

# **Out of School Hours Care Services**

## **Watervale OSHC**

### **at Watervale Primary School**

**to comply with**

**Education and Care Services National Regulation 168**

**Developed by OSHCsa in consultation with the Department for  
Education and Child Development**

#### **Resources/References**

1. Education and Care Services National Regulations 2011
2. National Quality Standard for Early Childhood Education and Care and School Age Care and associated guides
3. Child Care Service Handbook
4. Other resources such as those developed by the National Childcare Accreditation Council can be found at [www.acecqa.gov.au](http://www.acecqa.gov.au) (go to the NCAC Archive).
5. The Education and Early Childhood Services Registration and Standards Board of South Australia can be contacted on 1800 882 413.

# Statement of Philosophy

The Watervale Out of School Hours Care Service is a child-focused service where:

- Children, families and staff are treated as equal and valued individuals
- The value of play is paramount and children have opportunities for challenge and ongoing learning
- Children are encouraged to develop to their full potential within a safe, caring and supportive environment that recognises the importance of families for children
- Through a positive approach, children's behaviour is guided to build their confidence and self-esteem
- The service operates according to a stated philosophy and aims to reflect the local community by encouraging participation and discussion about all issues relevant to the running of the service.

## Resources/References

1. Education and Care National Law 2010 at [www.legislation.vic.gov.au](http://www.legislation.vic.gov.au) (go to Victorian Statute Book and then to 2010)
2. Guide to the National Law and Regulations 2011 at [www.acecqua.gov.au](http://www.acecqua.gov.au) (go to publications)
3. My Time, Our Place, Framework for School Age Care in Australia at [www.acecqua.gov.au](http://www.acecqua.gov.au) (go to publications)
4. Education and Care Services National Regulations 2011 at [www.acecqua.gov.au](http://www.acecqua.gov.au) (go to publications)
5. Guide to National Quality Standard at [www.acecqua.gov.au](http://www.acecqua.gov.au) (go to publications)
6. Developing a Service Philosophy, National Childcare Accreditation Council, Fact Sheet Number 9 at [www.acecqua.gov.au](http://www.acecqua.gov.au) (go to NCAC Archive)
7. Developing a Statement of Philosophy, Department for Education and Child Development at [www.earlyyears.sa.edu.au/a8\\_publish/modules/publish/content.asp](http://www.earlyyears.sa.edu.au/a8_publish/modules/publish/content.asp)
8. Kennedy A & Stonehouse A (2004) Shared visions for Outside School Hours Care. Nunawading, Victoria, Department of Human Services Victoria

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# Risk Assessment

## (National Quality Standards 2 and 7)

Policy number: 1

Approval date: November 2014

To be reviewed: November 2015

### 1 Background

The policy on risk assessment is not specifically identified by Regulation 168. However, risk assessment is required in several key aspects of service delivery and services will need to be able to demonstrate a familiarity with the process.

With the implementation of the Regulations, there is a change in the adult to child ratio to be applied for excursions. Services must base the ratio on a risk assessment of each excursion. There remain very clear descriptions of adequate supervision (refer to the Guide to Education and Care Services National Law and Education and Care Regulations 2011). In short, the onus is on the Approved Provider and educators to ensure that every effort is applied to ensure that children are safe and to minimise risks.

There should be a regular risk assessment undertaken of emergency procedures. The application of a risk assessment process is valuable in any situation where there is some concern about an operational change, to assess the potential risks and determine how these can be most effectively minimised.

In summary, risk assessments:

- are a requirement of the National Quality Framework
- are best practice
- will minimise risks
- will provide documented evidence which may be used as defence in a court of law and assisting educators meet their duty of care responsibilities.

### 2 Policy statement

**The Watervale OSHC service complies with the requirements of the National Quality Framework and undertakes risk assessments of excursions, emergency procedures and other situations of change (such as a temporary relocation).**

### 3 Description of Risk Assessment

- What is the **context** in which risk is to be assessed?
- **Identify the risks** - Brainstorm ideas and group under appropriate risk headings. Consider the effects on other people (staff, children and others), information, physical assets and finances, and reputation. Write the final list onto a table that is a risk assessment summary.
- **Analyse risks** - Determine the consequences and likelihood of each risk. Write these onto the table next to each risk.

Consequences and likelihood could be described in the following way:

### **Consequences Likelihood**

- 1 Insignificant
- 2 Minor
- 3 Moderate
- 4 Major
- 5 Catastrophic

### **Level Descriptor**

- A Almost certain
- B Likely
- C Possible
- D Unlikely
- E Rare

Note: According to the Regulations, a risk assessment is not required for an excursion if (1) the excursion is a regular outing and (2) a risk assessment has previously been conducted for the excursion.

**Be aware of the composition of the group of children participating in the excursion as it is unlikely that the same group dynamics will be in place from one excursion to the next. A second significant variable is the skills and experience of the educators and staff involved in an excursion.**

### **A risk assessment for an excursion must -**

- Identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and
- Specify how the identified risks will be managed and minimised.

### **A risk assessment must consider -**

- The proposed route and destination for the excursion; and
- Any water hazards; and
- The transport to and from the proposed destination for the excursion; and
- The number of adults and children involved in the excursion; and
- The educator to child ratio required under the Law, and whether a higher ratio of educators or other responsible adults to children may be appropriate to provide supervision, given the risks posed by the excursion; and
- The proposed activities; and
- The likely length of time of the excursion; and
- The items that should be taken on the excursion (eg mobile phone and a list of emergency contact numbers).

## **4 Other considerations**

In instances where there is uncertainty about the identified risks that arise from a risk assessment, seek the guidance of the Approved Provider. This could result in the Approved Provider (or nominee) counter signing the risk assessment.

## **5 Resources/References**

1. Guide to Education and Care Services National Law and the Education and Care Services National Regulations 2011 at [www.acecqa.gov.au](http://www.acecqa.gov.au) (the appendices of this document also present a template for Risk Assessment Forms)
2. Education and Care Services National Regulations under the Education and Care Services National Law—2011 at [www.acecqa.gov.au](http://www.acecqa.gov.au)

# Health and Safety

## (National Quality Standard 2)

1. **HEALTH AND SAFETY**, including matters relating to
  - (i) nutrition, food and beverages, dietary requirements
  - (ii) sun protection
  - (iii) water safety
  - (iv) administration of first aid
2. **INCIDENT, INJURY, TRAUMA AND ILLNESS**
3. **INFECTIOUS DISEASES AND INFESTATIONS**
4. **MEDICAL CONDITIONS**
5. **EMERGENCY AND EVACUATION**
6. **DELIVERY AND COLLECTION OF CHILDREN**
7. **EXCURSIONS**
8. **CHILD-SAFE ENVIRONMENT**

## Nutrition Policy

Policy number: 2

Approval date: November 2014

To be reviewed: November 2015

### 1 Background

High quality nutritional food is essential for the proper growth and development of children. Providing a balanced and nutritional diet assists children to develop healthy eating strategies and practices that can set the foundation for a child's future health and eating habits. OSHC services can play a significant role in helping children develop positive attitudes and habits for healthy eating. OSHC services also offer an ideal opportunity to offer instruction relating to food handling and hygiene.

The service must meet the requirements of the Australian Food Safety Standards and ensure that its educators are kept informed of the latest information. In addition, the service undertakes to ensure that educators have the opportunity to undertake Food Handling Training.

### 2 Policy statement

**The Watervale OSHC service considers nutrition to be a vital component in the healthy development of children. The service uses the Dietary Guidelines for Children and Adolescents, developed by the National Health and Medical Research Council, as a basis for the service's policy and practices regarding nutrition. We are compliant with the food handling practices contained in Australian Food Safety Standards. Our educators and staff are asked to model best practice at all times.**

### 3 General

- Food and beverages are provided to children as part of the program and will be done so with reference to the Dietary Guidelines for Children and Adolescents.
- Nutrition information, service policy and the Dietary Guidelines for Children and Adolescents will be available for families at the service.
- Food and beverages provided are nutritious, varied and of a sufficient quantity to ensure children have an appropriate amount to meet their growth and developmental needs.
- Food and beverages supplied take into account the cultural, religious and health requirements of the children and families accessing the service.
- Children are encouraged to try new foods, but no child will be forced to eat something he/she does not like or which is inconsistent with his/her religious/cultural or dietary needs.
- Food will not be used as a punishment or reward.
- The service displays a weekly menu.
- Food and beverages are prepared and stored hygienically in accordance with the Australian Food Safety Standards.
- Educators discuss healthy eating and nutrition as part of the program.
- Drinking water is always available.
- Children are encouraged to wash hands before eating and observe the requirements of safe food handling.

### Service procedures

- Afternoon tea will be available between 3.30 and 4.30 pm and be provided by the service. It will include fresh fruit, vegetables and/or wholegrain carbohydrates.
- Children will be able to have additional fruit snacks.
- Families will be provided with the service's nutrition policy as part of the family information package and through posters and pamphlets located prominently at the service.

### 4 Other considerations

- It is recognised that, on occasion, food and beverages supplied at the service may diverge from the guidelines for special purposes and celebrations and that families will be advised of such occasions.
- The service focuses on a supply of fresh fruit and vegetables that are sourced locally wherever possible.
- Snack times will be a time of social interaction.
- Children will be encouraged to participate in snack preparation and clean-up activities as part of the service's life skills focus.

## **5 Roles and responsibilities**

### **5.1 The director will be responsible for -**

- Ensuring that the service has an adequate supply of nutritious food and beverages.
- Ensuring that a weekly menu is planned and displayed.
- Ensuring the weekly menu, foods and beverages available at the service comply with the Dietary Guidelines for Children and Adolescents.
- Ensuring families have access to the latest information regarding healthy eating and nutrition.

### **5.2 All educators will be responsible for -**

- Ensuring that drinking water is always available.
- Ensuring that snacks are served in a timely manner.
- Ensuring that adequate quantities of food and beverages are available at snack times.
- Actively taking opportunities to discuss healthy eating with children.
- Encouraging children to participate in snack preparation and the associated clean-up activities.
- Modelling practice that reflects the service policy.
- Ensuring food and beverages are never used as a reward or punishment.
- Ensuring that all children who are hungry have access to food and beverages.
- Ensuring appropriate hygiene practices are maintained.
- Modelling healthy eating practices.

### **5.3 Families and children will be responsible for -**

- Being familiar with the service policy and procedures.
- Complying with any specific requests made by the director and educators.
- Offering feedback and comments to assist the team to meet the needs of individual families.
- Checking with the staff team before sending food which will need preparation.

## **6 Resources/References**

1. Australian Food Safety Standards at [www.foodstandards.gov.au/foodstandards/foodsafteystandards/australiaonly/](http://www.foodstandards.gov.au/foodstandards/foodsafteystandards/australiaonly/)
2. DECD Eat Well Rite Bite Healthy Eating Guidelines for South Australian Schools and Preschools at [www.decd.sa.gov.au/eatwellsa/files/links/A4\\_pages\\_Right\\_Bite\\_screen.pdf](http://www.decd.sa.gov.au/eatwellsa/files/links/A4_pages_Right_Bite_screen.pdf)
3. Eat Smart Play Smart, Heart Foundation at [www.heartfoundation.org.au](http://www.heartfoundation.org.au)
4. NCAC OSHCQA Factsheet #3 Food Safety at [www.acecqa.gov.au](http://www.acecqa.gov.au) (go to NCAC archive)
5. Dietary Guidelines for Children and Adolescents in Australia at [www.nhmrc.gov.au/\\_files\\_nhmrc/publication/attachments/n34.pdf](http://www.nhmrc.gov.au/_files_nhmrc/publication/attachments/n34.pdf)

# Sun Protection Policy

Policy number: 3

Approval date: November 2014

To be reviewed: November 2015

## 1 Background

A balance of ultraviolet (UV) exposure is necessary for good health. Too little exposure results in a lack of vitamin D and too much exposure results in sunburn, eye damage and cancer. It is important for OSHC services to ensure that children and educators are exposed to the right balance of UV radiation to promote good health. Exposure to ultraviolet radiation is the method by which the human body makes vitamin D. This vitamin is vital for healthy bones, muscles, and teeth. It is necessary for regulating our immune systems, our hormones and our nervous system. Lack of vitamin D can result in some very serious illness, including diabetes, heart disease and cancer. An appropriate level of exposure to the sun is vital to maintain our health.

## 2 Policy statement

**The Watervale OSHC service provides a balanced approach to ultraviolet radiation exposure. This approach will follow the current scientific advice on UV exposure and provide children and educators with the opportunity for safe and protective UV exposure related to the UV index and will be seasonal in nature.**

**The service will act to ensure the appropriate level of UV exposure by:**

- **Encouraging the use of sun-smart techniques as outlined in the Cancer Council SA Sun Smart policy and included in the Watervale Primary School's Sunsafe Policy.**
- **Requiring educators to model good sun-safe practices.**
- **Encouraging children to take responsibility for their own sun protection.**
- **Providing an environment that allows children and educators to access areas of both sun and shade.**
- **Ensuring families, educators and staff are informed about the service's sun-smart policy.**

## 3 The policy addresses the following areas

### 3.1 Shade and protection

- In South Australia, the months of highest UV radiation are from September to April.
- The service will follow protective practices and educators will model these at all times that are designated by the service.
- The service will be mindful of programmed outdoor activities that occur during the peak UV periods of the day and will endeavour to limit these activities or conduct them in shaded areas (ie shaded play or indoor venues will be accessed where possible).

## **3.2 Appropriate sun-safe equipment that the service will promote**

- SPF 30+ broad spectrum sunscreen will be provided by the service. Families must be advised of the brand in case there are allergies to be considered.
- Hats need to be broad brimmed, or bucket style. These must provide shade for the face and neck. Caps are not sufficient.
- Clothing should include collared shirts with covered shoulders, and longer style dresses. A close fitting t-shirt or similar should be worn for water activities.
- Children and educators may wear sunglasses.
- Children who do not have appropriate sun-safe clothing, hat or are unable or unwilling to wear sunscreen will be required to play in shaded areas only.

