Plans • Health Care Plans

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Interactions with Children Policy

1. Policy Statement

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

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

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

2. Procedures

The 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.
- Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs. Educators will always treat children with respect, courtesy and understanding.
- Treat children equally regardless of race, cultural background, religion, sex or ability and ensure interactions between children and educators exhibit this.
- 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 or respond.
- 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 conversations 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 in the service 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. All staff, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed.
- Ensure that all educators enforce the rules and consequences consistently at all times. Consequences will be 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 family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Access professional development and resources related to positive behaviour management and include this in professional development planning.
- Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.
- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- Focus on the behaviours being displayed and not the child displaying them.
- 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, educators and visitors to the service.
- Ensure that appropriate physical contact is maintained in regard 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 services' Child Safety policy to address these concerns.
- Maintain defined boundaries in regard to appropriate behaviour with children and engagement with their families.

The children will:

- Be treated with respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
- Be encouraged to listen to others respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.

- Be encouraged to share humour and express themselves in a variety of ways.
- Practice strategies for problem solving, debating, negotiating and interacting with others in an appropriate way with the guidance of educators.
- Have opportunities to use and share their home language with other children and educators
- Collaborate with staff in developing service routines and procedures including rules and boundaries and the consequences they should expect if these are not followed.
- Encourage their peers to adhere to the rules and expectations.
- Participate in experiences that will build relationships and promote interactions between each other, educators and visitors to the service.
- Assist educators in developing programs and routines for the service that reflect their individual needs, interests and abilities.
- Have their need for solitude or quiet time supported and respected by educators and children
- Develop an understanding of the choices they make and the responsibility they have to manage their own behaviours in conjunction with educators.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S168 R73, 74, 75, 76, 155, 156, 168, 274 (a)	Standards 1.1, 1.2, 1.3, 2.1, 3.2, 4.1, 5.1, 5.2, 6.2, 7.1 Elements 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 2.1.1, 3.2.1, 4.1.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.2.1, 6.2.2, 7.1.1	<ul style="list-style-type: none"> • Providing a Child Safe Environment policy • Behaviour Guidance policy • Inclusion Policy 	<ul style="list-style-type: none"> • My Time, Our Place. • Parent Handbook • Staff Handbook • Programming and Evaluations

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Management of Animals Policy

1. Policy Statement

Curly Kids OOSH acknowledges that whilst animals are not a necessary part of the program, they can be a great source of enjoyment and stimulation for children. The opportunity for children to engage with animals offers children experiences that will enrich their understanding and appreciation of the natural environment and promote the development of their skills in caring for others. While pets and other animals can prove an effective inclusion into the children's experiences whilst in care, they may also be a risk to children, therefore any animals that enter the service must be housed appropriately to minimise the risk of danger to the children. Strict supervision will be maintained to ensure the health and safety of the children and educators. Staff will ensure that everyone in the service treats all animals humanely and with respect.

2. Procedures

The decision to keep a pet or have an animal (or animals) visit the service will be made by the Nominated Supervisor, based on an observed need or value to the children. The Nominated Supervisor will inform families of the benefits and potential risks associated with animals in the service and the procedures relating to pets and children. The Nominated Supervisor will consult with parents to determine special considerations needed for children whose immunity is compromised, or who have allergies or asthma.

✓ Educators will:

- Wash hands after contact with animals, animal products or feed, or animal environments.
- Supervise human-animal contact, particularly involving the younger children.
- House animals in enclosed cages or under appropriate restraints.
- Not allow animals to roam/fly free or have contact with wild animals/birds.
- Designate a specific area for contact with animals.
- Not allow food in animal contact areas; do not allow animals in areas where food and drink are prepared or consumed.
- Clean and disinfect all areas where animals have been present.
- Not clean animal cages or enclosures in sinks or other areas used to prepare food and drinks.
- Obtain appropriate veterinary care if and when necessary and ensure the animals are kept immunised, clean and free of intestinal parasites, fleas, ticks, mites, and lice.
- Ensure any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.

- Prepare a weekly roster to ensure the animal is appropriately fed and cared for.
 - Ensure that a procedure is in place for the care of animals over the weekend, public holidays, and school development days and/or during Vacation care - particularly if the service does not operate on these days. In this instance, it may be necessary for a staff member to take the animal home with them, or alternatively a family enrolled at the service may agree to care for the animal on these days.
 - Remind children about the hygiene practices required for handling an animal and ensure the practices are followed.
 - Maintain adequate supervision of the children and animals at all times.
 - Follow the service's policies in relation to risk assessment, providing a child safe environment and/or any incidents or injuries sustained as a result of an interaction with an animal.
- **Minimising risk to health and safety**

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

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

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

- **Bat bites.** Australian bats harbour a Lyssavirus, which is very similar to the rabies virus. If you are scratched or bitten by a bat, immediately clean the wound with soap and running water for 5 minutes and contact your doctor or a public health unit.
- **Fish and other marine organisms.** Scratches from fish and other marine organisms such as coral can cause unusual infections. If an injury caused by a fish, or a wound contaminated by

sea, pond, or aquarium water, becomes infected, it is important to see a doctor and explain how the injury occurred.

- **Fleas.** Fleas can infect both animals and humans, causing irritation and inflammation of the skin. Treat animals, their bedding and their immediate environment (that is, where they usually rest) to destroy adult and immature fleas.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S165, 167 R77, 109	Standards 1.2, 2.1, 2.2, 3.1 Elements 1.2.1, 2.1.2, 2.2.1, 3.1.2	<ul style="list-style-type: none"> • Administration of First Aid policy • Dealing with Infectious Diseases • Injury, Illness, Incident and Trauma policy • Providing a Child Safe Environment policy 	<ul style="list-style-type: none"> • Staying Healthy in Child Care • Companion Animals Act 1998 • Prevention of Cruelty to Animals Act 1979 • Risk Assessments

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Management of Complaints Policy

1. Policy Statement

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

2. Procedures

- The service will support an individual's right to complain and will help them to make their complaints clear and try to resolve them.
- A complaint can be informal or formal. It can be anything an individual thinks is unfair or which makes them unhappy with the service.
- Families will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook.
- All confidential conversations with individuals who have a complaint or grievance will take place in a quiet place away from children, other families or staff that are not involved.
- If an individual has a complaint or comment about the service, they will be encouraged to talk to the Coordinator who will arrange a time to discuss their concern and come to a resolution to address the issue.
- If the complaint is not handled at this level to the satisfaction of the person making the complaint, they should discuss the issue with the Nominated Supervisor (if different from the Coordinator) or management liaison person, either in writing or verbally.
- Management will discuss the issue with the Coordinator and develop a strategy for resolving the problem, this would be discussed further with the individual or if necessary, a meeting will be organised with the Coordinator and individual to resolve the problem.
- 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 Coordinator or management will inform the person making the complaint of what has been decided regarding the issue. Staff will also be informed of any relevant issues that they need to address or be aware of. This could be done verbally or if the issue has been dealt with on a more formal basis, then the committee or Coordinator will write personally to the individual making the complaint.
- If any complaint cannot be resolved internally to the person's satisfaction, external options will be offered such as an unbiased third party.

- All complaints that come about as a result of a serious incident will be notified to the Regulatory Authority within the prescribes timeframe as per regulations.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S174 r168, 175, 176	Standards 1.3, 2.1, 2.2, 6.1, 6.2, 7.1, 7.2 Elements 1.3.3, 2.1.1, 2.2.2, 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 7.1.2, 7.2.1	<ul style="list-style-type: none"> • Providing a Child Safe Environment Policy • Excursion Policy • Authorisations and Refusals Policy • Confidentiality Policy • Governance and Management Policy 	<ul style="list-style-type: none"> • Community Services Complaints, Appeals and Monitoring Act, 1994. • Parent Handbook • Staff Handbook • Enrolment Form • Complaints records and notifications

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Management of Incident, Injury, Illness and Trauma Policy

1. Policy Statement

Curly Kids OOSH aims to ensure the safety and wellbeing of educators, children and visitors, within the service and on excursions, through proper care and attention in the event of an incident, injury, illness or trauma. The service will endeavour to prevent the event of any incident, injury, illness and trauma occurring through best practice, implementation of all service policies and procedures, adhering to State and National Laws and risk assessment. Should any of these occur despite prevention methods, the service will make every attempt to ensure sound management of the event to prevent any worsening of the situation and complete reports on each event that will be signed by the family of the child involved. Family members or emergency contacts will be informed immediately where the incident, injury, illness or trauma is deemed serious and be reported to the NSW Regulatory Authority as per the National Law and Regulations.

2. Procedure

Enrolment Information

- Families are required to provide written consent for educators to seek medical attention for their child, if required, as part of the enrolment process. This will be recorded in the enrolment form. Families are also required to ensure the service has accurate and detailed information regarding anything that may impact on their health, safety and wellbeing whilst attending the service.
- Families will be required to supply details of their preferred doctor, dentist, health fund and Medicare details.
- Educators will be required to supply two contact numbers in case of an emergency or accident.

Incident, injury or trauma to a child whilst in the service

- If a child, educator or visitor becomes ill or injured while at the service, an educator who holds a first aid certificate will attend them to immediately.
- Anyone injured will be kept under adult supervision until they recover and an authorised person takes charge of them.
- In the case of a major incident, injury, illness or trauma at the service requiring more than basic first aid, the first aid attendant will:
 - Assess the injury and decide whether the injured person needs to be attended to by a doctor or whether an ambulance should be called. The educator in charge or nominated supervisor will be advised of their decision.

- If the injury is serious, the first priority is to get immediate medical attention. Families or emergency contacts should be notified straight away where possible. If not possible, there should be no delay in organising proper medical treatment.
- Attend to the injured person and apply first aid as required.
- Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the infectious disease policy.
- Educators will stay with child until suitable help arrives, or further treatment taken.
- The educators will try to make the child comfortable and reassure them and advise them that their families have been called.
- If an ambulance is required and the child is taken to hospital, an educator will accompany the child and take the child's medical records with them except in the instance that a service is single staff model and then other arrangements will be made as per the services emergency policy.
- Complete a service incident report and provide to families to read and sign and a serious incident report for the regulatory authority within 24 hours or as soon as possible.

Another educator will:

- Notify family or emergency contact person immediately regarding what happened and the action that is being taken including clear directions of where the child is being taken (e.g. hospital). Every effort must be made not to cause panic and to provide minimal detail regarding the extent of the injuries
- Ensure that all blood or bodily fluids are cleaned up in a safe manner.
- Ensure that anyone who has come in contact with any blood or fluids washes their hands in warm soapy water.
- Try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the child.
- Accidents which result in serious incident, injury, illness and trauma (including death) to a child must be reported to:
 - ✓ The ambulance service
 - ✓ The police
 - ✓ Family or emergency contact person
 - ✓ Regulatory Authority
- The centre will notify the family or emergency contact person that a serious incident has happened and advise them to contact the relevant medical agency. Only a qualified medical practitioner can declare a person is deceased, therefore educators 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.
- This information should be provided in a calm and extremely sensitive manner.
- The site of the accident should not be cleared or any blood or fluids cleaned up until after approval from the Police.

