
Brunswick North West Primary School

Outside School Hours Care



Policy and Procedure Document Version 4, 2024

Updated April 2024

Version Control Table

| Version Number | Date | Author(s) | Description |
|-----------------|--------------------|---|---|
| 2.0 Provisional | May 2010 | Sue Redfearn | Updated 8.10 and 8.13 to meet issues raised in accreditation |
| 2.1 Provisional | July 2010 | Karen Sykes, Kaaren Freeman | Updated Sections 1 – 7 to reflect current procedures and references and service requirements |
| 2.2 Provisional | July 2010 | Sue Redfearn, Kaaren Freeman | Updated 8.1 – 8.13 to reflect current procedures and references and service requirements |
| 2.3 Provisional | July 2010 | Kaaren Freeman, Simone De Fazio, Sue Redfearn | Updated 8.13-8.19, added 8.20 to reflect current procedures and references, and service requirements. |
| 2.4 Provisional | July – August 2010 | Kaaren Freeman | Updated acronyms, acknowledgements, references, philosophies and goals, Introduction, services provided, role of government bodies Updates references to Acts, Regulations, websites and QA for sections 1-8 |
| 2.5 Provisional | August 2010 | Sue Redfearn | Inclusion of comments/updates made by committee and updating formatting to be consistent |
| 2.6 | September 2010 | Kaaren Freeman | Minor proof reading check changes, appendices added, philosophy and goals updated, management structure updated, added #places for BSC and ASC, removed bullying tips for children (now displayed at service), removed reference to incorporation as this is not applicable |
| 2.6 | September 10 | Kaaren Freeman | Updated all hyperlinks, added full exclusion table |
| 2.7 | June 2011 | Kaaren Freeman | Anaphylaxis Policy updated with a few minor points to ensure full compliance with Children's Services Regulations Displan updated now that we have moved to new building and will now be attached as a separate document, to simplify the update process when required. |
| 2.8 | October 2013 | Kaaren Freeman | Inserted updated Sunsmart Policy (8.11) and Arrival and Departure Policy (4.7) that were ratified in October 2012. Added updated Service Philosophy. Updated number of available places (2.1). Updated The Role of the Government Bodies (2.2) |
| 2.9 | October 2014 | Kaaren Freeman | Inserted updated Quality Assurance Policy (3.12) and Booking and Cancellation Policy (4.4) that were ratified in August 2014. Updated acronyms and definitions. Updated Section 2.1 – Services Provided to allow for change in Before Care hours (now from 7:00am). Updated Child Engagement and Wellbeing Policy (6.2) to replace previous 6.2 and 6.3 policies and also updated Appendices A1 and A2 (that were ratified September 2014) |
| 3.0 | July 2015 | Kaaren Freeman | Updated references to New Quality Standards Policies all reviewed and flagged for updating Updated number of licensed places to 80 |
| 3.1 | August 2018 | Andrea Marshall/ Bernadetta Martella | Updated Emergency Management policy Updated change government department changes including references to websites ;Updated privacy Updating DET/CCS, Booking, cancellation, enrolment process, administration & fees Communication Policy/ Planning Policy ,ICT Policy Staff Recruitment/staff meetings/ Professional Development Performance Management Plan Medication Policy |

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|------|---------------|---|--|
| | | | Update Risk Minimisation Plan for all Health Management Plan |
| 3.1 | October 2018 | Bernadetta Martella | Code of Conduct, Mandatory Reporting, Child Safety |
| 3.1. | Feb 2019 | Bernadetta Martella/ Adam Mathews | Nominated Responsible Person in Charge, Rest Policy, Water Policy |
| 3.2 | March 2021 | Bernadetta Martella, Adam Mathews and Andrea Marshall | Combined ICT and DVD, Television and Computer Policy in one policy ICT, Television and Mobile Phone Policy Updated 8.4, 8.5, 8.6, 8.8 due to COVID-19 and Occupational Health & Safety Policy New Policies: Outdoor Supervision Policy Water and Policy needs to be approved |
| 3.3 | December 2022 | Bernadetta Martella Laxmi Adhakari | Cancellation policy |
| 3.4 | May 2023 | Bernadetta Martella | Child Safe Policy, Child Engagement and Wellbeing Policy, Code of Conduct, Mandatory Reporting Policy New Child Safe Standard Risk Register |
| 3.5 | October 2023 | Bernadetta Martella | Updated Service Philosophy |
| 4 | February | Bernadetta Martella and Isabel Rooks | Updated document to version 4 Updated Acronyms and definitions Updated Moreland council to Merri-Bek council throughout document Added School Holiday Program in 2.1 Services Provided Updated management structure titles Updated 3.4 banking policy Updated 4.3 commencement of care policy: educators responsibility Updated 4.4 booking and cancellation policy: definitions, booking and cancellation fees, added SHP bookings and cancellations, families responsibilities 4.13 and 4.17 may need to be removed Reviewed to 5 |

All websites and references have been accessed and are current as of April 2024

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Acronyms and Definitions

Throughout this policy document there are many acronyms used and terms used. The list below lists all the acronyms used within this policy document.

| | |
|-------------|--|
| ACECQA | Australian Children's Education & Care Quality Authority |
| ADRC | Accreditation Decisions Review Committee |
| ASC | After School Care |
| ATO | Australian Taxation Office |
| BNWPS | Brunswick North West Primary School |
| BSC | Before School Care |
| CCS | Child Care Subsidy |
| CCC | Community Child Care |
| CCMS | Child Care Management System |
| Child FIRST | Child and Family Information, Referral and Support Team |
| CRN | Centrelink Reference Number |
| CSA | Children's Services Advisor |
| DET | Department of Education and Training |
| DET (Vic) | Department of Education and Training Victoria |
| DHS | Department of Human Services |
| DOB | Date of Birth |
| EO | Equal Opportunity |
| ESMU | Emergency and Security Management Unit (DET) |
| DHS (FAO) | Department of Human services Family Assistance Office |
| FTB | Family Tax Benefit |

| | |
|----------------|---|
| IPSP | Inclusion and Professional Support Program |
| MBC | Merri Bek City Council |
| NQF | National Quality Framework |
| NQS | National Quality Standard |
| NPP | National Privacy Principles |
| OSHC | Outside School Hours Care |
| QIP | Quality Improvement Plan |
| SCCB | Special Child Care Benefit |
| WWCC | Working With Children Check |
| Red Folder | Refers to the Medical, Incident and Emergency Management Plan (including DISPLAN) |
| OSHC Service | Refers to the Brunswick North West Primary School Outside School Hours Care Service also known as the Brunswick North West Out of School Hours Care Program |
| Parents | A general term used to refer to the person or persons who have the responsibility for the primary care of the child enrolled in the OSHC Service. This may include parents, carers, guardians, grand-parents or significant others. |
| OSHC Committee | A sub-committee of the BNWPS School Council, responsible for managing the OSHC Service and its operations – may also be referred to as the OSHC Sub Committee, or just the committee. |
| Coordinator | A term used to describe the main coordinator of the service. May also be known as the Program Coordinator Exact role will be detailed in the Job description. |

Acknowledgements

This policy and procedure document was produced for the Brunswick North West Primary School Outside School Hours Care Service.

The basis of this document was written by Natalie Skiller, Renita Swamy, Simone DeFazio, Chris King and Glen Skiller in 2006.

Many thanks go to Brunswick East Primary School OSHC Service, Pascoe Vale North OSHC Service, Community Child Care Association and Merri -Bek Council for assistance in writing this policy document.

The policy had a major review and was updated in 2010. Many thanks to Kaaren, Simone, Karen, Sue, Leanne, Ingrid, Ana, Cathy, Moreno, Skye, Fleur, Toby, Terry, Nicki, Claire and our Principal Trevor for input in revising this policy document.

The policy had a major review and was updated in 2018. Many thanks to the OSHC committee for reviewing and approving this document.

References

Education and Care Services National Law Act 2010 (prev Children's Services Act 2006)
 Education and Care Services National Regulations 2011 (prev Children's Services Regulations 2009)
 Child Care Service Handbook
 ACECQA (Australian Children's Education & Care Quality Authority) Website www.acecqa.gov.au
 Department of Education and Training (DET) Website www.education.gov.au/
 Department of Human services Children, Youth and Families Website <https://www.humanservices.gov.au/>
 Australian Government Child Care Website www.mychild.gov.au
 Department of Education and Training Victoria (DET) Website <https://www.education.vic.gov.au>
 Victorian Government legislation Website www.legislation.vic.gov.au
 OSHCQA Quality Practices Guide (First Edition 2003)
 AECA Code of Ethics
 UN Declaration of the Rights of the Child
 United Nations Convention on the Rights of the Child
 Child FIRST (Child and Family Information, Referral and Support Team)
 Department of Human Services
 Poisons Information Centre, Royal Children's Hospital, Melbourne phone: 13 11 26
 Child Safety Handbook (Royal Children's Hospital)
 Occupational Health and Safety Act 2004
 Heart Foundation, 2002, Eat Smart, Play Smart, A Manual for Out of School Hours Care, Australia

Privacy: <http://www.privacy.gov.au>

Privacy Act 1988

Information Privacy Act 2000

Health Records Act 2001

Public Health and Wellbeing Regulations 2009

Freedom of Information Act 1982

Equal Opportunity Act 1995

Disability Discrimination Act 1992

Racial Discrimination Act 1975

Sex Discrimination Act 1984

Fair Work Act 2009

Human Rights and Equal Opportunity Commission Act 1986

Age Discrimination Act 2004

Equal Opportunity for Women in the Workplace Act 1999

Racial and Religious Tolerance Act 2001

Victorian Equal Opportunity and Human Rights Commission: <http://www.humanrightscommission.vic.gov.au>

A New Tax System (Family Assistance) Act 1999

A New Tax System (Family Assistance) (Administration) Act 1999

Children and Young Persons Act 2008

The Child Wellbeing and Safety Act 2005

The Children Youth and Family Act 2005

Working With Children Act 2005

Children's Services and Education Legislation Amendment (Anaphylaxis Management) Act 2008

BNWPS OSHC Children's Code of Conduct

BNWPS OSHC Privacy Statement

BNWPS OSHC Behaviour Management Procedures

BNWPS OSHC Child Engagement and Wellbeing Policy

BNWPS Student Engagement & Well-Being Policy 2011 (and Management Folder)

1 PHILOSOPHY AND GOALS

Our aim is to create a warm, inviting atmosphere where children feel welcome and safe, a place where children can relax, have fun with their friends, make new friends and be empowered to shape and control their world; a place where they belong, a place that belongs to them. All children are treated with gentleness, honesty and respect: all staff model this and encourage children to treat others in this manner.

We strive to build trusting, collaborative partnerships with families, the school and services that work with children, acknowledging the family as the first and most important educator in a child's life. We aim for a consistent and compassionate approach where children are at the heart of every decision we make – the reason for our existence. We value these respectful relationships as the foundation of any rich and diverse learning community. We cultivate an atmosphere where all children and families are actively welcomed to join us in celebrating diversity of thought and culture. We are committed to the cultural safety of Aboriginal and Torres Strait islander peoples and regularly review our Reconciliation Action Plan (RAP).

We provide an OSHC experience that is challenging and stimulating, enabling children to develop life and relationship skills by being introduced to a range of opportunities and also being involved in the planning, implementation and evaluation of those activities and daily routines. We value that children learn through play, and our program invites children to actively engage in creative and cultural experiences as well as sport and imaginative free-play. We also value the right to passive play, to relax, chill and recuperate.

We value the natural world and create opportunities for children to play in natural settings and develop respect for the earth and all creatures that inhabit it. We regard ourselves as citizens of both a local and a global community and strive to model ecologically sustainable practices in our routines, inspiring children to be active agents for sustainability, influencing quality of life now and for the future.

We are committed to life-long learning and fostering a love of learning and believe that educators are important role models. The BNWPS OSHC service is committed to the principle of continuous improvement and engages in an on-going cycle of critical reflection, evaluation and action.

2 INTRODUCTION

2.1 SERVICES PROVIDED

The OSHC Service operates on a non-profit basis and was established in 1991. The Brunswick North West Primary School Council is the sponsor of the service however the management of the service lies with the Outside School Hours Care (OSHC) Committee and the BNWPS Principal. A Coordinator is employed to operate the before and after school care services on a day to day basis, with the assistance of an Administrator.

The OSHC Service provides the following components of care:

BEFORE SCHOOL CARE (BSC)

The Before School Care Service operates from 7:00am to 8:45am each weekday during school terms. A healthy and varied breakfast is provided each morning, to children arriving early in the session, as part of the service until 8:30; this means last call for breakfast is at 8:20am as this allows children to have enough time to consume their breakfast. Children will be marked off the roll at 8:40am so they are off to school yard at 8:45am.

AFTER SCHOOL CARE (ASC)

The After School Care Service operates from 3:30pm to 6:00pm each weekday during school terms. A nutritious snack is provided after school as part of the service. The service also provides an extensive program of creative and recreational experiences for the children. On days that school finishes early, such as the last day of each term, the ASC hours are extended and a higher fee is charged for these sessions.

School Holiday Program (SHP)

The School Holiday Program operates from 8am to 6pm each weekday during the autumn, winter and spring school holidays. The service provides an extensive program of creative and recreational experiences for the children, including incursions and excursions. At this stage, SHP does not run over the summer holidays.

Both BSC and ASC are approved child care services and are funded by the Commonwealth Government to provide Child Care Subsidy to eligible families.

The service may also operate on pupil free days (curriculum days) if there is a high demand.

The OSHC Committee and staff have developed this Policy and Procedures Document to provide families with information regarding the operation of this service. The Document includes policies established in line with State and Commonwealth guidelines, legislation and quality assurance systems relating to OSHC. The outlined policies will be reviewed by management and staff on an annual basis to ensure relevance to the service and families.

A Parent Handbook is also available which provides information on the operation of the Service and outlines parent, staff and child responsibilities.

The Service currently has places for 160 children in Before School Care and 160 children for After School Care.

2.2 THE ROLE OF THE GOVERNMENT BODIES

COMMONWEALTH GOVERNMENT

Department of Education and training (DET)

The Commonwealth Department responsible for OSHC, and in particular the funding, is the Department of Education and training.

The aim of the Australian Government is to enable families to participate in the social and economic life of the community, by providing Australian families with high-quality, accessible and affordable child care. In particular they provide support for child care services by:

- assisting families with the cost of child care
- ensuring) Child Care Subsidy (CCS) are provided to families who want to access child care to support their workforce participation
- promoting and supporting the provision of flexible child care services
- supporting quality child care, quality assurance of child care services and professional development for the child care sector

The responsibility of DET is to

- administer Child Care Subsidy to families through the Department of Human Services
- administer payments of Child Care Subsidy to approved services
- administer financial support to approved services in areas of need
- maintain statistical data on the supply of child care places
- assist parents and employers with child care options via the Child Care Access Hotline and mychild.gov.au website
- manage the administration of the quality assurance framework, and fund the Australian Children's Education & Care Quality Authority (ACECQA), the National Quality Framework (NQF) and Inclusion and Professional Support Program (IPSP) providers.

DET also has legislative responsibilities for managing services' non-compliance with quality assurance standards. To be eligible for approval for Child Care Subsidy purposes OSHC Services must register for, and satisfactorily participate in, quality assurance.

Further information can be found in the Child Care Service Handbook.

Australian Children's Education & Care Quality Authority (ACECQA) and the National Quality Framework (NQF)

ACECQA was established in 2012, to oversee the implementation of the National Quality Framework which has been jointly developed by the Australian Government and state and territory governments. The new National Quality Framework is a national approach to establish higher standards for all education and care services in Australia so children up to age 13 years get the best possible start in life.

ACECQA works with the regulatory authorities in each state and territory, along with the state and territory governments, to ensure the NQF is delivered consistently and reliably.

The NQF brings together many important components. These individual parts form the solid structural basis for education and care.

- New Quality Standards
- New Assessment & Rating system
- Streamlined regulatory arrangement
- New national body
- National curriculum – learning frameworks
- Creation of National Law
- Higher educator to child ratios
- Better qualified educators

This resilient framework helps ensure the NQF is implemented consistently across the country. ACECQA also oversees the National Quality Standard to ensure that all services are meeting their requirements.

Further details regarding ACECQA can be obtained on the web site: www.acecqa.gov.au.

National Quality Standard

The National Quality Standard (NQS) promotes continuous quality improvement.

Children's education and care services covered under the Education and Care Services National Law are assessed and rated against the NQS. The process reflects a uniform approach to assessment and reporting across the range of service settings. The relevant regulatory authority in each state and territory undertakes the assessment and rating process. It is also the point of contact for any questions services may have about the assessment and rating process.

The OSHC Service strives to meet the highest level of quality ratings under the National Regulations and the National Quality Standard.

The National Regulations and the National Quality Standard are organised around seven quality areas. The seven quality areas are informed by best practice and the way in which high-quality education and care is delivered.

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

Further details of the NQS System, and the responsibilities of staff in meeting the Quality Areas, are available in the OSHC Policy & Procedure Document, and from the ACECQA website: www.acecqa.gov.au

Education and Care Services Legislation

The National Quality Framework (NQF) operates under an applied law system, comprising the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011. The NQF applies to most long day care, family day care, outside school hours care and preschools/kindergartens in Australia.

Department of Human Services (DHS)

The DHS is the main service delivery organisation for CCS and Family Tax Benefit (FTB) payments. The DHS is a joint venture of Centrelink and Medicare Australia, and all service outlets of these organisations include DHS agencies. The DHS can be contacted on 13 61 50 or on the <https://www.humanservices.gov.au/> website.

STATE GOVERNMENT

The State Governments and Territories are the regulatory authorities who, along with ACECQA, ensure the National Quality Framework is being followed and that the National Quality Standards are being met.

Department of Education and Training

In Victoria the regulatory authority is the Department of Education and Training (DET)

Website: www.education.vic.gov.au/childhood/providers/regulation

Children's Services Authorised Officers

Children's Services Authorised Officers are employed by the department (DET) to monitor a service's compliance with the Act and Regulations through the Assessment and Rating Process. They also investigate complaints or concerns raised with the department about a children's service and provide the best practise advice to services on the care and education of children.

LOCAL GOVERNMENT

Food Safety

The State Government through the Department of Health is responsible for food regulation in Victoria through the administration of the Food Act (1984). The Department of Health works with local government who register food businesses in Victoria.

Food safety is a significant issue for OSHC and it is the responsibility of Local Government to assist services in regard to the level of registration and compliance required to meet the Food Act (1984) and Food Standards Code. The Merri- Bek Council has a food safety department and the service is registered as a food business.

For more details on food safety refer to the State Government website:

www.health.vic.gov.au/foodsafety

3 MANAGEMENT

DEFINITIONS

The BNWPS School Council is the Approved Provider of the OSHC Service. The school Principal is the representative from the BNWPS School Council.

The Nominated Supervisor is the Coordinator of the OSHC Service.

POLICY STATEMENT

The OSHC Service will ensure that the financial, administration and accounting reporting processes and tasks are completed to the satisfaction of the funding body, the Approved Provider, the Nominated Supervisor, families and educators.

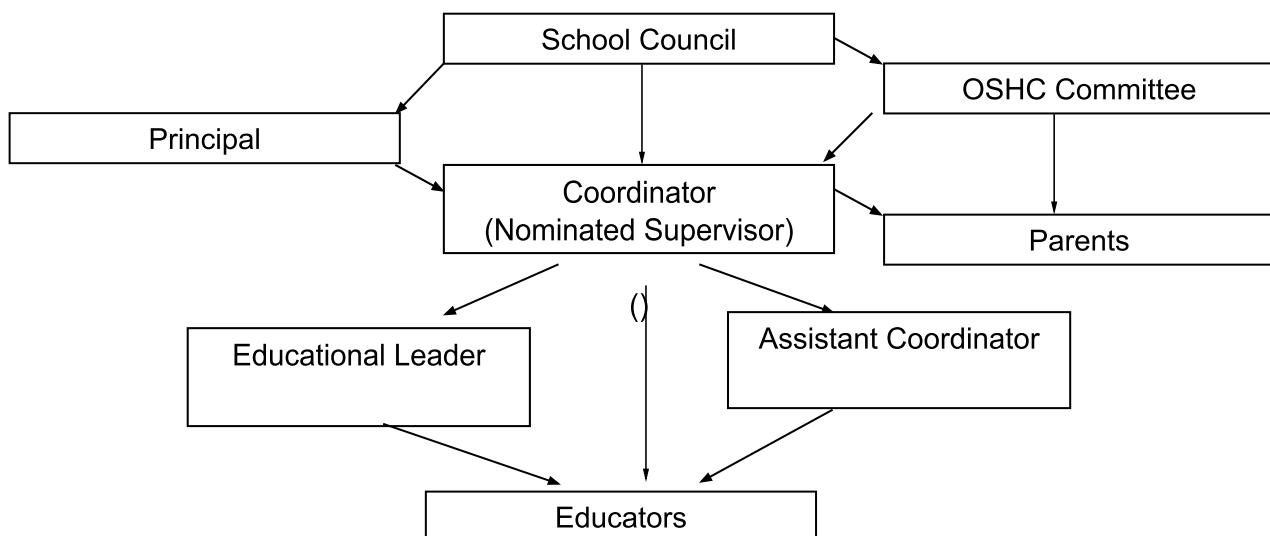
MANAGEMENT STRUCTURE

A representative from school council represents and heads up the OSHC Committee. The OSHC Committee works with the Coordinator to ensure the service meets the required legislations and regulations and is financially viable.

The OSHC Committee

The Committee is made up of a representative from the School Council, the Coordinator, a member of the teaching staff, a representative from the parent group and other interested parties.

The primary role of the Committee is to operate the OSHC Service and to implement the OSHC policies in relation to its operation, and ensure it keeps in line with the BNWPS policies and philosophies.



3.1 MANAGEMENT OF THE SERVICE POLICY

POLICY

The OSHC Service will ensure that the day to day management of the service meets with the requirements set by DET and legislation set by State and Commonwealth Governments under the direction of a sub-committee (the OSHC Committee) made up of school, families and staff representation.

PROCEDURE

The principal has the responsibility to ensure that:

All aspects of the service, including policy, budget development, approval of all expenditure of the budget, staffing decisions and management of staff are addressed.

The OSHC Committee will:

- Encourage participation and suggestions from families and staff regarding decisions to be made about the service operation, including its policies and the fulfilment of its philosophies and goals.
- Regularly review parent and staff needs in relation to service operation and where appropriate to lobby groups to ensure that these needs are met.
- Be actively involved in staff recruitment and the development of a positive work environment.
- Develop and manage the finances of the service and to be responsible to (DET) for funding.
- Meet at least twice a term, prior to each school council meeting. All meetings are open to the school community.
- Report directly to the BNWPS School Council.
- Ensure that meeting agendas and minutes are made available.
- Ensure that the service meets all legislative requirements as set by the State and Commonwealth Governments in relation to child care services, staff, financial management and health and safety, and update policies as required.