## **3.3 Safe exposure**

- The service will aim to provide an appropriate level of sun exposure.
- An appropriate level of sun exposure varies depending on skin type, day to day activity, and UV rating.
- The service recognises that children may have had some exposure during the school day and educators should check the Cancer Council of South Australia's current recommendations for exposure.

# **4 Roles and responsibilities**

## **4.1 For sun protection, the director and educators will -**

- Ensure that the service has an SPF 30+ broad spectrum water resistant sunscreen and that it is within its use-by date.
- Model effective sun protection strategies by always wearing a sun-safe hat when outside in accordance with the service policy, by wearing protective clothing and sunglasses, by using an SPF 30+ broad spectrum sunscreen, and by seeking shade whenever possible.
- Support younger children and encourage older children to appropriately apply an SPF 30+ sunscreen before going outdoors. Families will be advised of this practice in the family handbook.
- Ensure that all children wear a sun-safe hat when outside.
- Ensure that all children wear appropriate sun-safe clothing.
- Encourage children to wear sunglasses if available.
- Encourage children to access shaded areas for outdoor play.
- Ensure that children who do not have appropriate sun-safe clothing and hat or are unable or unwilling to wear sunscreen will be required to play in shaded areas only.
- Assist and encourage children to appropriately apply an SPF 30+ water resistant sunscreen 30minutes before entering the water and reapply it according to the product's instructions.
- Take every opportunity to discuss 'sun smart' procedures with children.

## **4.2 For safe exposure, the director and educators will -**

- Be required to wear sun protective equipment.
- Be vigilant and guide the children to use sun protective equipment.
- Discuss 'sun smart' procedures with children.

### 4.3 Families and children will -

- Be encouraged to become familiar with the policy requirements and support the educators by dressing appropriately for the conditions, including wearing a hat.

## 5 Resources/References

1. Cancer Council of SA Sun Smart OSHC and Vacation Care Checklist at [www.sunsmart.com.au/protecting\\_others/at\\_school/out\\_of\\_school\\_hours\\_care\\_services](http://www.sunsmart.com.au/protecting_others/at_school/out_of_school_hours_care_services)
2. Cancer Council of SA for general information and resources at [www.cancersa.org.au](http://www.cancersa.org.au)
3. SA OHS&W Regulations 2010 at [www.safework.sa.gov.au/search/google\\_search.jsp?q=sun+protection+](http://www.safework.sa.gov.au/search/google_search.jsp?q=sun+protection+)
4. DECD Hat Wearing Guidelines for Policy Development at [www.decd.gov.au/policiesa-z](http://www.decd.gov.au/policiesa-z)
5. Shade Structure, DECD Asset Policy and Capital Programs Protocol SE006 at [www.decd.sa.gov.au/docs/documents/1/ShadeStructures.pdf](http://www.decd.sa.gov.au/docs/documents/1/ShadeStructures.pdf)
6. Sample Skin Protection Policy at [www.cancersa.org.au/cms\\_resources/sunsmart/ECH/\\_Sample\\_policy\\_09.pdf](http://www.cancersa.org.au/cms_resources/sunsmart/ECH/_Sample_policy_09.pdf)
7. DECD Hot Weather Policy (schools) at [www.decd.sa.gov.au/docs/documents/1/SchoolTermsVacationsClosu.doc](http://www.decd.sa.gov.au/docs/documents/1/SchoolTermsVacationsClosu.doc)
8. Watervale Primary School Sunsafes Policy

## Administration of First Aid Policy

Policy number: 4

Approval date: November 2014

To be reviewed: November 2015

### 1 Background

OSHC services have a responsibility to act to protect the safety and wellbeing of the children, educators and staff who access the service.

The Approved Provider aims to have all educators gain and maintain an approved first aid qualification.

It is recommended that the Approved Provider and the director discuss and agree on all aspects of this policy.

### 2 Policy statement

**The Watervale OSHC service recognises that a first aid response to children or adults suffering from a physical, emotional or psychological condition is a matter of priority and so we will act to ensure all possible assistance is rendered in accordance with state and national legislation. Educators will have the required qualifications and there will be trained staff present at all times. We will address the administration of first aid by:**

- **Ensuring that the service meets the Education and Care Services National Regulations and the standards provided in SafeWork SA Approved Code of Practice for First Aid in the Workplace.**
- **Ensuring that current and up to date information on applicable legislation regarding first aid is held at the service.**

- Ensuring that educators employed at the service have and maintain appropriate qualifications in the delivery of first aid, and management of anaphylaxis and asthma.
- Ensuring that all educators have access to training to maintain and update their first aid qualifications.
- Ensuring that the first aid equipment held at the service meets the regulations as outlined in the SafeWork SA Approved Code of Practice for First Aid in the Workplace and that any specific equipment is also suitable for use with children.
- Ensuring Material Safety Data Sheets are held at the service for all chemicals accessible at the service.

## 3 The policy addresses the following areas

### 3.1 General

- At all times, there are educators on duty who hold an approved first aid qualification (that includes current anaphylaxis and asthma management training).
- The service holds a copy of certificates in the educator's file.
- In all instances, the priority of the educator will be the administration of appropriate and prompt first aid as required, to ensure the safety and wellbeing of the children, educators and staff at the service.
- In the event that a child is injured or falls ill during the session, the designated first aider will determine if the child is too unwell to remain at the service. The child will be removed to a quiet area if possible. The designated first aider will contact the family or their emergency contacts to advise of the nature of the illness and that someone needs to collect the child. The designated first aider will inform the child of the family's estimated time of arrival and will remain with the child until the family member arrives.
- In the event of a serious injury or illness, the designated first aider will provide first aid and, if necessary, arrange ambulance transport to the appropriate hospital, as deemed necessary or as indicated in a child's care plan (eg for diabetes).
- In the event of a serious injury or illness, the designated first aider will ensure that an educator contacts the family/guardian as soon as practicable, to notify them of the incident and ongoing events.
- In the event that a child needs to be transported in an ambulance:
  - If the educator is able to contact the family or emergency contacts and they are able to meet the child at the ambulance's destination immediately, the educator will ensure that all medical information held at the service is provided to ambulance officers, record the destination and contact details of the ambulance and pass this information on to the family as soon as practicable.*
- Staff have a duty of care to call in an ambulance in an emergency: this would include instances where a child's health was at risk due to parental delay in collecting the child.
- Staff have a duty of care responsibility to provide first aid and seek emergency support if appropriate: it is the parent's responsibility to follow up medical care and seek advice from a doctor for non emergency conditions (if a parent continues to be unavailable to collect his/her child when the child is unwell, and does not provide alternative emergency contact details, the service may consider making a notification as the child's wellbeing is at risk when it is an ongoing concern).
- Injured or unwell children will not be transported by staff using a personal vehicle.

## 3.2 First aid documentation

- Minor incidents are to be documented in the accident register, a note is to be placed in the notes column of the day sheet to alert a collecting parent/guardian that there has been an incident, that they will need to speak to the designated first aider regarding the incident, and that the register will need to be signed.
- An injury incident relates to DECD employees and non-DECD persons such as OSHC staff, parents, volunteers and children. The injury incident form is called an ED155. When a child is injured, only forward an ED155 form to the school where professional medical treatment was administered. ED 155 forms are available at [www.decs.sa.gov.au/ohs/pages/injuryprevention/forms/](http://www.decs.sa.gov.au/ohs/pages/injuryprevention/forms/). For assistance, phone **8226 1360**.

## 3.3 First aid kit

- The location of the first aid kit is described clearly and is accessible to children.
- The location of the first aid manual is described clearly.
- In the event of an emergency that exceeds the supplies available at the service, the designated first aider may access the first aid supplies held in the first aid room in the school. Any first aid supplies utilised from the school must be replaced by the service as a matter of priority.
- The director must also ensure:
- the contents of first aid kits comply with the standards as listed in SafeWork SA Approved Code of Practice for First Aid in the Workplace
  - accurate Material Safety Data Sheets are available to the designated first aider
  - sufficient first aid supplies are held at the service at all times
- first aid kits are checked each month to ensure supplies are within use-by dates and that the contents of all first aid kits meet the minimum standard as listed in the Approved Code of Practice for First Aid in the Workplace. A list of the required contents will be kept in the lid of the first aid kit for easy reference
  - the first aid kit, policies and procedures are kept current to industry standard
- the current and accurate contact details for an appropriate hospital and other emergency contact information, including the Poisons Hotline, is displayed next to the phone in the OSHC room and is stored in the OSHC mobile phone.

## 4 Considerations for a single educator

- The educator will call in an emergency educator who will take over responsibility for the children remaining at the service, whilst the educator travels in the ambulance with the child if necessary.
- In the event that an emergency educator is unable to attend the service or unable to reach the service before the ambulance leaves, the educator will ensure that the injured/ill child is safely in the care of medical personnel and will remain at the service. The educator will document the destination of the ambulance, the contact details of the destination and will ensure that all medical information held at the service is handed to the ambulance officers.

## 5 Roles and responsibilities

### 5.1 The director will -

- Ensure that all first aid qualifications of educators are current, including anaphylaxis and asthma training, and that documentation is kept on file.
- Be the designated first aider for the shift and be responsible for the administration of all first aid during that shift. In the event that the number of people requiring first aid exceeds the ability of the designated first aider for the shift, or is of a serious nature requiring the attention of two first aiders, a second educator will be required to assist with the administration of first aid.
- Ensure that the designated first aider is responsible for documenting all first aid given, that it is administered appropriately, and that families are made aware of any incident.
- Ensure that the designated first aider checks the contents of the first aid kits after each use to ensure sufficient supplies remain in the kits. The need for any additional supplies should be actioned.

## 6 Resources/References

1. First Aid in Education and Children's Services at [www.chess.sa.edu.au/Pathways/firstaidbook09.pdf](http://www.chess.sa.edu.au/Pathways/firstaidbook09.pdf)
2. First Aid Flow Charts at [www.chess.sa.edu.au/Pathways/flowcharts.pdf](http://www.chess.sa.edu.au/Pathways/flowcharts.pdf)
3. Health Support Planning in Education and Children's Services at [www.chess.sa.edu.au/Pathways/HSPbookinfull09.pdf](http://www.chess.sa.edu.au/Pathways/HSPbookinfull09.pdf)
4. DECD First Aid webpage (resources, training and guidelines) at [www.decd.sa.gov.au/speced2/pages/health/firstaid/](http://www.decd.sa.gov.au/speced2/pages/health/firstaid/)
5. Children's Services Award 2010 (or the relevant Award that the service uses) at [www.fwa.gov.au/documents/modern\\_awards/award/ma000120/default.htm](http://www.fwa.gov.au/documents/modern_awards/award/ma000120/default.htm)
6. Approved Code of Practice for First Aid in the Workplace—SafeWork SA at [www.safework.sa.gov.au/uploaded\\_files/FirstAidCodeofPractice.pdf](http://www.safework.sa.gov.au/uploaded_files/FirstAidCodeofPractice.pdf)

# Incident, Injury, Trauma and Illness Policy

Policy number: 5

Approval date: November 2014

To be reviewed: November 2015

## 1 Background

In accordance with Education and Care Services National Regulations, the Approved Provider must ensure that incident, injury, trauma and illness occurrences are addressed, reported and recorded appropriately.

## Definition of serious incidents

The service recognises the following as serious incidents:

- the death of a child while either at the service or as a result of an incident that occurred at the service
- any incident involving injury or physical or emotional trauma to a child, or illness of a child that results
- or should have resulted in the child seeing a medical practitioner or attending hospital
- any incident where the attendance of emergency services was, or should have been, sought.

DECD lists severe or serious injuries as:

- head injuries
- eye injuries
- back injuries
- loss of limbs or appendages
- bone fractures
- deep wounds requiring suturing
- muscular injuries (more serious ones)
- burns
- ear injuries
- other injuries where complications have set in after the initial injuries are sustained.

The service also recognises a serious incident when a child is missing or cannot be accounted for, appears to have been taken or removed from the premises in a manner that contravenes Regulations or is mistakenly locked in or locked out of the service or any other part of the premises.

## 2 Policy statement

**The Watervale OSHC service management of risks of incident, injury, trauma and illness will be a priority. The Approved Provider, in conjunction with the director, educators and staff will ensure that all procedures of the service are compliant with Regulations and the Law.**

## 3 The policy addresses the following areas

### 3.1 Notice of serious incidents

For the purposes of section 174 (4) of the Law, the notice to the Regulatory Authority under section 174 (2)(a) of the Law, notice must be provided:

- within 24 hours or when the person becomes aware of the death of a child
- within 24 hours or when the person becomes aware of any other serious incident.

The service must also ensure the family of a child involved in a serious incident is notified as soon as practicable.

## Other reporting

DECD have an online incident reporting system that must be used to record serious incidents. In addition, the Department of Education, Employment and Workplace Relations requires notification of serious incidents if the service receives funding through the Community Support Programs (ie set-up assistance or a sustainability grant).

## 3.2 Incident, injury, trauma and illness records

In accordance with Regulations, a service must keep a written record of any incident, injury, trauma or illness a child suffers while in care, or as a result of being in care. This record must include:

- the name and age of the child
- the circumstances leading up to the incident or being unaccounted for or the child becoming ill
- any products or structures involved or circumstances surrounding the illness
- the time and date the incident occurred or illness began
- actions taken by staff to account for or care for the child
- any medication that was given
- any medical personnel who were contacted
- details of anyone who witnessed the incident
- the name, time and date of the person/persons who were notified about the incident or illness by the
- service
- the name and signature of the person filling out the form and the date and time it was signed.