- 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.

Death or Serious Injury to a child or educator out of hours

- Educators in the service must be prepared to handle all incidents in a professional and sensitive manner. In the event of tragic circumstances such as the death of a child or educator, the educators will follow guidelines as set out below to minimise trauma to the remaining educators and children in the service.
- In the event of the death occurring out of service hours, a clear emergency procedure will be maintained for the other children at the service.
- If a child is the deceased, the Coordinator/Nominated Supervisor should make contact with the child's school to liaise with them regarding the school's response to the event.
- Confidentiality will be maintained at all times.
- The Nominated Supervisor should also contact the NSW Regulatory Authority as soon as possible and within 24 hours to report the incident. The school and Network of Community Activities should be contacted to seek additional support, resources or advice.

Reporting of Serious Incident, Injury and Trauma

- All serious incidents, injury, illness or trauma will be recorded within 24 hours of the event occurring. The child's family or emergency contact must be notified of any accident or injury that has occurred to the child as soon as possible and no later than 24 hours after the event.
- The Nominated Supervisor is responsible for ensuring that, in the event of a serious incident, the regulatory authority is advised as well as the Approved Provider (e.g. Management Committee).
- 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.

How to decide if an injury, trauma or illness is a 'serious incident'?

- An incident, injury, trauma or illness will be regarded by the service as a 'serious incident' if more than basic first aid was needed to manage the incident, injury, trauma or illness and medical attention was sought for the child including attendance at hospital or medical facility for further treatment.

Illness

- Families are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of children who are unwell. The care needs of a sick child are difficult to meet without dramatically reducing the general level of supervision of the other children or risking other children's health.

- Where a child becomes ill at the service, all care and consideration will be given to comfort the child and minimise the risk of cross infection until the child is collected by the family/emergency contact.
- A child or adult will be considered sick if he/she:
 - Sleeps at unusual times or is lethargic.
 - Has a fever over 38 degrees.
 - Is crying constantly from discomfort.
 - Vomits or has diarrhoea.
 - Is in need of constant one to one care.
 - Has symptoms of an infectious disease.
- If a child is unwell at home, the family is not permitted to bring the child to the service. Children who appear unwell when being signed in by their parent/ guardian will not be permitted to be left at the service.
- If a child becomes ill whilst at the service, the parents will be contacted to take the child home. Where the family is unavailable, emergency contacts will be called to ensure the child is removed from the service promptly.
- The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's family or other authorised adult takes them home.
- During a fever, natural methods will be employed to bring the child's temperature down until the family arrives or help is sought. Such methods include removing clothing as required, clear fluids given, tepid sponges administered.
- If a child's temperature is very high, cannot be brought down and their family cannot be contacted, the child's enrolment record will be checked for permission to give paracetamol. If the situation becomes serious, the child will be taken to the doctor or an ambulance called.
- If a staff member becomes ill or develops symptoms at the centre, they can return home if able or the Coordinator will organise for someone to take them home.
- The Coordinator will organise a suitable staff replacement as soon as possible.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Other Service policies/documentation	Other
S167, 174 R12, 77, 81, 85, 86, 87, 88, 89, 90, 91, 97, 98, 99, 109, 161, 162, 175, 176, 177	Standards 2.1, 2.2, 3.1, 7.1 Elements 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 3.1.2, 7.1.2	<ul style="list-style-type: none"> • Acceptance and Refusal of Authorisations Policy • Enrolment and Orientation Policy • Medical Conditions and Administration of Medication Policy • Providing a Child Safe Environment Policy • Administration of First Aid Policy • Risk Assessment Policy • Governance and Management Policy • Child Protection Policy • Dealing with Infectious Diseases Policy • Emergency and Evacuation Policy 	<ul style="list-style-type: none"> • Work, Health and Safety Act 2011 • ACECQA “Frequently Asked Questions” • NSW Department of Health guidelines • Disability Discrimination Act 1975 • NSW Anti-discrimination Act 1977 • Staying Healthy in Child Care (5th Edition) • Parent Handbook • Staff Handbook • Enrolment records • Emergency procedures • Incident Report forms • Medication Records • Risk Assessments • Supervision Plans • Safety Checklists

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Nutrition and Food Safety Policy

1. Policy Statement

Curly Kids OOSH believes that good nutrition is essential for each child's healthy growth and development. For this reason, the service will provide nutritious, good quality food that is consistent with the *Dietary Guidelines for Children and Young People in Australia*. We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks ("*My Time, Our Place*" 1.1). All food served at the service will be consistent with the child's own dietary requirements and take into consideration the children's like and dislikes as well as meet any cultural requirements of families ("*My Time, Our Place*" 3.2). High standards of hygiene will be maintained throughout all food preparation. We will encourage the development of the children's good eating habits through the modelling and reinforcing of healthy eating and nutrition practices by educators. Families will be encouraged to share recipes and traditions to enrich the variety and enjoyment of food by the children and support the children's development of respect for and understanding of diversity ("*My Time, Our Place*" 1.3). Where possible we will seek out opportunities to learn about growing our own food and collaborate with children to produce our own opportunities to use food we have grown ourselves in our menu planning ("*My Time, Our Place*" 3.4).

2. Procedure

Nutrition

- A menu, developed using the principles set out in the Australian Dietary Guidelines for Children and Adolescents, will be on display for families and children at all times and be an accurate representation of the food and drink that is being served.
- All children's individual needs such as allergies, cultural requirements, and health needs etc. will be addressed in the menus and families advised if they will be required to supply specific foods for their child.
- Food and drink consistent with the menu will be provided for morning and afternoon tea as well as small nutritious snacks available as necessary.
- Fresh drinking water will be available at all times for the children and educators.
- During vacation care, families will be asked to provide their child's lunch and drinks, unless otherwise stated on the program. No menu will be required where food and drink are not provided by the service.
- Children and families will be encouraged to share family and cultural traditions, ideas and recipes to contribute to the menu.
- Education of healthy eating habits will be developed through ongoing example, specific activities, notices, posters and information sheets to families.
- The denial of food will never be used as a punishment.
- Children's cooking activities will be encouraged to develop life skills.

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

b) Food Safety

- All food will be prepared and stored in a hygienic manner as per the current Australian New Zealand Food Standards.
- Opened food will be stored in tightly sealed containers, away from any chemicals.
- Kitchen equipment will to be cleaned and stored appropriately.
- Surfaces are cleaned and sanitised before and after food preparation and eating.
- All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5°C.
- Children will be encouraged not to share their drinking and eating utensils.
- Tongs and spoons will be used for the serving of food. Where possible, educators will encourage children to serve their own food and drinks to encourage the development of their food handling skills as well as acknowledging their growing sense of independence.
- All cups, plates and utensils will be washed in hot, soapy water.
- Children should be seated while eating or drinking.
- Educators can choose whether to wear gloves or not provided that effective hand washing is being implemented. If gloves are used, care must be taken to avoid contaminating food by only using them for one continuous task and then discarding them. Gloves must be removed, discarded, hands washed and the gloves replaced with a new pair before handling food and before working with ready to eat food after handling raw food.
- Gloves must be removed and discarded after using the toilet, coughing, sneezing, using a handkerchief, eating, drinking or touching hair, scalp or body. They will then be replaced if food preparation continues.
- All rubbish or left over food is to be disposed of immediately in lidded bins and bins emptied daily and regularly cleaned with disinfectant.
- Containers are to be cleaned and stored appropriately to ensure pests are not able to contaminate them.
- Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygiene practices when preparing food. This participation should always be supervised and an explanation provided to children on the reasons why hygienic conditions are maintained.
- The service will regularly review and evaluate food handling practices in line with current best practice guidelines from recognised authorities.
- The service will provide food handling and hygiene information to parents.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S167 R77, 78, 79, 80, 109	Standard 2.1 Elements 2.1.1, 2.1.2, 2.1.3	<ul style="list-style-type: none"> • Dealing with Infectious Diseases Policy • Management of Animals Policy 	<ul style="list-style-type: none"> • Australian Dietary Guidelines for children and adolescents. • National <i>Food Standards Code (FSANZ)</i> • <i>Food Act 2003 (NSW)</i> • <i>Food Regulation 2010 (NSW)</i> • NRG@OOSH (Network of Community Activities) • Parent Handbook • Staff Handbook • Menus

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Workplace Discrimination and Harassment Policy

1. Scope

This policy applies to:

- committee members
- all staff, including: managers and supervisors; full-time, part-time or casual, temporary or permanent staff; job candidates; student placements, apprentices, contractors, sub-contractors and volunteers
- how Curly Kids OOSH provides services to clients and how it interacts with other members of the public
- all aspects of employment, recruitment and selection; conditions and benefits; training and promotion; task allocation; shifts; hours; leave arrangements; workload; equipment and transport
- on-site, off-site or after hours work; work-related social functions; conferences – wherever and whenever staff may be as a result of their Curly Kids OOSH duties
- staff treatment of other staff, of clients, and of other members of the public encountered in the course of their Curly Kids OOSH duties.

2. Aims

Curly Kids OOSH is committed to providing a safe, flexible and respectful environment for staff and clients free from all forms of discrimination, bullying and sexual harassment.

All Curly Kids OOSH staff are required to treat others with dignity, courtesy and respect.

By effectively implementing our *Workplace discrimination and harassment policy* we will attract and retain talented staff and create a positive environment for staff.

3. Staff rights and responsibilities

All staff are entitled to:

- recruitment and selection decisions based on merit and not affected by irrelevant personal characteristics
- work free from discrimination, bullying and sexual harassment
- the right to raise issues or to make an enquiry or complaint in a reasonable and respectful manner without being victimised

- reasonable flexibility in working arrangements, especially where needed to accommodate their family responsibilities, disability, religious beliefs or culture.

All staff must:

- follow the standards of behaviour outlined in this policy
- offer support to people who experience discrimination, bullying or sexual harassment, including providing information about how to make a complaint
- avoid gossip and respect the confidentiality of complaint resolution procedures
- treat everyone with dignity, courtesy and respect.

3.1 Additional responsibilities of managers and supervisors

Managers and supervisors must also:

- model appropriate standards of behaviour
- take steps to educate and make staff aware of their obligations under this policy and the law
- intervene quickly and appropriately when they become aware of inappropriate behaviour
- act fairly to resolve issues and enforce workplace behavioural standards, making sure relevant parties are heard
- help staff resolve complaints informally
- refer formal complaints about breaches of this policy to the appropriate complaint handling officer for investigation
- ensure staff who raise an issue or make a complaint are not victimised
- ensure that recruitment decisions are based on merit and that no discriminatory requests for information are made
- seriously consider requests for flexible work arrangements.

4. Unacceptable workplace conduct

Discrimination, bullying and sexual harassment are unacceptable at Curly Kids OOSH and are unlawful under the following legislation:

- *Sex Discrimination Act 1984* (Cth)
- *Racial Discrimination Act 1975* (Cth)
- *Disability Discrimination Act 1992* (Cth)
- *Age Discrimination Act 2004* (Cth)
- *Australian Human Rights Commission Act 1986* (Cth).