The Coordinator has responsibility for:

- The day to day operation of the service and its programs including the administrative aspects of the service.
- Implementing policies and procedures
- Proposal Budget
- All aspects of the program development
- Expenditures and resources
- Staff management
- Accounts management
- Ensure that the service meets all legislative requirements as set by the State and Commonwealth Governments in relation to child care services, staff, financial management and health and safety.

Relevant Policies:

[Financial Management Policy](#)

[Insurance Policy](#)

[Policy Development Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.1.1, Element 6.1.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Appendix A7: Administration Forms - Job Descriptions

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council.

Last reviewed: March 2024

To be reviewed: March 2025

3.2 INSURANCE POLICY

POLICY

The Approved Provider (principal) will ensure that professional indemnity, public liability, building and contents, worker's compensation and any other necessary insurance is sufficient to cover the needs of the service, in line with State and Commonwealth legislation.

PROCEDURE

The sponsor (principal) has the responsibility to ensure that:

- Commencement and payment of all relevant insurances is undertaken.
- Allocations will be made in the budget for all relevant insurances.
- Insurance will be paid on time.

Relevant Policies:

[Management of the Service Policy](#)

[Financial Management Policy](#)

[Venue Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

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|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | March 2024 |
| To be reviewed: | March 2025 |

3.3 FINANCIAL MANAGEMENT POLICY

POLICY

The Coordinator under direction from the School Council is responsible for the financial planning and management of the OSHC Service. The OSHC Service will operate within the constraints of the financial budget.

PROCEDURE

The Coordinator, under direction from School Council, is responsible to ensure that:

- A budget is prepared annually outlining the anticipated income and expenditure of the service.
- Past financial year records are used as a basis for developing the new budget.
- In the case of a surplus of funds, this money will be accrued to the following year and considered when developing the financial year budget.
- All financial reports are presented at the OSHC Committee and School Council meetings.

The Coordinator and the BNWPS Business Manager are responsible to ensure that:

- The day to day financial management is undertaken in line with the service policies and procedures i.e. payment of accounts, collection and banking of fees.
- All costs associated with staffing i.e. wages, superannuation, workers' compensation, etc are paid.

Relevant Policies:

[Management of the Service Policy](#)

[Insurance Policy](#)

[Banking Policy](#)

[Fundraising Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.1.1, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | March 2024 |
| To be reviewed: | March 2025 |

3.4 BANKING POLICY

POLICY

All money due to the service will be received by the school office to be banked.

PROCEDURE

The Coordinator is responsible to ensure that:

- All payments are made through Direct Debit via the Xplor Home app. No payments are to be taken by the Coordinator, or OSHC educators.

The BNWPS Business Manager is responsible to ensure that:

- Prior to banking, all money will be held in a secure place under their direct control.
- Details of any payments made to OSHC will be recorded in the OSHC payment register.
- Any money paid to the OSHC Service will be allocated to the OSHC account when entered in to CASES.
- A monthly report of all transactions relating to OSHC will be given to the Administrator for reconciliation with the OSHC records.

The Coordinator is responsible to ensure that:

- Payments entered in the OSHC payment register are automatically entered into the Xplor system.
- A monthly reconciliation is done between CASES and Xplor to confirm all payments match.

Relevant Policies:

[Financial Management Policy](#)

[Handling of Fee Income Policy](#)

[Receipting Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.1.1, Element 7.3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

3.5 FUNDRAISING POLICY

POLICY

1. Fundraising is an additional aspect to the financial management of the service.
2. All fundraising activities will have a specific purpose which stakeholders will be notified of.
3. No family will be placed under pressure to participate in the fundraising activities of the service.

PROCEDURE

The OSHC Committee has the responsibility to ensure that:

- All fundraising income is used in the way it is advertised to the families.
- Financial aspects of fundraising activities are reported to the school council upon completion of the activity.

The staff are responsible to ensure that:

- Fundraising activities are promoted and supported.
- All fundraising aspects are submitted for approval to school council before commencement.
- Families are notified of all fundraising activities, the aim of the activity and that participation is voluntary.

Relevant Policies:

[Financial Management Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.3.4, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: March 2024
To be reviewed: March 2025

3.6 MARKETING AND SERVICE PROMOTION POLICY

POLICY

The OSHC Service will be promoted to the school and local community on a regular basis to ensure that all relevant parties are aware of the service and its activities.

PROCEDURES

The Coordinator is responsible to ensure that:

- A range of marketing methods are used for the service including: School Newsletter, Notice Boards, Twitter, Brochures and the BNWPS Website.
- Marketing material is designed to target children and families separately.
- Marketing material in community languages may be available on request.
- The service participates in community events and includes community visitors to the service.

Relevant Policies:

[Management of the Service Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.3, Element 6.3.4
Education and Care Services National Regulations 2011
Child Care Service Handbook

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | March 2024 |
| To be reviewed: | March 2025 |

3.7 POLICY DEVELOPMENT POLICY

POLICY

The OSHC Service maintains a policy and procedures document which is regularly reviewed in line with State and Commonwealth legislation, industry practice and current research on child development.

PROCEDURES

The OSHC Committee is responsible to ensure that:

- All policies are reviewed on an annual basis or as the need arises.
- The Policy and Procedure Document is available for viewing either at the school office or the OSHC office and an electronic copy is available on request.
- A small working party is created to develop or review policies for the service.
- Draft documents are presented to the OSHC Committee for feedback.
- Any policy changes are in line with the service philosophy.
- Policies are ratified at OSHC Committee meetings, and then by School Council.
- Families are consulted when policies are developed or altered.
- Families are notified of final changes to the policy via the School Newsletter and Notice Board.

Relevant Policies:

[Management of the Service Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.1.1, Element 7.2.1
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: March 2024
To be reviewed: March 2025

3.8 RECORD KEEPING POLICY

POLICY

All legally required records will be maintained in a system that complies with requirements of DET, the Privacy Act and the Privacy Amendment (Enhancing Privacy Protection) Act 2012 and Victorian Public Record Office.

PROCEDURE

The Coordinator is responsible to ensure that:

- The service must keep the following kinds of records:
 - Licence to operate the service
 - Attendance records for every child provided with care
 - Records relating to Family Assistance law
 - Enrolment records
 - Documentation relating to additional absences
 - Insurance policies and documentation
 - Accounting records
- These records must be kept for a minimum for 36 months from the end of the calendar year in which the care or the event recorded occurred.
- Incident/accident, illness and medication records are maintained by the service. These documents must be kept by the service until the child has turned 24 years of age, as required by the Health Records Act 2001.
- Statistical data is maintained and kept regarding the utilisation levels of the service.
- Staff attendance records outlining sign in and out times are maintained.
- Administration records will be stored in lockable filing cabinets at all times.
- Staff will not take administration records home without the permission of the School Principal.

Relevant Policies:

[Arrival and Departure Policy](#)

[Incident Policy](#)

[First Aid Policy](#)

[Illness Policy](#)

[Medication Policy](#)

[Receipting Policy](#)

[Australian Government Payment Policy](#)

[Excursion Policy](#)

[Privacy Policy](#)

[Children's Records Policy](#)

[Insurance Policy](#)

[Management of the Service Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.1, Element 7.3.1, Element 7.3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Health Records Act 2001

Public Record Office – www.prov.vic.gov.au

Privacy: www.privacy.gov.au

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

3.9 CHILDREN'S RECORDS POLICY

POLICY

1. Each child has an individual file that is maintained in a system compliant with requirements of the Privacy Act 1988 and the Privacy Amendment (Enhancing Privacy Protection) Act 2012.
2. Families are advised of the type of information collected in regard to their child and the purpose of this.
3. The service is required to report to various government departments in order to meet funding and service requirements. All information regarding children is provided in a non-identifying way except in the case of Australian Government Payments funding.

PROCEDURE

The Coordinator is responsible to ensure that:

- Documentation of children's health and development is kept in individual child files.
- Families are notified of the contents of children's files and the purpose of collecting this information. (As outlined on the enrolment form and parent handbook).
- Records are secured in a locked cupboard or filing cabinet.
- Records of permission to attend excursions is kept on children's files.
- Court orders are held in the child's individual file.
- Individual medical plans are kept in children's files.
- Only staff working directly with a child have access to their file.
- All information kept on a child's file is to be treated with the highest level of confidentiality.
- All documentation is kept up to date on children's files.

Relevant Policies:

[Excursion Policy](#)

[Children's Individual Health Management Plan Policy](#)

[Access to Children Policy](#)

[Privacy Policy](#)

[Arrival and Departure Policy](#)

[Incident Policy](#)

[First Aid Policy](#)

[Illness Policy](#)

[Medication Policy](#)

[Receipting Policy](#)

[Australian Government Payments Policy](#)

[Record Keeping Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.1, Element 2.1.4, Element 7.3.1, Element 7.3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Health Records Act 2001

Public Record Office – www.prov.vic.gov.au

Privacy: www.privacy.gov.au

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

3.10 NATIONAL STANDARDS POLICY

POLICY

The OSHC Service aims to meet all current national standards and regulations at all times.

PROCEDURE

The Coordinator has the responsibility to ensure that:

- All new OSHC educators are made aware of current national standards and regulations as part of their orientation package.
- The current national standards and regulations are considered when making decisions or discussing relevant aspects of the daily program and service operation.

Relevant Policies:

[Induction/Orientation Policy](#)

[Management of the Service Policy](#)

[Policy Development Policy](#)

[Quality Assurance Policy](#)

References:

National Quality Framework, National Quality Standards – Element 1.1.1, Element 1.1.3, Standard 1.2, Element 4.2.1, Element 7.1.1, Element 7.1.2, Element 7.2.2, Element 7.2.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

3.11 NATIONAL QUALITY FRAMEWORK

POLICY

The OSHC Service will strive to meet the highest quality rating under the National Quality Standard (NQS) which is part of the National Quality Framework (NQF) governed by ACECQA (Australian Children's Education & Care Quality Authority).

PROCEDURE

The Coordinator under direction from School Council and the OSHC Committee has the responsibility to ensure that:

- All educators are made aware of the NQS as part of their orientation package, including the Quality Improvement Plan (QIP).
- The Quality Improvement Plan (QIP) is continually updated and actioned on accordingly.
- The service is registered with ACECQA and adheres to any administrative requirements and notifications.
- Any fees required by ACECQA are paid on time.
- Educators are supported in understanding the National Quality Standard (NQS) to assist OSHC Coordinator in catering and delivering an high quality service

The educators have the responsibility to ensure that:

- The service is prepared for the NQS assessment within the timelines set by ACECQA.
- The Quality Improvement Plan (QIP) is continually worked on and updated with input from all educators, and is updated prior to the ACECQA assessment visit.
- Required processes are followed up in line with the recommendations outlined by ACECQA.
- Staff meetings are used as an opportunity to discuss and complete the QIP and to ensure all the elements of the NQS are being met.
- Tasks allocated to each member of the team are undertaken.

Relevant Policies:

[Induction/Orientation Policy](#)

[Management of the Service Policy](#)

[Policy Development Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 7.1, Standard 7.2, Standard 7.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

www.acecqa.gov.au

Guide to the National Quality Standard

Date approved: August 2014

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

4 ENROLMENT, ADMINISTRATION & FEES

4.1 ENROLMENT POLICY

POLICY

All children must be enrolled before receiving care. Children must be re-enrolled on an annual basis. An annual enrolment fee will be charged per family. Parents/caregivers requiring separate accounts will be required to pay the annual enrolment fee for each account.

PROCEDURE

The educators have the responsibility to ensure that:

- The enrolment process is completed online for each child who attends the service, through Xplor which is on the BNWPS school website. The details on this enrolment must be kept current and up-dated as necessary.
- All families update their enrolments each year and every time there has been a change (i.e. medical condition or contact details). Details of the information required on the enrolment form are outlined in the Education and Care Services National Regulations and the Child Care Service Handbook).
- A Parent Handbook and all the information about the OSHC service are accessible on line through the school website; access on request to the Policy and Procedure document (either a hardcopy to view at school office or OSHC Service, or an electronic copy).

Parents/Guardians have a responsibility to ensure that:

- The Parent Handbook has been read along with any relevant policies in the Policy and Procedure document.
- They understand that checking the box at the end of the enrolment on line constitutes a legal signature confirming that they acknowledge and agree to the Terms and Conditions (which includes an agreement that the services policies will be adhered to, fees will be paid and medical consent details)
- All relevant documentation required by the service is provided.
- The service is notified if any contact details, e-mail addresses, medical details, emergency contact details, etc. change as soon as possible, and it is the families' responsibility to ensure these are all up to date and current through Xplor.

Relevant Policies:

[Medication Policy](#)

[Privacy Policy](#)

[Children's Records Policy](#)

[Access to Children Policy](#)

[Fee Policy](#)

[Booking and Cancellation Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.1, Element 6.1.1, Element 6.1.3, Element 6.3.3, Element 7.3.1, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: March 2024
To be reviewed: March 2025

4.2 PRIORITY OF ACCESS POLICY

RATIONALE

One of the main reasons the Australian Government funds child care is to meet the child care needs of Australian families. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate places to those families with the greatest need for child care support. The Australian Government has Priority of Access Guidelines for allocating places in these circumstances. (Child Care Service Handbook)

POLICY

1. The OSHC Service will maintain a waiting list for care in application date order and in accordance with the Commonwealth Government's Priority of Access Guidelines as listed in the Child Care Services Handbook.
2. The service is provided as a first priority to children attending the Brunswick North West Primary School.
3. Consideration will be given to accepting children not enrolled at this school if places are available.

PRIORITY OF ACCESS - GUIDELINES

The Priority of Access Guidelines set out the following three levels of priority, which child care services must follow when filling vacant places:

- Priority 1—a child at risk of serious abuse or neglect
- Priority 2—a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the *A New Tax System (Family Assistance) Act 1999*
- Priority 3—any other child.

Within these main categories, priority should also be given to the following children:

- children in Aboriginal and Torres Strait Islander families
- children in families which include a disabled person
- children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold or who or whose partner are on income support
- children in families with a non-English speaking background
- children in socially isolated families
- children of single parents.

There are some circumstances in which a child who is already in a child care service may be required to leave the service.

When a service has no vacant places and is providing child care for a child who is a Priority 3 under the Priority of Access Guidelines, the service may require that child to leave the child care service in order for the service to provide a place for a higher priority child (NOTE: Under these circumstances at least 14 days notice will be given)

When filling vacancies, OSHC services must give school children priority over children who have not yet started school.

If the service has an agreement with a staff member to provide employer sponsored child care for the staff member's own children, the service may give priority to these children for the agreed number of places.

(Child Care Service Handbook)

Evidence of Priority of Access

When a family seeks to establish priority, the service should satisfy itself that a child fits in the priority of access. Where this is not clear, the service should consider requesting documents as evidence of priority, such as:

- Disability of parent or child - medical certificate or other formal assessment, or
- Risk of serious abuse - confirmation from social worker, State Welfare Department or doctor, Court or Intervention Orders.

Vacancies

Once a vacancy arises, the Coordinator will contact the next family on the waiting list.

Relevant Policies:

[Enrolment Policy](#)

[Australian Government Payments Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.1, Element 6.3.1, Element 6.3.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

4.3 COMMENCEMENT OF CARE POLICY

POLICY

The OSHC Service will ensure that all children are made welcome and oriented to the service and its routines upon commencement.

PROCEDURE

Families have the responsibility to ensure that:

- They follow enrolment procedures by completing the enrolment form on line, paying the enrolment fee and supplying all relevant documentation to the OSHC Service as outlined in the Enrolment Policy.
- When making bookings on commencement of care, parents must inform the Coordinator that their child is new to the service or is in foundation and which class they are in.
- They communicate any relevant information about their child, such as medical conditions or disability and any other concerns to the coordinator.

Educator have the responsibility to ensure that:

- Foundation children are collected from their class until they are settled in and able to find their way to the service.
- All new children are instructed as to which areas they may play in whilst at the service.
- New children are oriented to the service and its procedures, including where bags are kept, snack times, expectations, and are linked with other children in the service if they do not know anyone else.
- New families are oriented into the service through the parent handbook, children's handbook and tours if requested
- All families have access to the service's policies and procedures.
- All families are encouraged to book a couple of orientation sessions prior their children's commencement (free charge). Guardians must be with their children during orientation sessions.

Relevant Policies:

[Enrolment Policy](#)

[Australian Government Payments Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 5.1, Standard 5.2, Element 2.1.1, Element 6.1.1, Element 6.1.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

4.4 BOOKING AND CANCELLATION POLICY

POLICY

All sessions of care must be booked in advance before the child attends. If a child will not be attending a booked session of care for whatever reason, the service must be notified. All bookings and cancellations must be made by the child's parent/guardian.

DEFINITIONS

- **Before School Care (BSC)** – OSHC operates from 7:00 to 8:45 AM
- **After School Care (ASC)** – OSHC operates from 3:30 to 6:00 PM
- **All Day OSHC** – OSHC operates from 7:30 AM to 6:00 PM when Student Free Day is offered
- **School Holiday Program (SHP)** – OSHC operates from 8:00 AM to 6:00 PM during school holidays (runs in autumn, winter and spring only; does not run over the summer)
- **Permanent Booking** – a regular weekly or fortnightly booking made on an on-going basis, usually for at least one term. Charged at permanent rates.
- **Casual Booking** – bookings that do not fit a regular pattern, and are booked as the need arises. Charged at casual rates.
- **Holding Fee (Absent With Notice Fee)** – fee charged when a child is absent from a permanently booked place, and notice of the absence is given at least 24 hours in advance. These absences are noted as “absent with notice” on statements.
- **Late Notification Fee (Absence Without Notice Fee)** – fee charged when a child is absent from a permanently or casually booked place, and there is less than 24 hours' notice given for absence.
- **Late Fee** – fee charged to cover staff overtime when a child is collected after the ASC service or the School Holiday Program has closed.

Administration Fee – annual fee charged to cover administration costs for entering and updating enrolment forms and linking families to the Child Care Management System (CCMS) to enable families to receive government funding if eligible

PROCEDURE

- Families must complete the enrolment process on the Xplor Home App to make bookings. Places are allocated according to the Priority of Access Guidelines (see Priority of Access Policy) and a vacancy cannot be guaranteed. Families will be advised as soon as possible if a place is not available, due to these guidelines or child-to-staff ratio constraints.
- Permanent bookings must be requested via email to: oshc.brunswick.nw.ps@education.vic.gov.au. See procedure outlined under 'Permanent bookings' for details.
- Casual bookings are to be organised via the Xplor Home App.
- Absences for any bookings (permanent or casual) must be lodged via the Xplor Home App. Fees will be charged based on notice period given, i.e. 'with notice' if at least 24 hours and 'without notice' if under 24 hours.
- Notice period and corresponding fee may be negotiated on a case-by-case basis, i.e. for illness and medical appointments (with certificate). Parent/guardian must advise OSHC via email to: oshc.brunswick.nw.ps@education.vic.gov.au within 48 hours of the session.
- The School's notice of absence mechanism via Sentral does not extend to OSHC. Any OSHC absences must be lodged in addition to Sentral.

- If a child is sent home during the school day due to illness, the OSHC service is notified of the child's absence and the holding fee is charged.
- Families wishing to suspend their bookings for an extended period (i.e. more than one week) must send through their request via email to: oshc.brunswick.nw.ps@education.vic.gov.au.
- OSHC has a mobile phone to allow parents easy access to the service. This phone should be used in emergencies only, or to contact educators if running late to pick up children. Notice of absence via the OSHC mobile only will be charged at late notification rate regardless of notice period.

Permanent bookings

- Permanent bookings are to be requested via email to: oshc.brunswick.nw.ps@education.vic.gov.au.
- Permanent bookings are offered at a discounted rate, as the booking is made over a long period or on an ongoing basis. Bookings are subject to a holding fee when the child is absent, to keep the place open for the child.
- Notice of absence must be lodged 24 hours prior to the relevant session starting time. This means absences for BSC must be lodged by 7 AM the previous day, and by 3:30 PM the previous day for ASC. If the required notice period is not met, the session will be charged the late notification fee.
- Changes, additions and cancellations to permanent bookings must be made via email to: oshc.brunswick.nw.ps@education.vic.gov.au with at least two weeks' notice.
- If a child is away due to medical reasons and families do not wish to be charged for the session, a medical certificate must be provided. Otherwise, standard absence fees apply, depending on notice given.
- If a child has a permanent booking but will be away due to a school commitment (such as school camp) and families do not wish to be charged for the session, the service must be notified with at least seven days' notice. If notice period is adhered to, these sessions can be cancelled at no charge. Otherwise, standard absence fees apply depending on notice given.
- If a family is going on an extended holiday during term time (for more than two weeks) and does not want to be charged the holding fee, they may wish to cancel their permanent booking with at least seven days' notice and rebook on their return. However, in this case, families will be put at the bottom of the waiting list (if a waiting list applies) and be subject to the priority of access guidelines when rebooking. Their place cannot be guaranteed on return.

Casual bookings

- Casual bookings can be requested at any time.
- OSHC encourages bookings to be made in advance via the Xplor Home App.
- If a booked casual place is no longer required, cancellation must be made by 7:00 AM the previous day for BSC or 3:30 the previous day for ASC. Otherwise, the full fee will be charged.
- All Day OSHC booking will be request via Xplor Home App - date line will be communicated to families on each individual Student Free Day
- SHP bookings will be requested via email to oshc.brunswick.nw.ps@education.vic.gov.au

Non-enrolled children and emergency bookings

- If a child is not enrolled in OSHC and no-one comes to collect the child after school, the school will adhere to its policy in this situation.
- In case of genuine emergency, children may be accepted into care with the consent of a parent or guardian, but only as a last resort, and if no other person is able to come and collect the child. In this case OSHC needs to be provided with a full list of emergency contacts for the child, any medical/dietary needs of the child and details of who is expected

to collect the child and what time they are expected. A full enrolment form must be completed, and payment of the administration fee and session fee must be made within 48 hours of the session.

- If the parent/guardian advises that the child is to be collected by someone that is not already an authorised contact, the following details must be recorded and given to OSHC educators either email or text message:
 - Full name of person collecting the child
 - Their relationship to the child
 - Their contact phone number
 - Confirm if child knows they will be collected by this person (to ensure child does not get upset/anxious when parent does not arrive)
- It is recommended that anyone who would like the option of sending their child to OSHC in case of emergencies and unforeseen circumstances enrolls their child into OSHC and pays the administration fee at the start of each school year.

School Holiday Program bookings and cancellation

SHP's bookings will be open within 2 weeks of the start of each term, excluding Term 4 (there is no summer SHP available). Bookings are made via email to oshc.brunswick.nw.ps@education.vic.gov.au.

Cancellation must be provided **4 weeks** prior SHP commencement because of the high demand. No fees will be charged if cancellations are sent by this deadline.

If cancellation is received within 4 weeks of SHP commencement, the full fee will be charged.

Additional fees may apply for excursion and incursion days.

The Coordinator and educators have a responsibility to ensure that:

- The Xplor Home App is up-to-date, and the OSHC mobile phone is checked before each session.
- Families are advised as soon as possible if care is not available.