## 4 Resources/References

1. DECD Injury/Incident Reporting and Investigation Procedure IRMS Update April 2010 at [www.decd.sa.gov.au/docs/documents/1/InjuryIncidentInvestigati.pdf](http://www.decd.sa.gov.au/docs/documents/1/InjuryIncidentInvestigati.pdf)
2. DECD Accidents to Children, Students or Visitors May 2011 at [www.decd.sa.gov.au/docs/documents/1/AccidentstoChildrenStuden.pdf](http://www.decd.sa.gov.au/docs/documents/1/AccidentstoChildrenStuden.pdf)
3. Catholic Archdiocese of Adelaide's online Catholic Safety, Health and Welfare SA Incident Reporting Software Trainer at [www.adelaide.catholic.org.au/sites/CatholicHealthSafetyandWelfareSA/media/files/3501.pdf](http://www.adelaide.catholic.org.au/sites/CatholicHealthSafetyandWelfareSA/media/files/3501.pdf)
4. DECD Bush Fire Risk Management Strategy at [www.decd.sa.gov.au/docs/documents/1/BushfireRiskManagemen.pdf](http://www.decd.sa.gov.au/docs/documents/1/BushfireRiskManagemen.pdf)
5. Sample injury, illness and trauma record at the back of the Guide to the Education and Care Services National Law and the Education and Care National Regulations 2011

# Infectious Diseases and Infestations Policy

Policy number: 6

Approval date: November 2014

To be reviewed: November 2015

## 1 Background

OSHC services provide an opportunity for the spread of infectious diseases and infestations and so must take steps to prevent transmission through the OSHC community and on to the wider community. Whilst it is acknowledged that it is not possible to prevent all infectious diseases and infestations, OSHC services have a responsibility and legal obligation to take action to help prevent the spread.

When an outbreak of head lice or other transmittable infestation occurs, the service will follow procedures as for infectious diseases. It is not required that this is reported to the Education and Early Childhood Services Registration and Standards Board of South Australia but similar actions need to be taken.

## 2 Policy statement

**The Watervale OSHC service follows the guidelines for prevention of infectious diseases as outlined in the document Staying healthy in child care. Preventing infectious diseases in child care (National Health and Medical Research Council): Children suffering from infectious diseases will be excluded from OSHC for the length of time specified or on the written advice from the child's medical practitioner.**

## 3 The policy addresses the following areas

### 3.1 General

The service will act to prevent the spread of infectious diseases/infestations by:

- Ensuring current information about infectious diseases is held at the service.
- Providing information to families regarding infectious diseases and exclusion from the service as part
- of the family information pack.
- Providing appropriate hand washing facilities and supplies.
- Encouraging effective hand washing techniques.
- Providing appropriate first aid supplies.
- Excluding children from the service who are suffering from an infectious disease.
- Notifying families when an infectious disease has occurred at the service.
- Providing information about immunisation.

## 4 The Director is responsible for -

Ensuring that the services practices and procedures minimise the spread of infection/infestation by:

- Regularly disinfecting and cleaning all equipment.
- Ensuring that there is no sharing of drinking/eating utensils.
- (in the case of head lice) removing any soft furnishings (bean bags), washing any 'dress ups' and restricting access to them until the immediate risk passes.
- Ensuring the service holds information on specific diseases and exclusion periods and this information
- Is available to educators and families; and that the Staying Healthy in Child Care document and posters are accessible to educators at all times.
- Ensuring the service's documents are all current and available.
- Ensuring that any updates to the documents are made available to all educators in a timely fashion. Ensuring that information regarding the service's policy on exclusion of children with infectious
- Diseases is made available to families in the family information pack, along with the recommendation
- that families keep children who are unwell at home.

### 4.1 Head lice

In the event that a child is suspected of being infested with head lice:

- Parents will be notified as soon as possible (at least by the end of the day) and provided with information about treatment options.
- Information is available in Staying Healthy in Child Care, 'You've Got What?', and pamphlets available From the Department of Health and Ageing on [www.dh.sa.gov.au/pehs/branches/headlice/headliceindex.htm](http://www.dh.sa.gov.au/pehs/branches/headlice/headliceindex.htm).
- The parents need to be informed that the child will only be readmitted to care after approved and appropriate treatment has been administered.
- Isolation of children with head lice is not considered necessary. Educators will engage the group in activities that minimise head to head contact.
- Other families will be advised when there is an infestation of head lice within the service (eg notes in bags or poster on the door).

### 4.2 Infectious diseases

In the event that an educator suspects that a child arriving at the service is suffering from an infectious disease:

- he/she will advise the person signing in the child that the child is suspected of suffering from an infectious disease and request that the child be removed from the service until a medical practitioner has determined that
- the child is not suffering from an infectious disease
- the child has completed the applicable exclusion period as outlined in the current edition of Staying Healthy in Child Care.

In the event that an educator suspects that a child in attendance at the service is suffering from an infectious disease:

- The child will be withdrawn from the main group and taken to a separate area, where the educator will further assess the child's current health condition and maintain surveillance whilst making the child comfortable.
- The educator will refer to Staying Healthy in Child Care for details on symptoms the child is presenting with (but will not officially make a diagnosis, but can however present the symptoms to the family and indicate that other children with similar symptoms have been diagnosed with a similar condition).
- An educator will contact the family or, if unsuccessful, the emergency contacts in order of priority and advise the emergency contact of the child's condition and request that the emergency contact make immediate arrangements to collect the child from the service.
- In an event where the child does not have to be collected immediately, precautions as described in Staying Healthy in Child Care will be implemented.

In the event that a child with an infectious disease has been in attendance at the service, the director will:

- Ensure that the families of children in attendance that day, or any other previous day the child has attended and may have been infectious, are notified as soon as practicable. Confidentiality will be maintained and only the name and nature of the infectious disease will be disclosed
- Ensure that information regarding the infectious disease is available to families
- Ensure information regarding the occurrence and nature of the infectious disease is prominently displayed next to the day sheet
- Ensure that documentation regarding the infectious disease and the actions taken by the service comply with Regulations.

The service will make information on immunisation available to families. Posters will be displayed prominently and additional information will be available via the Staying Healthy in Child Care document.

## 5 Resources/References

1. Staying Healthy in Child Care—Preventing Infectious Diseases in Child Care. Australian Government National Health and Medical Research Council, at [www.nhmrc.gov.au/guidelines/publications/ch43](http://www.nhmrc.gov.au/guidelines/publications/ch43)
2. You've Got What?, Government of South Australia Department of Health at [www.health.sa.gov.au/pehs/youve-got-what.htm](http://www.health.sa.gov.au/pehs/youve-got-what.htm)
3. Health Support Planning at [www.chess.sa.edu.au/Pathways/HSPbookinfull09.pdf](http://www.chess.sa.edu.au/Pathways/HSPbookinfull09.pdf)
4. Wash, Wipe, Cover (Health SA) at [www.publications.health.sa.gov.au](http://www.publications.health.sa.gov.au)
5. Department of Health guidelines for managing head lice at [www.dh.sa.gov.au/pehs/branches/headlice/headlice-index.htm](http://www.dh.sa.gov.au/pehs/branches/headlice/headlice-index.htm)
6. NCAC OSHCQA Fact Sheet #17 Children's Hygiene at [www.acecqu.gov.au](http://www.acecqu.gov.au) (go to NCAC archive)
7. SA Health Communicable Disease Control Branch at [www.dh.sa.gov.au/pehs/communicablediseases-index.htm](http://www.dh.sa.gov.au/pehs/communicablediseases-index.htm)
8. SA Health List of Notifiable Diseases at [www.dh.sa.gov.au/pehs/PDF-files/1203-notifiable-diseaselist.pdf](http://www.dh.sa.gov.au/pehs/PDF-files/1203-notifiable-diseaselist.pdf)
9. SA Health Report of Notifiable Disease or Related Death at [www.health.sa.gov.au/pehs/PDF-files/2008-case-reporting-form.pdf](http://www.health.sa.gov.au/pehs/PDF-files/2008-case-reporting-form.pdf)
10. DECD Infection Control website at [www.decd.sa.gov.au/speced2/default.asp?navgrp=health&=infection](http://www.decd.sa.gov.au/speced2/default.asp?navgrp=health&=infection)

# Medical Conditions Policy

Policy number: 7

Approval date: November 2014

To be reviewed: November 2015

## 1 Background

Children who attend OSHC services are frequently able to self-medicate and manage medical conditions and, where possible, carers should encourage and support this. Effective management of medical conditions is heavily reliant on good communication with families. Services have a responsibility to share information with families in relation to medication. The Approved Provider must determine the service policy and procedures in relation to medical conditions and medication. Health Support Planning in Education and Children's Services is a reference point and educators must undertake only those procedures and support for which they have current training.

## 2 Policy statement

**The Watervale OSHC service staff will assist children to manage medical conditions and assist with medication if that medication is prescribed by a doctor and has the original label detailing the child's name, required dosage and storage requirements and is accompanied by a medication plan.**

## 3 The policy addresses the following areas

### 3.1 Medical conditions

Medical conditions include asthma, diabetes and the diagnosis of a child at risk of anaphylaxis. This information should be included on the enrolment form and discussed as part of the enrolment interview with the family. The service should receive a medical management plan to ensure that the educators and other staff are informed of the required procedures and understand that the plan must be followed by providing regular interventions as detailed (eg blood glucose monitoring) or emergency first aid as described in the event of an incident involving the child.

Services will:

- Set up a process for informing all staff (including volunteers) of the needs of the individual children and the agreed management practice. This must be done in a way that protects the rights and dignity of the child.
- Undertake a risk assessment to identify what will be needed to support the inclusion of children with medical conditions. Family input should be sought.
- Implement identified strategies and processes to support children with identified health care needs.
- Implement practices to ensure that families are kept fully informed.

### 3.2 Medication

The director is responsible for all medication on site regardless of whether it is administered by educators or parents or self-administered by the child.

Where medication is required for the treatment of long-term conditions or complaints such as asthma, epilepsy or ADHD, the service will require a letter from the child's medical practitioner

or specialist detailing the medical condition of the child, the correct dosage and how the condition is to be managed.

This can be requested for over-the-counter medication as well as prescription only medication. If a medication authority is not provided, staff should have written instructions from the parent/guardian (recommended in cases of short-term medication only). In all cases, the instructions must match those on the pharmacy label.

If children are receiving medication at home but not at the service, the service should be advised on the nature of the medication, its purpose and of any possible side effects it may have on the child.

Medication management strategies need to include plans for excursions and other off-site activities, for example, who is going to organise and manage the medication.

## **Storage**

- When educators are to assist with a child's medication, the medication should be given directly to the director, not left in the child's bag or locker.
- Medications must be stored strictly in accordance with product instructions (paying particular note to temperature) and in the original container in which dispensed. Some families supply thermal carry packs to maintain safe temperature storage and for ease of transport on excursions.
- Medication must be within the expiry date and delivered to educators as a daily supply (or a week's supply at the most). This might require the family to organise a separate labelled container from the pharmacy for safe storage at home.
- Storage should be secure with clear labelling and access limited to the educators responsible for medication storage and supervision.

## **Supervision of medication**

Everyone supervising medication needs to ensure that:

- ✓ the right child
- ✓ has the right medication
- ✓ and the right dose
- ✓ by the right route (eg oral or inhaled)
- ✓ at the right time, and that they
- ✓ record the details on the service's Request to Administer Prescribed Medication Form.
- A child should not take his/her first dose of a new medication while attending the service. The child should be supervised by the family or a health professional in case of an allergic reaction.
- In South Australia, medication for the treatment of an asthma emergency by a bronchodilator (eg Ventolin) via a puffer can be administered without written authority. The use of a bronchodilator is considered a standard first aid response. Educators must be trained in asthma emergency first aid before administering a bronchodilator (eg Ventolin) via a puffer.
- In South Australia, the use of an adrenaline auto injector for the treatment of an anaphylaxis emergency requires an anaphylaxis plan and a prescribed auto injector. Educators must be trained in emergency anaphylaxis first aid before administering adrenaline via an auto injector.
- It is strongly recommended that staff administering medication undertake medication management training. Go to [www.chess.edu.au/Training/Traininghome.htm](http://www.chess.edu.au/Training/Traininghome.htm) for more information.

## Self-management of medication

Services should have an explicit procedure about medication carried and self-managed by children. This should include:

- The provision of a written medication authority (and clear direction from the family and doctor that the child is able to self-manage).
- The requirement that medication be in the original pharmacy labelled container.
- The medication is stored according to the manufacturer's instructions.
- Limitations on the quantity brought to the service (daily requirement preferred).
- The option for the service to stop children storing their own medication should there be any concern about the safety of the individual or others on the site.
- An understanding that if staff members observe a child apparently self-medicating, they can sensitively and privately ask to see the original pharmacy container and check with the parent/guardian.
- The responsibility of all people on the site to respect others' medication and to keep one's own medication secure to minimise risk to others.

## Medication error

If a child takes the wrong medication, the wrong amount of medication, or takes medication via the wrong route, the following steps should be followed:

- Ring the Poisons Information Centre 13 1126 and give details of the incident and child.
- Act immediately upon the advice given (eg if advised to call an ambulance) and notify the child's emergency contact person.
- Document your actions.
- Generally, the employer will require completion of a critical incident report and an accident and injury report form.

## 3.3 Allergies

Where a child has a known allergy, it should be recorded on the enrolment form and all staff made aware of it. Where an allergy requires specific medication or treatment, there must be a current medication plan for the child in accordance with the requirements set out in the Health Support Planning in Education and Children's Services.

It is the responsibility of services to minimise the risk of exposure to an allergen. Food-safe practices need to address any identified food allergies.

## 4 Resources/References

It is imperative that educators/staff are fully aware of the content of the Regulations and National Law pertaining to this policy.