Staff (including managers) found to have engaged in such conduct might be counselled, warned or disciplined. Severe or repeated breaches can lead to formal discipline up to and including dismissal.

4.1 Discrimination

Discrimination is treating, or proposing to treat, someone unfavourably because of a personal characteristic protected by the law, such as sex, age, race or disability.

Discrimination can occur:

Directly, when a person or group is treated less favourably than another person or group in a similar situation because of a personal characteristic protected by law (see list below).

For example, a worker is harassed and humiliated because of their race

or

A worker is refused promotion because they are 'too old'

Indirectly, when an unreasonable requirement, condition or practice is imposed that has, or is likely to have, the effect of disadvantaging people with a personal characteristic protected by law (see list below).

For example, redundancy is decided based on people who have had a worker's compensation claim rather than on merit.

Protected personal characteristics under Federal discrimination law include:

- a disability, disease or injury, including work-related injury
- parental status or status as a carer, for example, because they are responsible for caring for children or other family members
- race, colour, descent, national origin, or ethnic background
- age, whether young or old, or because of age in general
- sex
- industrial activity, including being a member of an industrial organisation like a trade union or taking part in industrial activity, or deciding not to join a union
- religion
- pregnancy and breastfeeding
- sexual orientation, intersex status or gender identity, including gay, lesbian, bisexual, transsexual, transgender, queer and heterosexual
- marital status, whether married, divorced, unmarried or in a de facto relationship or same sex relationship
- political opinion
- social origin
- medical record
- an association with someone who has, or is assumed to have, one of these characteristics, such as being the parent of a child with a disability.

It is also against the law to treat someone unfavourably because you assume they have a personal characteristic or may have it at some time in the future.

4.2 Bullying

If someone is being bullied because of a personal characteristic protected by equal opportunity law, it is a form of discrimination.

Bullying can take many forms, including jokes, teasing, nicknames, emails, pictures, text messages, social isolation or ignoring people, or unfair work practices.

Under Federal law, this behaviour does not have to be repeated to be discrimination – it may be a one-off event.

Behaviours that may constitute bullying include:

- sarcasm and other forms of demeaning language
- threats, abuse or shouting
- coercion
- isolation
- inappropriate blaming
- ganging up
- constant unconstructive criticism
- deliberately withholding information or equipment that a person needs to do their job or access their entitlements
- unreasonable refusal of requests for leave, training or other workplace benefits.

Bullying is unacceptable in Curly Kids OOSH and may also be against occupational health and safety law.

4.3 Sexual harassment

Sexual harassment is a specific and serious form of harassment. It is unwelcome sexual behaviour, which could be expected to make a person feel offended, humiliated or intimidated. Sexual harassment can be physical, spoken or written. It can include:

- comments about a person's private life or the way they look
- sexually suggestive behaviour, such as leering or staring
- brushing up against someone, touching, fondling or hugging
- sexually suggestive comments or jokes
- displaying offensive screen savers, photos, calendars or objects
- repeated unwanted requests to go out
- requests for sex
- sexually explicit posts on social networking sites
- insults or taunts of a sexual nature
- intrusive questions or statements about a person's private life
- sending sexually explicit emails or text messages
- inappropriate advances on social networking sites
- accessing sexually explicit internet sites

- behaviour that may also be considered to be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications.

Just because someone does not object to inappropriate behaviour in the workplace at the time, it does not mean that they are consenting to the behaviour.

Sexual harassment is covered in the workplace when it happens at work, at work-related events, between people sharing the same workplace, or between colleagues outside of work.

All staff and volunteers have the same rights and responsibilities in relation to sexual harassment.

A single incident is enough to constitute sexual harassment – it doesn't have to be repeated.

All incidents of sexual harassment – no matter how large or small or who is involved – require employers and managers to respond quickly and appropriately.

Curly Kids OOSH recognises that comments and behaviour that do not offend one person can offend another. This policy requires all staff and volunteers to respect other people's limits.

4.4 Victimization

Victimization is subjecting or threatening to subject someone to a detriment because they have asserted their rights under equal opportunity law, made a complaint, helped someone else make a complaint, or refused to do something because it would be discrimination, sexual harassment or victimization. Victimization is against the law.

It is also victimization to threaten someone (such as a witness) who may be involved in investigating an equal opportunity concern or complaint.

Victimization is a very serious breach of this policy and is likely (depending on the severity and circumstances) to result in formal discipline against the perpetrator.

Curly Kids OOSH has a zero-tolerance approach to victimization.

4.5 Gossip

It is unacceptable for staff at Curly Kids OOSH to talk with other staff members, clients or suppliers about any complaint of discrimination or harassment.

Breaching the confidentiality of a formal complaint investigation or inappropriately disclosing personal information obtained in a professional role (for example, as a manager) is a serious breach of this policy and may lead to formal discipline.

5. Merit at Curly Kids OOSH

All recruitment and job selection decisions at Curly Kids OOSH will be based on merit – the skills and abilities of the candidate as measured against the inherent requirements of the position – regardless of personal characteristics.

It is unacceptable and may be against the law to ask job candidates questions, or to in any other way seek information, about their personal characteristics, unless this can be shown to be directly relevant to a genuine requirement of the position.

6. Resolving issues at Curly Kids OOSH

Curly Kids OOSH strongly encourages any staff member who believes they have been discriminated against, bullied, sexually harassed or victimised to take appropriate action by contacting the director or coordinator of the service.

Staff who do not feel safe or confident to take such action may seek assistance from a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au) for advice and support or action their behalf.

7. Whistle-blower Clause

It is the Curly Kids OOSH policy to foster open communication regarding its practices and protect employees from unlawful retaliation and discrimination for having properly disclosed or reported illegal or unethical conduct.

8. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

9. Review details

This policy was adopted by Curly Kids OOSH on 16th May 2019

This policy was last updated on 10th July 2023

Providing a Child Safe Environment Policy

1. Policy Statement

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

2. Procedures

Managing the Facility

SECURITY:

- Only approved educators and management members will be given a key to access the building and equipment areas.
- A key register will be maintained that indicates the person's receipt of the key, date received, and date returned on completion of employment or completion of term as member of Management. If the service is situated on a school site, service will adhere to key registry requirements of the school.
- Extra keys will only be cut after agreement by the management and a record made of where they are.
- All monies and important documents will be kept in a lockable place and access will only be permitted by approved staff and management members.
- Educators will ensure that the building is left in a secure manner before leaving and all windows, cupboards, safe, and other relevant areas are locked. All heating and lighting are off and all doors properly secured.
- Educators will inform the police and the committee as soon as possible if there has been a break into the service of any kind.
- Educators will remain at the service until the police arrive or inform them of what to do.

BUILDINGS, EQUIPMENT AND MAINTENANCE:

- Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.

- Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times. This will be achieved by the completion of daily safety checks.
- Children will be provided with adequate, developmentally and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.
- There must be no damaged plugs, sockets, power cords or extension cords.
- All plug sockets shall be maintained as child safe.
- Electrical appliances shall be in good working order.
- Electrical circuit breakers will be installed and be maintained.
- Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
- Management will develop a list of fully licensed and insured trades persons, which is made available to educators. This list will be reviewed on an annual basis.
- All contractors should have their own public liability insurance.
- Equipment will be regularly washed and cleaned.
- Recycled craft materials should be checked for potential hazards.
- Educators should ensure safe handling of all tools if used as part of any activity.
- Families will be encouraged to notify educators of any safety issues they observe.
- Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
- Faulty equipment should be removed, or protection placed around any dangerous building sites.
- A maintenance book will be kept that records any maintenance that needs to be addressed.
- The maintenance book will record;
 - Type of problem
 - Date that it was observed
 - Who notified the Nominated Supervisor and when?
 - What was done to rectify the problem?
 - Date repaired
 - Tradesperson employed to repair the problem
- For urgent repairs the Nominated Supervisor will organise a contractor to attend to the problem. The contractor will be chosen from a list that has been previously approved by the committee.
- Non-urgent repairs will be recorded in the maintenance book. The Nominated Supervisor will note this in their report and bring it to the attention of management at the next meeting. Management and the Nominated Supervisor will organise to rectify the problem.

- For major repairs a minimum of three quotes will be sought and reviewed by management who will make a decision on a further course of action. The Nominated Supervisor or someone with management control may obtain the quotes.
- Maintenance reviews should be done as part of the Nominated Supervisor's report at each meeting.
- The Nominated Supervisor will also give a review of works completed by any tradesman employed, for future reference.
- It is the responsibility of management, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele.
- Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.
- The service will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kit will be well stocked and be easily recognised and accessible at all times.

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

VENTILATION, TEMPERATURE AND NATURAL LIGHT:

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

PEST CONTROL:

- Equipment and especially food items will be properly stored so as not to attract pests and vermin.
- Refuse bins and disposal areas will be emptied and cleaned daily.
- Kitchen, food preparation areas and storage will be cleaned and maintained daily.
- All areas will be checked daily for any signs of pests or vermin.
- Should any pests or vermin be identified then action should be taken to rid the service of the problem by:
 - Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
 - Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.

- Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
- If urgent, the Nominated Supervisor may obtain a contractor from management list to address the problem.
- If non urgent, the Nominated Supervisor will bring the problem to the attention of management in their report and management will decide on the appropriate course of action.
- All families will be notified of any use of chemicals.
- Any use of chemical products should only be conducted outside the hours of the children and educators' presence in the building.
- All action will be taken to remove the children, educators, families and visitors from the environment for as long as is safe and viable.

Managing the indoor and Outdoor Environment:

INDOOR ENVIRONMENT:

1. The Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with the space requirements prescribed in the National Regulations.
2. The services indoor environment will be smoke free.
3. 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 where possible including:

- Signing children in/out of the service.
- Collection of fees, answering phones, and maintaining daily records.
- Educators and families to talk in confidence.
- Children to store their bags and belongings.
- Storage of equipment, food, dangerous materials, and family records.
- Preparation of food and drinks.
- Kitchen and other refuse.
- Cleaning of equipment.
- Male and female toilet, hand basins and hand drying facilities.
- Creative and other activities.
- Large and small group activities.
- Display of children's activities and work.
- Quiet space for children to retreat to or do homework or lie down if unwell.

The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment. Drawing paper and other materials will be made available to the children at all times.

- Easy access to areas should be maintained by making clear easily definable passageways and walkways through the building.
- Staff will ensure that children properly store their bags and that bags and other items are not thrown into walkways or play areas.
- All items obstructing areas are to be removed and placed in the correct storage areas.
- Areas must be set up to ensure that proper supervision can be maintained at all times.
- Access to the outdoor environment should be clear and easily accessible by the children and staff.

OUTDOOR ENVIRONMENT:

- The outdoor environment provides each child with at least 7 square metres of unencumbered outdoor space in compliance with National Regulation 108.
- The outdoor environment will be smoke free and where possible, no smoking notices will be prominently displayed.
- The outdoor space will be inspected daily for any obstacles or dangerous items and the hazard check will be recorded.
- Any hazardous items will be disposed of in a safe and careful manner prior to the children playing in the area.
- The outdoor space will be set up in a variety of ways to encourage participation.
- Areas will be made available where children can play in large or small groups or by themselves.
- Supervision should be properly maintained. Children are only to play in areas that are clearly visible to educators, and where child/educator ratios are maintained.
- Clear boundaries shall be set and enforced.
- When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.
- Adequate shade via trees and coverings will be maintained.
- As far as possible, activities will be set up in shaded areas.
- Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff/educator ratios can be maintained.