Families have a responsibility to ensure that:

- All sessions are booked in advance as outlined above, depending on the type of booking.
- The service is notified of any absences or casual/booking cancellations through Xplor. It is advised that families notify the service of the reason for the absence, as there is a limit to the number of absences in a year that are eligible for CCS – refer to the Initial and Additional Absences Policy for more information.
- If the child will be away from school on a day they are booked into OSHC, families **must** also mark their child as absent on the Xplor Home App (in addition to Sentral). If this does not occur, the full fee will be applied. School Office staff cannot be expected to check if each child away each day is booked into OSHC, and OSHC staff cannot be expected to check school attendance rolls to confirm if a child who hasn't turned up was absent from school.
- If cancellations are made with 24 hours' notice via the Xplor Home App, permanent bookings will be charged a holding fee and casual bookings will not be charged. If cancellations are made less than 24 hours before a session, full fee will be charged for both permanent and casual bookings.
- Bookings (and cancellations) are made in advance by the child's parents or guardians only. Children cannot just turn up without a booking, especially for ASC. For BSC, it is acceptable for parents to turn up without a booking in an emergency (and will be charged the emergency rate), but a place cannot be guaranteed.

Relevant Policies:

[Enrolment policy](#)

[Fee policy](#)

[Priority of Access policy](#)

[Initial and Additional Absences Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.3, Element 7.1.1, Element 7.3.2

Education and Care Services National Regulations 2011, Child Care Service Handbook

Date approved: August 2014

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

4.5 CHILDREN WHO DO NOT ATTEND POLICY

POLICY

The educators will endeavour to ensure that children booked into the service arrive as intended.

PROCEDURE

Educators have the responsibility to ensure that:

- A roll call of children is conducted as they arrive at the service.
- If any children booked to attend have not turned up, the school office is contacted to confirm that any missing children attended school on that day. Educators can access to Sentral to confirm any missing children attended school on that day.
- The School Office is requested by educators to put a message over the PA system requesting that the missing child/ren in question go immediately to the service.
- If missing children have not arrived by 3.45pm educators will attempt to contact the parent to determine whether the child/ren are supposed to be attending the service.
- If the parent cannot be contacted or the missing child/ren is supposed to be attending the service the educators will contact the OSHC Coordinator to determine the next course of action.
- The child is marked as absent on the attendance roll, if they do not attend.

Relevant Policies:

[Booking and Cancellation Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | March 2024 |
| To be reviewed: | March 2025 |

4.6 NON COLLECTION OF CHILDREN POLICY

POLICY

The OSHC Service will ensure the safety of children who have not been collected from the service by the closing time.

PROCEDURE

- The OSHC Service closes at 6pm.
- The following procedure will be followed for children remaining at the service after this time:
- The educators will attempt to contact the child's parents/guardians at 6.00pm. If contact is made and parents are on their way, staff members will make an entry into the late pickup log that the parent/guardian/authorised person must sign. Late pick-up fees apply.
- If not contactable, educators will then call the emergency contact numbers on the enrolment form.
- If none are contactable, educators will wait for the parents until 6.30pm, continually trying to make contact with parents/guardians or emergency contacts.
- The children will be reassured and made comfortable whilst educators are trying to contact the parents/guardians.
- Two educators are required to wait with the child, until they are collected.
- If by 6.30pm the parent/guardian/authorised persons have not been successfully contacted, educators will contact the OSHC Coordinator. If unable to contact OSHC coordinator, then school management (principal or assistant principal) will be contacted for further direction.
- Under direction from OSHC coordinator (or school management), the service may consider calling the police.
- Children must be at the service at all times. Educators will not take any children at home.

Relevant Policies:

[Late Pick Up Fees Policy](#)
[Protective Care Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.3.4, Element 7.1.1, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: March 2024
To be reviewed: March 2025

4.7 ARRIVAL AND DEPARTURE POLICY

POLICY

All children attending the OSHC Service must be signed in and out by the parent/guardian/authorised person or educators every session. Signing in and out includes the time of arrival and departure through Playground App. For ASC the educators will sign the child in and the parent will sign the child out. For BSC the parent will sign the child in and the educators will sign the child out, and they will be handed over to the teacher on yard duty for supervision. Signing the roll is a legal requirement and parents/guardians will be followed up if a roll is not signed.

PROCEDURE

Educators have the responsibility to ensure that:

- Families/authorised persons have undertaken their responsibility of signing the attendance register.
- If a roll is not signed, families need to be followed up to ensure the roll is signed as soon as convenient.
- For the Before School Care Service:
 - Educators must do a roll call and then sign the children out at 8:45am, and responsibility is handed over to the teacher on yard duty.
- For the After School Care Service:
 - Educators must sign the children in, as they are checked in, after the bell goes at 3:30pm.
 - Children are not permitted to leave the Service alone, or with a person who is not authorised by the parent/guardian.
 - Authorised persons must be aged 18 or over, and are asked to provide proof of identification when collecting the child from care, if they are unknown to staff.
 - The Service may consider authorising persons between the ages of 16 and 18 years, on request, if the parent/carer considers they are responsible enough. In this case a separate 'Authorised Pick-up between the ages of 16 and 18 years – Consent form' will need to be completed and signed by the parent/carer, in which they agree to take responsibility if they choose this option. Under no circumstances can we authorise anyone under the age of 16 years.
 - Children may not be collected by persons other than those that appear on the enrolment form, unless otherwise notified by the child's parent/guardian. If not on the enrolment form, the person's full name, their contact phone number and relationship to the child must be provided (when the booking is made), and their ID checked when they come to pick up the child. This notification would be valid for the current session only, and if the person is to become a regular pick-up, they should be added to the enrolment form by the parent/guardian.
- For children leaving the service during a session to attend another service/activity:
 - Children attending activities within the school grounds are signed out of the service by the tutor/coach. Parents are required to add the tutor/coach in their contact list through Xplor Home system or via email to oshc.brunswick.nw.ps@education.vic.gov.au . The tutor/coach is responsible to sign the children back to the program once their activities are finished. Note: the parent/guardian must advise OSHC team that their child will be attending the other activity, and for how many sessions - children cannot leave the service without this permission.
 - Children attending activities out of the school grounds must be collected by a parent/guardian or authorised person, who will then take responsibility for the child outside of the school grounds. If they will then be returning, the parent/guardian or authorised person must then sign them back in on their return.

- The service cannot accept responsibility for the child once he/she has left the service.

Families have the responsibility to ensure that:

- For the Before School Care Service:
 - The child is always signed into the service on arrival by authorised persons.
- For the After School Care Service:
 - The child is always signed out of the service by authorised persons when collecting their child.
 - Written permission (txt or email) is provided to service staff to allow another person to collect their child from care.
 - In an emergency, verbal permission over the telephone may be provided to at least 2 educators (witness), by the child's parent/guardian, to allow another person to collect their child from care, and is valid for that session only. The person's full name, contact phone number and relationship to child must be provided.
Written permission is needed (i.e. added to the enrolment form) if they will be picking up the child for more than the one session.
 - Families should also inform any authorised pick-up persons to take photo ID with them, when collecting the child on their behalf, especially if they are unknown to educators.

Relevant Policies:

[Access to Children Policy](#)

[Protective Care Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.1, Element 7.1.1, Element 7.3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: October 2012

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

4.8 AUSTRALIAN GOVERNMENT PAYMENTS POLICY

OVERVIEW

Australian Government payments made to families to assist with the costs of care include Child Care Subsidy (CCS) and Additional Child Care Subsidy (ACCS).

Families using approved child care can be eligible for CCS if they meet some requirements.

For more information visit

<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

POLICY

Eligible families wishing to access Australian Government payments will be informed of their obligations and responsibilities in accepting this funding.

PROCEDURE

The Coordinator has the responsibility to ensure that:

- Families are made aware of the procedures required and information to be supplied in order to be able to claim-CCS.
- Families are informed that they must register with mygov.au and provide Date of Birth (DOB) and Centrelink Reference Number (CRN) details to the service, if they wish to receive CCS
- Enrolment process on line requests the DOB and CRNs for both the parent/guardian claiming the CCS and the child/ren.
- A formal enrolment is created in CCSS (Child Care Subsidy System), and families are advised if there are any problems with this, and how to rectify the problem.
- If the family does not provide their CRN/DOB information, or they have not been assessed for CCS by the mygov.au an informal enrolment is created, and the family must be advised that no CCS will be able to be claimed until this is formalised and that they must pay the full fees directly to the service.
- Once a family provides their CRN/DOB information, the enrolment must be formalised within 7 days.
- The service displays up to date information regarding any Child Care Subsidy on the parent notice board and in the school newsletter as appropriate.
- Special Child Care Benefit may be made available to families experiencing major difficulties, such as a child at risk of serious abuse or neglect and families experiencing temporary hardship due to a significant event.
- Attendance Record Reports must be submitted to DET by the end of the second week following the week the attendance relates to.

Families have the responsibility to:

- to submit a claim for Child Care Subsidy through [myGov](#) to be eligible to receive CCS.
- provide their CRN and DOB for both parents and child to the OSHC service.

The CCS is paid directly to the OSHC service and families need to meet some criteria for their eligibility:

- care for their child at least 2 nights per fortnight, or have 14% care
- are liable for fees for care provided at an approved child care service, and
- meet the residency rules.

Their child must also:

- meet immunisation requirements, and

- not be attending secondary school unless an exemption applies

If your child attends secondary school, you may still be eligible if they are:

- 13 or under, or
- 14 to 18 with disability

In these circumstances, you must provide evidence as to why your child can't be unsupervised. You also need to confirm an adult is unable to care for the child during this time.

Each person that is liable to pay child care fees will need to apply for this subsidy. To be eligible, each person needs to meet these criteria.

Additional Child Care Subsidy

Families are eligible for Additional Child Care Subsidy if they meet the following requirements:

- meet the eligibility requirements for Child Care Subsidy, and
- be an eligible grandparent getting an income support payment
- be transitioning from certain income support payments to work, or
- be experiencing temporary financial hardship

All 3 types of Additional Child Care Subsidy:

don't have an annual cap

aren't subject to a withholding amount, and

aren't balanced at the end of the financial year

Families are also required to:

Inform the service if the child enrolled attends or has attended any other Before Care, After Care, Vacation Care service or child care services (within the same financial year) as each child is only entitled to 42 initial absence days across all services attended. Absences will be shown on the family's statement, along with the total number of absences claimed in that period, and the total claimed for the financial year to date.

Relevant Policies:

[Management of the Service Policy](#)

[Enrolment Policy](#)

[Initial and Additional Absences Policy](#)

[Priority of Access Policy](#)

[Unpaid Fees Policy](#)

[Record Keeping Policy](#)

[Children's Records Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.1, Element 6.2.2, Element 6.3.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

4.9 INITIAL AND ADDITIONAL ABSENCES POLICY

RATIONALE/INFORMATION

Each child is allowed up to 42 initial absence days from care (across all services attended) each financial year, and these absences are eligible for CCS. Once the first 42 absence days have been used CCS will also be payable for absences taken for these reasons:

- Illness (with a medical certificate)
- Non-immunisation and child must be excluded (with written evidence)
- Rostered days off/rotating shift work (with written evidence)
- Temporary closure of a school or student free days
- Periods of local emergency
- Shared care arrangements due to a court order (documentation required)
- Exceptional circumstances

These extra days are called Additional Absence days, and can only be claimed if they are taken for one of the reasons above, supporting documentation is provided and they are days on which care would have otherwise been provided.

Only absences where a fee is charged count towards the 42 initial absence days (ie. holding fees and late notice fees). If a booking is cancelled and no fee is charged (such as cancellation of a casual booking in advance), it does not count towards the 42 initial absences. The same applies to additional absences.

POLICY

The OSHC Service will comply with the requirements of the funding guidelines as outlined in the Child Care Service Handbook for initial and additional absences.

PROCEDURE

The coordinator has the responsibility to ensure that:

- Families are informed of their responsibilities in regard to absences from care.
- Parents are advised when an initial absence is being claimed. This is done by including absences on the regular statement provided by the service. The statement also includes the total number of days absent in that statement period, and the total of absences claimed for the financial year to date.
- When a family is nearing 42 absences for the year, the administrator will endeavour to notify the family and remind them that additional absences can only be claimed for the reasons above, and if they are not for these reasons, then CCS will not apply.
- Documentation (medical certificates and written evidence) must be obtained to support any additional absences claimed, and must be filed and stored securely as per all other FAO documents.
- Reasons for absences are recorded and transmitted to DEEWR as required.

Families have a responsibility to ensure that:

- They inform the service if the child enrolled attends or has attended any other Before Care, After Care, Vacation Care service or child care services (within the same financial year) as each child is only entitled to 42 initial absence days across all services attended.
- They monitor the number of absences claimed for the financial year to date, as shown on the regular statements, and be aware that if they go over 42, that CCS will no longer apply, unless they are claiming an additional absence.
- Written evidence, such as medical certificates, is given to the service to claim any additional absences.
- When notifying the service that their child will be absent, the reason for their absence is specified, as this information must now be reported to DET.

Relevant Policies:[Australian Government Payments Policy](#)[Booking and Cancellation Policy](#)[Record Keeping Policy](#)**References:**

National Quality Framework, National Quality Standards – Element 6.1.1, Element 6.3.1, Element 7.3.1, Element 7.3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

4.10 FEE POLICY

RATIONALE

The OSHC Service operates on a non-profit basis. Any surplus will be expended on equipment and resources for the children's program, minor upgrades and service improvements as specified by the OSHC Committee. The OSHC Service aims to provide a quality service which is accessible and affordable to families.

POLICY

Fees will be set annually by the OSHC Committee and approved by School Council prior to the commencement of the school year. Fees are set to cover the cost of the service and to meet the projected budget for the service. The fees are subject to change at any time. Families are required to pay fees regularly when due, and in full by the end of each term.

PROCEDURE

The OSHC Committee has the responsibility to ensure that:

- Fees will be reviewed on an annual basis by the OSHC Committee when establishing the budget parameters.
- OSHC Committee will make a recommendation to School Council for ratification.
- Fees are charged on a per session basis per child.

The Coordinator has a responsibility to ensure that:

- Fees are calculated correctly depending on the type of booking and how much notice is given for both bookings and cancellations, as per the current fee schedule.
- Statements are sent out to all families actively using the service every fortnight.
- Fees paid by families to the school office are reflected on families' statements.
- Monthly reconciliations with the school bank and OSHC records are performed in conjunction with the Business Manager.

Families have a responsibility to ensure that:

- They are aware of the fee structure and types of bookings and notice required for changes and cancellations.
- Fees are paid regularly when due and in full by the end of term.
- Families will be charged fees fortnightly in arrears with an invoice/statement issued fortnightly (preferably via e-mail, but printed copies will be sent home with children if preferred).
- Fees are due within 7 days of statements being issued (when charged in arrears).
- If the balance due is less than \$20, then families may defer payment until their next statement, but accounts must be settled in full by the end of each term.
- Payments in advance are welcome at any time.
- Towards the end of each term, families will receive a statement which, along with fees charged in arrears, will include their current bookings up until the end of term. Accounts will then be reconciled with actual bookings on the following statement and at the end of term.
- Families can choose to pay the amount in full, or continue to make payments in arrears, but must ensure they settle their account in full by the end of term.
- Parents may request more frequent accounts if needed.
- Families experiencing financial hardship should contact the Business Manager to discuss their options.
- On the last day of each term the ASC service will be extended, as school finishes earlier, and a higher fee will be charged for these sessions – refer to current fee structure.
- A copy of the current fee structure is attached in Appendix A7.

Emergency non-enrolled Care

- Fees must be paid in full (administration fee and session fee) within 48 hours of the session of care.

Staff members children attending care

- Fees for staff members who have children attending the service, will be at the discretion of the Principal, and special staff rates may apply.

A fee schedule is attached as *Appendix A7*.

Relevant Policies:

[Financial Management Policy](#)
[Booking and Cancellation Policy](#)
[Enrolment Policy](#)
[Handling of Fee Income Policy](#)
[Receipting Policy](#)
[Providing Statements Policy](#)
[Banking Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.1, Element 6.1.3, Element 7.1.1, Element 7.3.1, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: March 2024
To be reviewed: March 2025

4.11 ACTIVITY AND EXCURSION COST POLICY

POLICY

In order to meet the developmental needs and interests of school aged children incursions and excursions may form part of the service. Families will be advised in writing in advance when this applies and given an option as to whether they wish their child to participate, and if so will be responsible for any extra costs involved and charged accordingly.

PROCEDURE

The Coordinator has a responsibility to ensure that:

- Families are notified in advance of any additional charges. These additional charges are not covered by any government reductions or rebates.
- Families will be invoiced for these additional activities within the normal billing period.

Relevant Policies:

[Financial Management Policy](#)

[Australian Government Payments Policy](#)

[Fee Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.3.2, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | March 2024 |
| To be reviewed: | March 2025 |

4.12 LATE PICK UP FEES POLICY

RATIONALE

This policy has been put into place to prevent any family from continually attending the service after the advertised closing time. The policy ensures that educators are paid for the additional hours they are required to work due to the late pick up of children.

POLICY

A late fee will be charged for children remaining in care after the advertised closing time.

PROCEDURE

The service charges the family a late fee at a rate per minute or part thereof, as outlined in the fee schedule (see *Appendix A7*).

The Coordinator has the responsibility to ensure that:

- Late fees are added to family's accounts as incurred.
- Families are advised that late fees are ineligible for government reductions or rebates.

The Coordinator/ educators have the responsibility to ensure that:

- An entry is made in the late pick-up log, which the parent/guardian must sign when they collect the child, and the staff member must also sign.
- The family is notified that the late fee will be added to their next account.
- Additional time worked is documented and passed on to the Coordinator. The additional time matches the time recorded on the attendance roll and the signed late pick-up log.
- The Coordinator is advised that an entry has been made in the late pick-up log.

Coordinator and School Business Manager have the responsibility to ensure that:

- Educators are paid for additional hours worked due to late collection of a child.

Relevant Policies:

[Non Collection of Children Policy](#)

[Arrival and Departure Policy](#)

[Fee Policy](#)

[Financial Management Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.3.1, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: March 2024
To be reviewed: March 2025

4.13 HANDLING OF FEE INCOME POLICY

POLICY.

All OSHC payments must be made at school office on school days, between the hours of 8.00am and 4.00pm, or paid directly into the school's bank account. Payments should never be given directly to OSHC educators.

PROCEDURE

Payments will be accepted through the following methods:

- Direct debit into the school's bank account. This is the preferred method of payment. Bank account details appear on family's statements.
- Payments at the school office by credit card, cheque, cash or EFTPOS. Cheques must be made out to Brunswick North West Primary School.

Families should contact the school office directly to make alternate arrangements, if they have difficulties attending during office hours.

Relevant Policies:

[Financial Management Policy](#)

[Banking Policy](#)

[Record Keeping Policy](#)

[Receipting Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.1, Element 7.3.1, Element 7.3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: April 2024

To be reviewed: April 2025

4.14 RECEIPTING POLICY

POLICY

All fee payments made to the school office will be receipted by office staff at the time of payment. Families paying by direct deposit may request a receipt from the school office. All payments will be reflected on family's statements.

PROCEDURE

The School Business Manager has the responsibility to ensure that:

- All OSHC fee payments made to school office are receipted by office staff at the time of payment.
- If a family paying by direct deposit requests a receipt, a receipt will be issued at the earliest convenience and forwarded to the family.

The Coordinator has the responsibility to ensure that:

- All fee payments are reflected on regular statements sent to families.
- A monthly reconciliation between school receipts and OSHC receipts is performed in conjunction with the Business Manager.

Relevant Policies:

[Handling of Fee Income Policy](#)

[Financial Management Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.1.1, Element 7.3.1, Element 7.3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

4.15 PROVIDING STATEMENTS POLICY

The OSHC Service must issue statements for all children in respect of whom fee reductions are provided. The purpose of the statements is to provide families with a complete record of the CCS fee reductions that have been provided by the service.

Statements are also a record of all attendances and absences for each child enrolled in the service. They also include details of any fees incurred, payments made and show the amount due to be paid to the service for that statement period.

Statements must include all information required by regulations set out in the Child Care Service Handbook

POLICY

Statements will be issued regularly to all currently enrolled families who have had attendances recorded or have made payments in the relevant statement period.

PROCEDURE

The Coordinator has the responsibility to ensure that:

- Statements are issued fortnightly, on the same date and cycle for all children currently enrolled and attending the service.
- Statement will be issued via e-mail.
- Statements contain all information required by current regulations.

Families have the responsibility to ensure that:

- Statements are carefully checked when issued and any queries regarding statements are promptly discussed with the Coordinator.
- Important messages written on the last page of the statements are read.

Relevant Policies:

[Fee Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.3, Element 7.3.1, Element 7.3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

4.16 UNPAID FEES POLICY

POLICY

Families are required to pay fees regularly when due, and in full by the end of each term. Accounts not paid will be followed up, and will result in the child being excluded from the service.

PROCEDURE

Families have the responsibility to ensure that:

- Payments are made as per the Fee Policy.
- Fees must be paid regularly when due and in full by the end of term.
- Fees are due within 7 days of statements being issued (when charged in arrears).
- If the balance due is less than \$20, then families may defer payment until their next statement, but accounts must be settled in full by the end of each term.
- If families are experiencing financial hardship they should speak to the Business Manager to discuss their options or arrange a payment plan.
- If their child has been refused entry to After School Care due to non-payment of fees, they should arrange for an authorised person to collect the child from school.

Emergency non-enrolled Care bookings

Fees must be paid in full (administration fee and session fee) within 48 hours of the session of care.

If fees are not paid (and/or enrolment form not received), then the child will be excluded from the service until the payment is made and enrolment form is received.

Children excluded from care

If a child has been excluded from care, due to non payment of fees or any other reasons, their bookings will be suspended and they will not be able to attend.

If the family attempts to book the child into care, the family must be advised that they cannot attend and someone needs to collect the child from school.

If the child turns up to OSHC, staff should contact the parent/guardian and advise them to come and collect the child. If the parent/guardian cannot be contacted then emergency contacts should be called to collect the child. If no contact can be made, the Principal should be contacted to advise what action should be next taken. This may involve calling the police.

Additional Child Care Subsidy

Additional Child Care Subsidy may be made available to families experiencing major difficulties, such as a child at risk of serious abuse or neglect and families experiencing temporary hardship due to a significant event.

The Coordinator has the responsibility to ensure that:

- An outstanding balance report is provided to the Business Manager each fortnight, when statements are issued.
- An aged balance report is also provided to the Business Manager each fortnight, which shows the families that have amounts owing for more than 30 days, 60 days and 90 days.
- Any other accounts that are at risk of not being paid, will be highlighted and forwarded to the Business Manager to follow up.

The Business Manager, in conjunction with Coordinator, has the responsibility to ensure that:

- Accounts not being paid regularly (as shown on the aged balance report or accounts highlighted by the Administrator that are at risk of not being paid) are followed up as per the school policy on unpaid accounts. This may involve phone calls or letters, and finally exclusion from the service, until the accounts are paid or a payment plan agreement has been put in place.
- Payment arrangements are negotiated with families experiencing difficulties.
- The availability of Additional Child Care Subsidy should be discussed with the Coordinator, if it is found that a family is experiencing major difficulties, such as a child at risk of serious abuse or neglect, or temporary hardship due to a significant event.
- Outstanding Accounts will be forwarded to the School Council (Finance Committee).
- Families excluded from the service due to non-payment of fees may be provided with information regarding family support and financial advising services available in the local community.
- Accounts that remain outstanding may be forwarded to a debt collection agency.