1. Health Support Planning in Education and Children's Services at [www.chess.sa.edu.au/Pathways/HSPbookinfull09.pdf](http://www.chess.sa.edu.au/Pathways/HSPbookinfull09.pdf)
2. DECD Child Health and Education Support Services A – Z Health Support Index (information on care plans, guidelines and condition specific resources) at [www.decd.sa.gov.au/speced2/pages/health/chessPathways](http://www.decd.sa.gov.au/speced2/pages/health/chessPathways)
3. DECD Anaphylaxis Guidelines for schools at [www.decd.gov.au/A-zpolicies](http://www.decd.gov.au/A-zpolicies)
4. DECD Anaphylaxis web page at [www.decd.sa.gov.au/speced2/pages/health/allergyAndAnaphylaxis/](http://www.decd.sa.gov.au/speced2/pages/health/allergyAndAnaphylaxis/)
5. ASCIA Guidelines for Prevention of Food Anaphylactic Reactions in Schools, Preschools and Childcare at [www.allergy.org.au/health-professionals/papers/prevent-anaphylactic-reactions-in-schools](http://www.allergy.org.au/health-professionals/papers/prevent-anaphylactic-reactions-in-schools)

# Emergency and Evacuation Policy

Policy number: 8

Approval date: November 2014

To be reviewed: November 2015

## 1 Background

According to the National Law, services must have policies and procedures which set out what must be done in an emergency and to have an emergency and evacuation floor plan that is displayed in a prominent position. Emergencies can include:

- cyclone
- flood
- fire or bushfire
- the presence of dangerous animals or insects
- gas leak
- other situations that require a lockdown to be implemented
- a situation that requires the evacuation of the premises.

However, an emergency may also include an accident or sudden illness that requires the immediate response of educators. It might include an asthma attack, a seizure or an anaphylactic reaction.

Approved Providers must ensure that OSHC services are included with all other aspects of the site emergency procedures. There must be close links and liaison between the Approved Provider and service educators and staff to ensure consistency.

## 2 Policy statement

**The Watervale OSHC service considers the safety of our families, children and educators is paramount. Pivotal to our overall safety procedures is the management of emergency situations. Our procedures are tested and reviewed a minimum of once each school term.**

## 3 The policy addresses the following areas

### 3.1 Evacuation

- Emergency evacuation procedures (including a floor plan) are clearly displayed near the main entrance and exit of each room used by the OSHC service, and are to be followed in the event of fire, natural disaster or other emergency.
- There are clear instructions for what steps will be taken by the director, educators, staff and volunteers in case of emergency.

#### **The evacuation plan includes:**

1. a safe assembly area – the school oval - with its own escape route, away from access areas for emergency services and the building; the same assembly area as the school
2. an alarm/siren or whistle to give notice of an emergency
3. a second assembly area in the event that the first assembly area becomes unsafe – inside the stone building (staff room)

4. unobstructed routes for leaving the building, which are suitable to the ages and abilities of the children
5. an emergency pack stored in the staff room of the stone building, including items such as blankets, first aid kit and so on (metal filing drawer under switchboard)
6. a person nominated to collect the attendance roll and families' emergency contact numbers and, at the assembly area, check the roll to ensure that all children, educators and other staff are present
7. a list of current emergency services contact numbers and a person nominated to phone the relevant emergency service
8. a person nominated to check that the building is empty and, if safe to do so, check that all doors and windows are closed to contain the spread of fire
9. a person nominated to supervise the children at the assembly area. When the emergency services personnel arrive, the director will inform the officer in charge of the nature and location of the emergency, and of any missing children, educators or other staff.

#### **In the event of fire:**

- No-one will re-enter the building until advised it is safe to do so by the officer in charge of the emergency service.
- Fire extinguishers installed and maintained in accordance with Australian Standard 2444.

Educators instructed in their operation. Educators will attempt to extinguish fires only when:

- ✓ a fire is burning in the exit and is preventing the safe evacuation of the children and staff
- ✓ the children have been evacuated from the room
- ✓ the fire is small
- ✓ there is no danger to the person operating the extinguisher and the person is well trained and confident in its use.
- Services will have a fire blanket, ensure that appropriate and functioning smoke detectors are installed and that there is a residual current device fitted.
- Safety and evacuation drills involving educators and children will be practised at least once a term when most children are present.

## **3.2 Lockdown**

Services must develop strategies to bring children indoors if there is a serious risk to their safety outdoors.

Many of the strategies will be a reversal of evacuation procedures.

- To avoid confusion, there is a different alarm/warning from that used for evacuation.
- A range of possible dangers need to be considered (eg gas leaks, storms, trespassers).
- The emergency procedures for bringing children indoors are clearly described in emergency procedures pack in each room.
- Children will have regular practices of procedures, as for evacuation.
- Children will gather in the Activity Room/OSHC Room, draw all blinds and lock all doors
- The educator will stay with and communicate with children calmly; use mobile phone to communicate with others outside of the service
- Educator to check that all children are safe and accounted for.

#### **Useful links**

1. Bushfire Action Plans at [www.decd.sa.gov.au/docs/documents/1/Bushfireactionplans.doc](http://www.decd.sa.gov.au/docs/documents/1/Bushfireactionplans.doc)
2. Flow charts at [www.crisis.sa.edu.au/pages/welcome/bushfires/](http://www.crisis.sa.edu.au/pages/welcome/bushfires/) (go to Bushfire Action Plans, then Flowcharts)

3. Site emergency response teams at [www.decd.sa.gov.au/docs/documents/1/emergency response team.doc](http://www.decd.sa.gov.au/docs/documents/1/emergency%20response%20team.doc)
4. Bushfire Policy and Procedures at [www.crisis.sa.edu.au/pages/welcome/12537/](http://www.crisis.sa.edu.au/pages/welcome/12537/)
5. Parent Information Brochure at [www.crisis.sa.edu.au/pages/welcome/bushfires/](http://www.crisis.sa.edu.au/pages/welcome/bushfires/) (go to Parent Information Brochure)
6. Bushfire Safer Settlements at [www.cfs.sa.gov.au/site/bushfire/act/activating\\_your\\_bushfire\\_survival\\_plan/bushfire\\_safer\\_places.jsp](http://www.cfs.sa.gov.au/site/bushfire/act/activating_your_bushfire_survival_plan/bushfire_safer_places.jsp)
7. Planning SA: Bushfire Risk Level Map at <http://www.planning.sa.gov.au/go/developmentplans/bushfire-protection-areas/bushfire-risk-level-online-search-tool/bushfire-risk-level-map>

### 3.3 Bushfires

- OSHC is located on a DECD site, and therefore follows the school's bushfire risk and the site Bushfire Action Plan.
- The refuge building for safe evacuation/invacuation is the staff room in the stone building
- There is access to an analogue phone that can be plugged into the land line in the designated refuge building, in the event of a bushfire.

## 4 Other considerations

- The steps and requirements for evacuation/lockdown have been fully explained to all stakeholders, especially the children and educators. Ensure that instructions are clear and can be easily understood by the children.
- There are identified alarm strategies to be used and a person nominated to notify relevant emergency services.
- There are regular practices of evacuation/lockdown procedures and these practices are recorded and dated.
- Induction information for educators and children explains the emergency procedures.
- The information supplied to parents also explains the procedures.
- Consideration has been given to there only being one educator on duty.

## 5 Resources/References

1. DECD Bushfires Strategy for 2011–12 at [www.crisis.sa.edu.au/pages/welcome/bushfires/](http://www.crisis.sa.edu.au/pages/welcome/bushfires/)
2. SA Country Fire Service (CFS website) at [www.cfs.org.au](http://www.cfs.org.au)
3. CFS Bushfire Information Line 1300 362 361
4. Local ABC Radio for up-to-date information
5. DECS OHS&W website at [www.decd.sa.gov.au/hrhealthsafety/pages/ohsms/policy/](http://www.decd.sa.gov.au/hrhealthsafety/pages/ohsms/policy/)
6. DECD Emergency and Crisis Management at [www.crisis.sa.edu.au/](http://www.crisis.sa.edu.au/)
7. DECD Bushfire Procedure at [www.decd.sa.gov.au/docs/documents/1/MossBushfireRiskManagement.pdf](http://www.decd.sa.gov.au/docs/documents/1/MossBushfireRiskManagement.pdf)
8. DECD Bushfire Strategy at [www.crisis.sa.edu/pages/welcome/bushfires/](http://www.crisis.sa.edu/pages/welcome/bushfires/)
9. DECD Making Our Sites Safer—Guidelines for Site Leaders at [www.crisis.sa.edu.au/pages/EM05](http://www.crisis.sa.edu.au/pages/EM05)
10. DECD Management of Hazards at [www.decd.sa.gov.au/hrhealthsafety/pages/hazards/manage\\_hazards/](http://www.decd.sa.gov.au/hrhealthsafety/pages/hazards/manage_hazards/)
11. DEC Bushfire HazardManagement Plan at [www.decd.sa.gov.au/docs/documents/1/BushfireHazardMan-1.doc](http://www.decd.sa.gov.au/docs/documents/1/BushfireHazardMan-1.doc)
12. DECD Bushfire Action Planning Checklist at [www.decd.sa.gov.au/docs/documents/1/Bushfireactionplans.doc](http://www.decd.sa.gov.au/docs/documents/1/Bushfireactionplans.doc)
13. DECS Bus Procedure for Bushfires at [www.decd.sa.gov.au/docs/documents/1/BusProceduresforBushfire.pdf](http://www.decd.sa.gov.au/docs/documents/1/BusProceduresforBushfire.pdf)

# Delivery and Collection of Children Policy

Policy number: 9

Approval date: November 2014

To be reviewed: November 2015

## 1 Background

Effective partnerships between an OSHC service and its families greatly assist in all aspects of service delivery. This is especially so in children arriving and departing from a service. It is in this short period of each day where bonds between educators, staff and families are developed and where children are welcomed and settled into the OSHC environment.

A service must retain records of attendance such as sign-in sheets and families are responsible for initialling these attendance records daily. Regulation 158 states that the attendance record is to be signed by one of the following persons at the time a child arrives and departs:

(1) the person who delivers the child to education and care premises or collects the child from the education and care premises; or (2) nominated supervisor or educator.

## 2 Policy statement

**The Watervale OSHC service maintains clear processes to ensure that the arrival and departure of children is carefully monitored. Safeguards are also developed and regularly reviewed to keep children safe during the time of transition between school and OSHC.**

## 3 The policy addresses the following areas

### 3.1 For after school care

- All children coming to after school care will be signed in by an OSHC educator.
- All children will be collected and signed out by a parent or approved person.
- Children may not go home unaccompanied unless there is signed written permission from a parent/guardian that identifies and qualifies such expectations. The Approved Provider/educators will reserve the right to negotiate such requests where there is concern about children's safety.

### 3.2 A child booked in fails to arrive

If a child booked in for the care session has not arrived by the designated time after school has finished, the educator will implement the service's procedure to locate the child. This procedure should be clearly documented and all stakeholders must be aware of their role:

- Check the immediate area to locate the child.
- Call the front office at school to check that the child was at school.
- Call the parent or emergency contact numbers to establish whether the child is expected at OSHC or whether other arrangements have been made.
- Advise the family that police will be called and ask that a parent or a representative attend the school as soon as possible.
- Speak with the child's peers or siblings, who may have relevant information.

- When the child has been located, the information is to be shared immediately with those who may be assisting to locate the child.
- If the child cannot be found, the designated staff member will ensure that the child's family and the police are informed. When the police are notified (Police Call Centre 131 444), the following information needs to be ready:
  - ✓ name and address of the child and contact numbers
  - ✓ description of the child
  - ✓ time last seen
  - ✓ any medical conditions

## 4 Roles and responsibilities

A service must retain records of attendance such as sign-in sheets and families are responsible for initialling these attendance records daily. Regulation 158 states that the attendance record is to be signed by one of the following persons at the time a child arrives and departs:

- The person who delivers the child to the service or collects the child from the service
- A nominated supervisor or educator.

## 5 Other considerations

### 5.1 Transition

- For new children, a mutually agreed transition plan will be developed for individuals.
- Where children are enrolled in OSHC as well as in other after school activities such as sport practice, the site must develop very clear transition procedures that are accepted by all stakeholders. Each stakeholder must be clear about his/her responsibilities in each potential situation (eg what is to happen if sports practice is cancelled). The OSHC service must have clear information for children and families about how the strategies will be implemented.

## 6 Resources/References

1. Transition into Outside School Hours Care—OSHCQA Fact Sheet #13 at [www.acecqua.gov.au](http://www.acecqua.gov.au) (go to NCAC archive)
2. Dealing with Family Law Issues in Preschool and Schools (currently being reviewed, refer to DECD Legislation and Legal Services Unit (LLSU) tel: (08) 8226 1555) at [www.decd.sa.gov.au/services/pages/leglegal/32146/](http://www.decd.sa.gov.au/services/pages/leglegal/32146/)
3. Leaders and the Law (currently being reviewed, refer to DECD Legislation and Legal Services Unit (LLSU) tel: (08) 8226 1555) at [www.decd.sa.gov.au/services/pages/leglegal/32146/](http://www.decd.sa.gov.au/services/pages/leglegal/32146/)

# Child-Safe Environment Policy

Policy number: 10

Approval date: November 2014

To be reviewed: November 2015

## 1 Background

All children have the right to be safe at home, at school and in their childcare service. The provision of safe environments for children is essential to prevent injury and enable them to grow and develop.

The management and staff of each service have a duty of care to provide safe child care environments.

## 2 Policy statement

**The Watervale OSHC service stakeholders are committed to the provision of a healthy environment in which children can grow and be safe. Educators and staff have an obligation to all children attending the service and are committed to defend their right to care and protection. To support this right and to ensure children's protection, the service complies with the procedures set down under the Children's Protection Act 1993 section 11(1) and (2) when dealing with any allegations of abuse or neglect of children.**

## 3 The policy addresses the following areas

### 3.1 Physical environment

When advice is needed in relation to any aspect of the following information, questions need to be directed to the Education and Early Childhood Services Registration and Standards Board of South Australia (the State Regulatory Authority). The Approved Provider must ensure:

- The premises, furniture and equipment are safe, clean and in good repair. There should be a system in place for monitoring and maintaining the premises, furniture and equipment.
- That for each child in care there is a minimum of 3.25 square metres of unencumbered indoor play space that is suitable for children.
- That for each child in care there is at least 7 square metres of outdoor space that is suitable for children.
- Indoor areas:
  - are well ventilated
  - have adequate natural light
  - are maintained at a comfortable temperature
- There are adequate, developmentally and age appropriate toilet, hand washing and hand drying facilities, located and designed to enable safe use by children with convenient access from both indoor and outdoor play spaces.
- The service has adequate facilities for safe handling, preparation, storage and disposal of food and beverages.
- There is a capacity to provide effective supervision of the designated area.