Child Protective Practices

- **MANDATORY REPORTING:**
 - A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
 - In OSHC services mandatory reporters are:

- Educators that deliver services to children
- Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
- Educators are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998.
- See the Child Protection policy for more information.

3. Considerations

Education and Care Services National Law & Regulations	National \Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S162, 165, 166, 167, 169, 170, 171, 174 R77, 82, 83, 84, 85, 86, 87, 89, 97, 98, 99, 100, 103, 105, 107, 108, 109, 110, 114, 115, 168, 170, 175, 176.	Standards 2.1, 2.2, 3.1, 4.1, 7.1 Elements 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 3.1.1, 3.1.2, 4.1.1, 7.1.2	<ul style="list-style-type: none"> • Health and Safety policies and procedures • Staffing policies and procedures 	<ul style="list-style-type: none"> • NSW Children and Young Person’s (Care and Protection) Act 1998 • Commission for Children and Young People Act 1998 • Child Protection (Prohibited Employment) Act 1998 • Ombudsman Act 1974 (with relevant Child Protection Amendments) • NSW Department of Community Services Mandatory Reporting Guidelines • NSW Child Protection Interagency Guidelines (2006) • Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 • Keep Them Safe – Information session/ overview participants manual 2009/ 2010 • My Time, Our Place. • Parent handbook • Staff handbook • Risk Assessments • Safety Checks

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Sleep and Rest Policy

1. Policy Statement

Curly Kids OOSH believes that effective rest and, where necessary, sleep strategies are important factors in ensuring a child feels safe, secure and comfortable in the service environment. The service defines 'rest' as a period of inactivity, solitude, calmness or tranquillity and is considered different to a child being in a state of sleep in regard to the school age care of children. Whilst the majority of children who access our service may never need to sleep or rest during their time at the service, it is important that educators can accommodate the rest needs of all children regardless of their age if it is needed. Examples of when this may be necessary are when children are feeling unwell, if they are tired from an excursion or if they have additional needs and their rest requirements are greater than their peers.

(National Quality Standards 2.1 and 2.2, Elements 2.1.1 and 2.2.1)

2. Procedures

Safe Sleep Practices for all Children

- In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the needs for sleep and rest of children in the service are met, having regard to the ages, developmental stages and individual needs of the children.
- The service's Sleep and Rest Policy is based on recommendations from the recognised national authority Red Nose.
- The service consults with families about their child's individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest.
- If a family's beliefs and practices are in conflict with Red Nose recommendations, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.
- The service has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.
- In meeting the service's duty of care, it is a requirement that management and educators implement and adhere to the service's Sleep and Rest Policy.
- All children will be placed on their back to rest when first being settled for a rest. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will rest with their face uncovered.
- Children's rest environments are free from cigarette or tobacco smoke.
- The rest environment, equipment and materials will be safe and free from hazards.
- Educators monitor resting children at regular intervals and supervise the rest environment.

Rest for School Age Children

- If a school age child requests a rest then there is a designated area for the child to be

inactive and calm, away from the main group of children.

- The designated rest area may be a cushion, mat or seat in a quiet section of the care environment.
- Quiet, solitary play experiences are available for those school age children who request the need for a rest or time away from their peers.
- Safe resting practices are relevant to school age children because, if they are resting or sleeping, they should be monitored at regular intervals and a school aged child's face should be uncovered when they are sleeping as described above.
- Light bedding is the preferred option if requested by the child.
- Educators will show awareness of children's comfort and avoiding overcrowding when children are in need of rest or sleep.
- Our service will provide a range of both active and restful experiences throughout the program and support children's preferences for participation.

Safe Resting Practices for a Child who is Unwell

- Refer to the service's Incident, Illness, Injury and Trauma policy for additional information.
- Child will be encouraged to rest in a quiet, comfortable and safe place.
- Child will be placed on their back to rest when displaying signs of being unwell. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will rest with their face uncovered.
- Children who are unwell will be given the highest supervision priority and monitored constantly especially if the child has a high temperature, vomited or received minor trauma to their head. For example, a child who has received a blow to the head while playing sport.
- Parents will be contacted immediately to make arrangements to collect the child as soon as possible.

The Rest/Sleep Environment and Equipment

- The service will ensure a rest or sleep space is available or can be made available to children at all times. This could include a quiet area with cushions, a book corner with beanbags, a lounge or armchair etc.
- The area and equipment will be checked regularly as part of the services safety check and hazard identification practices.
- Hygiene standards will be maintained when children use the rest/sleep area and equipment such as regularly washing pillowcases and blankets, particularly when a child is unwell.
- There may be occasions where children with additional needs will need to sleep or rest in their wheelchairs or other equipment such as a modified stroller. It is important that children are not left alone whilst sleeping in these and that the restraints are sufficiently fastened.
- The service will ensure the room temperature, airflow, noise and lighting is conducive to sleep and rest when necessary.
- Children's clothing items should be checked prior to them sleeping to ensure it doesn't present any hazards to them whilst asleep.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other service policies	Other documentation/ evidence
S165, 167 R81, 168	Standards 2.1 and 2.2 Elements 2.1.1 and 2.2.1	<ul style="list-style-type: none">• Incident, Illness, Injury and Trauma,• Providing a Child Safe Environment,• Risk Assessment• Staffing policies.	<ul style="list-style-type: none">• My Time, Our Place.• Safety checks• Risk assessments

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Social Networking and Media Use Policy

1. Policy Statement

Curly Kids OOSH will ensure that children, educators and families are not compromised on any form of social networking or related website, but that social media and associated technology is used to enhance our service and provide opportunities to the children to assist in their learning, development and entertainment.

2. Procedure

- This policy relates to accessing and using social networking platforms and applications on any device such as desktop computers, mobile phones and tablets.
- Children will not be permitted to use their own devices in the service unless permission has been gained from staff prior and it is for a specific purpose.
- Families will be requested to sign a social media and privacy agreement regarding the use of their child's image (still or motion) by the service. If a parent has not signed an agreement the service will act as if they do not wish images of their child to be used by the service.
- When a family has given permission for their child's image to be used by the service, the child shall have the final say as to whether they wish any particular image to be used. Children can also decide they do not wish any image to be used, even if permission has already been given by a parent. In all instances the child's permission shall be sought prior to the use of any image and they shall be informed it is perfectly reasonable to say 'No'.
- Use of devices by students on placement or volunteers requires prior service approval. The use of images of children at the service by students requires the approval of the relevant child's guardian. Images can only be used for assessment purposes.
- Only an authorised staff member or member of management can add or amend information on the service's social media sites without seeking prior approval. The authorised staff member or management person can also provide permission to other staff to add or amend information on the service's social media sites where necessary.
- Social networking websites should not be accessed while at work unless with the express permission of management.
- Staff who can access a social networking site via their mobile phones are not to do so during their shifts at the service and are not to use their camera or video phones to take photos/pictures while at the service unless approval has been granted by a supervisor.
- Unless by prior approval from management/Nominated Supervisor, no information about what happens at the service should be posted on a social networking website, nor should any

photos taken at the service or on an excursion be put on a social networking forum. If a staff member puts photos of a child or children enrolled at the service on a social networking website, families will immediately be contacted, and the staff member asked to remove it immediately. If necessary, the social networking website will be contacted to delete the photos. The staff member will face an inquiry into their actions and possibly face termination of employment.

- Please be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about service families or other staff on social networking websites. A staff member doing so will face an inquiry into the situation by management and any involved party and depending on the severity of the situation may face possible termination of employment.
- Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, staff will face an inquiry into their actions and depending on the severity of the situation may face possible termination of employment.
- Should a family member related to the service harass a staff member via a social networking website, management will conduct an inquiry into their actions and depending on the severity of the situation face possible termination of their child's place at the service.
- This policy also complies with state and national laws regarding social networking websites. Should a staff member break the law on a social networking website, such as, but not limited to, defamation, the service will contact the police and other relevant authorities.
- The service should review which photographs and images exist on the service's social media sites every 2 years. Image of children that are more than 2 years old should be considered for removal.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S168 R181, 183, 184	Standards 4.2, 6.2 Elements 4.2.1, 4.2.2, 6.2.3	<ul style="list-style-type: none"> • Communication with Families, • Confidentiality, • Governance and Management, • Staffing Policies. 	<ul style="list-style-type: none"> • My Time Our Place • Parent Handbook • Staff Handbook

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Staffing Policy

1. Policy Statement

Curly Kids OOSH believes that educators are the most valuable asset to the quality of care provided and that employing and keeping high quality educators is imperative. We aim to employ the best possible educators and ensure they are fit and proper for employment in children's services. A flexible, harmonious working environment is maintained, which ensures the rights of employees are met at all times with educators employed under the appropriate awards and conditions. An orientation process is conducted for all employees to ensure they are aware of the values and practices of the service. Educators receive clear guidelines regarding the expectations for their conduct and are encouraged and supported to further their skills via professional development opportunities. Grievances are addressed quickly and effectively with the highest standards of confidentiality practised at all times. All educators, volunteers, students and visitors will be informed of their expectations and requirements related to safety and the proper care of children. All practices will be in accordance with the OSHC Code of Professional Standards. We will encourage positive and open communication between all parties involved.

(National Quality Standards 4.1 & 4.2)

2. Procedures

Staff Selection

- QUALIFICATIONS:
 - **Coordinator**
 - ✓ Desirable, minimum 3 years' experience in a relevant field and demonstrated ability to work with children and staff.
 - ✓ Holds a current first aid certificate or willing to undergo training to obtain this.
 - ✓ A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
 - ✓ Awareness of child protection responsibilities.
 - ✓ Has an interest and desire to work with children.
 - ✓ Has an ability to communicate with adults, children and management.
 - ✓ An ability to supervise and support educators.
 - ✓ The Coordinator will be a minimum of 18 years of age.
 - ✓ Hold a current Working With Children Check.
 - **Assistant Coordinator**

- ✓ Relevant training as above and/or relevant experience to successfully fulfil the position.
 - ✓ Holds a current first aid certificate or are willing to undergo training to obtain this.
 - ✓ A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
 - ✓ Awareness of child protection responsibilities.
 - ✓ Has an interest and desire to work with children.
 - ✓ Has an ability to communicate with adults and children.
 - ✓ The assistant shall be a minimum of 18 years.
 - ✓ Hold a current Working With Children Check.
- **Nominated Supervisor**
 - ✓ Must be 18 years of age minimum.
 - ✓ Have adequate knowledge and understanding of the provision of education and care to children.
 - ✓ Have an ability to effectively supervise and manage an education and care service.