Relevant Policies:[Fee Policy](#)[Dishonoured Cheques Policy](#)[Financial Management Policy](#)[Protective Care Policy](#)**References:**

National Quality Framework, National Quality Standards – Element 6.2.2, Element 7.1.1, Standard 7.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

4.17 Lockdown – COVID-19 POLICY

RATIONALE.

This policy has been implemented as a result of lockdown due to COVID-19.

Only children of essential workers or vulnerable children can attend the service during lockdown – unless DET will notify the services and schools otherwise.

In the event of a lockdown, this policy will take over the following policies for families of children who do not attend OSHC during lockdown:

- Booking and cancellation policy
- Children who do not attend policy

POLICY

In the event of a lockdown due to Covid-19:

- All children who do not attend the service will be marked as absent and all absences will be charged with a holding fee (absence with notice)
- For all children who need to attend the service a confirmation is required by their families. Attendances will be charged accordingly to OSHC's fees.

Please note: absences will be charged with late fee if notice is not provided.

PROCEDURES

Coordinator has a responsibility to ensure that:

- All children not attending the service will be marked as absent and charged with a holding fee - "absence with notice"
- All children who need to attend the service will be marked and charged accordingly to OSHC's fees.

If children are attending to the service in the event of lockdown Families have a responsibility to ensure that:

- Families must contact the service through email or txt confirming that their children are attending the OSHC program during the lockdown
- Families must notify the OSHC program if their children, who are booked, are not attending the service

Relevant Policies:

[Children who do not attend Policy](#)

[Booking and Cancellation Policy](#)

[Appendix C – OSHC Summary of Fees and Charges](#)

Date approved: June 2020

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2024

To be reviewed: March 2025

5 WORKING WITH FAMILIES

The OSHC Service is committed to working with families in a collaborative manner in order to provide a high quality child care service that meets the needs of children, families and the community. Parent participation and communication is critical to the success of the service and its programs.

5.1 FAMILY INVOLVEMENT POLICY

POLICY

The OSHC Service actively encourages family involvement in the development of the program and management of the service.

PROCEDURE

The OSHC Committee is responsible to ensure that:

- Small working parties are developed to address specific issues relating to the service as required.
- Families are encouraged to participate in fundraising and accreditation activities and processes.

The Coordinator has the responsibility to ensure that:

- Formal evaluations are conducted to allow families to have input into the future planning of the service (ideally these will occur annually).
- Informal evaluations of the service occur throughout the year.
- Families are encouraged to attend the service to observe and participate with their child.
- Families are encouraged to participate in ways that acknowledge and value diversity.
- Special events that complement the children's program are held throughout the year to enable parents to attend and view the service and meet the staff.

The educators team has the responsibility to ensure that:

- All family members' names are known.
- Family members are welcomed upon arrival.

Relevant Policies:

[Access to Service Policy](#)

[Evaluation Policy](#)

References:

National Quality Framework, National Quality Standards – Element 4.2.1, Element 6.1.2, Element 6.2.1, Element 7.1.1

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

5.2 FAMILY REQUESTS POLICY

POLICY

Educators will consider all requests from families in regard to their children, and respect is given to all requests. Where a parental request cannot be fulfilled, explanation will be provided.

PROCEDURE

- When requests are received they will be discussed between educators and families. Requests that are impractical to support by the OSHC Service will be discussed with families.
- Respect is given to families in regard their right to make decisions on behalf of their child.
- The rights of the child will always be respected.

Relevant Policies:

[Family Involvement Policy](#)

[Protective Care Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.1, Element 2.1.2, Element 4.2.1, Element 6.2.1

Education and Care Services National Regulations 2011

Child Care Service Handbook

AECA Code of Ethics

UN Declaration of the Rights of the Child

United Nations Convention on the Rights of the Child

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

5.3 ACCESS TO SERVICE POLICY

POLICY

Families are always welcome to attend the service.

PROCEDURE

- Educators will ensure that the service is accessible to families at all times (unless court orders are in place) while maintaining appropriate security.
- Families will need to notify educators to arrange a visit, or when they arrive for a visit.
- The service will use a sign in/out log book for visitors to ensure safety measures are met.
- All visitors attending the service must have proper identification and a visitor's pass.

Relevant Policies:

[Family Involvement Policy](#)

[Security Policy](#)

[Visitors to the Service Policy](#)

[Intruder Policy](#)

[Access to Children Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.3.4, Element 6.1.2, Element 6.2.1, Element 6.3.4

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

5.4 ACCESS TO CHILDREN POLICY

POLICY

All parents/guardians and authorised persons have access to the OSHC Service and their children at all times, unless relevant Court Orders are held by the service that specify otherwise.

PROCEDURE

The educators have the responsibility to ensure that:

- A copy of all court orders in relation to residence and specific issues orders (e.g. Custody or Intervention Orders) must be provided to the service upon enrolment or as obtained. These documents will be attached to the child's records and treated confidentially. All staff employed at the program are informed and given access to this important information.
- If the service does not have a copy of any court orders it will assume that the parents/guardians listed on the enrolment form have equal care of the child therefore both have access.
- In the event that a person identified as having restricted access to the child arrives to collect or remove a child the following procedure should be followed:
 - If a child or educator is approached the first action is to explain what has been instructed and documented in relation to the child being collected/removed from the program.
 - If on explaining these details the person continues to wish to collect/remove the child the educator will call the second educator (eg via the walkie talkie) alerting the second educator to call the police. During this the staff member remains calm while explaining the contact conditions again.
 - After the phone call to the police is made, the second educator will ensure that all children are taken to a safer area of the school. (Refer to Displan lockdown procedure if full lockdown is required).
 - The child's legal guardian/parent/carer will be contacted and informed.
 - As per school policy, the education department must also be informed. Generally this is done via the emergency management team.

Parents have a responsibility to ensure that:

- The service is provided with a copy of all current court orders in relation to their child.
- The Coordinator is notified if there are any changes to these orders as soon as they occur.

Relevant Policies:

[Emergency Management Policy](#)

[Protective Care Policy](#)

[Intruder Policy](#)

[Visitors to the Service Policy](#)

[Access to Service Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 2.3, Element 6.1.1, Element 7.3.1, Element 7.3.3

Education and Care Services National Regulations 2011, Child Care Service Handbook
Children, Youth and Family Act 2005

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

5.5 CHILD SAFE POLICY

PURPOSE

The purpose of this policy is to outline the procedures our school has in place to respond to complaints or concerns relating to child abuse and to ensure that all staff and members of our school community understand and follow the various legal obligations that apply to the reporting of child abuse to relevant authorities.

POLICY

BNWPS OSHC is committed to the protection and safety of all children attending the service, and to providing a safe and caring environment for all children.

In implementing this overarching policy BNWPS OSHC:

- has zero tolerance for child abuse (please see Mandatory Reporting requirements for definition of “child abuse”);
- actively works to listen to and empower children;
- has systems to protect children from abuse, will take all allegations very seriously and will respond to them consistently in line with the organisation’s policies and procedures; and is committed to comply with the Child Safe Standards:
 - Standard 1: Culturally safe environments – Establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
 - Standard 2: Leadership, governance and culture – Ensure that child safety and wellbeing are embedded in school leadership, governance and culture.
 - Standard 3: Child and student empowerment – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.
 - Standard 4: Family engagement – Families and communities are informed and involved in promoting child safety and wellbeing.
 - Standard 5: Diversity and equity – Equity is upheld and diverse needs are respected in policy and practice.
 - Standard 6: Suitable staff and volunteers – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
 - Standard 7: Child-focused complaints processes – Ensure that processes for complaints and concerns are child focused.
 - Standard 8: Child safety knowledge, skills and awareness – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
 - Standard 9: Physical and online environments – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
 - Standard 10: Review of child safety practices - Implementation of the Child Safe Standards is regularly reviewed and improved.
 - Standard 11: Implementation of child safety practices – Policies and procedures that document how schools are safe for children, young people and students.

PROCEDURE

The School Principal, Coordinator and Educators will provide a safe and caring environment for children attending the service by taking the following steps.

- Ensuring the venue is safe.
- Completing and updating the child *Safe Standards Risk Register*.
- Creating an environment where children are respected and listened to.
- All Educators, Students on Practicum Placement and Volunteers carefully read, sign and adhere to a *Code of Conduct* by ensuring that children are carefully supervised at all times.
- Ensuring all Educators, Students on Practicum Placement and Volunteers have a current Working With Children Check (WWCC).
- Protect children from strangers and intruders while at the service (Please see *Intruder Policy*)
- All Educators and volunteers understand their duty of care to report abuse or neglect, suspected abuse in accordance with the *Mandatory Reporting Policy*.
- The *Child Safety Policy* is reviewed at least yearly and all educators are required to take part in a Child Safety professional development session once a year.
- All concerns are reported to the OSHC Coordinator and the School Principal.

Relevant Policies:

[Venue Policy](#)

[Security Policy](#)

[Access to Children Policy](#)

[Arrival and Departure Policy](#)

[Intruder Policy](#)

[Incident Policy](#)

[Code of Conduct](#)

[Disciplinary Action Policy](#)

[Volunteer Policy](#)

[Student on Practicum Placement Policy](#)

References:

Child Safe Standards – Creating a Safe Environment, Department of Education and Training Victoria

National Quality Framework, Quality Area 2 – Children’s Health and Safety, Element 2.2.3

Child Safety in Australia Handbook, Australian Institute of Health and Welfare

<https://providers.dhhs.vic.gov.au/resource-2-child-safe-policy-and-statement-commitment-word>

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

5.6 COMMUNICATION POLICY

RATIONALE

The role of the family in the Outside School Hours Service is paramount to its success and outcomes for children. Family members have a great deal of knowledge about their child which can be shared with the service. Communication must be two-way in order to ensure maximum benefit to the child and family. Staff will tell families about their child's day and in return families will share relevant changes, issues, needs and interests of the child with the staff. This two-way communication should occur on a regular basis.

POLICY

The OSHC Service will provide and obtain information to and from families on a regular basis via a range of methods including: newsletter, notice boards, emails, our twitter account, enrolment forms and face to face communication between staff and families.

PROCEDURE

The Coordinator is responsible to ensure that:

- All families will have access to the Parent Handbook on the school website, and access to the OSHC Service's Policy and Procedure Manual upon enrolment.
- Newsletters and notices are issued to families, as they become available.
- The Coordinator is available to discuss service programs/activities and child's progress with families as required.

The educators have the responsibility to ensure that:

- Families are encouraged to read the notice boards and programs plan is displayed at the service in order to keep informed of activities at the service.
- Families are notified of any changes to policies or to the service's operations.
- The OSHC Service accesses the translation and interpreter service for families who cannot speak or read English.
- The OSHC Service initiates and facilitates regular communication with families.
- Families wishing to discuss matters of a more confidential nature are encouraged to make an appointment with the Coordinator.
- Parents/Guardians are provided with feedback regarding their children's progress.
- All communication occurs in a respectful and courteous manner.

Families have a responsibility to ensure that:

- Educators are notified of any relevant information about their child's health, medical requirements, development, special needs, contact details, living arrangements and personal/family matters that may affect the child. Families must also ensure that educators are notified of any changes to these circumstances in a timely manner.
- Participation by families in periodic surveys about the service is important and is encouraged to help ensure the service continues to meet the needs of all children and families.

Relevant Policies:

[Family Involvement Policy](#)

[Access to Service Policy](#)

[Enrolment Policy](#)

[Grievance Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.3, Standard 6.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: August 2023
To be reviewed: August 2024

5.7 PRIVACY POLICY

The BNWPS OSHC Service is subject to the thirteen Australian Privacy Principles (APPs) under the Privacy Act 1988 and the Privacy Amendment (Enhancing Privacy Protection) Act 2012 in the handling of personal information.

See www.privacy.gov.au for information about the Principles and the Act.

Australian Privacy Principle 1 - open and transparent management of personal information

Openness

The Service's Privacy policy will be available to anyone who requests it.

If an individual asks, reasonable steps will be taken to let them know what sort of personal information the service holds, for what purpose it is held and how the service collects, uses and discloses that information

Australian Privacy Principle 2 - anonymity and pseudonymity

Anonymity

If it is lawful and practicable, individuals have the option of not identifying themselves when entering transactions with the service.

Australian Privacy Principle 3 - collection of solicited personal information

Collection

BNWPS OSHC Service will only collect information needed to operate the service effectively and provide a safe and stimulating program of care for your child, and to ensure any eligible funding can be claimed.

Australian Privacy Principle 4 - dealing with unsolicited personal information

Collection of unsolicited personal information

In the event that BNWPS OSHC receives personal information and did not solicit this information, BNWPS OSHC will treat this information as that obtained under Principle 3.

Australian Privacy Principle 5 - notification of the collection of personal information

Use and disclosure

Information provided will be used only for the primary purpose of collection, unless an exemption applies (for example, there are specified law enforcement or public health and public safety circumstances).

Australian Privacy Principle 6 - Use or disclosure of personal information

Sensitive information

Sensitive information will not be collected unless the individual has consented, it is required by law, or in other special specified circumstances eg relating to health services provision and individual or public health and safety.

Australian Privacy Principle 7 - Direct marketing

BNWPS OSHC Service will not disclose personal information about a child or family for the purposes of direct marketing (including to 3rd parties) with the strict exception being BNWPS OSHC operations and services.

Australian Privacy Principle 8 - Cross-border disclosure of personal information

Cross border data flows

Personal information will not be transferred overseas, unless requested by the individual or consent is given by the individual.

Australian Privacy Principle 9 - Adoption, use or disclosure of government related identifiers

Identifiers

The service will not adopt as its own, use or disclose any Australian Government identifier, unless the use or disclosure is necessary to fulfil its obligations to the agency.

Australian Privacy Principle 10 - Quality of personal information

Data quality

All reasonable steps will be taken to ensure that personal information collected, used or disclosed is accurate, complete and up-to-date.

Australian Privacy Principle 11 - Security of personal information

Data security

All personal information held by the service will be protected from misuse and loss, and from unauthorised access, modification or disclosure. Reasonable steps will be taken to destroy or permanently de-identify personal information if it is no longer needed by the service.

Australian Privacy Principle 12 - Access to personal information

Access and correction

Individuals have the right of access to their personal information held by the service, and on request, access will be given, unless particular circumstances apply that will limit this extent, such as emergency situations, law enforcement or other public interests.

Australian Privacy Principle 13 - Correction of personal information

If the BNWPS OSHC Service is satisfied that information held is inaccurate, out of date, incomplete, irrelevant or misleading; or an individual requests BNWPS OSHC to correct that information, then all steps (if any) will be taken to correct that information including updating information previously disclosed to another APP entity. BNWPS will provide written notice to an individual in the event the request could not be completed.

DEFINITION

Personal information includes details collected on the enrolment form, Family Assistance Office and CCS information, any relevant court orders, and children's developmental records, observations and discussions.

POLICY

The OSHC Service is legally required to keep up to date records about staff, parents/guardians and children for the purposes of running a safe and reliable service. The OSHC Service will comply with the Privacy Act 1988 and Privacy Amendment (Enhancing Privacy Protection) Act 2012, which governs the handling of personal information.

PROCEDURES

The recording, management and appropriate disclosure of private and personal information will be done in accordance with the Australian Privacy Principles (APP) under the Privacy Act 1988 Privacy Amendment (Enhancing Privacy Protection) Act 2012. The BNWPS OSHC Privacy Statement outlines how this is done (refer to *Appendix A3*).

The Coordinator have the responsibility to ensure that:

- The OSHC Service will only collect information required to operate a safe, reliable and high quality service and to provide access to any eligible funding.
- Information provided will only be used for the primary purpose of collection for the OSHC Service, unless exemptions apply (e.g. law enforcement or the interests of public health and safety).
- All information collected is accurate and kept up to date.
- All personal information will be filed safely and securely, and access restricted to the Coordinator and educators working directly with a child.
- Information which is required for the daily operation of the service, the well-being of children and staff may be exchanged between staff members in the normal course of work and will be treated confidentially.
- Family members are informed about the type of information collected in regard to themselves and their children and the purpose of this, and their rights in regards to accessing this information (refer to BNWPS OSHC Privacy Statement in *Appendix A3*).

Educators have the responsibility to ensure that:

- Confidentiality and privacy is maintained at all times when discussing issues regarding families or children.

Relevant Policies:

[Children's Records Policy](#)
[Record Keeping Policy](#)
[Enrolment Policy](#)
[Access to Children Policy](#)
[Protective Care Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.1, Element 7.3.1, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook
BNWPS OSHC Privacy Statement (Appendix A3)
Privacy Act 1988
Privacy Amendment (Enhancing Privacy Protection) Act 2012
www.privacy.gov.au
www.oaic.gov.au
Office of the Australian Information Commissioner (OAIC)

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

5.8 GRIEVANCE POLICY

POLICY

All families have the right to have their concerns heard by the Coordinator, and the Coordinator will deal with any concerns appropriately.

PROCEDURE

The Coordinator and OSHC Sub Committee will ensure that:

- Families are encouraged to discuss with the Coordinator any complaints or concerns they have about the service or any educators
- The Coordinator will address all complaints and concerns promptly and respectfully.
- All complaints are dealt with in a confidential manner.
- The Coordinator will endeavour to respond to families verbally or by e-mail within 48 hours and/or in writing within 5 working days.
- Complaints, which are not resolved to the family's satisfaction, will be referred to the school Principal and eventually to OSHC Committee
- Complaints which cannot be resolved by the OSHC Committee/ school Principal will be referred to an outside independent person.
- All complaints will be registered in a log which tracks complaints made, progress on outcome and final resolution.

Relevant Policies:

[Family Involvement Policy](#)

[Family Requests Policy](#)

[Communication Policy](#)

[Management of the Service Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.1.1, Element 7.3.4
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

6 THE CHILDREN'S PROGRAM

The OSHC Service is committed to nurturing and extending each child's social, physical, emotional and intellectual development in a child-friendly, supportive and fun environment.

6.1 PROGRAM POLICY

POLICY

The OSHC Service will offer a planned, flexible and balanced program which will respond to children's interests, needs and stages of development. The program will be developed in collaboration with children, families and staff.

PROCEDURE

The Coordinator and Educators have the responsibility to ensure that:

- The children's program is designed to meet the OSHC Service's goals and philosophies.
- The program caters for the needs, interests and abilities of all children. Games and activities are altered where appropriate to ensure all children are able to participate fully.
- The children's program is displayed for children, families and staff, on the OSHC noticeboard and/or in the school newsletter.
- Adequate resources are made available for children to play with and use.
- A wide range of play experiences is offered which includes:
 - Passive and active play
 - Indoor and outdoor play
 - Structured and free play
 - Short and longer term projects
 - Individual and group play
 - A choice of activities each day
 - Constructive and manipulative play
 - Music, dance, drama and imaginative play
 - Creative play involving a range of materials and media
 - Experiences which encourage equity and the respect of individuals' differences
 - Experiences to enhance a wide range of skills, such as gross and fine motor skills, strength, flexibility, coordination and movement
 - Experiences that encourage self help skills, decision making and consequences, and leadership skills
 - Experiences in information technology
- Educators encourage children's participation and attempts in a positive manner.
- Children are encouraged to express their opinions and give feedback about activities.
- The program is planned and evaluated regularly by all educators, incorporating feedback requested and obtained from both children and families.

Experiences provided are developed to suit the age and developmental ranges of all children attending the service.

Relevant Policies:

[Planning Policy](#)

[Evaluation Policy](#)

[ICT Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 1.1, Standard 1.2, Element 6.1.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

[Belonging, Being and Becoming: The Early Years Learning Framework for Australia \('Early Years Learning Framework'\)](#)

[My Time, Our Place: Framework for School Age Care in Australia \('Framework for School Age Care'\)](#).

www.acecqa.gov.au

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

6.2 CHILD ENGAGEMENT AND WELLBEING POLICY

RATIONALE/BACKGROUND

1. At BNWPS OSHC, educators recognise the many benefits of a consistent, whole-school approach to managing the relationships that BNWPS children have with each other. As such, the *BNWPS OSHC Interactions With Children - Child Engagement and Wellbeing Policy* is modelled on, and embedded within the Brunswick North West P.S. whole-school approach to Student Engagement and Wellbeing.
2. The Brunswick North West Primary School Outside School Hours Care (OSHC) Service Philosophy is underpinned by a set of values that enhance the learning and development of children who use the service. These values are: Responsibility, Integrity, Equity, Connectedness, Resilience, Achievement, Creativity.

Framework for School Age Care in Australia

3. In line with the objectives outlined in *My Time, Our Place: Framework for School Age Care* (2012), BNWPS OSHC educators work to create an environment where:
 - Children have a strong sense of identity;
 - Children are connected with and contribute to their world;
 - Children have a strong sense of wellbeing;
 - Children are confident and involved learners; and
 - Children are effective communicators

POLICY

The BNWPS OSHC Service is committed to developing a safe, secure, caring and stimulating environment, which enhances children's self esteem, sense of identity and wellbeing and encourages them to interact positively, to respect and co-operate with others, become effective communicators and confident and involved learners who are connected with and contribute to their world.

PRACTISE IN EDUCATION AND CARE

Rights and Responsibilities

Brunswick North West Primary School OSHC Program operates under the understanding that children, educators and families all have certain rights and responsibilities with regards to maintaining a high quality service.