## 3.2 Tobacco-, drug- and alcohol-free environment

The Approved Provider must ensure:

- That all children are being educated and cared for in an environment free from the use of tobacco, illicit drugs and alcohol.
- That the nominated supervisor, educators, other staff and volunteers of the service are not affected by alcohol when on the premises when the service is operating.
- That the nominated supervisor, educators, other staff and volunteers of the service are not affected by drugs that adversely affect that person's ability to educate and care for children when on the premises when the service is operating.

## 3.3 Child protection

- All services operated on DECD sites must adhere to the Child Protection in Schools, Early Childhood Education and Care Services policy and, therefore, do not need to develop their own specific policy. The DECD policy is available at [www.decd.sa.gov.au/docs/documents/1/ChildProtectioninSchoolsE.pdf](http://www.decd.sa.gov.au/docs/documents/1/ChildProtectioninSchoolsE.pdf).
- All adults who are working or volunteering in programs for children must undergo Criminal History Screening.
- The Children's Protection Act 1993 requires educators, staff and volunteers to notify the Child Abuse Report Line (131 478) if they suspect, on reasonable grounds, that a child has been or is being abused or neglected. This responsibility is part of the broad duty of care that staff and volunteers have towards the safety and wellbeing of children and young people.
- All educators and other staff should complete Responding to Abuse and Neglect Education and Care Training prior to working with children or, if this is not possible, they should be provided with a copy of Protective Practices for Staff in Their Interactions with Students.
- Reporting Child Abuse and Neglect Mandatory Notification Guidelines are held at the service and must be read and understood by the staff, the Approved Provider and the Advisory Committee. These guidelines are also available to families.
- Employer and employee obligations in relation to allegations of child abuse are included in educators and committee handbooks. These obligations are specifically detailed to support new educators/ other staff and committee members at the beginning of their employment/membership.
- As mandated notifiers, educators/other staff are required to attend approved training in relation to mandatory notification of child abuse. This will be paid for by the service.
- The service ensures families are aware that the service nominated supervisor, staff, educators and volunteers are mandated notifiers under the Act.

## 3.4 Dangerous products

- It is recommended that non-hazardous and non-toxic products should be used in a care environment, wherever possible.
- Any hazardous or toxic cleaning products should be stored in a lockable cupboard with their relevant Material Safety Data Sheets.
- In the interests of children's health, staff are encouraged to use environmentally friendly products at the service, wherever possible.

### 3.5 Identifying potential hazards

- Staff should carry out regular checks to identify and remove hazards, where possible, to manage safety risks. Steps to be taken:
  - Identify the hazard that may cause illness or injury.
  - Assess the risk.
  - Control the risk

### 3.6 Supervision

The service is committed to:

- Complying with educator to child ratios.
- Ensuring that children are actively 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 care-giving strategies.
- Providing consistent supervision strategies when the service requires relief staff.
- Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children needs to be increased.
- Assessing all activities and, when something is identified as a high risk experience, strategies are developed to minimise the risk according to the group of children.

It is understood there is a shared legal responsibility and accountability between, and a commitment by, all educators and staff to implement the service's policies, procedures and practices.

Staff must use their professional judgment when providing supervision to children, in addition to OSHC requirements for adult to child ratios. The amount and intensity of supervision of children will vary depending on:

- the degree of risk associated with the experience
- the age, development and ability of children
- the location of the experience (eg community- or school-based).

## 4 Resources/References

1. Creating Child Safe Environments, August 2010 at [www.dfc.sa.gov.au](http://www.dfc.sa.gov.au)
2. DECD Responding to Abuse and Neglect at [www.decd.sa.gov.au/speced2/pages/childprotection/faqMandatoryNotificationTrng/?reFlag=1](http://www.decd.sa.gov.au/speced2/pages/childprotection/faqMandatoryNotificationTrng/?reFlag=1)
3. DECD Policy: Child Protection in Schools, Early Childhood Education and Care Services at [www.decd.sa.gov.au/docs/documents/1/ChildProtectioninSchoolsE.pdf](http://www.decd.sa.gov.au/docs/documents/1/ChildProtectioninSchoolsE.pdf)
4. DECD Cyber Safety: Keeping Children Safe in a Connected World at [www.decd.sa.gov.au/docs/documents/1/CyberSafetyKeepingChildre.pdf](http://www.decd.sa.gov.au/docs/documents/1/CyberSafetyKeepingChildre.pdf)
5. KeepingThemSafe: The SA Government Child Protection Reformprogramat[www.dfc.sa.gov.au/pub/default.aspx?tabid=283](http://www.dfc.sa.gov.au/pub/default.aspx?tabid=283)
6. Safety in Children's Services Factsheet, Sonja Tansey for NCAC 2006 at [www.acecqu.gov.au](http://www.acecqu.gov.au) (go to NCAC archive)
7. Child Protection Policy at [www.acecqu.gov.au](http://www.acecqu.gov.au) (go to NCAC archive)
8. Protective Practices for Staff in Their Interactions with Students (April 2009) DECD at [www.decd.sa.gov.au/docs/documents/1/ProtectivePracticesforSta.pdf](http://www.decd.sa.gov.au/docs/documents/1/ProtectivePracticesforSta.pdf)
9. Community and Disability Services Ministers' Conference (2005) Creating safe environments for children—Organisations, employees and volunteers: National framework. Retrieved January 18, 2007, from [www.ocsc.vic.gov.au/downloads/childsafe\\_framework.pdf](http://www.ocsc.vic.gov.au/downloads/childsafe_framework.pdf)

# Staffing Arrangements

## (National Quality Standard 4)

Including the following policy areas required under the Regulations:

- ❖ Code of Conduct for staff
- ❖ Determining the Responsible Person present at the service

Also included are statements to address the following:

- equal opportunity
- leave
- employees working alone (single staff services)
- managing performance
- professional development.

Staff grievance is addressed in the Complaints Policy and matters pertaining to WHS are dealt with in the Governance and Management Policy.

It is a requirement for all employees to take time to become familiar with all service policies as many of them will guide the day to day work of each person.

## Staffing Policy

Policy number: 11

Approval date: November 2014

To be reviewed: November 2015

### 1 Background

The success of a service is enhanced by a competent and innovative staff team. However, a team needs a nurturing environment with supportive leadership: an environment where effort is rewarded, the work load is understood and where it is recognised that an OSHC service is adding value to its community. The Approved Provider, as an employer, must be fully conversant with the legal obligations of an employer and have a delegated person responsible to ensure that there is compliance with the requirements.

It is a requirement that employees have access to the Award that spells out the terms and conditions of their employment. Note that the specified Award sets out the minimum entitlements for employees, and conditions may be above Award specifications.

## 2 Policy statement

The Watervale OSHC service supports our employees to attain their full potential because we recognise that these people play a significant role in the daily lives of many of our children and their families. Our employees must all complete the required Criminal History Screening. We are an equal opportunity employer and encourage diversity within our staff team. Where possible, we support our employees to balance work and family commitments. We are happy to accept volunteers and students in our team, though these people will not be included in our child to adult ratio. We expect a full commitment from each team member.

## 3 The policy addresses the following areas

### 3.1 General

- Educators/staff are employed under the Children's Services Award.
- Watervale Primary School Governing Council is the Employer and the nominated line manager for employees is the Principal.
- The recruitment process for educators/staff will be clearly documented, including referee checks.
- Specify minimum qualifications and include processes for ensuring that there are appropriate criminal history clearances.
- State how and where positions will be advertised.
- All employees (and volunteers and students) must have a comprehensive induction as they commence work/placement
- Include the contract forms for all employees.
- It is possible that a service may have an employee who will require to be on leave because of workplace injuries. Services need to have an understanding of the implication of such a situation and have a position on the rehabilitation of such employees.
- Keep detailed records and maintain confidentiality.
- DECD Governing Council operated services employ staff through a merit-based selection and recruitment process and may choose to use the DECD Performance Development Policy to develop a process for managing staff performance. Governing Council employment of non-teaching staff such as OSHC educators must be guided by the Administrative Instructions and Guidelines Section 5 Division 2.24.

### 3.2 The participation of volunteers

Volunteers will not be counted in the educator to child ratio. They will be allocated tasks to support other personnel. Volunteers are mandated notifiers and will need to have a knowledge of WHS, Duty of Care, and the service's policies, particularly the policies that address interactions with children, supervision, confidentiality and training and development.

When developing a process, consider the following:

- Selection/screening.
- Induction to the site and the tasks allocated.
- Supervision of volunteers.
- Record keeping that relates to volunteers.

### 3.3 Equal opportunity

The service will:

- Commit to equal employment opportunity in all advertisements for employees.
- Ensure that selection criteria do not exclude any groups from equitable consideration for positions.
- Ensure that selection panels will be sensitive to the needs of applicants from disadvantaged groups, particularly people with language difficulties and cultural differences.
- If applicants have a disability, assess the applicant against the selection criteria. The panel will apply the principle of reasonable adjustment to any impact the applicant's disability may have on the operations of the service.
- In regard to the service training plan, ensure that all employees have equitable access to training and development opportunities.

Consider that, where the population of children using the service contains significant numbers of children from a particular cultural group, there may be opportunities to attract suitable workers from that cultural group.

### 3.4 Leave

- Leave can be taken in accordance with the Award and the Job Description.
- The service is a family friendly employer, where consideration is given to how personal leave will be approved in negotiation with the Principal.

### 3.5 Employees working alone (single staff services)

Consider the following and assess the risks:

- If an educator is working alone with a group of children, there must be additional safety procedures and contact information that is known and understood by the educator, children, families and the Approved Provider (eg what to do in the case of the educator being unable to carry out tasks).
- Programming can be considerably restricted when there is only one adult present. Simple issues such as the educator or children going to the toilet become much more complex when there is only one adult on site.
- Approved Providers must, by negotiation with the educator in relation to the conditions of employment, establish how a single staff service will be operated so that the safety and wellbeing of both educator and children is addressed.
- Ensure that other related service policies address the reality that the educator may be alone with the children.
- Ensure that the sole adult has a list of contact numbers in case of emergency. This list needs to include people who have fast and easy access to the OSHC service.
- Ensure that the employee has procedures to support his/her own safe arrival to and departure from the service.
- Have a current relief staff list.
- Ensure that there is constant access to a working phone, both for indoor and outdoor programs. In some areas, a back-up phone may be required.
- Ensure there are procedures relating to toileting for children and the adult.
- If there is money on-site, have specific processes and strategies in place in relation to this. Ensure that the school insurance requirements are met in relation to money.

### **3.6 Performance and development**

Performance and development connects the work of all employees to organisational planning, strategic objectives and relevant performance standards through individualised planning, learning and accountability programs.

Performance and development planning is a cycle of individual performance planning, professional learning and performance review that supports individual performance improvement.

The primary point of engagement for performance and development planning is a performance conversation between employee and manager. Performance conversations are an opportunity to confirm performance expectations and behaviour standards, seek and receive feedback, provide evidence, and seek support, clarification and direction.

Performance conversations are not a one-off event. Coaching, support, training, feedback and recognition provided on a regular basis throughout the life of a performance and development plan are essential to achieving a high performing workforce.

Formal procedures must be clearly documented, with the documentation being kept securely and confidentially.

All members of a staff team or the management body involved in a disciplinary process shall keep all information about the process confidential.

#### **Unsatisfactory performance**

Unsatisfactory performance occurs when an employee is not performing the duties of his/her role to the required standard, or otherwise is not performing in a satisfactory manner.

Performance and development will, from time to time, identify areas of unsatisfactory performance. In most instances, it will relate to an isolated element of an employee's performance rather than the totality of his/her performance.

If it becomes apparent that an element of an employee's performance is unsatisfactory, the leader should advise the employee of how his/her performance is alleged to be unsatisfactory, and provide evidence and examples as appropriate.

#### **Natural justice and procedural fairness**

The opportunity to be heard by an impartial decision maker is at the heart of the rules of natural justice and procedural fairness. The rules of natural justice apply whenever the rights, property or legitimate expectations of an individual are affected by a decision.

Decisions in the context of the management of alleged unsatisfactory performance are administrative decisions and may clearly affect the rights of legitimate expectations of employees and the rules of natural justice and procedural fairness must therefore be applied.

### **3.7 Professional development and training**

- The Approved Provider will allocate sufficient resources to meet the development and training priorities of the service.
- The director is responsible for developing, implementing and evaluating an annual professional development and training plan for the service.

This plan will:

- ❖ Include a development and training needs assessment, based on the performance reviews for individual needs and consultation with educators, and the OSHC Committee for the service's priorities.
- ❖ Be presented to the Approved Provider annually prior to the development of an annual budget or as required, to allow development and training to receive an adequate budget allocation.

- ❖ Ensure that development and training opportunities are provided equitably to all educators/staff.
- ❖ Include a variety of methods of development and training delivery such as: (1) internal workshops for staff to share their expertise with each other, (2) internal workshops conducted by outside presenters/experts, (3) attendance by educators/staff at external workshops, conferences and seminars, (4) short courses provided by training organisations such as TAFE, and (5) networking.
- Staff members who attend external development and training opportunities will share the skills and knowledge they have gained with colleagues, where relevant.
- All staff will evaluate all development and training activities against the needs identified in the development and training plan.

### **3.8 Code of conduct for staff**

- Teamwork—responsibilities to co-workers and customer service; how to respond to families, children and other visitors.
- Confidentiality in relation to children, families and other staff members— how information is gathered and stored and who has access to information and under what conditions.
- Duty of care—be confident that all staff understand their obligations to meet the duty of care for children and other staff.
- Understanding of the legal requirements relating to child protection.
- The responsibility for modelling appropriate practice to children and new staff, especially in relation to sun protection, and health and hygiene practices.
- That staff members use their initiative in the workplace in relation to the daily mundane tasks that have to be completed, such as packing up and maintaining order in work areas.
- That each staff member fully participates in accordance with the position description, as well as contributing to program planning and implementation and participating in professional development and training.
- That all staff know and understand the philosophy and goals of the service as well as the operational policies and procedures of the service.