RECRUITMENT: SELECTION PANEL

- When a position becomes available, management will appoint a panel to conduct the selection process.
- Three people will be on the panel, two members of management and the Coordinator if selecting an assistant. A convener of the panel will be nominated.
- Where the position is for the outgoing Coordinator, a staff representative will be placed on the panel
- The panel responsibilities will include:
 - ✓ Approving the job description and select criteria for the position.
 - ✓ Determining the method and placement of advertising and place the advertisement including notification of the Working With Children Check (WWCC).
 - ✓ Asking applicants to consent to screening.
 - ✓ Short-listing the applicants.
 - ✓ Arranging interview questions, date and time.
 - ✓ Contacting the applicants for interview.
 - ✓ Conducting the interviews.
 - ✓ Arranging for the WWCC to be verified on the preferred applicant.
 - ✓ Making a decision on a suitable applicant, which is put before management for final approval.
 - ✓ Offering the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted.

- ✓ Setting the date for the commencement of employment and orientation of the new person.
- ✓ Preparing letter of employment and contract.

RECRUITMENT: ADVERTISEMENTS

- Advertisements shall be placed at least in the local and regional papers.
- Advertisements are to include:
 - Job title.
 - Specific employment information, including hours of work and Award rate.
 - Include that a WWCC is required.
 - Advice to applicants to include their contact telephone numbers, a resume, a minimum of (2) referees with at least one a work reference, and full contact details.
 - Closing date and postal/email address for applications.
 - Contact name and number where the applicant can obtain more information.

RECRUITMENT: INTERVIEW

- The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The panel will decide who will ask each question.
- The panel shall draw up a list of essential requirements for each answer.
- No longer than 5 days after the closing date the panel will meet to discuss the applications, develop a short list and decide on the interview date and times.
- An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
- A nominated person on the selection panel will contact the applicants to determine the time and date of interview.
- Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
- Each applicant will be asked the same questions with their answers recorded.
- The panel can use a rating scale to evaluate each applicant's answers.
- Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
- Should management have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new questions.
- Management will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the

applicant the position in a 'child related' field.

- Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.

RECRUITMENT: NOTIFICATION

- Applicants will be given an approximate time that they will be contacted regarding their success for the position.
- A person on the selection panel will notify the successful applicant and negotiate a starting date. Preferably offers of employment will not be made until the screening check has been completed. If this is not reasonably practical, the employment is to be offered subject to the check being completed. Applicants are to be notified of this condition.
- A letter of confirmation will be sent to successful applicant requesting acceptance in writing.
- After the appointment has been made and accepted the other applicants will be notified that the position has been filled.

RECRUITMENT: EQUAL EMPLOYMENT OPPORTUNITIES

- All educator positions will be advertised according to Equal Opportunity Legislation.
- No one will be discriminated against on the basis of their cultural background, religion, sex, disability, marital status or income.
- All applicants and referees will be asked the same questions.
- All applicants will be selected according to equal opportunity guidelines.
- Selection will be based only on suitability for the position based on the selection criteria, which have been drawn up by the panel. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet the children's needs, good communication skills, and demonstration in being a fit and proper person for the job, including Working with Children Check and appropriate answers to the interview questions.

Conditions of Employment:

- All relevant conditions set down by the award will apply to all employees.
- This includes sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.
- Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
- Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.
- Educator appraisals will take place after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.

- All educators will maintain professional behaviour at all times.
- All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.
- Educators will be paid fortnightly in the form as advised by management.
- Annual leave will be taken as negotiated with management.
- Annual Leave when necessary, will be rostered to ensure the required staffing levels are maintained at all times.
- Applications for leave must have 4 weeks prior notice and be approved by management.
- Management, based on each individual's request, will determine applications for leave without pay.
- Each educator will supply and record their full name, address, date of birth, evidence of any qualifications they hold including first aid and the identifying number of the employees Working With Children Check.

Staff Orientation:

A member of management and the Coordinator will conduct the orientation process as soon as possible after the applicant has accepted the position.

The orientation process will include:

- Introductions to existing educators and management
- Guided tour of the service including emergency and evacuation plans, first aid kits, medication storage, allergy information etc.
- Being shown where all relevant records are kept
- Discussion about working arrangements and expectations, including professional code of conduct and duty of care
- Information about the review and appraisal system
- Opportunity to ask any questions regarding the service or expectations.
- The new educator will be provided with the following information:
 - Service operation and hours.
 - The service philosophy and policies.
 - Parent information book.
 - Service's code of conduct.
 - Job description.
 - Emergency procedure duties.
 - List of current educators, management and their positions.
 - Terms and conditions of employment.
 - Union membership information.
 - Superannuation information and forms.
 - Taxation forms.
 - Probation period and review and appraisal procedure.
 - Appropriate lines of communication with educators and management.
- After the period of one week, management will sit down with the new employee to address any further issues they may have once they have been in the service.
- All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current

understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

Staff Professionalism:

- The OSHC Code of Professional Standards, duty of care and expectations will be discussed in the initial orientation process of all new educators.
- Educators will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children.
- Professional behaviour in all areas will be reviewed as part of the ongoing employment of all educators.
- Management, in conjunction with the Coordinator, will immediately address any breach in the professional expectations outlined. If the concern involves the Coordinator, two representatives from management, will conduct the discussion.
- All discussions will be recorded and standard of behaviour and expectations clearly explained.
- Any further problems will be addressed as per the grievance procedure.
- Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies, they are to raise this with the Coordinator or management liaison officer.
- Educators will be expected to know, understand and perform their duties as per their job description.
- Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.
- Educators will be expected to start duties on time.
- Educators will be expected to dress appropriately for their duties.
- Educators must not attend work under the influence of drugs or alcohol.
- Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
- Educators will use only suitable language that is not offensive to other educators, families and children.
- Educators will be expected to follow all confidentiality issues.
- The service is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children.
- Educators will be expected to know and follow the child protection policies.
- The quality of the service and positive working environment is dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.
- The maintenance of good teamwork will be an expectation outlined in all job descriptions.
- Any conflicts that arise must be addressed as outlined in the grievance procedure.

In-service Training and Development:

- Management will ensure that sufficient funds are made available in the budget for all training and development.
- The Coordinator will inform management of any specific training and development needs of the educators.
- Appraisals and the services requirements will be used to ascertain further training needs.
- The Coordinator, in conjunction with management, will access all training available and determine what will be attended and by whom.
- Where possible a yearly plan of training will be made, including dates, educators attending, and costs.
- All educators will be given the opportunity to be involved in some form of training throughout the year.
- All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
- A variety of training methods will be used including:
 - Internal workshops, which can be conducted by educators or outside presenters.
 - External meetings with other service to exchange ideas.
 - Time allocation made to educators to review any new resources that may be of value.
 - External workshops, conferences and seminars.
 - Accredited short courses provided by registered training organisations.
- Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.
- All educators will be considered to be at work for the duration of any training activity they attend for the service.
- The service will cover the costs of all authorised training. The individual however will cover tertiary study costs.

Review and Appraisal:

- All educators will be informed of the appraisal system on acceptance of the position and given details in the orientation process.
- An initial review will be undertaken after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
- All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
- The appraisal system shall clearly state the expectations for each position and identify clear

performance measures.

- The appraisal system shall ensure two way communication is maintained and is used as a positive avenue for improving staff performance.
- The appraisal system can be used, as a tool to identify future training needs of the educators.
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:
 - Action plan developed to identify areas for improvement. This will include a time frame for further review.
 - Training areas identified and put into place as soon as possible.
 - Support and guidance given to the educator to help them through the process and assist them in achieving the required standards.
 - The support can be given through the Coordinator or the management liaison officer.
 - A record made of the above, dated and signed by both parties.
 - Should no improvement be made by the next review then further action will be taken.
- If the educator is still dissatisfied, then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

Grievance Procedures:

- On commencement, all educators and management members will be given the guidelines for grievance procedure.
- To facilitate communication between educators and management, management will annually appoint one of its members as the Liaison Contact.
- Educators and management will annually be offered the opportunity to participate in some form of conflict resolution training.
- All persons involved in the grievance should attempt to resolve the issue through informal discussion and use of problem solving techniques.
- Persons directly involved in a legitimate grievance process will be expected to continue to conduct themselves at and around the service in a professional manner.
- Malicious or vexatious claims will not be tolerated and will be the subject of disciplinary action where appropriate.
- Any problem, complaint or concern arising between educators or between management should be dealt with by the persons concerned as close to the event as possible in order to avoid an escalation of the issue.
- Meetings of educators and/or management provide regular opportunities to raise and discuss general issues or concerns about the service. All discussions will be conducted in a confidential manner and involve only relevant persons. Only when all parties agree there is a benefit, should the discussion broaden to involve children and/or parents as

appropriate.

- Either party may withdraw their grievance at any time. However, where the grievance identifies other issues of concern, management may decide to investigate those other issues.

FORMAL GRIEVANCE PROCEDURE

- Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.
- Grievance between educators:
 - As appropriate, the Coordinator, or the Liaison Contact should now be briefed about the grievance and its current status.
- Grievance between committee members:
 - The whole committee should be briefed.
 - The grievance(s) will firstly be investigated by the Coordinator or management as appropriate.
- The investigation will involve:
 - Interviews with both parties and/or witnesses
 - Assessment of relevant documentation e.g. job descriptions, policies etc.
 - Preparation of a clear description of the issue
 - Arranging a formal meeting between parties
 - A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting and will prepare a written record of the outcome(s) of the meeting.
 - Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist.
- The meeting will:
 - Identify the issue(s) of concern and persons who are involved
 - Arrange all parties to be involved and to put forward their views
 - Identify alternative solutions
 - Attempt to reach a mutually satisfactory resolution of the issue(s).
- At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting but may offer support and advice to their party during the meeting.
- A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
- The neutral party will inform management of the meeting's outcome(s).
- Management will ensure that outcomes are included in job descriptions or service policies as appropriate.
- If one party remains dissatisfied with the meeting's outcome(s) then this should be put in

writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.

- Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the disciplinary procedure will be followed.

Disciplinary Action:

- It is important that the educators are fully aware of their expectations as an employee in the service and that clear guidelines are given regarding educators' duties, code of conduct and professionalism.
- Management will ensure that all educators are given clear job descriptions and orientation into the position with opportunity to clarify any issues.
- Educators are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.
- Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.
- Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.
- Educators have the right to appeal against any allegation and the right to speak on their behalf or to have a union representative appear on their behalf.
- The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process.
- Should educators fall below clearly identified standards then the Management will:

- **STEP 1: VERBAL WARNING.**

1. 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.

2. Indicate what should happen to improve the situation and how the educators can improve their performance.

3. Identify any support needed to assist the educator to make the changes and take steps to implement these.

4. Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)

5. Give an opportunity for the educator to respond to the concerns and seek union representation if required.

If this resolves the issue, then there is no need to go any further.

- **STEP 2: WRITTEN NOTICE.**

1. Where the problem continues to occur the educator will be given written notice of the complaints against them.

2. A formal documented interview with management will take place. The educator should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.

3. The educator will be given at least 48 hours' notice of the meeting.
4. Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.
5. The aim of the meeting is to negotiate how the situation may be improved.
6. The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.
7. The educator will be granted another probationary period.
8. The educator will be informed at this stage that termination will be considered if no changes occur.

If this resolves the issue, then there is no need to go any further.