Rights and Responsibilities of Children

| Rights | Responsibilities |
|--|---|
| Children have a right to: <ul style="list-style-type: none"> ● Learn and develop (socially, physically and emotionally) as much as possible ● Be treated in ways which celebrate their unique abilities and maintain their dignity | Children have a responsibility to: <ul style="list-style-type: none"> ● Have a go (and encourage others to have a go) at all OSHC activities ● Listen when others are speaking (and encourage others to listen) |

| | |
|--|---|
| <ul style="list-style-type: none"> ● Be given opportunities to develop their self-esteem and self-reliance ● Feel comfortable, safe and included, while participating in the OSHC program - in both our indoor and outdoor areas ● Enjoy themselves while they are at OSHC ● Engage with OSHC educators in meaningful and open interactions that build trust and extend upon their learning and development ● Make contributions to the planning processes that determine which activities are offered during their time at OSHC ● Be treated respectfully, included and supported whatever their socio-economic status, cultural background, ability, family type, belief system, and gender identity may be. | <ul style="list-style-type: none"> ● Speak to and treat other students and educators with respect ● Respect their belongings and the belongings of others ● Use equipment carefully and safely ● Act in ways that ensure the safety of themselves and other students, educators and parents |
|--|---|

Rights and Responsibilities of Educators

| Rights | Responsibilities |
|---|---|
| <p>Educators have a right to:</p> <ul style="list-style-type: none"> ● Educate as much as possible and reasonable. ● Feel comfortable and safe in their workspace ● Be treated in ways which celebrate their unique abilities and maintain their dignity. ● Enjoy their work ● Be treated respectfully, whatever their socio-economic status, cultural background, ability, family type, belief system and gender identity may be. | <p>Educators have a responsibility to:</p> <ul style="list-style-type: none"> ● Ensure that they work to maintain a safe, trust-filled, and comfortable working environment for their colleagues, and for all the children in their care ● Ensure that they work to establish warm and respectful relationships with each of the children in their care, regardless of each child's interests, family and cultural values, and religious and ethnic background ● Be committed to finding opportunities to extend and enhance learning and development for each child in their care ● Be committed to ongoing reflective practice, and to enhancing their skills and abilities as educators ● Have a well-grounded knowledge of the Frameworks that guide School Age Care and Early Years Learning and Development, and be able to actively implement that knowledge when carrying out their duties as educators ● Give positive guidance and encouragement towards acceptable behaviour ● Model effective and respectful communication strategies. |

Rights and Responsibilities of Parents/Carers

| Rights | Responsibilities |
|--|---|
| <p>Parents/Carers have the right to:</p> <ul style="list-style-type: none"> ● Expect that their children will be cared for in a secure environment in which care, courtesy and respect for rights and responsibilities are encouraged ● Expect open and effective communication with OSHC educators in matters pertaining to their own children ● Feel welcomed and respected, whatever their socio-economic status, cultural background, ability, family type, belief system and gender identity may be. | <p>Parents/Carers have a responsibility to:</p> <ul style="list-style-type: none"> ● Support the school in maintaining a safe and respectful learning environment for all students ● Communicate openly, effectively and respectfully with OSHC staff members |

Restorative Practices

Brunswick North West P.S. OSHC is committed to using Restorative Practices with children as this is consistent with our B.N.W.P.S school values of respect, connectedness, integrity and responsibility. Most concerns with children's behaviour are expected to be dealt with through the use of Restorative Practices.

A Restorative Practice approach plainly distinguishes between 'managing behaviour' and 'managing relationships'. A restorative approach holds that the best way to deal with a problem or incident where people have been harmed, or relationships damaged, is to have those involved take part in structured conversation. In this process, those involved are supported to listen, share and exchange ideas and work together towards a resolution that focuses on repairing the harm done to people, not simply punishing the wrongdoers.

By prioritizing a culture based on warm and respectful relationships between children and their peers and educators, this approach to behaviour guidance also helps to reduce need for conflict resolution. That is, in a culture where everyone feels included and able to contribute in meaningful ways, and where they feel respected and liked, there are more incentives for each to child behave in helpful and respectful ways.

Restorative Practice involves the following principles:

1. **Respect** - cultivating and expecting respect in all relationships and interactions
2. **Responsibility** - individuals are accountable for the outcomes of their actions
3. **Repair** - conflict resolution must involve people connecting
4. **Reintegration** - positive relationships must be restored and individuals reintegrated back into the group
5. **Relationship** - remains the focus at all times

Restorative Practices at BNWPS OSHC:

- are underpinned by children's learning and development (social, emotional and physical)

- develop an environment of safety, trust and connectedness, even where conflict arises
- promote awareness of others, responsibility and empathy
- separate the deed from the doer.
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect, are satisfied.
- should be adopted by all with a common approach.

Actions and Consequences

Brunswick North West P.S. OSHC promotes and acknowledges responsible child behaviour. Children who do not behave responsibly are involved in discussions about the impact their behaviour has on other children. BNWPS believes that these approaches help children to be more responsible and positive, and less distracted. By contrast, educator aggression, comprising strategies such as group punishment, humiliation and yelling in anger, is not condoned at this school or in the BNWPS OSHC program, as it appears to be associated with higher levels of child misbehaviour and negative attitudes towards learning activities.

Child engagement and positive behaviours will be supported through relationship-based, whole-school practices, including:

- establishing predictable, fair and democratic learning and recreation environments within the school
- ensuring participation in the development of whole school expectations - including behaviour expectations for BNWPS OSHC
- providing personalised learning and recreation programs where appropriate for individual children
- consistently acknowledging all children
- empowering children by creating multiple opportunities for them to take responsibility and be involved in decision-making
- providing physical environments conducive to positive behaviour and engagement

Bullying

4. Bullying behaviour by children, educators or members of the school community, is not accepted at BNWPS OSHC.
5. Bullying is when someone, or a group of people, deliberately upset or hurt another person/s, damage their property, reputation or social acceptance, on one or more occasions. There is an imbalance of power in incidents of bullying, with the bully or bullies having more power, due to age, size, status or other reasons.
6. We believe children, parents/carers and staff play an essential role in identifying and responding to inappropriate behaviour. It is important to recognise if bullying may be occurring, to establish if the behaviour is in fact bullying or inappropriate behaviour, and to respond appropriately.
7. The following practices are in place at BNWPS OSHC to respond to bullying and unacceptable behaviour, as per the Department of Education and Early Childhood Guidelines (Victoria).

- Explicit teaching of what to do if you are bullied.
- Restorative practices.
- School-wide positive behaviour support.

Special Behaviour Situations

Certain behavioural situations are particularly damaging for child well-being and require special intervention. These are:

- Bullying
- Physical violence - See School Response Chart in *BNWPS Student Wellbeing and Behaviour Management Folder*
- Drug related incidents - See School Response Chart in *BNWPS Student Wellbeing and Behaviour Management Folder*
- Sexual Assaults - See School Response Chart in *BNWPS Student Wellbeing and Behaviour Management Folder*

Refer to Appendix A1 for the BNWPS OSHC Child Well-being Plan

Refer to Appendix A2 for the BNWPS OSHC Behaviour Guidance Procedures

Relevant Policies:

[Equity Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 4.2, Standard 5.1, Standard 5.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

[Belonging, Being and Becoming: The Early Years Learning Framework for Australia \('Early Years Learning Framework'\)](#)

[My Time, Our Place: Framework for School Age Care in Australia \('Framework for School Age Care'\)](#)

www.acecqa.gov.au

Building Respectful and Safe School: A Resource for School Communities (DEECD)

<http://www.eduweb.vic.gov.edulibrary/public/stuman/wellbeing/respectfulsafe.pdf>

Charter of Human Rights

<http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhcharter.htm>

http://www.austlii.edu.au/au/legis/vc/consol_act/cohrara2006433/

Disability Standards for Education

<http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm>

Education and Training Reform Act 2006 <http://www.education.vic.gov.au/about/directions/reviewing.htm>

Effective Schools are Engaging Schools

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbieng/segpolicy.pdf>

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines

<http://www.eduweb.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm>

Equal Opportunity Act <http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm>

My Time, Our Place: Framework for School Age Care <http://www.mytimeourplace.com>

NMR School Improvement Strategy - Powerful Learning

http://customers.illsys.com.au/nmrvi/uploads/NMR_Strategy.pdf

Positive Relationships Guidelines (NMR) <http://sites.google.com/site/swbnmr/filing-cabinet>

Safe Schools <http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm>

<http://www.education.vic.gov.au/healthwellbieng/safety/bullying/cyber/default.htm>

<http://www.education.vic.gov.au/management/earlylearningsupportservices/www/default.htm>

School Accountability and Improvement Framework

<http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm>

Victorian Early Years Learning and Development Framework <http://www.education.vic.gov.au/earlylearning>

<http://www.vcaa.vic.edu.au/earlyyears>

VIT Teacher Code of Conduct

http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf

Working Restoratively in Schools: A Guidebook for Developing Safe and Connected Learning Communities - Bill Hansberry (2009), Inyahead Press (check web site links)

Date approved: September 2014

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2022

To be reviewed: August 2024

6.3 PLANNING POLICY

POLICY

The OSHC Service believes that planning is an integral part of the program, and encourages all stakeholders (children, parents, and staff) to be involved in its development.

PROCEDURE

The Coordinator and the Educational Leader are responsible to ensure that:

- Educators will provide opportunities for children and parents to participate in program planning.
- The educators spend some non-contact time allocated each week for program planning.
- All educators are expected to contribute to team program planning including evaluating past activities, addressing needs and issues and making suggestions
- All educators are expected to facilitate and implement focus activities
- All educators are responsible for taking observations and making evaluations of children and programs using circular planning process

The OSHC Committee is responsible to ensure that:

- The budget allows for sufficient funds for non-contact time for program planning and staff meetings for the Coordinator and educators.

Relevant Policies:

[Program Policy](#)

[Evaluation Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 1.1, Standard 1.2, Element 6.1.2, Element 7.1.4

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: August 2023
To be reviewed: August 2024

6.4 HOMEWORK POLICY

RATIONALE

Children who attend the service full time may find it difficult to undertake homework tasks at home. The OSHC Service supports positive relationships between families and children and therefore supports the option of homework being undertaken during the OSHC Service. It is also important that children are able to make choices about whether they undertake their work and when they plan to get it done.

POLICY

1. Educators will attempt to provide a quiet, safe area for children to undertake homework tasks.
2. The OSHC Service will not take responsibility for completion of homework - this is the responsibility of the parent and child, however homework will be encouraged where required.

PROCEDURE

The educators have a responsibility to ensure that:

- Opportunity is afforded each session to allow homework to be attempted.
- An appropriate place is provided for children to participate in homework tasks.
- Children may be linked together to undertake like tasks.

Relevant Policies:

[Program Policy](#)

[Family Requests Policy](#)

[ICT Policy](#)

References:

National Quality Framework, National Quality Standards – Element 1.1.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

6.5 OUTDOOR PLAY AND ACTIVE RECREATION POLICY

POLICY

The OSHC Service encourages all children to participate in-outdoor play and/or active recreational activities on a daily basis.

PROCEDURES

The Educators have a responsibility to ensure that:

- Outdoor equipment is appropriate to the developmental levels of the children for whom it is catering.
- Children have access to materials and equipment that can be used in a range of ways to provide challenges and problem solving experiences along with physical development.
- Both passive and active experiences are provided outdoors.
- Group and solitary experiences are provided for in the outdoor space.
- The outdoor curriculum focuses on all areas of child development.
- Energetic play is encouraged whilst outdoors, including ball games, obstacle courses and other physical activities.

Relevant Policies:

[Program Policy](#)

[Environmentally Responsible Planning Policy](#)

[SunSmart Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 1.1, Standard 1.2, Standard 3.1, Standard 3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Eat Smart Play Smart – National Heart Foundation of Australia (Victorian Division)

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

6.6 SPECIAL ACTIVITIES / VALUE ADDED SERVICES POLICY**POLICY**

The OSHC Service may provide additional specialist activities as part of the planned program, which incurs additional cost.

PROCEDURE

The Coordinator is responsible to ensure that:

- Parents will be advised in writing about planned specialist activities, if extra costs are involved.
- Families sign an authority to give permission for their children to participate in these activities.
- Parent/guardians' written consent is filed with the child's information.
- Specialist activities are age-appropriate.
- Extra fees associated with these activities will be added to families' statements and families are advised that these extra fees are not eligible for CCS.

Relevant Policies:

[Activity and Excursion Cost Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.1.3, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

6.7 EXCURSION POLICY

POLICY

The OSHC Service may occasionally offer age appropriate excursions, as they provide variety which adds to children's life experiences.

PROCEDURE

Educators will plan ahead when attending excursions at an unfamiliar place, and will obtain the appropriate safety information, along with information regarding locations of toilets, lunch areas, play areas and possible activities, prior to the day of the excursion.

The Coordinator is responsible to ensure that:

- Parents/guardians or approved persons are advised in writing about planned excursions.
- Families sign an excursion authority to give permission for their children to participate in local and major excursions.
- Parent/guardians' written consent is filed with the child's information.
- The staff/child ratios as per the current national standards for local, major and swimming excursions are met at all times.
- There are at least two educators on duty at all times.
- Educators supervise children closely on excursions and conduct head counts and similar supervision techniques. They also require children to adhere to safety precautions.
- At least one staff member will be trained in First Aid.
- A Risk Management Plan is developed.

Educators take the following on all excursions:

- Copies of parents/guardians information and emergency contacts
- Copies of children's health information
- Medication and First Aid Equipment
- A mobile phone
- Copies of staff information and emergency contacts

Relevant Policies:

[Activity and Excursion Cost Policy](#)
[SunSmart Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.3.1, Element 2.3.2, Standard 3.1, Standard 3.2, Standard 4.1, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: August 2023
To be reviewed: August 2024

6.8 EVALUATION POLICY

POLICY

The OSHC Service will continually assess and evaluate the service, as this is an integral part of future program planning. This is done by the Coordinator, the OSHC Committee, families, staff and children.

PROCEDURE

The Coordinator has the responsibility to ensure that:

- Children and families are surveyed regularly and feedback is encouraged to ensure the program offered reflects their needs and interests.
- Families are regularly invited to provide feedback, ideas, comments, suggestions or concerns through OSHC newsletter and/or group emails.
- A variety of survey techniques are used with children which may include informal discussion, pre-enrolment surveys, suggestion box, younger children drawing what they like in the program, written surveys, and children's interest checklist. Children's observations recorded by staff and their comments are also used for evaluation and planning.
- Educators will regularly evaluate activities, the program, excursions and incursions informally and at staff meetings.
- Families and staff to work collaboratively towards continuous improvement via service evaluation including suggestion boxes, parent surveys, informal discussion, and formal discussion at parent and Committee meetings.
- Formal evaluations are conducted to allow families to have input into the future planning of the service (ideally these will occur annually).

Relevant Policies:

[Family Involvement Policy](#)

[Planning Policy](#)

[Grievance Policy](#)

References:

National Quality Framework, National Quality Standards – Element 1.2.3, Element 6.1.2, Element 7.2.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

6.9 RESOURCE AGENCIES AND REFERRALS POLICY

POLICY

1. Resource agencies and workers are accessed to assist educators in meeting the individual health and developmental needs of children.
2. Families are consulted before a resource agency is contacted for assistance with their child's health and development.

PROCEDURES

The Coordinator has a responsibility to ensure that:

- Permission is obtained from families prior to referral to any agency.
- A register of community resources is available for educators and families.
- The service is represented at local network meetings and training sessions.
- Links are made with key workers and agencies.

Relevant Policies:

[Children's Individual Needs Policy](#)

References:

National Quality Framework, National Quality Standards – Element 1.1.5, Standard 5.2, Standard 6.2, Standard 6.3
Education and Care Services National Regulations 2011
Child Care Service Handbook
Inclusion and Professional Support Program

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: August 2023
To be reviewed: August 2024

6.10 CHILDREN'S INDIVIDUAL NEEDS POLICY

POLICY

The service will ensure that all children are catered for within the weekly program plan.

PROCEDURES

The educators have a responsibility to ensure that:

- The children's program offers a balance of activities, ensuring flexibility and providing for child-initiated activities.
- Experiences are adapted to meet the needs of individual children.
- Planning for children focuses on strengths and interests and ways to extend and challenge existing skills for all children.
- Support agencies are used (with parental permission) to maximise the inclusion of all children into the service.

Relevant Policies:

[Resource Agencies and Referrals Policy](#)
[Program Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 1.1, Standard 2.2, Standard 6.3
Education and Care Services National Regulations 2011
Child Care Service Handbook
Inclusion and Professional Support Program

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|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

6.11 EQUITY POLICY

POLICY

All children have equal access to equipment, resources and play spaces within the service. The service will ensure that all experiences and materials are non-stereotypical in their presentation. Equal opportunity is actively promoted, and bias and prejudice are actively counteracted.

PROCEDURES

The educators have the responsibility to ensure that:

- They model equity in their interactions with children, adults and other staff members, and ensure their actions do not display bias and prejudice.
- Discrimination, sexism, bias and prejudice, are all actively counteracted within the service.
- They encourage fairness in children's play and recreation, and discuss evidence of inequitable behaviour and bias, and how this can be overcome.
- The service will endeavour to display posters and other materials which portray equity in all environments.
- Children are encouraged to participate in all experiences provided in the program, and to treat each other as equals at all times and to respect each other's differences.

Relevant Policies:

[Program Policy](#)

[Child Engagement and Wellbeing Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 1.1, Element 3.1.3, Standard 5.1, Standard 5.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

6.12 CELEBRATIONS AND FESTIVITIES POLICY

POLICY

The OSHC Service acknowledges that celebrations and festivals assist children to celebrate their own cultures and practices and learn about others.

PROCEDURES

The Coordinator and Educational Leader have the responsibility to ensure that:

- The program includes a range of experiences representing everyday life for the community we live in on an ongoing basis.
- Celebrations do not focus on one specific festival or aspect of the culture, and are not the only inclusive practice undertaken.
- Educators use the opportunities of holidays and festivals to teach children that not all people approach these times in the same way as others.
- Children are encouraged to celebrate festivities related to their culture or lifestyle with the group i.e. sharing information/resources related to event celebrated at home.
- Families are encouraged to provide ideas and help in selecting materials and celebrations for the provision of culturally relevant experiences within the service.

Relevant Policies:

[Equity Policy](#)

[Program Policy](#)

References:

National Quality Framework, National Quality Standards – Element 1.1.1, Element 1.1.2, Element 6.1.2, Element 6.2.1, Element 6.3.4

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

6.13 CULTURAL INCLUSION AND RELIGIOUS BELIEFS POLICY

POLICY

The OSHC Service is non-denominational, and offers an anti-biased approach to programming which is sensitive to, and embraces all kinds of cultures, religions and ethnic groups.

PROCEDURES

The educators have a responsibility to ensure that:

- Practices are reviewed to meet the individual needs of children where appropriate and children's needs and interests are responded to in a culturally sensitive way.
- Children's religious beliefs and customs are catered for within the service, where appropriate.
- Materials used in the service are checked to ensure that they are reflective of the society we live in. The OSHC Service endeavours to provide materials which depict the multicultural and diverse society that we live in.
- Educators are aware of the diverse family structures that are present within the service and acknowledge and promote family diversity within the program.
- Educators model an attitude of value and respect for all cultures and religious practices, and encourage children to respect and value each other.
- Educators and families have access to interpreter and translation services as required.

Relevant Policies:

[Resource Agencies and Referrals Policy](#)

[Nutrition Policy](#)

[Celebrations and Festivities Policy](#)

[Children's Individual Needs Policy](#)

References:

National Quality Framework, National Quality Standards – Element 1.1.1, Element 1.1.2, Element 1.1.5, Element 3.2.2, Standard 5.1, Standard 5.2, Standard 6.1, Standard 6.2, Element 6.3.3
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

6.14 RESOURCES AND EQUIPMENT POLICY

RATIONALE

The OSHC Service recognises that in order to effectively coordinate a service, safe and secure storage facilities need to be provided for the storage of the following items:

- Administration requirements including children's records
- Children's games and equipment- large and small items
- First aid equipment
- Cleaning materials as well as other dangerous items.

POLICY

The OSHC Service believes that children should have access to a range of equipment which is developmentally appropriate, safe and well maintained.

A range of equipment will be provided to allow for a balanced program meeting the developmental, recreation needs and interests of all children.

PROCEDURES

The Coordinator and Educational Leader are responsible to ensure that:

- Approval is sought from the School Principal and OSHC Committee for the purchase of equipment and resources.
- All equipment purchased or donated to the service meets Australian Safety Standards.
- An inventory of equipment is kept.
- Educators check equipment regularly to ensure it is clean, complete and safe. Any equipment not meeting this standard will be removed from use and disposed of or repaired, with major items requiring replacement reported to the Committee.
- Equipment and resources are stored in a safe and secure place.
- Where possible, children and families will be consulted on the purchasing of new equipment to ensure that the items are both appropriate and desirable.
- Educators instruct children in the proper use of equipment and resources.
- Toys of war are not used in the service.

The Coordinator, along with the Committee is responsible to ensure that:

- Money is allocated for the purchase of new equipment and resources on an annual basis.

Relevant Policies:

[Toys from Home Policy](#)

[Financial Management Policy](#)

References:

National Quality Framework, National Quality Standards – Element 1.1.1, Element 2.3.2, Standard 3.1, Standard 3.2, Standard 3.3, Element 6.1.2, Element 7.1.1, Element 7.2.3, Element 7.3.1
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

6.15 TOYS FROM HOME POLICY

POLICY

The OSHC Service recognises that children sometimes bring their own toys to school; however children are encouraged to leave these toys in their bags whilst at the service. If children do bring toys to the service, educators do not take responsibility for lost, damaged or stolen items and children are responsible for their own belongings.

PROCEDURE

The Education team has the responsibility to ensure that:

- War toys and electronic games are not allowed at the service.
- Children are encouraged to keep toys from home in their bags to ensure they are safe and secure.

Relevant Policies:

[Resources and Equipment Policy](#)

[ICT & Mobile Phone Policy](#)

References:

National Quality Framework, National Quality Standards – Element 1.1.6, Element 5.1.1
Education and Care Services National Regulations 2011
Child Care Service Handbook

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

6.16 FACILITIES AVAILABLE POLICY

POLICY

The OSHC Service ensures the facilities, amenities and space requirements are provided as outlined in the current national standards.

PROCEDURE

The educators and Committee will give consideration to the following:

- Indoors - provision of quiet areas, space for arts and crafts, a space for children to do homework, play indoor games, and an area for sick children to be cared for under staff supervision.
- Outdoors – spaces for playing a variety of physical and passive games under staff supervision that includes seasonal considerations.
- The facilities are expanded as the service grows and a venue agreement outlining the areas to be used will be developed.

The school Principal has the responsibility to ensure that:

- Access to the facility will be guaranteed on all days unless prior notification is received whereby suitable alternative space is made available.
- The Coordinator and educators have access to rooms prior to each session to enable the daily set up.

The following areas are available to the service:

- A multi-purpose room
- An art/craft room
- The Library space
- An area for children to sit and eat
- The school grounds
- A kitchen area
- Toilets and hand washing area for staff and children
- An office for administration records to be stored, and a computer with internet access
- An area for staff to store their belongings
- An undercover area, for all weather play and a storage area for children to store their bags and belongings.

The following areas are generally not available to the service:

- Classrooms

Relevant Policies:

[Security Policy](#)

[Venue Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 3.1, Standard 3.2, Element 3.3.1, Element 7.1.1, Element 7.3.1
Education and Care Services National Regulations 2011
Child Care Service Handbook

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

6.17 ICT, TELEVISION AND MOBILE PHONE POLICY

POLICY

The OSHC Service ensures limited time to ICT is allocated to children in grades 3 - 6 for education and learning, and very occasionally recreation. Parents have requested that younger children pursue other activities and not engage with ICT except very occasionally, however some students will need to access to Google Classroom in order to complete their homework. It is preferred that activities involving ICT are carefully, programmed, evaluated and monitored to ensure the best use of time and resources, and to ensure screen-time is limited and purposeful.

Television is to be used sparingly if at all during care-session falling outside normal OSHC hours on very rare occasions such as the last day of term. Typically, a film is chosen appropriate for all ages.

The justification for stringency in this regard is that parents generally prefer for their children to be actively engaged in social recreation and learning while attending OSHC, and these priorities should always be considered when planning.

Children are not permitted to use mobile phones for any reason at OSHC. If they need to contact a parent or carer, then an educator can arrange a phone call to their parents on their behalves.

PROCEDURE

As part of a programmed activity, children in Grades 3 – 6 will occasionally be invited to use applications such as animation and film-editing software, and coding and programming resources, with no time to be spent on games of dubious educational relevance.