It is a requirement of all employees to familiarise themselves with the content of the service code of conduct and to carry out their duties in a manner that is consistent with its values, behavioural principles and standards of professional conduct.

It is important to communicate to employees the values and principles of conduct expected of them relevant to their profession.

Contravention or failure to comply with a professional conduct standard will constitute misconduct. An employee who contravenes or fails to comply with the conduct standard may be liable to disciplinary action.

### **3.9 Staff handbook**

Each team member should have a current handbook and much of this information can be repeated in the service's Family Handbook.

### **3.10 Induction**

Induction is a key process in creating and maintaining a positive and professional culture. Each individual who begins work at the service should have a clear understanding of their role and the expectations of their performance, and should be given the opportunity to engage with the philosophy and context that underpin the operation of the service at the earliest possible time.

New employees and volunteers need a comprehensive induction and to be supported and guided in their first weeks in a new position.

### **3.11 Determining the Responsible Person present at the service**

There must be a designated Responsible Person present at the service whenever the service is operating.

This can be the nominated supervisor: a prescribed or declared certified supervisor who has consented to be the Responsible Person placed in day to day charge of the service.

The name of the Responsible Person should be publicly on display at all times when children are in care and should be visible to anyone on entering the service. The name should also be recorded in the daily roster.

## **4 Other considerations**

### **4.1 Educators/Staff handbook**

The following list offers a guide to headings that should be considered in the preparation of a staff handbook:

- Statement of philosophy
- Hours of work—hours that the service operates
- Other expectations of time (eg educators meetings)
- The number of children in care—each component
- Boundaries (including maps) and information about what they can expect from the children (eg behaviour guidance practices)
- Daily routines
- Code of Conduct—duty of care, supervision and what is expected
- Staff entitlements—including breaks, how to apply for leave, superannuation
- Staff responsibilities as team members
- Staff responsibilities as role models (need to adhere to service policies such as the Sun Protection Policy and the Nutrition Policy)
- General information about the service (eg history, who operates the service, the management structure of the service and a basic description of the relevant legislation that the service must comply with; number of Child Care Benefit places for each component, capacity of venue).

## 4.2 Educators/Staff induction checklist

New employees sign an induction checklist to indicate that they have read the required information listed when they commence duty.

The checklist can also include an item about the information the service will require, including taxation information (declaration and tax file number), contacts details, details of qualifications including first aid and mandatory notification.

## 5 Resources/References

1. Protective Practices for Staff at [www.decd.sa.gov.au/docs/documents/1/ProrectivePracticesforSta.pdf](http://www.decd.sa.gov.au/docs/documents/1/ProrectivePracticesforSta.pdf)
2. Early Childhood Australia Code of Ethics at [www.earlychildhoodaustralia.org.au/code\\_of\\_ethics/childhood\\_australias\\_code\\_of\\_ethics.html](http://www.earlychildhoodaustralia.org.au/code_of_ethics/childhood_australias_code_of_ethics.html)
3. DECD Creating and Sustaining a Performance Development Culture at [www.decd.sa.gov.au/hrdevelopment/pages/workforcedevelopment/performancecdevelopmentculture](http://www.decd.sa.gov.au/hrdevelopment/pages/workforcedevelopment/performancecdevelopmentculture)
4. Code of Ethics for the South Australian Public Sector at [www.espi.sa.gov.au/page-351](http://www.espi.sa.gov.au/page-351)
5. Merit Selection Policy, Procedures and Instructions 2010 at [www.decd.sa.gov.au/hrstaff/pages/recruitment/meritdocs/](http://www.decd.sa.gov.au/hrstaff/pages/recruitment/meritdocs/)
6. Relevant Awards
7. Award information and assistance:
  - \_ FairWork Australia at [www.fwa.gov.au](http://www.fwa.gov.au)
  - \_ Department for Education and Child Development—Human Resources at [www.DECD.sa.gov.au/hr](http://www.DECD.sa.gov.au/hr)
  - \_ NetworkSA at [www.networksa.org.au](http://www.networksa.org.au) (for award information, sample job descriptions)

# Interactions with Children

## (National Quality Standard 5)

Policy number: 12

Approval date: November 2014

To be reviewed: November 2015

### 1 Background

The implementation of the National Quality Framework sees the introduction of a learning framework— *My Time, Our Place*—for school age children in education and care settings. This framework recognises the valuable role OSHC services play in the lives of children and families. *My Time, Our Place* sets a vision for children’s learning through play and leisure, in contrast to the expectations in classroom settings. There is new language to adopt and incorporate into our OSHC settings and an emphasis on the use of reflection in all practices.

### 2 Policy statement

**The Watervale OSHC service uses the *My Time, Our Place* Framework for School Age Care in Australia to underpin the operational development of the service and ensure that the needs of each child are addressed. Our philosophy states the service’s purpose and direction and underpins all policies and procedures. The ethos of our service is to value each of our OSHC educators and enable them to access professional development and training to inform them of the latest research findings that will guide and empower them to effectively support and nurture children.**

### 3 The policy addresses the following areas

#### 3.1 General

- The development of this policy is underpinned by the *My Time, Our Place* Framework for School Age Care in Australia. *My Time, Our Place* contains broad principles that underpin practice and reflect contemporary theories and research regarding children’s play, leisure and learning. The principles of secure, respectful and reciprocal relationships; partnerships; high expectations; and equity and respect for diversity should guide interactions with children. ‘Educators who are attuned to children’s thoughts and feelings support the development of a strong sense of wellbeing and social competencies’ (*My Time, Our Place*, p10). Educators who strive to build strong connections with children contribute to their sense of belonging, fairness and self-esteem. ‘Partnerships are based on effective communication which builds the foundations of understanding about each other’s expectations and attitudes and build on the strength of each others’ knowledge’ (*ibid*). Important qualities for educators when building relationships with children include fairness, integrity, authenticity, humour, sympathy, understanding and open communication. The practices and outcomes identified in *My Time, Our Place* will guide educators in their interactions with children.

- Reflective practice is another principle underpinning the school age care framework. It is central to sustaining high quality programs and interactions with children and brings theory and practice together to enable learning from experiences and to adapt and develop practices in the light of new understandings. Learning together with children and colleagues draws upon the diverse knowledge, experiences, views and attitudes of individuals within the group. Being reflective means being open to change and examining current beliefs, attitude and knowledge while constantly looking for ways to improve. Services implement reflective practice by providing time for educators to examine aspects of service delivery: firstly, how it is done and, then, questioning why it is done this way. This examination allows educators to reflect on current theory as well as attitudes and beliefs, which may influence their views. Inquiry may increase levels of cultural appropriateness and reveal practices that may impact on children's wellbeing.
- Where the Approved Provider of the service is a school governing council, the practices and procedures of the school need to be considered and reflected in the policy.

## Behaviour Guidance Policy

The OSHC service is committed to meeting the needs of the children in care in a way that fosters a positive and nurturing environment. The safety of all staff and children are a priority. Children and staff are to be treated respectfully. Within the service environment, staff and children work collaboratively to define consequences for the actions of children who do not respect or consider the safety of others. The service has clear steps for unacceptable behaviour, which are compatible with the school policies and procedures.

We believe that to effectively guide children's behaviour we need to:

- Ensure children are continually guided positively and encouraged towards acceptable and inclusive behaviour in order to maintain their self-esteem, dignity and personal integrity
- Guide children to recognise personal responsibility and self-discipline
- Acknowledge that children can learn from their mistakes
- Be fair and consistent
- When guiding children's behaviour, place focus on the behaviour and not the child
- Recognise that a child's behaviour is affected by a multitude of factors, including age, physical environment, time of day, staff and other children's actions, family experiences and cultural backgrounds
- Work together with families and teachers to build positive relationships
- Provide a wide and varied program to reduce boredom and discontent
- Seek input from families and children when reviewing behaviour management policy, to encourage ownership and acceptance.

The behavioural expectations are as follows:

- We respect and care for ourselves, other people and property.
- We work and play safely and cooperatively.
- We follow directions of teachers/staff members.
- We stay inside the supervised boundaries.

The following steps are introduced when the rules are not being followed:

1. The child is reminded of the rule or expectation.
2. A short time away from the area of play, or a logical consequence, such as removal from, for example, the sandpit is imposed.
3. Additional time out of play is imposed, with associated consequences, such as loss of some privilege or a written apology.
4. Repeated inappropriate behaviour will result in consultation with families. At this time, the child, parent/guardian and director may negotiate and formulate a behavioural plan.
5. If parental consultation and behavioural plan does not improve behaviour, the issue will be directed to the school's principal and may result in Internal Suspension.
6. If all of the above steps prove unsuccessful, the child may be asked to leave the program.

## **Inclusion Policy**

The OSHC service is committed to providing an environment with activities and experiences that encourage all children to learn, extend their skills and have fun. The service will offer care for children from diverse cultural, linguistic and economic backgrounds and for children with varying developmental, physical and intellectual abilities. The program will be developed to accommodate the needs of all children in care. The service will actively promote the positive aspects of diversity and encourage acceptance and appreciation of individual differences. Staff will respect individual differences and treat everyone without bias, prejudice or reference to stereotyping, and will encourage the children to do so too.

How the policy will be implemented:

- The individuality of all children and staff will be respected.
- The service is respectful of staff, children and families from culturally and linguistically diverse backgrounds, and structures the program to assist these individuals wherever possible.
- Programming will be inclusive of each individual's cultural needs and differences as much as possible; diversity will be celebrated. This assists children in understanding and appreciating cultural diversity.
- The service will actively seek input from cultural identities within its local community.
- Children and staff with disabilities and additional needs will be included into the service once appropriate levels of support to facilitate effective inclusion are available. This may include some physical facilities, specialised staff training, and additional staff.
- A positive relationship is formed with families of children with additional needs to learn more about the child, his/her requirements and the expectations of the family.
- Staff will help children to show understanding, acceptance and respect for individual differences by modelling appropriate behaviour and using opportunities such as informal discussions during play to address issues of fairness and justice.
- Staff will encourage children to communicate with each other respectfully and to be fair to one another.
- Staff will interact with children without bias, prejudice or reference to any stereotype and will avoid making comparisons between children.
- The service will program equitably for boys and girls and, where possible, offer opportunities for activities to be done individually or in groups, providing the children with choice within the service.
- The service identifies and encourages children's differing special qualities and ensures that programming enables each child to succeed.

- To ensure that all children are receiving optimal care within the service, staff will participate in professional development and training and have ready access to reference materials within the service.

## Managing Conflict through Mediation Policy and Procedures

The OSHC service recognises that the service will run most effectively when there is minimal conflict and that any conflict is resolved quickly. We recognise that mediation is an effective tool in achieving this and actively promote it within the service for all participants to use.

Mediators promote constructive communication, help disputants take responsibility for their own actions, clarify their needs and feelings and focus on mutual needs and interests.

Mediators HELP people in a conflict to work together to resolve the dispute. This principle acknowledges that children in conflicts (disputants) have the wisdom within them to resolve their own disputes. The mediator GUIDES and HELPS this to happen.

Staff are expected to use the mediation process with children's disputes.

### What is mediation?

- Mediation is a fair way to resolve conflict. A mediator does not take sides, but serves as an impartial listener and facilitator to help people in conflict come to an agreement.
- Mediation is workable because the disputants solve their own conflict and their feelings are dealt with.
- Mediation focuses on problem solving rather than on blaming, punishment or revenge.
- Mediation enables the child to own and accept his/her behaviour and the consequences because the child has been involved in resolving the conflict through the mediation process.

In order for mediation to effectively resolve conflict, the mediator needs to be an active listener, which involves:

1. Putting yourself in the other person's place to understand what the person is saying and how she/he feels.
2. Showing understanding and interest by your:
  - tone of voice
  - facial expression
  - gestures
  - eye contact
  - body language.
3. Do not:
  - interrupt
  - offer advice
  - give suggestions.
4. Reflect and paraphrase what the person has said to ensure that your understanding of the situation is accurate.
5. Ask questions to clarify what is being said.
6. Repeat in your own words what you think the person means.

Mediation aligns with the school's *Restorative Practices* approach to behaviour management.

### Rules for mediation to occur

If the problem is to be solved, the mediator and disputants must agree on the following points:

1. One person speaks at a time, no interrupting.
2. Everyone listens to each other.

3. Everyone is honest.
4. No 'put downs' should be expressed.
5. The mediator will be fair and not take sides.

### Mediation steps

Decide who will talk first, then ask:

1. What is the problem?
  2. How do you feel?
  3. What do you want to happen?
  4. What is the plan/solution?
    - Work with suggestions until disputants develop one they are both happy with.
    - There may be more than one problem.
    - Make sure all problems are solved.
    - Check that both disputants are happy with the plan.
  5. How can you avoid the problem happening again?
- In closing, tell the disputants the problem is solved.

### Handling difficult situations

1. What are the likely problems?
  - Are they telling the truth?
  - Is there a lack of willingness to solve the problem?
  - Is there an inability to explain the situation due to low self-esteem, powerlessness or unequal power?
2. Strategies to counter difficulties
  - Review rules and agreements (ie the importance of honesty).
  - Separate disputants and talk to them individually, and then try to solve the problem all together.
  - Allow disputants a cool-off period until they are willing to participate.

### What if one person won't agree to mediate?

Staff member asks what will happen/are the consequences if the problem is not sorted out. Then ask if that is what the disputant wants to happen.

**No** Then it will help to mediate.

**Yes** Then I can't help you now. If you change your mind I will help you.

The person who did want help needs to carry on until such time that the other disputant is willing to enter into mediation.