○ **STEP 3: FINAL WRITTEN WARNING.**

1. If the problem still persists another meeting of management should be called, and the educator given notice to attend.
2. The matter should be discussed as per the first meeting and further action considered.
3. At this stage the educator will be given a "final written warning".
4. Again the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.

If this resolves the issue, then there is no need to go any further.

○ **STEP 4: TERMINATION OF EMPLOYMENT.**

1. If the problem still continues after the 3 warnings, another special meeting of management will be called, and a decision made as to the employment of the educator.
2. If management believes that the educator's performance is unlikely to improve then the educator will be dismissed.
3. A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.
4. The educator may be paid out in lieu of such notice.

PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR:

- Where an educator in the workplace:
 - Intentionally endangers life.
 - Is found stealing.
 - Reports to work under the influence of drugs or alcohol.
 - Inflicts or threatens physical or sexual abuse or harassment.
- ✓ The Coordinator or management will suspend the employee without loss of pay pending an investigation.
- ✓ The investigation is to be completed within 72 hours and an interview date determined.

- ✓ If the employee is a union member the union representative will be informed.
- ✓ The interview is to be attended by the Coordinator, a nominated representative of management, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.
- ✓ When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.
- ✓ All the relevant records will be recorded on the employees file.
- ✓ If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

Relief Educators:

- The service will employ relief educators on a casual basis to fill short-term vacancies or absences
- The Coordinator will keep a register of relief educators, which will be maintained and updated regularly.
- A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register
- Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief educator list.
- Unless in an emergency, all relief educators will need to have been through an interview with the Coordinator, have referees and references checked, and are deemed a fit and proper person to care for the children.
- When no one from the services list is available to fill the position, the Coordinator may contact another Out of School Hours service to employ someone they recommend from their relief list
- When necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision or limiting their direct access to children.
- Job descriptions will be drawn up for all relief educators.
- Relief educators will be asked to fill out a casual work agreement before commencement of duties.
- The Coordinator will, where possible, provide a modified induction to the service, which will include a tour of the service, introductions to educators, a copy of the staff handbook, job description for relief educators, code of conduct and copies of relevant policies. The Coordinator will ensure that they are fully aware of their duties and the services expectations prior to commencement.
- Relief educators must adhere to all areas of confidentiality.
- Anyone who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification such as a specific service safety vest or hat (so the children know they may go with that person) and a copy of the procedure for missing or absent children.
- All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

Volunteers, Students and Visitors:

VOLUNTEERS

- All volunteers must be interviewed by the Coordinator and provide two suitable referees and where possible references, before they will be able to work in the service. All volunteers will be required to comply with the WWCC guidelines.
- A job description will be drawn up for volunteers, clearly outlining their duties and expectations of the service.
- The Coordinator will provide a modified induction to the service, which will include a tour of the service, introductions to educators, job description for volunteers and code of conduct. The Coordinator will ensure that they are fully aware of their duties and the services expectations.
- All volunteers will be required to sign on and off.
- Volunteers will be given a copy of relevant policies such as behaviour management.
- Volunteers are not to discuss children's development or other issues with families.
- Volunteers must adhere to all areas of confidentiality.
- Volunteers should never be left alone with or in charge of any children.
- Volunteers will not be used to do tasks that the employed educators normally do.
- Volunteers will be supernumerary when calculating basic educator: child ratios, except on excursions.
- Volunteers will be invited to take part in social activities of the service.

STUDENTS

- Placements will be offered to high school students who wish to gain work experience as part of a school program.
- The participating school must initiate the work experience, identify the student's suitability and work with the Coordinator in relation to times and expectations.
- The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services. The training organisation must initiate the placement, identify the student's suitability and work with the Coordinator in relation to times and expectations. The training organisation must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- All placements will be negotiated through the Coordinator and placement be only accepted on the discretion of the Coordinator based on issues such as educator's ability to supervise and be available to help the students.
- After the Coordinator sees the placement as worthy, they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
- Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
- Students should be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the families.
- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used to do tasks that the employed staff normally do.

VISITORS

- Visitors may be invited to the service to stimulate the children's program.
- Visitors could include local people or family members with a skill or ability to share with the children and educators or local community resources such as police, fire brigade etc.
- All other visitors must make an appointment to see the Coordinator at a convenient time.
- Professional access to the service will be at the discretion of the Coordinator or management or when required by law to do so.
- Professionals include, union representatives, State and Federal Government Departmental Officers, Occupational Health and Safety inspectors, building inspectors and police officers.
- Any unwelcome visitor will be calmly asked to leave the service. If they refuse, the Coordinator or educator directed by the Coordinator will call the police for removal. See the services Emergency and Evacuation policy for further information.
- No educator is to try to physically remove the unwelcome person but try to remain calm and keep the person calm as far as possible.

Educator: Child Ratios:

- The educator: child ratios as outlined in the National Regulations will be met at all times.
 - ✓ There will be a maximum of 15 children to 1 educator.
 - ✓ There will be a maximum of 10 children to 1 educator for excursions.
 - ✓ There will be a maximum of 5 children to 1 educator for swimming.
- There will be a minimum of 2 educators present at all times with the exception of single staff model services.
- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service.
- If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
- Volunteers will only be counted on excursions to make up the higher number of educators required, or when temporarily employed.
- Students will not be counted as part of the educator: child ratio, at any time.

Communication:

EDUCATORS/MANAGEMENT

- Educators and management are to treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- The Coordinator is the main line of communication between the educators and management.
- Educators can raise any issues with management through the Coordinator. The Coordinator will ensure that this is drawn to management's attention through the monthly report.
- Where necessary, educators will be invited to management meetings to discuss their concerns.

- Where the matter is seen as urgent, the Coordinator may raise the issue with management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.
- If educators have an issue they do not wish to address with the Coordinator they may personally write to management identifying the problem and asking for the help of management. A copy of this letter must be given to the Coordinator.
- The issue should be raised at the next management meeting. The educator involved will be asked to attend the meeting to personally discuss the issue.
- Where there is a distinct conflict between an educator and management, the educator or management member can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

EDUCATORS/FAMILIES

- Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
- Educators and families will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be judgemental towards families and will respect their need to use childcare.
- Educators will accept family's individual differences in raising their children and in all cultural issues.
- Educators will ensure families are greeted and farewelled in all sessions.
- Educators will maintain regular, open communication with families. Educators should inform families personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.
- Educators will regularly talk to families about the child's interests or activities and respond to suggestions from the families.
- Educators will regularly talk to families about the child's cultural needs and celebrations and respond to these.
- When family members contact the service to see how a child is settling in, educators will provide them with information regarding the child's participation and wellbeing.
- Conversations will be maintained at a positive level.
- Communication with families will be maintained in a variety of ways such as:
 - Greeting and farewelling
 - Personal conversations
 - Notice boards
 - Parent handbooks
 - Newsletters
 - Information from management
- Educators will ensure that families are fully aware of all lines of communication and ensure these are followed.
- Educators will be aware of their limitations in relation to family's problems and ensure they are referred to the appropriate people when required.
- Families and educators are requested to maintain confidentiality at all times and conversations with families will never jeopardise supervision levels.

EDUCATORS/CHILDREN

- Educators and children are to treat each other with respect, courtesy and understanding.
- Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
- Appropriate language is to be maintained at all times.
- Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.
- Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
- Educators will greet and farewell children each session.
- Educators will initiate conversations with all children and develop an understanding of the child and their interests.
- Educators will give praise and positive feedback to the children as often as possible.
- Educators will form friendly and warm relationships with the children in their care.
- When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
- Children will never be singled out or made to feel inadequate at any time.
- Educators will not threaten or verbally abuse the children in any way.

EDUCATOR/EDUCATOR:

- Educators are to treat each other with respect, courtesy and empathy.
- Appropriate language is to be used between educators at all times.
- Educators are expected to work together as a team and be supportive of each other in the workplace.
- Staff meetings are appropriate times to raise matters of interest or concern to other educators. The Coordinator will arrange for educators' contributions to be placed on the meeting Agenda.
- Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
- Educators are to read the daily communication book prior to the commencement of each roster.
- Educators will familiarise themselves with the content of all notices displayed around the service.
- An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
- Educators should not unnecessarily involve families or other educators in their matters of grievance or complaint.

Staffing Arrangements:

- The service's Nominated Supervisor will be responsible for the service at all times regardless of their attendance at the service. It is the responsibility of the Approved Provider to select one or more Nominated Supervisors, have their acceptance of the role documented and advise the Regulatory Authority of their choice and any changes that arise.

- In the absence of the Nominated Supervisor at any time, a Responsible Person will be selected to be in charge of the daily operation of the service. See the services Determining the Responsible Person policy for further information.
- This person will not adopt the Nominated Supervisor's responsibilities during this time. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.
- The service will appoint an Educational Leader and display the name of this person for families should they wish to discuss the service's programming practices.
- At all times the service is operating, there will be at least one educator/staff member who holds a current approved first aid, anaphylaxis and asthma management qualification.
- Educators will record their name and the hours they have worked directly with children each time they are working in the service. This record will also include the name of the Responsible Person, the Educational Leader, and the names of any students and visitors.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service policies	Other Documentation/ Evidence
R82, 83, 84, 117, 118, 136, 146, 147, 148, 149, 150, 151, 155, 156, 168, 170, 173, 176, 181.	Standards 4.1 & 4.2 Elements 4.1.1, 4.1.2, 4.2.1, 4.2.2	<ul style="list-style-type: none"> • Determining the Responsible Person Policy • Providing a Child Safe Environment Policy. • Interactions with Children Policy. • Governance and Management Policy • Confidentiality Policy. • Supervision Policy 	<ul style="list-style-type: none"> • Child Protection Legislation. • Workplace Health and Safety Legislation. • My Time, Our Place. • Children’s Services Award 2010. • OSHC Code of Professional Standards. • Staff Handbook

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 11th July 2023

Supervision of Children Policy

1. Policy Statement

Curly Kids OOSH believes that the supervision of children in our care is of paramount importance and that we all have a responsibility to protect the health and safety of each individual at all times. Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. Effective supervision also allows educators to engage in meaningful interactions with children. Our service is committed to:

- Complying with the Education and Care Services National Law and Regulations at all times.
- Ensuring that children are supervised at all times;
- Considering the design and arrangement of children's environments to support active supervision;
- Using supervision skills to reduce or prevent injury or incident to children and adults;
- Guiding educators to make decisions about when children's play needs to be interrupted and redirected;
- Supporting educators and their supervision strategies;
- Providing consistent supervision strategies when there are staffing changes; and
- Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children is increased.

(National Quality Standard 2.2, Element 2.2.1)

2. Procedures

Planning for Supervision

- Ratios:
 - In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children. This ratio will reduce to 1 educator for every 8-10 children when on an excursion outside of the service premises.
- Supervision Zoning:
 - Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. The service will ensure a zoned map is on display that shows educators the area they are primarily responsible for supervising. A marker within each zone on the map will demonstrate the most effective vantage point for effective supervision. This will be a location that allows for the educator to see and/or hear the children accessing that zone and acts as a guide only. Educators will move throughout the zone freely and not

remain fixed unless the level of supervision required them to be.