Television is to be used very occasionally (no more than about once per term, usually when weather or other circumstances prevent more active play and recreation).

Educators will make sure that:

- ICT is provided only for Middle and Senior Children (Grade 3- Grade 6) where children will have the opportunity to freely explore coding and programming software, animation and editing software etc in order to complete specific projects.
- children will need their own account with Tynker, Scratch, Google Classroom or similar sites and applications with parental consent.

This means children will need to set up their own account with help from a parent or carer, and they will need to retain their own username and password. This is for online security reasons, and to ensure delivery of authentic educational outcomes.

- Permission to participate in ICT activities is to be indicated on enrolment forms
- Each child is allowed only 20 minutes screen time per week, even if working in a small group of children. A list of all children is used to keep record of this activity
- Children are not permitted to use their own mobile phones, tablets or other devices at OSHC. If this occurs, the device will be confiscated and returned to the family at the end of the session.

-
- **Relevant Policies:**

[Resources and Equipment Policy](#)

References:

National Quality Framework, National Quality Standards – Element 1.1.6, Element 5.1.1
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2018

Approved by: OSHC committee

Last reviewed: March 2022

To be reviewed: March 2024

6.18 SUSTAINABILITY POLICY

POLICY

Critical re-evaluation of established practices and work on sustainability in OSHC services is doubly valuable because sustainable day-to-day practices are modelled and promoted among young learners.

Our aim is to address inefficiencies, wasteful behaviours, and resourcing decisions that negatively impact the environment, to take practical steps toward sustainability, and to educate young learners about ecological impacts and sustainable behaviours and practices.

PROCEDURES

Consultation within the school community, including the OSHC committee has recognised the need for ongoing critical conversation around sustainability in the workplace as well as the following priorities as practical sustainability goals:

Reducing paper waste by:

- Digitalising administration processes to minimise paper waste
- Streamlining administration processes, avoiding unnecessary printer use
- Minimising paper used for kitchen / domestic purposes
- Minimising paper used in planned education activities
- Limiting paper available as a resource for children to use, and running effective education around paper waste and consequent impacts

Minimising Food Waste

- Recycling food waste into the garden where possible
- Creating a low-waste menu

Reducing High-Impact Chemical Waste

- Using low-impact cleaning products
- Buying ethical cleaning products
- Avoiding microplastics in art and craft resources

Minimising plastics waste and rubbish

Changing ordering habits:

- Avoiding low quality resources with a brief “shelf life”
- Buying bulk, package-free food
- Buying second-hand resources
- Buying open-ended, natural education resources
- Choosing ethical brands
- Avoiding single-use, disposable art and craft resources
- Buying quality, long-lasting, low-impact resources

Education Program:

- Greening our spaces with plants and natural materials
- Maintaining a kitchen garden

- Cooking program to prioritise recipes which use seasonal fruit and vegetables grown in OSHC kitchen garden and promote sustainable practices
- Build a base of “nude food” lunchbox recipes and teaching children how to make them at home
- Increase children’s contact with nature through outdoor learning, “loose parts” play, and the kitchen garden program
- Working alongside the school in conservation and sustainability education

Organisational reform:

- Regularly audit waste
- Streamline and digitalise administration processes to reduce paper waste
- Facilitate regular dialogue around tangible sustainability goals
- Efficient use of heaters during winter
- Fostering contacts with the school on sustainability and conservation education
- Improving infrastructure to meet sustainability goals (e.g. water tanks, solar power)

Please see Appendix 10: SUSTAINABILITY ACTION PLAN TEMPLATE

This Action Plan is to be used each year to target specific, tangible Sustainability Goals and as a tool for evaluation of progress. Senior educators agree on goals to work toward that year as part of their Professional Development process.

Relevant Policies

[Outdoor Play and Active Recreation Policy](#)

[Planning Policy](#)

[Storage of Dangerous Products Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 3.3

Education and Care Services National Regulations 2011

Guide to Outside School Hours Care (OSHC) Provision (2017) Victorian Department of Education and Training

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Date approved: February 2020

Approved by: OSHC committee

Last reviewed: March 2022

To be reviewed: March 2024

7 STAFFING

Through service agreements sponsors are responsible to maintain the current national standards and State and Commonwealth legislation. Job descriptions ensure committees of management and the service educators are clear about their duties, accountability and standard of performance allowing for the maintenance of appropriate standards.

There is a general acceptance within the children's services industry of the principle that quality care is dependent on quality staff training. The need for qualified staff is based on recognition of the fact that the care of children requires specialist knowledge and skills.

7.1 EQUAL OPPORTUNITY POLICY

POLICY

The management and OSHC Committee will ensure that the workplace operates on the principles of fairness, equality, merit and team work in all aspects of employment. A safe and inclusive workplace will be provided which supports, accepts and acknowledges diversity. Discrimination will not be tolerated, and any issues or complaints will be dealt with appropriately.

PROCEDURES

The management and OSHC Committee has- have a responsibility to ensure that:

- Educators are employed on the merit of their qualifications and relevant experience in the field of children's services.
- Where possible flexible arrangements will be made to ensure an equitable workplace for all staff.
- All reasonable steps are taken to ensure that the workplace is free of discrimination and harassment.
- Management will take immediate and appropriate action to address and resolve Equal Opportunity (EO) issues and complaints. All complaints will be treated confidentially, fairly and consistently and anyone who raises an issue of discrimination, harassment, bullying or vilification in good faith will not be victimised or otherwise unfairly treated or disadvantaged. All complaints of victimisation will be taken seriously, investigated and acted upon as quickly as possible.
- False allegations are viewed seriously and are thoroughly investigated. Disciplinary processes will be undertaken if found to be malicious.
- Additional support is available from the Victorian Equal Opportunity and Human Rights Commission <http://www.humanrightscommission.vic.gov.au>

Relevant Policies:

[Recruitment Policy](#)

[Staff Complaints/Issues Resolution Policy](#)

[Grievance Policy](#)

[Management of the Service Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 4.2, Element 7.1.1, Element 7.1.5

Education and Care Services National Regulations 2011

Child Care Service Handbook

Victorian Equal Opportunity Act 1995

Disability Discrimination Act 1992

Racial Discrimination Act 1975

Sex Discrimination Act 1984
Fair Work Act 2009
Human Rights and Equal Opportunity Commission Act 1986
Age Discrimination Act 2004
Equal Opportunity for Women in the Workplace Act 1999
Equal Opportunity Act 1995
Racial and Religious Tolerance Act 2001
Occupational Health and Safety Act 2004

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: August 2023
To be reviewed: August 2024

7.2 RECRUITMENT POLICY

POLICY

The Management and OSHC Committee will provide appropriate staff for the service as per the current national standards.

PROCEDURES

The school Principal and OSHC Committee have a responsibility to ensure that:

- Applicants are reviewed against key selection criteria and short-listed for interview.
- The selection panel should consist of a representative from Management, a representative from the OSHC Committee, and the OSHC Coordinator where applicable. One member of the selection panel should have previous training in merit and equity.
- References to support the applicants work application are checked.
- Proof of identification is received.
- Prospective staff hold a current Working With Children Check (WWCC) and consent to a police check.
- Prospective staff are qualified according to DET qualification requirements as detailed on the ACECQA website.
- Those applicants with a known medical condition where necessary provide a medical certificate confirming their ability to care for children.

Relevant Policies:

[Equal Opportunity Policy](#)

References:

National Quality Framework, National Quality Standards – Quality Area 4, Element 7.1.1, Element 7.1.4, Element 7.1.5

Education and Care Services National Regulations 2011

Child Care Service Handbook

<https://www.acecqa.gov.au/sites/default/files/2018-01/ACECQAApprovedQualificationListOSHC.pdf>

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

7.3 POSITION DESCRIPTION POLICY

POLICY

All OSHC employees have a position description, which accurately reflects their duties, accountability and standard of performance.

PROCEDURES

The Coordinator and school Principal have a responsibility to ensure that:

- Job descriptions are accurate, outlining in detail:
 - Position Aim and Objective
 - Key responsibilities and duties
 - Qualifications and experience
 - Professional development
 - Accountability
 - Performance measurements/appraisal
- Guidelines for implementation are in accordance with current national standards.

Relevant Policies:

[Health of Staff Policy](#)

[Recruitment Policy](#)

[Contract/Letter of Appointment Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 4.2, Standard 7.1
Education and Care Services National Regulations 2011
Child Care Service Handbook

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|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

7.4 CONTRACT / LETTER OF APPOINTMENT POLICY

POLICY

All staff will be provided with a contract or a letter of appointment outlining their conditions of employment.

PROCEDURE

The Coordinator and Management have a responsibility to ensure that:

- All new staff are provided with a contract or letter of appointment upon commencement.
- The contract will include:
 - Staff hours (clarification of contact and non contact hours)
 - Employment classification i.e. Part time, casual, and temporary
 - Award entitlements and conditions
 - Contract period
 - Termination/redundancy process
 - Staff appraisal arrangements
- All new staff must also be given a Fair Work Information Statement as required by law under the Fair Work Act 2009

Relevant Policies:

[Recruitment Policy](#)

[Position Description Policy](#)

[Induction/Orientation Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 4.2, Standard 7.1
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

7.5 INDUCTION/ORIENTATION POLICY

POLICY

The Coordinator will provide a work induction and orientation for all new staff members, or if for the Coordinator position, this will be undertaken by the Principal and/or a representative of the OSHC Committee.

PROCEDURES

- A documented account of service procedures (orientation package) will be provided to all staff members prior to commencing where possible.
- The orientation package will include details and/or copies of:
(copies may be printed or electronic versions)
 - Staff Handbook
 - Position description
 - Code of Conduct
 - Parent Handbook
 - Philosophy and goals of the service
 - OSHC National Framework Standards information
 - Details of the current national standards and state and government regulations
 - BNWPS OSHC Policy and Procedure Manual
 - An induction checklist will also be followed to ensure staff are informed about all aspects of the service, including operational procedures, emergency evacuations, OH&S, grievance and complaints procedures, children's program, protective care policies, etc.
- Time will be set aside to allow new educators to familiarise themselves with the venue and service.
- New educators will be introduced to the educators team, OSHC Committee and the children and families of the service.
- Where possible new educators will be teamed up with a current staff member during their first week of work

Relevant Policies:

[Recruitment Policy](#)

[Position Description Policy](#)

[Staff Complaints/Issues Resolution Policy](#)

[Contract/Letter of Appointment Policy](#)

[Grievance Policy](#)

[Management of the Service Policy](#)

[Code of Conduct \(Appendix 8\)](#)

References:

National Quality Framework, National Quality Standards – Element 7.1.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: August 2023
To be reviewed: August 2024

7.6 COMMUNICATION AND TEAM WORK POLICY

POLICY

Educators will inform each other of any matters which impact on their work as soon as is practicable either in writing or verbally. Staff meetings are utilised to ensure that all educators have the opportunity to work together and receive the same information. Educators will develop effective communication techniques for their daily work to ensure that all members are clear about their responsibilities. Any issues should be referred to management for effective resolution.

PROCEDURES

- Educators are encouraged to support and assist each other in their daily duties.
- Effective communication is modelled at all times during interactions with other staff members, families and children.
- Team work is encouraged including the sharing of equipment, resources and ideas.
- Educators work together to resolve issues promptly and respectfully, and if conflict arises, the Coordinator and/or the Principal should be notified to help resolve any issues. Outside authorities, support organisations or government department contacts may also be consulted as required.
- All educators are expected to attend and participate in staff meetings.
- A communication book is maintained to ensure that educators pass on and receive daily information in a timely manner.

Relevant Policies:

[Staff Meetings Policy](#)

[Positive Guidance of Children Policy](#)

References:

National Quality Framework, National Quality Standards – Element 4.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

7.7 STAFF MEETINGS POLICY

POLICY

Staff meetings are held and attended by all educators on a regular basis.

PROCEDURES

The Coordinator and Educational Leader have a responsibility to ensure that:

- Staff meetings are held and attended on a regular basis.
- Educators participate in discussions and matters raised in staff meetings in a positive manner.
- Matters including Occupational Health and Safety, programming, behavioural issues, professional development opportunities, changes to legislations, grievances and complaints and NQF Standards, including Quality Improvement Plan, are raised at staff meetings.

The School Business Manager and the Coordinator have the responsibility to ensure that:

- Staff attending meetings are paid for their attendance.

Relevant Policies:

[Occupational Health and Safety Policy](#)

[Financial Management Policy](#)

[Communication and Team Work Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 4.2, Element 7.1.1, Element 7.1.3, Standard 7.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

7.8 PROFESSIONAL DEVELOPMENT PERFORMANCE MANAGEMENT POLICY

POLICY

The School Principal and OSHC Coordinator shall conduct annual professional development performance. This will ensure that service obligations to the program and salary increment requirements are properly met.

PDPs are an opportunity for all educators to receive feedback on their performance, make comments, and plan for professional and career development.

PROCEDURES

The School Principal has a responsibility to ensure that:

- The Coordinator receives an PDP and six monthly review of the performance plan.

The Coordinator and Educational Leader have a responsibility to ensure that:

- All educators receive an annual PDP and six monthly review of the performance plan.
- Dates for the professional development performance are to be negotiated between educators and coordinator.
- All relevant paperwork is available for the meeting i.e. Award, Job description and Contract.
- Documentation of the meeting is kept on file with the educators and the Coordinator signature.
- Any changes discussed and agreed upon are to be implemented.

Relevant Policies:

[Position Description Policy](#)

[Management of the Service Policy](#)

[Staff Complaints/Issues Resolution Policy](#)

[Training/Professional Development Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.2.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

7.9 TRAINING / PROFESSIONAL DEVELOPMENT POLICY

POLICY

The Coordinator and Management will ensure that all OSHC employees are offered training appropriate to their position, to increase work satisfaction and provide an effective service.

PROCEDURES

The OSHC Committee, in conjunction with the Coordinator has the responsibility to ensure that:

- Finance is available for relevant and approved training in the annual budget.

The Coordinator has a responsibility to ensure that:

- The projected costs and details of all relevant training are forwarded to the OSHC Committee for consideration.
- Approval is sought from Management for all staff training.
- Guidelines for acceptable training are provided to educators.
- Educators receive information regarding all relevant training.

The educators have a responsibility to ensure that:

- Approval is sought from the Coordinator to attend any training.
- An evaluation of the training is forwarded to the Coordinator.
- Training attended meets the requirements of the Professional Development Plan.
- Knowledge and skills gained through training is implemented in their daily work.
- Knowledge, skills and written material gained through training are shared with team members.

Relevant Policies:

[Professional Development Performance/ Performance Management Policy](#)
[Financial Management Policy](#)

References:

National Quality Framework, National Quality Standards – Element 4.2.2, Element 7.2.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: August 2023
To be reviewed: August 2024

7.11 CARING FOR EDUCATORS' CHILDREN POLICY

RATIONALE

Educators along with all other parents choose a service which best meets the needs of their child. Having educators' children in care is a demonstration of the high level of care the educators believe they are providing to all children, and is seen as a positive marketing point for the service.

POLICY

Educators' children are able to enrol and attend the service as with all other children in the community.

PROCEDURES

Educators have a responsibility to ensure that:

- The needs of the child are considered in making the placement.
- The educators have the ability to provide appropriate care for their child or another educators' child and all other children in a fair and equitable manner.
- The placement does not impact on the smooth running of the service.
- Fees for care are paid in accordance with Fee Policy, noting that fees for educators' children are at the discretion of the Principal and special rates may apply.

The school Principal, Coordinator and OSHC Committee have the responsibility to ensure that:

- Educators are able to perform their duties effectively.
- There is no impact on the quality of care provided to other children in the service.
- Places are available for educators' children in accordance with the Priority of Access Policy.

Relevant Policies:

[Enrolment Policy](#)

[Priority of Access Policy](#)

[Fee Policy](#)

[Equity Policy](#)

References:

National Quality Framework, National Quality Standards – Element 4.2.1, Standard 5.1, Standard 5.2, Element 7.1.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 20223

To be reviewed: August 2024

7.12 OCCUPATIONAL HEALTH AND SAFETY POLICY

POLICY

Educators and Coordinator must act in accordance with the Occupational Health and Safety Act 2004. All workers have a duty of care to ensure they work in a manner that is not harmful to their own health and safety, and the health and safety of others. Injured workers will be supported to return to work as soon as possible.

PROCEDURES

The Coordinator in conjunction with the nominated OH&S representative have the responsibility to ensure that:

- A healthy and safe workplace is provided for all educators, workers and volunteers at the service.
- This involves:
 - providing and maintaining safe equipment
 - implementing arrangements for the safe use, handling, storage and transport of chemicals and dangerous goods, such as cleaning materials
 - maintaining the workplace in a safe condition (such as ensuring fire exits are not blocked, emergency equipment is serviceable, and the worksite is generally tidy)
 - providing educators with adequate facilities (such as clean toilets, cool and clean drinking water, and hygienic eating areas)
 - making sure educators have adequate information, instruction, training and supervision to work in a safe and healthy manner
 - ensuring any relevant educators health and safety issues are recorded and dealt with appropriately
 - taking out an appropriate WorkSafe Injury Insurance Policy to cover workers in the case of injuries at work
 - notifying WorkSafe of any workplace incidents that cause or could have caused serious injury or death
 - forwarding any Worker's Injury Claim Forms and other relevant documents to the WorkSafe Agent within the required timeframe.
 - making sure details regarding the WorkSafe Advisory Service are be made available for all educators
- All new educators are given a reasonable orientation and induction period which includes information regarding Occupational Health and Safety and safe work practices. This will usually be given by the service's OH&S representative. Updated information will be passed on to staff as required.
- Educators are encouraged to report all health (including mental health) and safety issues to management as soon as they are identified.
- Employee Health, Safety and Wellbeing Service is provided to all DE employees through the Employee Assistance Program

The Coordinator and Educators have the responsibility to ensure that:

- Safety checks are undertaken of the building and grounds on a regular basis, and any hazards identified are noted and either rectified immediately or reported in writing to management.
- All educators have a duty of care to ensure that they work in a manner that is not harmful to their own health and safety and the health and safety of others.
- If a workplace injury or accident occurs, educators must ensure that the injured worker is attended to, and an ambulance called if necessary. Management should be notified immediately and relief staff organised.

- Any illnesses or injuries or incidents are reported to management and WorkSafe as required in the correct timeframe, and documented appropriately. Refer to www.worksafe.vic.gov.au and other OH&S documentation for guidelines and procedures for reporting and rehabilitation information.
- Information on staff, (e.g. next of kin details), should be accessible to all other staff in case of incidents or accidents at the service and including while on excursions.

Relevant Policies:

[Venue Policy](#)

[Management of the Service Policy](#)

[Incident Policy](#)

[First Aid Policy](#)

[Infection Control Policy](#)

[Emergency Management Policy](#)

[Storage of Dangerous Products Policy](#)

[Facilities Available Policy](#)

[Health of Staff Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.3.1, Element 2.3.2, Element 3.1.2, Element 4.2.1, Element 7.1.2, Element 7.2.3, Element 7.3.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Occupational Health and Safety Act 2004

WorkSafe Advisory Service 1800 136 089

WorkSafe Victoria – www.worksafe.vic.gov.au – phone: 13 23 60

Department of Education – Human Resource – EAP

<https://www.education.vic.gov.au/hrweb/safetyhw/Pages/employeeservices.aspx>

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

7.13 HEALTH OF- EDUCATORS POLICY

POLICY

Management will ensure that all educators employed by the OSHC Service are free from the influence of drugs or alcohol and are fit and proper persons able to care for children. Educators should also be fit and well when attending for duty.

PROCEDURES

- Educators should inform a management member immediately if another educator is known to be under the influence of drugs or alcohol.
- Management members should ensure a relief staff is put in place immediately and the educator concerned removed from the presence of children.
- Management should then encourage the educator to seek counselling as appropriate.
- Disciplinary action should be taken if required.
- If an educator requires regular medication management will require a medical certificate confirming their ability to care for children.
- For insurance and WorkSafe purposes medical documentation indicating an educator is physically able to perform their duties is required.

Staff illnesses or injuries

- Educators who are ill should take leave from work, to avoid spreading infections to other educators and the children.
- If educators are ill or injured and cannot come to work, or become ill or injured at work, the Coordinator and/or management should be advised as early as possible, to allow for relief staff to be called in.
- If the injury occurred at work, WorkSafe procedures must be followed.
- If a educator has a communicable disease, then exclusion periods apply (see *Appendix A4*).
- Staff with symptoms of food poisoning should not handle food for at least 48 hours after the symptoms have stopped.

Stress

- Management has steps in place to help reduce the stress of workers, including providing adequate training in all aspects of the job, providing a physically and psychologically safe environment, adhering to OH&S requirements, regular staff meetings, grievance procedures and staff complaints/issues resolution procedures.
- Educators are actively encouraged to discuss any issues with management at the earliest opportunity, before they become unmanageable.
- Educators suffering from stress should consult a medical professional for help and advice.

Relevant Policies:

[Privacy Policy](#)

[Disciplinary Procedures Policy](#)

[Occupational Health and Safety Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.4, Standard 4.1, Standard 4.2, Element 7.1.2, Element 7.1.5, Standard 7.3

Education and Care Services National Regulations 2011, Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

7.14 STAFF COMPLAINTS / ISSUES RESOLUTION POLICY

POLICY

The management and Coordinator will ensure that staff complaints are acknowledged, recorded and addressed, and will be handled confidentially.

PROCEDURES

The school Principal and Coordinator have a responsibility to ensure that:

- Educators are encouraged to voice any concerns, comments, suggestions and grievances promptly, and informed of the importance of doing so.
- Educators are made aware of the process to follow when they have a complaint/issue/grievance or concern.
- The process is as follows:
 - Any staff issues should be initially discussed with the Coordinator
 - If the concern is regarding the Coordinator, the Principal should be approached
 - If the Coordinator has a concern or issue, it should be addressed with the Principal
 - Any issues passed on to the Coordinator should be referred to the OSHC Committee and/or the Principal as required
 - Staff complaints can be made verbally or in writing, but will be recorded in writing by the Coordinator or Management to ensure they are dealt with appropriately
 - Management and/or the Coordinator will then address the issues confidentially, and ensure they are resolved effectively. Outside agencies, support agencies or other government representatives may be approached for information and assistance as required.
 - All issues/complaints/grievances will be taken into consideration when evaluating the service and updating policies and procedures and staff practices.
- Educators can expect their complaints to be acknowledged, documented and addressed and a resolution reached as soon as possible.

Relevant Policies:

[Equal Opportunity Policy](#)

[Disciplinary Procedures Policy](#)

[Management of the Service Policy](#)

References:

National Quality Framework, National Quality Standards – Element 7.3.1, Element 7.3.3, Element 7.3.4

Education and Care Services National Regulations 2011

Child Care Service Handbook

Relevant Employment Awards

Occupational Health and Safety Act 2004

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

7.15 DISCIPLINARY PROCEDURES POLICY

RATIONALE

There are a number of different awards operating within the OSHC Services throughout Victoria. Educators in the BNWPS OSHC Service are employed under either the Education Support Structure or casually under the School Council Employees (other than Education Support Employees) structure. These are all overseen by DET. Educators are employed under the terms and conditions of these structures and are provided with a contract, job description and list of duties outlining their responsibilities. Professional Development Performance and reviews are held periodically, to ensure satisfactory standards of employment are being met. These are overseen by the Coordinator and/or the Principal.