## 4 Resources/References

1. It is recommended that services have some reference material that underpins their practice. The following names provide useful reference points for internet searches: Dr Louise Porter, Ben Furman, William Glasser, Dianne Nixon and Katy Gould.
2. UN Convention on the Rights of the Child at [www.unicef.org/crc/](http://www.unicef.org/crc/)
3. DECD Discipline in Schools Policy at [www.decd.sa.gov.au/docs/documents/1/SchoolDisciplinePolicy.pdf](http://www.decd.sa.gov.au/docs/documents/1/SchoolDisciplinePolicy.pdf)
4. DECD Protective Practices for Staff in Their Interactions with Students at [www.decd.sa.gov.au/docs/documents/1/ProtectivePracticesforSta.pdf](http://www.decd.sa.gov.au/docs/documents/1/ProtectivePracticesforSta.pdf)
5. Guiding Children's Behaviour in a PositiveWay—Article from Putting Child First Issue No 25, March 2008 at [www.acecqu.gov.au](http://www.acecqu.gov.au) (go to NCAC archives)
6. My Time, Our Place, Framework for School Age Care in Australia at [www.acecqua.gov.au](http://www.acecqua.gov.au) (go to publications)

# Service Management

## (National Quality Area 7)

1. ENROLMENT AND ORIENTATION
2. GOVERNANCE AND MANAGEMENT
3. CONFIDENTIALITY
4. AUTHORISATIONS
5. FEES
6. COMPLAINTS

## Enrolment and Orientation Policy

Policy number: 13      Approval date: November 2014      To be reviewed: November 2015

### 1 Background

All children have the right to be treated equitably in our society... An environment where children are treated equitably relies on adults that accept and respect similarities and differences in children's families' and each other's culture, gender, sexuality, ability and beliefs. OSHCQA Factsheet #8 from National Childcare Accreditation Council

### 2 Policy statement

The Watervale OSHC service will incorporate an orientation process for both 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 OSHC service.

An enrolment form must be completed for each family and, where necessary, a health support and personal care plan provided for individual children. Families will receive an information pack as they enrol to ensure that they have easy reference to the information they will need.

### 3 The policy addresses the following areas

#### 3.1 General

- Families will be required to complete enrolment forms annually.
- Families will be reminded to update their information.
- Storage of enrolment information is secure, confidential and can be accessed through the Director

- Provide support for families not fluent in English to complete the enrolment—translation may be required in some areas.
- Waiting list information, if relevant, should be included.
- Families using care services must take responsibility for advising the service when any of the following changes occur:
  - name
  - contact information such as phone, mobile phone or email
  - emergency contacts that service has been given
  - the collection authorisation for the service
  - responsibility for the account.

This information should be highlighted in the family handbook and also verbally explained as part of the enrolment process.

- The names, addresses and contact details of all people authorised to collect children from the service will be included on the enrolment form and signed by the parent/guardian, and any changes to these must be advised in writing to the service by the custodial parent/guardian as soon as possible.
- If the custodial parent/guardian arranges for an unauthorised person to collect his/her child from the service, the parent/guardian must firstly advise the service via a telephone conversation and then give written advice of this arrangement and confirm who will collect the child. An email or text message can be verification of a phone call. Educators/staff will seek proof of identity in cases where the person authorised to collect children is not known to staff.
- There should be clear statements about custodial issues, and strategies in place to support educators/staff.
- Educators/staff must communicate with families in a positive and supportive manner to develop the parent–child relationship and the parent–staff relationship.
- Families will have access to the director at any reasonable time, to discuss any concerns regarding their child. This may be on the spot, by telephone or by appointment.
- Educators/staff will not discuss with families confidential information regarding any other child or family within the service.
- Families may visit the service at any reasonable time while their child is in care.
- Where an Intervention Order exists, staff will uphold the efficacy of the order where it is reasonably practicable and safe to do so. If there is an immediate danger to the child as a result of carrying out or complying with any provision of an Intervention Order, then those provisions should not be carried out. Further information can be accessed at [www.crisis.sa.edu.au](http://www.crisis.sa.edu.au).
- In the case of a parent/guardian arriving at the service in a visibly intoxicated or otherwise unfit state to drive to collect a child, the person will be encouraged to contact another adult to drive him/her and the child home, or the service will offer to call a taxi. If the unfit person insists on taking the child, the police will be immediately informed and the release of that child into the care of that person should be delayed until such time as the police arrive. The parent/guardian shall be advised that such will occur.
- Where any perceived safety to a child is at risk (in relation to access to that child), the police will be immediately requested for assistance.
- Enrolment information must include hours of operation for care. Services also need to have strategies to gather information about the suitability of these hours, as conditions for users may change.
- Services may have conditions for operating on school pupil-free days (eg a specific number of children may be required to ensure the viability of the day). Families will need time to make alternative arrangements if care is not available.

## 3.2 Access to the service

- Access and enrolments will be subject to the Priority of Access Guidelines (Child Care Service Handbook).
- Equal opportunity principles will be observed in relation to access to the service for children and families.
- Placement is to be organised through the director in accordance with the service policy.
- Staff and committee members must pay the standard fee if their children attend the service.
- Where relevant, establish a waiting list and service protocols for managing that list.
- Access to the service will be denied in the case of children being suspended or excluded from the service. Exclusion will occur only after all other avenues of communication and support have been exhausted and when:
  - a child puts one or more children at risk through inappropriate/dangerous behaviour (see Interactions with Children Policy)
  - a child has an infectious disease (see Infectious Diseases and Infestations Policy)
  - a child's needs are such that specific staff training or venue adaptation may be required—in such instances the child should be able to access the service when appropriately qualified educators are identified and the necessary physical support requirements can be met.

## 3.3 Orientation

When new children arrive, take time to get to know them.

Consider taking the following actions:

- Check out all the information on the enrolment form.
- Spend time explaining how the session will work and what they may and may not do. 'Buddying' a new child with someone who has used OSHC for some time is useful.
- Explain boundaries.
- Explain 'OSHC rules' and how they fit with school rules.
- Introduce them to other educators as soon as possible.
- Frequently take time to ask how they are settling in.

### For families

- Do you have clear strategies to remind children that they are to come to OSHC?

### For educators

- What is the process when a booked child does not arrive?
- Explain the daily routine to new children (eg coming to OSHC from class, roll call, play and activities, food and afternoon tea procedures including hand washing and toilets).
- Describe what happens with accidents and first aid.
- Describe the emergency procedures.
- Talk to children about what to do if they feel unsafe or anxious.
- Ask children if there are special things they would like to tell us about themselves.

## 4 Other considerations

### 4.1 Enrolment checklist

- An enrolment form must be completed for each family and, where necessary, a health support and personal care plan provided for individual children.
- Include waiting list information, if relevant.
- Include confidentiality statements and make reference to the Confidentiality Policy.
- Document clear procedures for the collection of children by families, authorised people and unauthorised people.
- Provide clear information about opening and closing times.

### 4.2 Enrolment procedures

- Encourage families to make time to enrol children so that they can be fully informed about the service and its requirements.
- Enrolling families should be offered a family information booklet that answers the questions new users will need—an induction pack.

### 4.3 Enrolment form

- Some services will use the enrolment form that is provided by the CCMS software and others will develop individual forms.
- Refer to the Confidentiality Policy when preparing an enrolment form.

## 5 Resources/References

1. Health Support Planning in Education and Children's Services. CHES 2006 at [www.chess.sa.edu.au](http://www.chess.sa.edu.au)
2. Australian Government—Australian Child Care Service Handbook at [www.acecqa.gov.au](http://www.acecqa.gov.au)
3. OSHCQA Factsheet #8 National Childcare Accreditation Council at [www.acacequ.gov.au](http://www.acacequ.gov.au) (go to NCAC archive)

# Governance and Management Policy

Policy number: 14

Approval date: November 2014

To be reviewed: November 2015

## 1 Background

**This policy focuses on effective leadership and management of the service that contributes quality environments for children's learning and development. Well documented policies and procedures, well maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.**

Guide to the National Quality Standard, October 2011, ACECQA

A comprehensive overview of the governance and management of OSHC services can be found on [www.DECD.sa.gov.au/OSHC](http://www.DECD.sa.gov.au/OSHC). This information addresses the work that needs to be undertaken. Approved Providers must ensure that they have a full understanding of requirements and ensure that the staff team has access to all the National Quality Framework documentation.

## 2 Policy statement

The Watervale OSHC service undertakes to ensure that all aspects of governance and management are clearly articulated and that this complements the service philosophy and statement of purpose. There is an ongoing process of review and evaluation and all relevant information is readily available to stakeholders.

Also included are statements to address the following:

- philosophy and policies
- financial management
- facilities and environment
- equipment and maintenance
- review and evaluation of service
- records management
- work health safety

## 3 The policy addresses the following areas

The Approved Provider must ensure that copies of the current policies and procedures required under Regulation 168 are available for inspection at the service at all times (as per Regulation 171).

### 3.1 General

- Roles and responsibilities of key personnel are clearly defined, taking into account Awards and levels of Awards and time estimated to complete tasks.
- Communication between the service and management will take place regularly and frequently, both informally and formally.
- The Watervale OSHC service is operated by the Watervale Primary School Governing Council that is the legal entity and the employer of educators/staff. There will be comprehensive two-way reporting processes and a meeting schedule, at least once each term prior to a Governing Council meeting.

### 3.2 Philosophy and policies

- The development and review of these documents is an ongoing process.
- The philosophy and associated statement of purpose should underpin all other documentation and the practices of the service. A philosophy should be developed and maintained by the OSHC community and be reflective of the values and requirements of its community.
- Policies (and procedures) provide clear documentation that defines agreed and consistent ways of doing things to achieve the stated outcomes.
- All documents should be dated and include nominated review dates.
- There should be a comprehensive index for the service policies as it is likely that umbrella policies may address several aspects of operational practice.
- The service philosophy and policies should be readily available for all stakeholders and there should be reference to this in various handbooks and general service information.
- There should be an electronic version of all current documentation of all policies.

### **3.3 Financial management**

- OSHC services need to be financially accountable and to be operated as a financially viable and sustainable business.
- The details of budgeting and fee setting are set out under the Fee Policy.
- For an OSHC service to improve and develop there must be scope to plan improvements for the service—it is good practice to maintain provisions for planned future expenditure. All specific provisions should be formally approved and noted in meeting minutes.
- It is a requirement of employers that there are provisions held for employee entitlements as per the Award. Such money should be available as needed. Employees should be advised of their available entitlements with each pay.
- Services operated by school Governing Councils on DECD sites must adhere to the organisational financial management policies and procedures outlined at [www.decd.sa.gov.au/goldbook](http://www.decd.sa.gov.au/goldbook) and contained in the OSHC Resource Kit at [www.decd.sa.gov.au/oshc](http://www.decd.sa.gov.au/oshc).

### **3.4 Statement on facilities and environment**

- Regulations 103–115 relate to the physical environment required for an OSHC service. The requirements are set out clearly and need to be considered when site re-arrangements are considered.
- Approved Providers must ensure the requirements are met at all times.
- Services will require adequate storage space for equipment; there must be an appropriate space for administrative tasks as well as space where confidential meetings can be undertaken. Areas for food preparation should meet the requirements of the Food Safety Standards.
- Where service employees are required to pack up after each session, consider the WHS implications and ensure risk assessments of the required practices are undertaken.

### **3.5 Equipment and maintenance**

- To be inviting for children as well as meeting their needs, OSHC services need to have appropriate equipment that is well maintained and safe.
- This is an ongoing expense and so the service budget should reflect this expense.
- Routine cleaning of toys and equipment takes place.
- Furniture will be regularly checked to ensure that it is safe.

### **3.6 Procedures for review and evaluation of the service**

- Ongoing review and evaluation will underpin the ongoing development of the service. Such evaluation should involve all stakeholders, especially families, children and educators/staff.
- The development of a Quality Improvement Plan will form part of the review process. The development of a plan will require reflection on what works well and what aspects of the service can be further developed.

### **3.7 Confidentiality**

This is addressed in the Confidentiality Policy.

### 3.8 Maintenance of records

- **Regulation 177** outlines requirements and includes references to records that services must keep.  
**Regulations 183–184** detail storage of records.
- OSHC services have 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. For those services on DECD sites, refer to [www.decd.sa.gov.au/docs/documents/1/RecordsManagementPolicy.pdf](http://www.decd.sa.gov.au/docs/documents/1/RecordsManagementPolicy.pdf).
- **The Approved Provider assists in determining the process, storage place and time line for storage of OSHC records.**
- The service's orientation and induction processes will include the provision of relevant information to staff, children and families.
- Clear guidelines on which people have access to which particular records will be given to advisory committee members, staff and families. These will be available at all times at the service.
- Government departments have differing requirements relating to the length of time a service needs to retain records. Approved Providers will need to ensure that their record retention process meets the requirements. Check with the following:
  - Australian Tax Office
  - Family Assistance Office
  - Department for Education and Child Development.
  - Confirm the length of time required for the storage of accident reports and recorded information about children's participation in the service.
  - In the event of ceasing to operate, the service's records will be kept separately and securely by the school.

### 3.9 Work health safety (WHS)

- The establishment and maintenance of a safe workplace is a joint responsibility of employers and employees. The Approved Provider of an OSHC service will have practices and procedures 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 school's WHS Coordinators should include OSHC in their oversight of the site practice.

## 4 Resources/References

1. DECD Health & Safety at [www.decd.sa.gov.au/hrhealthsafety/default.asp?navgrp=955](http://www.decd.sa.gov.au/hrhealthsafety/default.asp?navgrp=955)
2. DECD Records Management at [www.decd.sa.gov.au/rmp/pages/cg0000941/standards-guidelines/](http://www.decd.sa.gov.au/rmp/pages/cg0000941/standards-guidelines/)

# Confidentiality Policy

Policy number: 15

Approval date: November 2014

To be reviewed: November 2015

## 1 Background

OSHC services have access to sensitive and private information about children, families, employees and management. Records and information must be stored appropriately to ensure confidentiality, must be available at the service, and must be maintained in accordance with legislative requirements.

Information should not be collected unless it is required. People are entitled to know why information is being collected and the service's policy about disclosure of the information it holds. Personal information about children should not be held without families' knowledge.