- All educators will be involved in the preparation of the zone map and will physically walk the areas to determine where the most effective zones and vantage points are located.
 - Each zone will have different duties required of the educators supervising them. The service will ensure each zone has a documented list of the expected duties required in each zone. When creating these duty lists, the Coordinator will take into account the number of children who may access that zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising a school oval with 15 children on it to also be responsible for children as they walk between the oval and the indoor facility unless there is a clear view of their walking path. If the path is obstructed, it may be necessary to have an educator positioned somewhere between the two locations. This would be described in that zone's duty list. A strategy for children accessing toilet facilities will be included in the services zoning plans and duty list.
- Rosters:
 - To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. When creating a roster, the Coordinator will take the number of expected children enrolled into consideration.
 - As well as a shift roster, the service will also assign educators a zone in accordance with the zone map described above. Educators will rotate their assigned zones each shift so that they are familiar with the supervision requirements in each zone and also to build relationships with all of the children as they move around the service.
- Team Approach:
 - Each educator comes to the service with their own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the service has a team approach when it comes to the way supervision is performed and why it is so critical to their work. The service will regularly discuss supervision practices at meetings and explore each educator's definition of what supervision means to them and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken.

Minimising Risk

- Risk Assessments:
 - Each supervision zone of the service comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere in the service it may be necessary for certain zones to have a risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.
 - The service will ensure that any area deemed 'high risk', based on the volume

of children accessing it, the activities that happen in that zone or the number of 'near misses' that have occurred there, will have a designated risk assessment and accompanying management plan or strategy. This may be included as part of the service's daily indoor/outdoor safety check.

- Access:
 - Educators will ensure that children are unable to/understand not to access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.

The Principles of Active Supervision

Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.

It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist educators to predict children's play patterns, which affects how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

Important: Single staff model services, where the educator is alone with children for the majority or all of the time, will need to modify their strategies to supervise children because they are unable to rely upon colleagues to assist them. This may involve strategies such as having the group of children all indoors or all outdoors at any given time depending on the visibility available, giving older children more responsibilities in assisting younger children and notifying families that discussions may need to wait until other times if the distraction could put children at risk of harm. Single staff model services obviously still need to consider the safety of children to be paramount at all times, however Management in these cases also need to recognise the difficulties faced for those educators who are working alone and ensure they provide adequate support and information for educators to maintain their supervision standards.

- *Knowledge:*
 - ✓ Understanding each child's abilities and skill level by developing meaningful relationships with all children and engaging in their play.
 - ✓ Using clear and simple rules and boundaries that are developed with and known to all children and consistently applied by educators and enforcing strategies for when children do have to move out of play areas such as buddy systems for toilet access etc.
 - ✓ Checking the environment for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.
- *Vigilance:*

- ✓ Educators positioning themselves in strategic positions where they can see and hear children.
 - ✓ Educators scanning constantly with both sight and hearing for any hazards or issues which may pose a risk to children's health, well-being or safety.
 - ✓ Circulating the play areas where children are situated.
- *Empowerment:*
 - ✓ Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.
 - ✓ Support children to determine safe and unsafe practices.
 - ✓ Encourage children's confidence in reminding their peers about safe practices and to alert an educator if there is a problem.

Supervision Outside of the Service

- Transporting children to and from the service:
 - ✓ There are obvious hazards that can be identified when children are outside of the service environment. Such times may include excursions, when children are collected and dropped off at school and when moving between the service and extra-curricular activities. Educators will discuss and document the potential hazards and risks associated with the transportation of children whether it be via walking, buses or other modes. A documented risk assessment will be available if the activities of children during these transitions are deemed high risk.
 - ✓ Educators will ensure that children are supervised at all times whilst under the care of the service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.
 - ✓ Educators will ensure they are familiar with the procedures for locating a missing child who has not arrived at their expected collection point.
 - ✓ Educators will ensure that children using public bathroom facilities will be accompanied where possible and that head counts and role calls occur regularly.

Partnerships with Children

- ✓ Our service involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators which then allows them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.
- ✓ The age of children in our service range greatly, which reflects various levels of play behaviour. Educators will assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do or if children are doing an activity that poses a greater risk, that will affect the level and

type of supervision given to that area.

- ✓ Educators respect all children’s rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play and limit setting.
- ✓ Educators supervision levels will add to and enrich the play of children and only disrupt activities if there is a need due to hazard and risk identification.
- ✓ Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other service policies	Other documentation/ evidence
S51, 165, 166, 167, 170, 171 R82, 83, 99, 100, 101, 102, 115, 123, 155, 168	Standard 2.2 Element 2.2.1	<ul style="list-style-type: none"> • Excursion, • Child Protection, • Delivery and Collection of Children, • Incident, Illness, Injury and Trauma, • Interactions with Children, • Providing a Child Safe Environment, • Risk Assessment, Staffing and Water Policies. 	<ul style="list-style-type: none"> • My Time, Our Place. • Service newsletters/ parent notices • Zone Maps and duty lists • Attendance records • Safety checks • Risk assessments

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 10th July 2023

Water Safety Policy

1. Policy Statement

Curly Kids OOSH will plan experiences with appropriate levels of challenge where children will be encouraged to explore, experiment and take appropriate risks (“My Time, Our Place”, Outcome 4), including the use of water as a medium for play in both the outdoor and indoor environment and on excursions.

Water use will be supervised at all times to ensure the safety of children is a priority. The hygienic state of water will be assessed before it is used for children’s play.

The safety and supervision of children is paramount when in or around water. This relates to water play within the service as well as excursions near or at bodies of water whether the children are entering the water or not.

2. Procedures

Water Safety in relation to excursions

- The service recognises the risks posed by bodies of water. The service will ensure that every precaution is taken so that children are able to enjoy water-based activities safely. Risk assessments will be carried out for programmed water-based activities.
- Whilst the Regulations do not specify a specific educator to child ratio for activities where water is a feature, the recommended excursion ratio of 1:8 is considered best practice and this may need to be adjusted should the water be risk assessed to pose a higher hazard such as unfenced water areas, areas where there will be a large group of children etc. A ratio of 1:5 is recommended for excursions where children are swimming and entering the water. It must also be noted that in sections 165, 167 and 169 of the National Law there are clear statements about adequate supervision. A range of factors shall determine the adequacy of supervision, including:
 - ✓ Numbers, ages and abilities of the children
 - ✓ Number and positioning of educators
 - ✓ Each child’s current activity
 - ✓ Areas where children are playing, in particular the visibility and accessibility of these areas
 - ✓ Risks in the environment and experiences provided to children
 - ✓ Educators’ knowledge of each child and each group of children, the experience, knowledge and skill of each educator.
- Definition of a body of water:
 - ✓ Swimming pools and /or water fun parks
 - ✓ Wading pools
 - ✓ Lakes
 - ✓ Ponds

- ✓ The sea / ocean
- ✓ Creeks
- ✓ Dams
- ✓ Rivers
- ✓ Equipment used by the service that could contain 5cm or more of water and would allow a child to submerge both nose and mouth at the same time.

(b) Water safety in relation to water-based activities within the service

- Water use within the service will be supervised to ensure that the safety of children, and educators is a priority. The hygienic state of water will be assessed before it is used for children’s play.
- At the completion of the activity the water containers will be emptied, and the containers turned upside down or packed away. Educators will ensure water troughs or containers for water play are filled to a safe level. Children will be discouraged from drinking from these water vessels.
- Children will be instructed in the safe use of equipment used during water-based activities, for example, slip and slide, water pistols, bubble machines, etc.
- Any buckets of water that may be used for cleaning or hand washing will not be left unsupervised near the children and will be emptied immediately after use
- The children’s play areas will be checked each morning to ensure that no containers or pools of water are accessible to children. If rain occurs during the day, outdoor play areas will be checked for safety prior to the children entering the outdoor environment.

3. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S165, 167 R99, 100, 101, 102, 168	Standard 2.2 Element 2.2.1	<ul style="list-style-type: none"> • Providing a Child Safe Environment policy • Excursion policy 	<ul style="list-style-type: none"> • My Time, Our Place. • Work, Health & Safety Act 2011. • Risk Assessments • Safety Checks • Authorisation Records

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 14th September 2019

This policy was last updated on 11th July 2023

Sun Protection Policy

1. Policy Statement

Too much of the sun's UV can cause sunburn, skin and eye damage and skin cancer. UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer in later life. Australia has one of the highest rates of skin cancer in the world, with two in three Australians developing some form of skin cancer before age 70.

Purpose

This sun protection policy provides guidelines to:

- ensure all children, educators and staff are protected from over-exposure to UV radiation;
- ensure the outdoor environment provides shade for children, educators and staff;
- ensure children are encouraged and supported to develop independent sun protection skills;
- support our service's strategies to meet its duty of care and occupational health and safety obligations to minimise harmful UV exposure for children, staff and visitors.

2. Procedures

- To assist with the implementation of this policy, educators and children are encouraged to access the daily local sun protection times via the [SunSmart widget](#) on the service's website, the free [SunSmart app](#), or at sunsmart.com.au or myuv.com.au.
- The sun protection measures listed are used for all outdoor activities during the **daily local sun protection times**. (The sun protection times are a forecast from the Bureau of Meteorology for the time of day UV levels are forecast to reach 3 or higher. At these levels, sun protection is recommended for all skin types. UV levels regularly reach 3 or higher from mid-August to the end of April.

Environment

Seek shade

- Management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area.
- The availability of shade is considered when planning all outdoor activities and excursions.
- Children are encouraged to choose and use available areas of shade when outside.
- Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.

Behaviours

1. *Slip on sun protective clothing*

- Children wear loose-fitting clothing that covers as much skin as possible. Clothing made from cool, densely woven fabric is recommended. Tops with elbow length sleeves, and if possible, collars and knee length or longer shorts and skirts are best. If a child is wearing a singlet top or shoestring dress, they will be asked to choose a t-shirt/shirt to wear over this before going outdoors. Rash vests or t-shirts are used for outdoor swimming and water activities.

2. *Slap on a sun protective hat*

- All children and educators wear hats that protect their face, neck and ears, i.e. legionnaire, broad-brimmed or bucket hats. Baseball or peak caps and visors are not considered a suitable alternative.

3. *Slop on sunscreen*

- Children provide their own SPF30 (or higher) broad-spectrum, water-resistant sunscreen **and/or** the service supplies SPF30 (or higher) broad-spectrum, water-resistant sunscreen for staff and children's use.
- Sunscreen is applied in accordance with the manufacturer's directions (applied at least 20 minutes before going outdoors and reapplied every two hours, or more frequently if sweating or swimming).
- Strategies are in place to remind children to apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).
- Sunscreen is stored in a cool place, out of the sun and the expiry date is monitored.

4. *Slide on sunglasses [if practical]*

- Where practical children wear close fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

Learning and skills

- Sun protection is incorporated into the learning and development program.
- The sun protection policy is reinforced by educators and through children's activities and displays.
- Educators, staff and families are provided with information on sun protection through family newsletters, service handbook, noticeboards and the service's website.
- When enrolling their child, families are:
 - informed of the service's SunSmart policy;
 - asked to provide a suitable sun protective hat, covering clothing and sunscreen for their child;

- encouraged to use sun protection measures themselves when at the service.