POLICY

The OSHC Service is committed to ensuring that any disciplinary procedures are fair and are practised in accordance with the appropriate award and in line with the guidelines governed by DET.

PROCEDURES

- Types of misconduct requiring disciplinary procedures:
 - Complaints against the staff member
 - Unsatisfactory Performance
 - Serious Misconduct
- DET Conduct and Ethics Branch must be contacted for cases of serious misconduct and unsatisfactory performance and may be consulted for cases of complaints against staff.
- If a complaint has been made against a staff member, the Coordinator or Principal must ensure that the complaint is dealt with in a way that is both procedurally and substantively fair.
- The complaint may be either dealt with informally or formally, depending on the type and severity of the complaint. Either way, all steps in the complaint process must be documented.
- Informal processes would usually apply to minor complaints, or complaints due to a lack of or unclear communication. Formal processes would be required for more serious complaints and require the following procedures to be fully documented:
 - Investigating the complaint
 - Making a finding
 - Determining appropriate action
- Once investigation of any complaint has been undertaken, the outcome could be
 - Complaint dismissed
 - Complaint resolved
 - Unsatisfactory performance procedures commenced
 - Misconduct procedures commenced
- Unsatisfactory performance procedures involve a process of written warnings, monitoring and a decision on progress and may give rise to action under the Education and Training Reform Act 2006. (Conduct and Ethics must be contacted before any of these procedures commence.)
- Serious misconduct may be cause for instant dismissal, under the guidance of DET Conduct and Ethics.

The OSHC Coordinator and school Principal have a responsibility to ensure that:

- All educators have access to an up to date copy of the relevant award.
- All disciplinary action is undertaken in accordance with the provisions of the award and the Fair Work Act 2009.
- All discussions with staff regarding disciplinary action are documented fully and kept on file.

- The disciplinary action is in relation to a valid issue which the employee is fully informed of, and the process is fair, and staff member is given documentation outlining the issue and the process to be followed.
- The staff member is able to invite a support person or a union/association member to all discussions regarding the disciplinary process and issues.
- Ceasing employment of an employee will only occur after all necessary steps are taken to rectify the concerns raised (excepting extenuating circumstances where immediate action must be taken to protect the safety of the children in care or other serious employee misconduct) as outlined in the award provisions and the Fair Work Act 2009.

Relevant Policies:

[Staff Complaints / Issues Resolution Policy](#)

[Health of Staff Policy](#)

[Staff Appraisal/Performance Management Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 4.2, Standard 7.1, Standard 7.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Fair Work Act 2009

www.fairwork.gov.au

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

7.16 STUDENTS ON PRACTICUM PLACEMENT POLICY

POLICY

Students in appropriate fields of study may be accepted to undertake their practicum placement at the service. Students will be subject to all policies and procedures of the service.

PROCEDURES

- The OSHC Coordinator and School Principal will complete all necessary paperwork i.e. insurance, work cover, etc.
- The OSHC Coordinator and School Principal will ensure that students at the service:
 - Are under the direction of Coordinator and/or qualified staff
 - Are not left in charge
 - Are not included in staff/child ratio for supervision
 - Do not give advice to parents
 - Hold a current WWCC
 - Are inducted into and sign the OSHC Code of Conduct.
- The Coordinator will give students a comprehensive orientation of the service.
- The Coordinator will complete any course documentation required.

Relevant Policies:

[Access to Service Policy](#)

[Access to Children Policy](#)

[Visitors to the Service Policy](#)

[Code of Conduct \(Appendix 8\)](#)

[Child Safety Policy](#)

References:

National Quality Framework, National Quality Standards – Element 6.3.4, Standard 7.1

Education and Care Services National Regulations 2011

Child Care Service Handbook

7.18 VOLUNTEER POLICY

POLICY

Volunteers may be permitted to assist on excursions or to enhance the services activities. Volunteers are subject to all policies and procedures of the program.

PROCEDURE

- The volunteer must provide two referees
- The Coordinator must contact the referees prior to the volunteer's commencement.
- The OSHC Coordinator and School Principal will ensure that students at the service:
 - Are under the direction of Coordinator and/or qualified staff
 - Are not left in charge
 - Are not included in staff/child ratio for supervision
 - Do not give advice to parents
 - Hold a current WWCC
 - Are inducted into and sign the OSHC Code of Conduct.
- Volunteers are supervised by a staff member at all times.
- Volunteers are selected at the Coordinator The OSHC Coordinator and School Principal discretion.

The OSHC Committee and Management will ensure that:

- All volunteers are covered by the service's insurance policies.

Relevant Policies:

[Access to Service Policy](#)

[Access to Children Policy](#)

[Visitors to the Service Policy](#)

[Code of Conduct \(Appendix 8\)](#)

[Child Safety Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.3.1, Element 2.3.2, Element 6.3.4, Element 7.1.5

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

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Last reviewed: August 2023

To be reviewed: August 2024

7.19 VISITORS TO THE SERVICE POLICY

POLICY

All visitors are required to report to a staff member and show identification. The service shall ensure that children are protected from contact with unwanted visitors.

PROCEDURES

Staff and the Coordinator are responsible to ensure that:

- All visitors are approached and asked who they are and what the purpose of their visit is.
- Unknown visitors are asked to show some form of identification.
- All visitors sign in and out of the program and wear identification that identifies them as a visitor to the service.
- Visitors are introduced to children if appropriate.
- Children are advised of the purpose of the visit.
- No child will be permitted to leave the service with anyone not authorised by their parents/carers.

The Coordinator and management are responsible to ensure that:

- Staff are notified of the presence of any maintenance workers on site.

Relevant Policies:

[Access to Service Policy](#)

[Intruder Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.3.1, Element 2.3.2, Element 6.3.4, Element 7.1.5

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

7.20 NOMINATED RESPONSIBLE PERSON IN CHARGE POLICY

POLICY

When present, the responsible person in charge is the Coordinator.

In the absence of the Coordinator, another Educator will be appointed by the Coordinator a in day-to-day charge of the service. The person must give written consent.

Appointing a person in day-to-day charge enables the Coordinator to have a responsible person at the service at all times.

For example, they can be a point of contact for parents and staff in the absence of the Coordinator. They must meet minimum requirements to be appointed to the role.

Being in day-to-day charge of a service does not place any additional legal responsibilities on a person under the National Law. The responsibilities relevant to educators under the National Law continue to apply

PROCEDURE for nominating a person in charge other than the Coordinator

A person in day-to-day charge must be 18 years or older.

The School Principal or the Coordinator must take reasonable steps to ensure the person:

- has adequate knowledge and understanding of the provision of education and care to children
- has an ability to effectively supervise and manage an education and care service.

The School Principal or the Coordinator must have regard to:

- the person's history of compliance with the National Law and other relevant laws
- any decision under the Law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws.

A declaration form will be signed by the Educator who accepts being the responsible person in charge for the period of time that the Coordinator is not present.

At any time, the nominated responsible person in charge will be identified on the noticeboard/display.

Relevant Policies:

[Access to Service Policy](#)

[Staffing Policy](#)

[Recruitment Policy](#)

[Training/Professional Development Policy](#)

[Communicating and Teamwork Policy](#)

[Privacy Policy](#)

References:

National Quality Framework, Quality Area 4 – Staffing Arrangements

www.acecqa.gov.au/sites/default/files/2018-09/ResponsiblePersonRequirements.pdf

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: August 2023
To be reviewed: August 2024

8 HEALTH AND SAFETY

The Health and Safety of the children, staff and families of the service is paramount. The OSHC Service will ensure that the Health and Safety needs of all concerned are met.

8.1 MEDICATION POLICY

DEFINITION

Medication: Medication includes all prescription and over the counter drugs, and includes but is not limited to - eye drops, cough mixture, Panadol, asthma medication, Epipen.

POLICY

All medication will be administered in accordance with the current national standards.

In order to ensure that the interests of educators, children and parents/guardians/approved persons are not compromised, medication will only be administered with explicit permission from parent/guardian/approved person or in the case of an emergency, with permission of a medical practitioner.

Medication will be kept out of reach of children and in keeping with the environmental conditions required of the medication (fridge or locked cabinet).

For a child with long term medical needs, a copy of the current Individual Health Management Plan must be lodged and discussed with the coordinator upon enrolment.

PROCEDURE

The educators are responsible to ensure that:

- Authorisation, in writing, from a parent/guardian or medical practitioner includes the child's name, the name of the medication, the dosage and times and/or circumstances of administration and details of the last dosage taken.
- Where children require medication regularly, approval in writing, from the child's parent/guardian, is required and needs to be updated on a regular basis. This also applies to children with long term health needs that have Individual Health Management Plans.
- A Risk Minimisation Plan is also required for children with Health Management Plan and this is completed in collaboration with families and the coordinator or assistant coordinators.
- Notification, in writing, is obtained from the child's parent/guardian where a child self-administer medication.
- All personal medication is clearly labelled and stored to prevent access by other children.
- Note: Sometimes generic medication such as Ventolin will be kept by the service for use in an emergency by any child requiring it, however, a general consent will be required by the parent in this case, otherwise the family will need to provide their own specifically for OSHC (apart from any already stored at the school).
- Medication is administered only if the medication is clearly marked with the child's name, contained in the original container and within its use by date. (The only exception is for generic Ventolin as outlined above). Children will not be given a higher dosage than that prescribed on the label.
- Written consent is kept on the child's individual file. These files are locked away and kept confidential in accordance with the Privacy Policy.
- When medication is administered, two educators are present and both will check the dosage and both will sign the medication register to acknowledge the medication has been administered correctly. The Parent/Guardians are then required to sign the appropriate register to acknowledge this.
- In an emergency, the ambulance will be contacted immediately. Staff will follow the instructions of the metropolitan ambulance officers and the Individual Health Management

Plans. Parents/Guardians will be contacted immediately after this. Actions will be documented and kept on child's file.

Families have a responsibility to ensure that:

- Prescribed medication is noted on a medication form with the appropriate details completed, and handed to the coordinator at the start of the session, or to school staff at the beginning of the day.
- The medication is in its original container, with the child's name and within use by date.
- When the child is collected the medication form is signed to acknowledge the medication was administered as requested.
- A current (less than 12 months) Health Management Plan signed by a doctor is provided to the service
- A Risk Minimisation Plan is completed in collaboration with the coordinator or assistant coordinators.
- To provide a current medication and a current Health Medical Plan when asked by the OSHC service.

School office educators are responsible to ensure that:

- Any medication held by the school, required to be administered during after school care is passed on to the OSHC Coordinator at the start of the session. Details completed on the accompanying medication form must include the time and dose of the medication required to be taken, and the time of the last dose.

Relevant Policies:

[Children's Individual Health Management Plan Policy](#)

[Record Keeping Policy](#)

[Privacy Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.1, Element 6.1.1, Element 6.1.3, Element 6.2.1, Element 7.1.1, Element 7.3.1, Element 7.3.2
Education and Care Services National Regulations 2011
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| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

8.2 CHILDREN'S INDIVIDUAL HEALTH MANAGEMENT PLAN POLICY

POLICY

Enrolment forms provide families with the opportunity to share their child's medical information with the service staff.

Medical information should include any special needs of the child, allergies (including whether the child has been diagnosed at risk of anaphylaxis), and other relevant medical conditions.

Medical details are kept in accordance with the Privacy Act 1988 and Health Records Act 2001.

Individual Health Management Plans must be provided for children with serious medical conditions and long term medical needs.

Individual Health Management Plans are reviewed on an annual basis (to ensure relevance and accuracy) unless there is a change of condition.

A Risk Minimisation Plan is complete in collaboration with families and coordinator or assistant coordinators.

PROCEDURES

- Privacy issues are considered when placing information on notice boards.
- For a child with long term medical needs, it is important the service has an Individual Health Management Plan prepared by the child's family and medical practitioner or specialist, and that these health plans are reviewed annually.
- A Risk Minimisation Plan is also required for children with Health Management Plan and this is completed in collaboration with families and the Coordinator.
- Educators should know how to implement all Individual Health Management Plans.
- All educators will have current Anaphylaxis management training.
- First Aid and Anaphylaxis training must be kept up to date as a condition of employment.
- Educators will respond to signs of potential illness or atypical behaviour.

Families are responsible to ensure that:

- The service is notified that their child has asthma, epilepsy, serious allergies or any other serious or life threatening medical condition.
- Details of any dietary restrictions must be provided.
- The medication is given to the service or school staff each day or held on site.
- Individual Health Management Plans are reviewed annually.
- A Risk Minimisation Plan is completed in collaboration with the Coordinator.
- To provide a current medication and a current Health Medical Plan when asked by the OSHC service.

Relevant Policies:

[Medication Policy](#)

[Privacy Policy](#)

[Anaphylaxis Management Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.1, Element 6.1.1, Element 6.1.3, Element 6.2.1, Element 7.1.1, Element 7.3.1, Element 7.3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023
To be reviewed: August 2024

8.3 FIRST AID POLICY

RATIONALE

The personal safety and security of children, educators and visitors while at the service is of paramount importance. In the event of an incident affecting a child's health or safety or a child falling ill, first aid equipment and expertise will be available and administered appropriately. This also applies to educators.

POLICY

In the event of an accident or injury, or a child, educators or visitor falling ill, first aid equipment and expertise will be available, and first aid will be administered appropriately. For serious incidents an ambulance will be called.

PROCEDURE

The Coordinator and educators are responsible to ensure that:

- A first aid kit will be accessible to the educators and maintained in good order.
- There will be at least one educator on duty at all times who has current First Aid Level 2 training.
- All educators will have current Anaphylaxis management training.
- First Aid and Anaphylaxis training must be kept up to date as a condition of employment.
- Medical information and Individual Health Management Plans of all children attending the service will be easily accessible to educators on duty and will be kept up to date.
- A first aid kit will be taken on excursions as will all medical information and medications/plans relating to the children and staff.
- In the event of an incident requiring first aid treatment, or a child falling ill, first aid will be administered appropriately.
- Details of any first aid treatment will be recorded in Xplor, and parents are required to sign when collecting the child.
- In cases of a serious accident, injury, illness or severe allergic reaction requiring immediate medical attention an ambulance will be called. The Emergency Management/Disaster Plan may need to be implemented. The OSHC Coordinator and child's parents will then also be contacted, along with the Emergency Security and Management Unit, and the DET Children's Services Regional Office. Incident reports will also need to be completed.

Families are responsible to ensure that:

- Up to date records of their children's medical conditions are maintained and Individual Health Management Plans are reviewed yearly and authorised by their medical practitioner, and passed on to the service.
- A Risk Minimisation Plan is completed in collaboration with the coordinator or assistant coordinators.
- To provide a current medication and a current Health Medical Plan when asked by the OSHC service.

Relevant Policies:

[Illness Policy](#)

[Incident Policy](#)

[Training/Professional Development Policy](#)

[Children's Individual Health Management Plan Policy](#)

[Emergency Management Policy](#)

[Anaphylaxis Management Policy](#)**References:**

National Quality Framework, National Quality Standards – Element 2.1.1, Element 2.3.2, Element 2.3.3, Element 6.2.1, Element 7.3.1, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook
DEECD Emergency Security and Management Unit (ESMU) phone: 9589 6266
DEECD Children's Services Regional Office

Date approved: June 2024
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: June 2024
To be reviewed: June 2025

8.4 HYGIENE POLICY

DEFINITION

Universal precautions refers to the practice, in medicine, of avoiding contact with patients' bodily fluids, by means of the wearing of nonporous articles such as medical gloves, goggles, and face shields.

POLICY

Educators will role model a high level of personal hygiene and will encourage children to follow personal hygiene practices.

Universal health precautions will be followed and hygiene practices will be followed to prevent cross infection.

PROCEDURES

Educators are responsible to ensure that:

- They role model a high level of personal hygiene at all times.
- They wash their hands at the start of the service.
- Hand sanitiser is used where necessary
- Face masks are used where necessary
- The facility and equipment are kept clean at all times.
- Used tissues are disposed of immediately into a bin with a lid.
- Children wash and dry their hands effectively (as per hand washing charts on display) before meal times and after using the toilet, blowing their nose, handling animals and other unhygienic practices.
- They encourage and educate children on the necessity of washing hands after unhygienic practices.
- Children are provided with paper towels, individual hand towels or an air drying facility for the drying of hands.
- Areas where food is prepared or eaten will be cleaned and sanitised before and/or after every meal.

Relevant Policies:

[Infection Control Policy](#)

[Cleaning and Maintenance Policy](#)

[Food Preparation Facilities Policy](#)

[Please also see Appendix 11: Covid-19 Checklist](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.3, Element 2.1.4, Element 3.1.2, Element 4.2.1

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2022

To be reviewed: August 2024

8.5 INFECTION CONTROL POLICY

POLICY

Educators will follow universal precautions in regard to the management of blood/bodily fluids.

A blood spills kit is provided within the facility.

Used syringes found on the premises are removed and placed in a syringe container.

The Covid Checklist (Appendix ?) and/or all Victorian Department of Health directives are followed by all educators and students where applicable.

PROCEDURES

- Educators will model effective hand washing techniques to children.
- Posters outlining effective hand washing will be displayed for children and staff.
- Disposable gloves (provided by the service) will be worn when dealing with spills of bodily fluids and disposed of after use.
- All spills of bodily fluids will be mopped up with paper towel, placed in a sealed bag along with the gloves the staff member was wearing and disposed of in a bin with a lid. (All items can be found in the blood spills kit).
- Hands are washed in hot soapy water after cleaning up a spill.
- Equipment exposed to blood or bodily fluids will be cleaned with hot soapy water as soon as possible.
- Educators will be trained in effective infection control methods, and reasons for these procedures.
- Educators on duty are required to cover any open wounds they may have, with a water proof bandage.
- Face masks, social distancing and other precautions are taken when the risk of an airborne infection is high
- All precautions advised by government bodies during health emergencies are followed

Relevant Policies:

[HIV/AIDS/Hepatitis Policy](#)

[Hygiene Policy](#)

[First Aid Policy](#)

[Please also see Appendix 11: Covid-19 Checklist](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.3, Element 2.1.4, Element 4.2.1

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.6 INFECTIOUS DISEASES POLICY

POLICY

Any person infected with an infectious disease, or who has come in contact with a person infected with an infectious disease must be excluded from the OSHC Service in accordance with the guidelines outlined in **Schedule 7 — Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009)** (See *Appendix A4*). Non-immunised children are required to be excluded in cases of Vaccine Preventable Diseases (VPDs), as directed by the Secretary of the Department of Health.

Since 2020 the OSHC has been subject to new government policies and requirement relating to Covid-19. These strongest measures include self-quarantining after a Covid test, social distancing, increased hygiene practices and other measures outlined in the Covid Checklist (Appendix ?)

PROCEDURE

Educators have a responsibility to ensure that:

- They always follow the appropriate hygiene practices, as based on current advice from recognised health and safety authorities and current State and Commonwealth legislation.
- Do not attend shifts if showing even mild symptoms of an infectious disease and immediately get tested and do not return to work until a negative test result has been confirmed and symptoms have cleared
- Children do not attend the service if displaying even the mildest symptoms of an infectious disease and are immediately tested and do not return to school until a negative test result has been confirmed and symptoms have cleared
- All state and federal health warnings and requirements are strictly adhered to including masks, social distancing, hygiene practices, and other measures to minimise risk of contagion
- Parents/guardians are notified of any infectious diseases present at the venue or school. Details of specific individuals are not disclosed.
- The service will hold information on common infectious diseases, immunisation schedules, providers of immunisations and contact details of the health department, and pass this information on to families on request.
- The service has access to current information pertaining to infectious diseases provided by relevant authorities.
- Children and educators with infectious diseases (or who have come in contact with someone infected) will be excluded from the service in accordance with the Public Health and Wellbeing Regulations 2009 and Schedule 7 (see *Appendix A4*).
- A medical certificate may be required for a child or adult to be readmitted to the service after contracting some of these diseases (refer to Schedule 7 for details).
- When directed by the Secretary, children who are not immunised against a Vaccine Preventable Disease (VPD) must be excluded from the service until the Secretary directs that attendance can be resumed. Further information can be obtained from the Department of Health's Communicable Disease Prevention and Control Unit. (Phone: 1300 651 160 or on the Website: www.health.vic.gov.au).
- Current immunisation status is recorded for each child that attends the service.
- Families are notified of any symptoms of illness their child is showing as soon as is practicable.
- Children are referred to their local doctor for diagnosis of infectious disease.

Families have a responsibility to ensure that:

- The service is notified as soon as possible that their child has contracted an infectious disease, or if they are awaiting results from a test for an infectious disease.

- Children do not attend OSHC for any reason while suffering from an infectious disease or awaiting test results for an infectious disease or showing symptoms of an infectious disease
- They urgently attend their local medical practice for diagnosis of infectious disease.
- The service is provided with a medical certificate stating that the child/ children are no longer infectious, as required.
- Educators are notified at enrolment of the child's immunisation status.

Relevant Policies:

[Illness Policy](#)

[Privacy Policy](#)

[Please also see Appendix 11: Covid-19 Checklist](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.3, Element 2.1.4, Element 6.2.1, Element 6.3.4, Element 7.3.1

Education and Care Services National Regulations 2011

Child Care Service Handbook

Victorian Department of Health www.health.vic.gov.au

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2023

To be reviewed: March 2025

8.7 HIV / AIDS/ HEPATITIS POLICY

POLICY

There is no legal obligation for a child, family or staff member to disclose to the service that they or their child has HIV/AIDS. If they do, all medical details of staff, families or children attending the service will be kept confidential.

Anyone with HIV/AIDS has a duty of care to take all precautions not to infect others.

The number of staff aware of a child's medical condition will be restricted to those working directly with the child who will need to detect situations where there is the potential for transmission.

Children or staff members with moist skin lesions or abrasions are asked to cover them with a waterproof bandage whilst attending the service.

PROCEDURE

The Educators have a responsibility to ensure that:

- Sound hygiene and infection control guidelines are followed at all times.
- Medical details of children and staff are held in a confidential manner.
- Families do not feel pressured to disclose their medical condition to the service. Children or staff members may not be excluded on the grounds of HIV infection.

Relevant Policies:

[Infection Control Policy](#)

[Privacy Policy](#)

[Hygiene Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.1, Element 2.1.3, Element 2.1.4, Element 2.3.2, Element 2.3.4, Element 7.3.1, Element 7.3.2, Element 7.3.3
Education and Care Services National Regulations 2011
Child Care Service Handbook

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

8.8 ILLNESS POLICY

POLICY

When a child becomes ill the child's parent/guardian will be contacted by educators to make arrangements for the child to be taken home as soon as possible. Educators who become ill while on duty should go home, but must notify the coordinator or the Principal to arrange relief staff to ensure child:staff ratios are met.