## 2 Policy statement

**The Watervale OSHC service makes every effort to protect the privacy and confidentiality of all individuals by ensuring that all records and information about individual children, families, staff and management are kept in a secure place and are accessed by, or disclosed only to, those people who need the information to fulfil their responsibilities at the service or have a legal right to know in accordance with legislative requirements.**

## 3 The policy addresses the following areas

### 3.1 General

- Be clear on what information is collected and why, including both child, staff and educator records.
- Determine who needs information and why, then determine which information needs to be kept confidential. Establish how confidential information is to be stored.
- Consider how and when confidentiality applies to conversations. Work out how this will be managed. Consider conversations with families about children, staff hand-overs and meeting reports. Your service will need to have a designated area where private conversations can be held. Also consider the passage of information between OSHC and the school. There are real benefits to be gained from shared information but families must give consent and be aware that this can happen.
- Accountability requirements include confidentiality.
- Seek advice from the Approved Provider about record storage. Record keeping requirements vary for different information; ensure that regular checks are made to confirm the required length of storage time required from each level of government as well as the Australian Tax Office.
- Ensure that confidential information is handled and stored in a way that safeguards the reputation of the service.
- Ensure that storage practices are secure.
- Ensure that all stakeholders are protected by the procedures relating to confidentiality.
- Ensure that all stakeholders understand the requirements relating to access to confidential information.

- Develop processes for reviewing and updating records and information on a regular basis.
- Develop a service practice in relation to the retention and disposal of records.

**The following records for each child are confidential and must be kept in a secure and accessible place:**

- personal details (name, address, date of birth)
- relevant medical details (if any)
- relevant custody details (if any)
- details of people authorised to collect children from the program
- permission for child to leave the service unaccompanied (if applicable)
- forms for signing in and out of children at the beginning and/or end of programs
- name, home and work address and phone numbers of families/approved persons
- name, address and phone numbers of people who may be contacted in an emergency
- authorisation to seek emergency medical, hospital and ambulance services (or the chosen alternative of the families/approved person)
- any special needs or considerations relating to the child's medical needs/excursion needs
- authorisations to administer medication, and details of medication administered
- written authorisations to take children outside the service (eg excursions).

**Under the Regulations, there are specific staff and educator records that need to be kept. Services need to list these and ensure that these records are confidentially maintained.**

- A file for each employee should be maintained.
- Qualifications should be noted and a copy of confirmation of these kept. This should include first aid and associated courses (eg asthma and anaphylaxis training).
- Refer to the relevant Award to ensure that all the required information is kept.
- Maintain records of performance review and professional development and training.
- Ensure there is contact information for next of kin.

## 4 Resources/References

1. Privacy Act at [www.privacy.gov.au](http://www.privacy.gov.au)
2. Australian Child Care Service Handbook, DEEWR (current edition) at [www.acecqua.gov.au](http://www.acecqua.gov.au)

# Authorisations Policy

Policy number: 16      Approval date: November 2014      To be reviewed: November 2015

## 1 Background

Approved Providers must obtain authorisation from parents/guardians and authorised nominees in some circumstances for situations such as:

- administering medication to children
- children leaving the premises in the care of someone other than their parent/guardian
- children being taken on excursions

## 2 Policy statement

The Watervale OSHC service has clear processes to ensure that all requirements relating to authorisations are met as determined by the Law. These policies specifically outline for educators and families what steps they must take to ensure children are safe when being educated and cared for.

## 3 The policy addresses the following areas

- The administration of medication: Ensure that there is consistency with the Medical Conditions Policy.
- Children leaving the premises in the care of someone other than their parent/guardian: Refer to the Delivery and Collection of Children Policy to ensure consistency.
- Children being taken on excursions: ensure consistent practice.

## Fees Policy

Policy number: 17

Approval date: November 2014

To be reviewed: November 2015

## 1 Background

OSHC services are generally operated as not-for-profit businesses. Approved services receive an allocation of Child Care Benefit places and these must be managed in accordance with Australian Government legislation (refer to the Child Care Service Handbook at [www.acecqua.gov.au](http://www.acecqua.gov.au)).

The Approved Provider of the service has the legal responsibility for ensuring that there are sound practices in place to manage the fees and related income and expenditure of the OSHC service.

OSHC services have limited opportunities to source funds other than fee income. Therefore, the development of a service and its facilities must be addressed by planning and making provisions within the operational budget of the service. The financial management of individual OSHC services will differ, based on the requirements and practices of the Approved Provider.

## 2 Policy statement

**The Watervale OSHC service sets fees in accordance with our annual budget 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 annual budget is ratified by the Approved Provider annually, or as necessary, and monitored carefully throughout the year.**

**The service uses *Spike* software which is a package specifically designed to process bookings, attendances and produces a statement to show family fees. This package is approved for the Australian Government by the Department of Education, Employment and Workplace Relations.**

**The service will support families by providing relevant information as it becomes available but families must be responsible for liaising with the Family Assistance Office as needed.**

**Families are reminded that the service is unable to communicate with FAO with regard to details of their CCB or CCR. This is a confidentiality matter for all parties.**

## 3 The policy addresses the following areas

### 3.1 Bookings and cancellations

The following information is prepared in accordance with the Australian Government requirements as set out in the Child Care Service Handbook. Each family is expected to make bookings, in advance, for the care sessions required. Information must include dates, times and the names of children who will attend, to ensure that the service is prepared with resources, training and staffing to meet the children's needs.

The program and educator rosters are based on bookings and so the service will charge fees for booked care that is not used.

- Service policies and procedures ensure that for any given session there is a list of children booked for care so that educators can accurately check attendances and efficiently follow up any booked children who do not arrive.

Where there are vacancies, parents may request a casual booking **up to 3.00pm** on the day of attendance.

All bookings can be made at the school's front office, or via phone or email.

Cancellations/Notifications of absences are to be made as soon as possible to enable places to be filled if required.

Permanent bookings will be charged at the Permanent After School Care (ASC) rate for **all days your child is booked in** whether present or absent on the day.

The Director will keep families informed about Allowable Absences, Special CCB, Grandparents CCB, Education and Training and other relevant information via OSHC bulletins and the school newsletter.

### 3.2 Fees

Fees set at commencement of service 28/01/2014 are:

Permanent ASC	\$20 per session
Casual ASC	\$22 per session
Pupil Free Day	\$50 per session
Late Collection Fee	\$1 per minute

The service does not charge a registration fee, bond or any other upfront fees.

Families will be invoiced each Thursday for the week ending the previous Friday.

Fees are due and payable weekly.

Payments may be made by cash/cheque at the school's front office or via EFT to:

**BSB: 105-030**

**A/C: 0434 25240**

We do not have credit card facilities.

Families will be given a minimum of 14 days' notice of any fee increase.

### 3.3 Overdue Accounts

Parents/Caregivers experiencing any financial difficulties are requested to contact the Director and/or School Finance Officer to negotiate a mutually agreeable payment plan.

If there is no instalment plan in place, the following processes will be applied:

- After 2 weeks – invoice will be stamped with “This account is now overdue”

- After 3 weeks – invoice will be stamped with “Final Notice” accompanied by a letter advising that all future OSHC bookings will be cancelled should the account remain unpaid after 7 days
- After 4 weeks of non-payment, the OSHC bookings will be cancelled at the discretion of the service provider, and no further bookings will be taken until the account is cleared.

All details pertaining to a family’s fees and accounts will be kept confidential and stored appropriately. Families may request access to their own account records at any time.

### **3.4 Budget and Financial Management**

The annual budget will be prepared by the Finance Officer in conjunction with the Director and Principal and ratified by the Watervale Primary School Governing Council annually.

The budget is closely monitored and reports are presented to each Governing Council meeting.

The school Finance Officer is responsible for recording financial transactions, preparation of wages, record keeping and presenting financial information to OSHC Committee at least once each term.

The service is audited by the school’s auditors between February and April each year.

Copies of all financial records will be kept for a minimum of seven years and will be available for inspection by Australian Government officers.

An assets register, including all items over \$100 owned by the service is to be maintained.

## **4 Resources/References**

1. DECD Gold Book at [www.decd.sa.gov.au/goldbook/pages/home/home/?reFlag=1](http://www.decd.sa.gov.au/goldbook/pages/home/home/?reFlag=1)

# **Complaints Policy**

Policy number: 18      Approval date: November 2014      To be reviewed: November 2015

## **1 Background**

An effective complaints and grievance management system confirms to educators, staff members, children, families and the community that complaints and grievances are taken seriously and investigated promptly and thoroughly. The principles of natural justice and procedural fairness will be applied when managing complaints.

For any service operating on a school site, the school principal or nominee, as line manager of the OSHC director, should be informed when there are complaints.

For services operated by a DECD school, the Governing Council must follow the DECD Parent Complaints Policy at [www.decd.sa.gov.au/policy/pages/OSPP/policy\\_index](http://www.decd.sa.gov.au/policy/pages/OSPP/policy_index), or contact 1800 677 435, or email [DECD.ParentComplaint@sa.gov.au](mailto:DECD.ParentComplaint@sa.gov.au).

## 2 Policy statement

The Watervale OSHC service takes complaints about the service, its staff, educators, practices and procedures seriously. There are processes in place to ensure all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

The service will address complaints by:

- Ensuring a clear, accessible and documented complaints procedure is made available to all families, educators/staff and children.
- Ensuring that the process is fair to all parties involved.
- Ensuring that complaints are dealt with promptly.
- Maintaining confidentiality.
- Maintaining records of complaints, processes and outcomes.
- Notifying the regulatory body of any complaint that alleges the safety, health or wellbeing of a child was or is being compromised, or that the law has been breached.

## 3 The policy addresses the following areas

### 3.1 General

The Complaints Policy and procedures will be made available to families through the family handbook given to families on enrolment.

Educators and staff will access the Complaints Policy and procedures through the policy documents and staff handbook issued on employment and whenever an updated version is issued.

Children will access the complaints procedure through conversations with educators, clearly displayed posters at the service and through discussions with families.

Service staff managing complaints must be aware that there may be situations where a conflict of interest arises and action may need to be taken to manage such situations.

Complaints can be made in the following manner:

- verbally—in person or by phone
- in writing—via email, fax or mail

### 3.2 Procedure for families lodging a complaint

- Families are requested to not discuss complaints in front of children. It may be that an appointment with the director will need to be made.
- Complaints regarding any aspect of the service should be addressed with the director in the first instance, even where the complaint is about the director.
- In the event that you feel you are unable to discuss your complaint with the director or in the event that discussion with the director proves unsatisfactory, your complaint can be directed to the Principal.
- In the event that you feel uncomfortable in dealing with a complaint personally, you may nominate an advocate to mediate on your behalf.
- We welcome your feedback and suggestions at all times. These may help us to continuously improve our service.
- Families have a right to lodge a complaint directly with the Regulatory Authority.

### **3.3 Procedures for educators lodging a complaint**

- If the complaint is of an industrial nature, the requirements of the relevant Award must be addressed and followed. External advice may need to be sought.
- From time to time staff conflicts arise. In the interest of the children and the professional operation of the service, these grievances are investigated promptly, thoroughly and confidentially.
- Some complaints may be resolved by presenting the matter for discussion at a team meeting or with the Approved Provider.
- Staff may have a union representative or other person present at any meeting or interview and may withdraw from the process at any time.

### **3.4 Procedures for children lodging a complaint**

The opportunity for children to make complaints should be fully explained to them. Such complaints may be in relation to incidents with other children, issues with educators or of a general nature.

- Educators will take children's complaints seriously and attend to them as a matter of priority whilst maintaining confidentiality.
- Complaints relating to educators, educator conduct or aspects of the program are to be directed to the director. Children may have a family member or other representative to assist them raise their concerns.
- Children are encouraged to give feedback and make suggestions.

### **3.5 Complaint handling process**

- The Nominated Supervisor will be responsible for ensuring that any complaint that alleges a breach of legislation or a serious incident is reported to the Approved Provider. The Approved Provider will be responsible for ensuring that the Education and Early Childhood Services Registration and Standards Board is notified within 24 hours of any complaint that alleges a breach of legislation or where the safety, health or wellbeing of a child was or is being compromised.
- The Approved Provider and/or director will:
  - Investigate complaints promptly and thoroughly with the understanding that the complainant will not be disadvantaged through the process.
  - Listen/read the complaint and document the exact details of the complaint.
  - Seek further information, to clarify the issues and investigate the complaint, including speaking to other parties involved as required.
  - Seek additional advice from line managers and other agencies, including legal advice as required.
  - Refer to any State or National Regulations or organisational policy that may provide clarity to the complaint, as required.
  - Assess the complaint fairly and determine the best possible resolution.
  - Inform the complainant of the outcome in writing or verbally, as required, in a timely manner.
  - Ensure that the complaint process and its outcome are documented and that all documentation is treated and stored confidentially.

Complaints not resolved at this level may be referred by either the complainant or the Approved Provider to the external agency identified by the Approved Provider to investigate the matter.

- Families have a right to lodge a complaint directly with the Regulatory Authority.

## 4 Resources/References

1. DECD Responding to Concerns from Families and Caregivers at [www.crisis.sa.edu.au/files/links/Responding\\_to\\_Concerns.pdf](http://www.crisis.sa.edu.au/files/links/Responding_to_Concerns.pdf)
2. NCAC OSHCQA Factsheet # 15 at [www.acecqa.gov.au](http://www.acecqa.gov.au) (go to NCAC Archive)
3. DECD Parent Complaints Policy: A Guide to Raising a Concern or Complaint at [www.decd.sa.gov.au/policy/pages/OSPP/policy\\_index](http://www.decd.sa.gov.au/policy/pages/OSPP/policy_index)
4. DECD Complaint Resolution for Employees at [www.decd.sa.gov.au/policy/pages/OSPP/policy\\_index](http://www.decd.sa.gov.au/policy/pages/OSPP/policy_index)
5. DECD Complaints: Parent Concerns and Complaints Procedure at [www.decd.sa.gov.au/policy/pages/OSPP/policy\\_index](http://www.decd.sa.gov.au/policy/pages/OSPP/policy_index)