OHS

- As part of OHS UV risk controls and role-modelling, educators, staff and visitors:
 - wear a suitable sun-protective hat, covering clothing and, if practical, sunglasses;
 - apply sunscreen; and
 - seek shade whenever possible.

Monitoring and review

- All staff, including management and educators, monitor and review the effectiveness of the sun protection policy and revise the policy when required (at least once every three years).
- The sun protection policy is available to staff, students, families and visitors.

Relevant documents / links

- [Victorian Early Years Learning and Development Framework](#) (VEYLDF) (May 2016)
- [National Quality Standards](#)
- Victorian School Building Authority [Building Quality Standards Handbook](#) (BQSH): Section 5.1.4 Shade Areas (2018)
- DET School Policy & Advisory Guide (SPAG) [Sun & UV protection](#) (2019)
- DET [Outdoor activities](#) (2018)
- [Get Up & Grow: Healthy eating and physical activity for early childhood](#) (Section 2) 2009
- Victorian Institute of Teaching (VIT) [The Victorian Teaching Profession Code of Conduct](#) - Principle 3.2
- [Australian Professional Standards for Teachers](#) (APST) – Standard 4.4 and 7.2
- ARPANSA [Radiation Protection Standard for Occupational Exposure to Ultraviolet Radiation](#) (2006)
- Safe Work Australia: [Guidance Note – Sun protection for outdoor workers](#) (2016)
- AS 4174:2018 Knitted and woven shade fabrics
- AS/NZS 1067.1:2016, Eye and face protection - Sunglasses and fashion spectacles
- AS/NZS 4399:2017, Sun protective clothing - Evaluation and classification
- AS/NZS 2604:2012 Sunscreen products - Evaluation and classification
- Australian Government Therapeutics Goods Administration (TGA) – Australian regulatory guidelines for sunscreens: [4. Labelling and advertising – directions for use of the product](#)

- AS/NZS 4685.0:2017, Playground equipment and surfacing - Development, installation, inspection, maintenance and operation. *6.2.1 General considerations, 6.3.9 Shade and sun protection, Appendix A Shade and sun protection*

3. Considerations

QA 1	Educational program and practice
S 1.1 Program	The Educational program enhances each child's learning and development.
E 1.1.1	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.
E 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
S 1.2 Practice	Educators facilitate and extend each child's learning and development.
E 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
E 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
QA 2	Children's health and safety
S 2.1 Health	Each child's health and physical activity is supported and promoted
E 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
E 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
E 2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
S 2.2 Safety	Each Child is protected
E 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA 3	Physical environment
S 3.1 Design	The design of the facilities is appropriate for the operations of a service
E 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
S 3.2 Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
E 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
QA 5	Relationships with children
S 5.2 Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
E 5.2.1 Collaborative learning	Children are supported to collaborate, learn from and help each other.
QA 6	Collaborative partnerships with families and communities
S 6.1 Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
E 6.1.2	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
E 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
S 6.2 Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
QA 7	Governance and Leadership
S 7.1 Governance	Governance supports the operations of a quality service.
E 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service

4. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

5. Review details

This policy was adopted by Curly Kids OOSH on 9th September 2019

This policy was last updated on 9th September 2019

Responsible Person Policy

1. Policy Statement	126
2. Definitions	126
3. Procedures	126
4. Considerations	128
5. More information	128
6. Review details	128

1. Policy Statement

A Responsible Person must be physically in attendance at all times that the Service is educating and caring for children.

Approved Providers are responsible for appointing Nominated Supervisors and/or persons in day-to-day charge that are aged 18 years or older, fit and proper, and have suitable skills.

2. Definitions

Nominated Supervisor: A person with responsibility for the day to day management of an approved Service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of the Education and Care Service.

Responsible Person: A person who is physically at the Service and has the role of Nominated Supervisor or duly appointed person. The Responsible Person has consented to be placed in day to day charge of the Service but does not take on the responsibilities of the Nominated Supervisor rather they ensure the consistency and continuity in practices.

3. Procedures

A Responsible Person will be on the premises at all times, and the details of the Responsible Person will be readily available to families & visitors.

If the Responsible Person needs to change, they will 'hand over' obligations for the role to another duly appointed person at the Service. It is vital that the Responsible Person is documented when taking over this position. The process for determining the Responsible Person will be clear to all Educators and staff and followed at all times. Both the old and new Responsible Person will converse directly and ensure the name of the Responsible Person presented at the Service appropriately reflects who presently holds the position.

Our Service will have one Responsible Person present at all times when caring for and educating children.

A Responsible Person is:

- An Approved Provider
- A Nominated Supervisor
- A duly appointed person, 18 years or older, fit and proper, and having suitable skills.

Management will ensure:

- Responsible Persons are appointed and are:
 - Over the age of 18 years.
 - Meet the minimum requirements for qualification, experiences and management capabilities.
 - Have a clear understanding of the role.
 - Are fit and proper persons.
 - Have a minimum of 3 years' experience working as an Educator in an Education and Care Service (Recommended but not compulsory).
- A Responsible Person is on duty during both early and late shifts.
- A Responsible Person interchanges with the Nominated Supervisor in their absence.
- Responsible Persons are aware that they have to sign off when they have finished their duty and ensure that the Nominated Supervisor or another appointed Responsible Person signs on, taking on the role of Responsible Person.
- Written consent of the Nominated Supervisor role has been accepted.
- Written consent of each Responsible Person role has been accepted.
- The Responsible Person Record lists the name of the Responsible Person at the Service for each time that children are being educated and cared for by the Service.
- The Nominated Supervisor or appointed Responsible Persons sign their name and present time on the Responsible Person Record.

A Nominated Supervisor or appointed Responsible Person will:

- Sign their name & present time on the Responsible Person Record.
- Provide written consent to accept the role of Nominated Supervisor.
- Provide written consent to accept the role of Responsible Person.
- Check that the identity of the Responsible Person in charge of the Service is available to families and visitors at all times.
- Inform the Approved Provider in the event of absence from the Service due to leave or illness so they can be replaced by another Responsible Person.
- Ensure they have a sound understanding of the role of Responsible Person.
- Abide by any conditions placed on them as the Responsible Person.
- Understand that a Responsible Person placed in day-to-day charge of the Service does not have the same responsibilities under the National Law as the Nominated Supervisor.
- Notify the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings.

4. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service policies	Other Documentation/ Evidence
150, 168, 173, 177	Standards 4.1 & 4.2 Elements 4.1.1, 4.1.2, 4.2.1, 4.2.2	<ul style="list-style-type: none"> • Determining the Responsible Person Policy • Providing a Child Safe Environment Policy. • Interactions with Children Policy. • Governance and Management Policy • Confidentiality Policy. • Supervision Policy 	<ul style="list-style-type: none"> • Child Protection Legislation. • Workplace Health and Safety Legislation. • My Time, Our Place. • Children's Services Award 2010. • OSHC Code of Professional Standards. • Staff Handbook

5. More information

If you have a query about this policy or need more information, please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

6. Review details

This policy was adopted by Curly Kids OOSH on 10th July 2020

This policy was last updated on 11th July 2023

Fees Policy

1. Policy Statement	129
2. Procedures	129
4. Considerations	132
5. More information	132
6. Review details	133

1. Policy Statement

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

2. Procedures

Membership

- The service is an Incorporated Association and as such, families enrolling their child in the service are bound by the rules of the Association for the period of the child's enrolment.
- As a member of the Incorporated Association, one representative of the child's family is entitled to voting rights at any Meeting held by the service and may be nominated (with consent) for a position on the P&C OOSH Management Committee at the Annual General Meeting.

Child Care Subsidy

Child Care Subsidy is the payment made by Government to assist families with the costs of child care. It is paid directly to the service and passed on to families as a fee reduction.

Families are required to make a co-contribution to their child care fees and pay the service the difference between the fee charged and the subsidy amount.

The service is not directly involved in the calculation of a family's entitlements this is a matter between the family and Centrelink.

The family is responsible for ensuring that Centrelink has processed their information and they have logged on through myGov to confirm their enrolment at the service.

Families should ensure they provide true and complete information to Centrelink for the purposes of claiming Child Care Subsidy. This is a legal requirement of families, and the

provision of incorrect information may result in families incurring debts that need to be recovered at a later date by Centrelink and/or the service.

In the event of a dispute between Centrelink and the family or the failure of Centrelink to make a payment of subsidy to the family full fees are payable until such time as the subsidy is reinstated.

Bookings and cancellations

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

Absences

- Fees are payable for family holidays and sick days if those days fall on a day that a child is booked into the service.
- The service will provide families with information about approved and allowable absences and will adhere to the Child Care Subsidy System (CCSS) in relation to absences.

Service closure

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

Payment of Fees

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

Debt recovery

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

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

Late collection fee

- The service operates from 6:30am – 8:45am and 3:10pm - 6:30pm. Staff are unable to accept children in the service outside of these hours. Should children be present after the closing time, a late fee of \$10 per 10 minutes will apply.
- The hours and days of operation of the service will be displayed prominently within the service (Regulation 173).
- In circumstances that are beyond the control of families, for example, weather and traffic accidents, which may result in them arriving late to collect their child, the Nominated Supervisor will have discretion to decide if families will be charged the late fee.
- Families who are continually late collecting their children, without a valid reason, may jeopardise their child's place at the service. Should this be the case, the Nominated Supervisor will meet with the family to discuss this.

Methods of Payment

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

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 act, for example, to initiate debt recovery.
- Families may access their own account records at any time, or particulars of fees will be available in writing to families, upon request.

Increase of fees

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

The below maximum fees are payable for the next 5 years from 2023.

Maximum Session Fees (Fee per session/day including GST)

	Before school	After school	Vacation care	School development
Year 1	\$ 15.00	\$ 22.00	\$ 75.00	\$ 75.00
Year 2	\$ 15.60	\$ 22.88	\$ 78.00	\$ 78.00
Year 3	\$ 16.22	\$ 23.80	\$ 81.12	\$ 81.12
Year 4	\$ 16.87	\$ 24.75	\$ 84.36	\$ 84.36
Year 5	\$ 17.55	\$ 25.74	\$ 87.74	\$ 87.74

Acknowledgement of responsibility to pay fees

Families are required to read and digitally sign the payment section in XAP acknowledging the terms and conditions of payment listed in that section and authorising QuickPay to debit any amount that is owed to the service from the last invoice issued.

4. Considerations

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service policies	Other Documentation/ Evidence
168, 172(2), 173	7.3	<ul style="list-style-type: none"> Enrolment & Orientation Policy Delivery & Collection of Children Policy Confidentiality Policy Governance & Management Policy 	<ul style="list-style-type: none"> Child Care Subsidy System

5. More information

If you have a query about this policy or need more information please contact a member of the OOSH subcommittee or the P&C executive committee (president@ccnpandc.org.au)

6. Review details

This policy was adopted by Curly Kids OOSH on 10th July 2020

This policy was last updated on 10th July 2020