PROCEDURES

The educators have a responsibility to ensure that:

- They recognise and respond to signs of potential illness or atypical behaviour, and consult with other staff and the child's parent/guardian should this occur.
- When a child becomes ill the parent/guardian or approved person is contacted as soon as practicable, and the child is kept as comfortable as possible while they are waiting for the parent.
- Signs and symptoms of illness are recorded as appropriate, and any details documented are kept on file with the child's records. Copies may also be given to parents as required.
- If an educator falls ill, they must notify the coordinator or the Principal, to enable relief staff to be called in if required to meet child:staff ratios. Educators who are ill should keep away from children, and ideally go home to recover.

Families have a responsibility to ensure that:

- A child with a fever over 37.5 degrees Celsius should be kept at home for at least 24 hours.
- A child with an acute illness requiring medication should be kept at home for at least 24 hours.
- A child who is vomiting should be kept at home until the vomiting has stopped.
- A child who is experiencing diarrhoea should be kept home until the diarrhoea has abated for at least 24 hours.
- Exclusion from the service is as per the exclusion table (see *Appendix A4*).

Relevant Policies:

[Children's Individual Health Management Plan Policy](#)

[Medication Policy](#)

[Infectious Diseases Policy](#)

[Infection Control Policy](#)

[Health of Staff Policy](#)

[Please also see Appendix 11: Covid-19 Checklist](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.4, Element 6.2.1, Element 7.1.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: March 2023

To be reviewed: March 2025

8.9 INCIDENT POLICY

RATIONALE

It is vital that sound incident prevention strategies are developed, monitored and practiced by staff. These strategies are designed to provide for a safe and healthy environment for children, staff, parents/guardians and visitors to the service, and thereby reduce the incidence of and potential for accidents occurring. In spite of preventative measures being in place accidents, unforeseen circumstances and other uncontrollable events can occur. In the event of an incident occurring every attempt will be made to contain and manage the situation using any or all of the relevant emergency procedures. Following the resolution of the incident, documentation must be completed and an investigation will be undertaken and any rectification measures recommended will be put in place.

DEFINITION

An incident is taken to mean an event that affects or involves a person's health or safety.

POLICY

The OSHC Service will endeavour to prevent or reduce the likelihood of an incident occurring.

In the event of an incident occurring, the OSHC Service educators will act appropriately and the relevant health, safety and/or emergency process will be followed.

Any incidents that occur will be reasonably noted or documented and reported to management as required, to allow for further investigation, evaluation and to help improve current practises. All the information collected will be private and confidential.

RESPONSIBILITIES

Management:

- Will ensure that educators have adequate training to handle incidents and that training is updated as required.
- Will assist as required when a major incident occurs.
- Will sight all incident reports and ensure that preventative and restorative strategies are developed and maintained. This can range from hazard rectification to counselling following a traumatic incident.

Coordinator:

- Will ensure all preventative strategies are put in place.
- Will follow the appropriate procedures, (and ensure that staff do too), when an incident occurs.
- Will initiate the OSHC Emergency Management/Disaster Plan if required.
- Will ensure that an incident, risk or hazard is properly documented. In most cases the coordinator will record the incident details, and in conjunction with management carry out an investigation and follow through on any recommendations arising from the investigation.

Educators:

- Will report all incidents and hazards immediately to the coordinator.
- Will assist the coordinator in handling any incidents as they occur.
- Will provide necessary information required to carry out a thorough investigation into the cause.

PROCEDURES

EDUCATORS RESPONSIBILITIES:

Measures are taken to reduce the likelihood of incidents occurring by ensuring that:

- There is adequate supervision of all children at all times
- Emergency procedures are displayed in key areas within the facility for staff, parents and children to refer to
- Educators are familiar with emergency procedures and drills are carried out each term
- The emergency contact list and contact numbers for emergency services are kept near all telephones
- Educators carry a walkie talkie or mobile phone to enable them to be in contact with each other at all times
- Regular safety/hazard checks are conducted
- Educators have knowledge of children's individual health needs
- Correct food handling procedures are followed
- Educators attend training to assist them in managing incidents e.g. first aid training, anaphylaxis management training, OH&S (induction and updates), emergency drills, emergency equipment training, etc.

In the event of an incident:

- The situation is assessed, in conjunction with the coordinator
- Educators, children and visitors are out of danger
- First aid is administered where necessary
- Medical assistance/ambulance is called for if required
- The Emergency Plan/Displan is activated as required (refer to the OSHC Service Red Folder)
- Management is called if required
- The DET Emergency and Security Management Unit and DET Children's Services Regional Office are contacted if required
- WorkSafe may need to be notified
- The child's parents are contacted
- An incident report is written

Incident reporting:

- In the event of an incident, an incident report must be completed and signed by the educators.
- Incidents involving a child must also be signed by the parent. The report will be shown to the coordinator, management and put in the child's file.
- In the event of a serious incident, injury or death the Emergency and Security Management Unit (ESMU) and DET Children's Services Regional Office must be contacted and WorkSafe may also need to be notified. This involves initially contacting them by phone and then following up in writing by completing the appropriate forms.

TYPES OF INCIDENTS

The following is a list of possible incidents that may occur in the OSHC Service but is not necessarily complete, as it is impossible to predict every type of incident that may occur. The incidents are roughly grouped and classified into Minor, Major and Extreme/Emergency, and include a guide as to what sort of action may be required and any follow up needed.

It should be noted that each incident should be assessed at the time, and the coordinator or person in charge will make a judgement, based on their knowledge and training as to what action needs to be taken, ensuring that the policies and procedures of the service are followed at all

times. Educators also need to be aware that an incident may escalate or die down while it is occurring, and that actions and procedures may need to be adjusted to reflect this.

Many of the procedures regarding possible incidents are contained in the Policy and Procedure Manual and the OSHC Service's Medical/Incident/Emergency Folder – (Red Folder). The Red Folder is an important reference for all types of incidents and should be kept with educators for quick reference at all times.

MINOR

May include:

- Minor accident, injury or illness requiring basic first aid, monitoring or observations
- Non-threatening intruders
- Broken equipment requiring repair/replacement
- Minor theft

These may require minor action to be taken, such as reporting to parents/guardians, OH&S representative or management.

MAJOR

May include:

- Accident, injury or illness requiring first aid and medical attention
- Threats of violence to staff and/or children
- Major theft or vandalism
- Physical assault
- Power blackout
- Small fire

These may not require a full lockdown or evacuation, but may require moving children to a safe area, while the incident is managed. They will usually require an incident report to be written and management to be notified. The DEECD Emergency Security and Response Unit may also need to be contacted.

EXTREME/EMERGENCY

May include:

- Accident, injury, illness or allergic reaction requiring first aid and an ambulance or medical attention at a hospital
- Fatality
- Fires and/or bushfires
- Bomb threats
- Missing child
- Intruders (animal or human)
- Power failures or electrocution
- The involvement of firearms or other weapons
- Structural damage
- Burglary or attempted robbery
- Natural disaster, such as a flood, cyclone, thunderstorm or earthquake
- Explosion or chemical spills
- Road accident
- Warlike acts
- Hijack, siege or riot

These will usually require the Emergency Plan (Displan) to be activated and may require an evacuation or lockdown. Management and the relevant emergency services and government departments must be notified. Incident reports must be written and passed on to management.

TRAUMA

A death or serious injury or event at the service can traumatise staff, children and/or parents. Counselling will be made available to the community through appropriate channels.

INCIDENT INVESTIGATION

All major incidents or emergencies require an investigation. The investigation may involve collating reports and interviewing staff. It should ideally be done by someone who has knowledge of the work, and has the ability to communicate effectively with staff. The purpose of an investigation is not to lay blame, the purpose is to:

- Learn from the event via careful fact finding.
- Make decisions and take actions to ensure a safer environment.
- Prevent similar incidents from occurring in the future.

Relevant Policies:

[Illness Policy](#)

[Occupational Health and Safety Policy](#)

[Emergency Management Policy](#)

[First Aid Policy](#)

[Protective Care Policy](#)

[Arrival and Departure Policy](#)

[Health of Staff Policy](#)

[Children's Individual Health Management Plan Policy](#)

[Hygiene Policy](#)

[Infection Control Policy](#)

[Infectious Diseases Policy](#)

[SunSmart Policy](#)

[Nutrition Policy](#)

[Food Preparation Facilities Policy](#)

[Intruder Policy](#)

[Anaphylaxis Management Policy](#)

[Venue Policy](#)

[Security Policy](#)

[Cleaning and Maintenance Policy](#)

[Storage of Dangerous Product Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 2.3, Element 7.1.2, Element 7.2.3, Element 6.3.1, Standard 7.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

DEECD Emergency Security and Management Unit (ESMU) phone: 9589 6266

DEECD Children's Services Regional Office

Red Folder – OSHC Medical/Incident/Emergency Folder

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.10 EMERGENCY MANAGEMENT POLICY

RATIONALE

The service has a responsibility to protect the health and safety of each individual at all times. The service's health and safety policies and practices affect an individual's physical and psychological health and safety. The Emergency Management Policy is important not only for children, parents/guardians, families and staff, but relates to every person who enters the service's premises.

DEFINITION

Emergency: An unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons or damage to the service's environment. It is a risk to an individual's health and safety. This can include, but not limited to:

- medical emergency
- fatality
- Siege/hostage/firearm use
- Robbery
- threats of violence to staff or children
- disappearance or removal of a child
- Threats of violence
- Fire
- Bomb threat
- Collapse/major damage to building or equipment
- fumes/chemical spill or leak/contamination by hazardous materials
- power failure, electrocution and/or structural damage
- natural disaster such as floods, thunderstorms etc

POLICY

In the event of an emergency, the emergency procedures are activated and when a lockdown or evacuation is required, the DISPLAN is activated. Emergency procedures will be known and practised regularly by staff and children. Staff will be trained to use necessary equipment. Procedure and guidelines for dealing with emergencies will be documented and readily available to staff.

PROCEDURES

- The Red Folder contains the Emergency Management, Medical, Incident information and procedures and the Evacuation/Lockdown Plan (DISPLAN) for the service, and in a place for all to see and follow in times of emergency (see *Appendix A5*).
- Emergency telephone numbers are easily accessible during session hours.
- The OSHC Service will practice emergency evacuations and procedures on a regular basis (minimum of twice per term) ensuring all staff and children are familiar with the emergency procedures.
- All emergency exits will remain clear and exit signs will be checked regularly to ensure they are in working order.
- Staff will remain in contact with each other while on duty (walkie-talkies will be made available to the service and in the event of an emergency, mobile phones).
- On commencement staff will have an induction session on emergency procedures and will be shown the location of and how to use any relevant emergency equipment.
- Any changes to procedures or new procedures will be passed on to staff as they arise.
- If an emergency occurs an evaluation will follow to ensure all procedures were in place and were adequate for the occasion.

Relevant Policies:[Protective Care Policy](#)[Incident Policy](#)[Occupational Health and Safety Policy](#)[First Aid Policy](#)[Arrival and Departure Policy](#)[Health of Staff Policy](#)[Children's Individual Health Management Plan Policy](#)[Intruder Policy](#)[Anaphylaxis Management Policy](#)[Venue Policy](#)[Security Policy](#)[Storage of Dangerous Products Policy](#)**References:**

National Quality Framework, National Quality Standards – Standard 2.3, Element 7.1.1, Element 7.1.2, Element 7.3.2, Element 7.3.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.11 SUNSMART POLICY

RATIONALE

The BNWPS OSHC Service follows the guidelines of the Cancer Council of Victoria.

A healthy balance of ultraviolet radiation (UV) exposure is important for health. Too much of the sun's UV can cause sunburn, skin and eye damage and skin cancer. Overexposure to UV during childhood and adolescence is a major factor in determining future skin cancer risk. Too little UV from the sun can lead to low vitamin D levels. Vitamin D is necessary for the development and maintenance of healthy bones and muscles, and for general health.

(SunSmart www.sunsmart.com.au October 2012)

POLICY

This SunSmart policy has been developed to:

- Ensure all children and educators maintain a healthy UV exposure balance.
- Encourage all children and staff to use a combination of sun protection measures whenever UV Index levels reach 3 and above.
- Work towards a safe outdoor environment that provides shade for children and staff at appropriate times.
- Assist children to be responsible for their own sun protection.
- Ensure that families and new staff are informed of the service's SunSmart policy.

Staff are encouraged to check the daily SunSmart UV Alerts to find out daily local sun protection times to assist with the implementation of this policy.

PROCEDURE

The Coordinator and Educators are responsible to ensure that:

From 1st September to 30th April (when average UV Index levels reach 3 and above in Victoria):

Whenever UV Index levels reach 3 and above, a combination of sun protection measures whenever outdoors including:

- **Shade**
 - The availability of shade is considered when planning all outdoor activities.
 - Children are encouraged to use available areas of shade when outside.
 - Children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.
- **Clothing**
 - When outside, children are required to wear clothing that covers as much skin as possible. Tops with elbow length sleeves, and if possible, collars and knee length or longer style shorts and skirts are best. (Singlet tops do not offer enough protection and do not meet the SunSmart requirements.)
- **Hats**
 - Children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats, whenever they are outside. (Baseball caps do not offer enough protection and do not meet the SunSmart requirements.)
- **Sunscreen**
 - SPF 30+ broad spectrum, water resistant sunscreen is available for children's use.
 - Sunscreen ideally should be applied at least 20 minutes before going outdoors and reapplied every two hours if outdoors. Strategies are in place to remind

children to apply sunscreen before going outdoors (eg. reminder notices, display signs, sunscreen monitors).

- With written and signed parental consent, children with naturally very dark skin (skin that rarely or never burns) are not required to wear sunscreen, but must still adhere to other sun protection measures.
 - The service will advise families as to which brand of sunscreen is supplied and will seek permission from parents for children to use it. If a child is allergic to the sunscreen supplied or wishes to use a different brand, the child must supply their own to be kept at the service, and ensure it is clearly labelled with the child's full name.
 - If a child suffers from severe irritations from sunscreen and the parents do not wish their child to apply sunscreen or wish to minimise the use of sunscreen (even sensitive skin sunscreen) then a child specific risk management plan, that outlines the protective measures that will be taken in these circumstances, needs to be written up and signed off by both parents and OSHC staff.
- **Sunglasses (optional)**
 - Sunglasses are optional for both staff and children. If families would like their child to wear sunglasses for extra sun protection, these should be close fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

From May to August (when average UV Index levels are below 3 in Victoria):

To help maintain winter vitamin D levels, sun protection measures are not used from May until August unless near highly reflective surfaces such as snow, outside for extended periods or when the UV Index level reaches 3 and above.

Staff OHS and Role modelling

As part of OHS UV risk controls and role-modelling, when the UV is 3 and above staff:

- wear sun protective hats, clothing and sunglasses (optional) when outside
- apply SPF 30+ broad spectrum, water resistant sunscreen
- seek shade whenever possible

Families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, sunscreen and shade) when participating in and attending outdoor activities.

Communication

The BNWPS OSHC Service:

- Displays the SunSmart policy for parents/carers, and discusses it with the children
- Regularly reinforces SunSmart behaviour through correspondence with families via the noticeboard and displays, and through children and staff activities
- Ensures information about the SunSmart policy is included in parent handbooks and other important documentation sent to families

Monitoring UV Levels

Forecast levels of UV, as recommended by the SunSmart Victoria guidelines, will be used to determine the level of sun protection required.

The shift Coordinator or Assistant Coordinator should be aware of the forecast UV levels each day and if not checked specifically, sun protection measures must be adhered to at all times between September and April. Between May and August, sun protection measures are not required, unless it is a particularly high UV (unusually hot/sunny day). On these days sun protection must be used unless forecast UV levels are checked on the day to confirm they are expected to be below 3 during the operating times of before and/or after care.

UV levels can be monitored each day by observing UV alerts (as published in daily Melbourne newspapers or on the Bureau of Meteorology (BoM) website:

<http://www.bom.gov.au/vic/forecasts/melbourne.shtml> or

<http://www.bom.gov.au/vic/uv/melbourne.shtml>

Live UV levels can also be monitored on the Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) website:

http://www.arpansa.gov.au/uvindex/realtime/mel_rt.htm

UV alerts are also broadcast on some radio and mobile weather forecasts. There are also widgets available on certain websites (such as the Cancer Council website), or you can load the widget onto your own web page (sourced from BoM data), and there is also a SunSmart app for iPhones. These methods may also be used to monitor the forecast UV levels.

The School Council is responsible to ensure that:

- A shade audit is conducted regularly to determine the current availability and quality of shade.
- There is a sufficient number of shelters and trees providing shade in the outdoor area and additional shade is provided if required.

Relevant Policies:

[Excursion Policy](#)

[Occupational Health and Safety Policy](#)

[Outdoor Play and Active Recreation Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.1, Element 2.3.2

Education and Care Services National Law Act 2010: Section 167

Education and Care Services National Regulations 2011: regulations 114, 168 (2) (a) (ii)

Child Care Service Handbook

Child Wellbeing and Safety Act 2005 (Vic) (Part 2: Principles for children)

Victorian Early Years Learning and Development Framework (VEYLDF)

Framework for School Aged Care (FSAC)

SunSmart: www.sunsmart.com.au

Cancer Council Victoria <http://www.cancer.org.au>

VicHealth: www.vichealth.vic.gov.au

Bureau of Meteorology: <http://www.bom.gov.au>

Australian Radiation Protection and Nuclear Safety Agency (ARPANSA):

<http://www.arpansa.gov.au>

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.12 NUTRITION POLICY

RATIONALE

For children to keep up their energy and survive a busy day at school, they need to eat a variety of nutritious foods. The amount of food a child eats will vary according to their age, gender and activity level. Active children require more energy and therefore, they require more food. However, the types of foods needed for a balanced diet and good health are the same, regardless of age, gender and activity level.

Eat Smart, Play Smart – National Heart Foundation of Australia

The role of OSHC Service is to:

- ensure that children are provided with nutritious balanced snacks
- provide a wide variety of foods
- limit fat, sugar and salt
- provide suitable eating environments
- model good eating behaviours
- discuss foods being eaten

POLICY

The OSHC Service provides an opportunity for the development of healthy eating practices recognising that different children have different dietary and preferential needs.

Food provided will be nutritious and varied. Snack times and activities involving food preparation will provide positive learning experiences for children, who will be encouraged to develop healthy eating habits. Parents will be consulted and encouraged to share family and multicultural values and experiences to enrich the variety and enjoyment of food to meet children's nutritional needs.

PROCEDURE

The staff team has the responsibility to ensure that:

- Nutritious breakfasts and snacks consisting of the five food groups are supplied for all children attending BSC and ASC.
- Colour, texture and variety are considered when planning the menu. Appetising food and drinks are provided and the use of fresh produce prioritised. Processed foods are limited.
- Children have access to drinking water at all times.
- Children are encouraged to be seated while eating and drinking. Staff will model this behaviour by sitting with the children and discussing the food the children are eating along with events of the day.
- The importance of good, healthy food will be discussed with children during breakfast and snack times, as appropriate. The development of positive attitudes about eating as well as encouraging social interactions at snack times is promoted.
- Wherever possible, snacks and drinks reflect a wide variety of cultures, especially the cultural backgrounds of families and the local community. A good nutritional program can provide a means of learning about life and culture.
- Children are encouraged to try different food but never forced to eat and the denial of food is not used as a punishment. Children's food likes and dislikes and their family religious and cultural beliefs are always respected.
- Children with special dietary needs are catered for with a particular focus on excluding potentially allergenic foods. Staff are aware of foods which cause allergic reactions in individual children and have up to date training in how to deal with a child who has an allergic reaction.
- Information on nutrition for children is available and accessible to families (e.g. parent reference folder, educational posters displayed at the service).
- Menus will be planned with input from children, parents and staff.

- Weekly menus are displayed for children and parents to view.
- When food is prepared as part of the children's program of activities, the ingredients and preparation techniques used will be hygienic and safe and contribute to the children's nutritional needs.

Relevant Policies:[Hygiene Policy](#)[Food Preparation Facilities Policy](#)**References:**

National Quality Framework, National Quality Standards – Element 1.1.5, Element 2.1.1, Element 2.2.1, Element 6.2.1

Education and Care Services National Regulations 2011

Child Care Service Handbook

Eat Smart, Play Smart - A Manual for Out of School Hours Care, National Heart Foundation of Australia

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.13 FOOD PREPARATION FACILITIES POLICY

POLICY

The OSHC Service will ensure all food is prepared, cooked, handled and stored under safe and hygienic conditions, to standards complying with state and local legislation and recommendations by health and safety authorities.

PROCEDURES

- Information on correct food preparation procedures will be available to staff.
- At least one educator will hold a current Food Safety Supervisor Certificate (Level 2), and it is their responsibility to ensure all other educators are implementing correct food handling techniques.
- Safe and hygienic facilities for the preparation, storage, heating and cooking of food for children, including a sink, refrigerator and hot and cold running water supply will be accessible to staff and kept in good working order.
- Maintenance and repair of all equipment will be undertaken as required.
- Educators will maintain a high level of personal hygiene.
- Educators will wash hands thoroughly and effectively in soap and warm water and dry with paper towel or mechanical hot air dryer before preparing food.
- When children are involved in food preparation, cooking, serving or cleaning, they will be instructed and closely supervised to ensure they maintain healthy, safe and hygienic practices. Children are not to be in the kitchen at any time unless assisting with food preparation, cooking or cleaning under strict supervision, and will never be left unsupervised in the kitchen.
- All food contact surfaces will be thoroughly cleaned and sanitised before and/or after use.
- All eating and drinking utensils such as cups, plates and cutlery and food preparation utensils will be thoroughly cleaned and sanitised between uses.
- Storage of food will be provided for in cupboards that are kept clean and vermin free.
- Food will be fresh and kept at safe temperatures to prevent food poisoning and maintain optimum freshness.
- Food that is cooked and stored, will be cooled and reheated safely and hygienically at the correct temperatures.
- Items that could be considered dangerous will be safely stored in the kitchen e.g. knives, electrical items.
- Appropriate garbage receptacles will be available and emptied and cleaned on a regular basis.

Relevant Policies:

[Nutrition Policy](#)

[Hygiene Policy](#)

[Cleaning and Maintenance Policy](#) References:

National Quality Framework, National Quality Standards – Element 2.1.3, Element 2.1.4, Element 2.2.1, Element 2.3.2, Element 3.1.1, Element 3.1.2, Element 4.2.1

Education and Care Services National Regulations 2011; Child Care Service Handbook

Eat Smart, Play Smart – National Heart Foundation of Australia

Food Standards Australia and New Zealand (FSANZ) www.foodstandards.gov.au

Department of Health (Victoria) www.health.vic.gov.au

Food Act 1984; Merri Bek City Council

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.14 INTRUDER POLICY

RATIONALE

Children have the right to protection from physical, emotional, verbal and sexual abuse and neglect. Educators working with children take on a duty of care to ensure that all children are safe from harm.

POLICY

The OSHC Service is committed to the protection of children. The program shall ensure that children are protected from contact with unwanted intruders or strangers.

PROCEDURES

Educators are responsible to ensure that:

- They are alert to any people (visitors, strangers or children) that are not part of the OSHC Service.
- If anyone enters the school grounds or buildings where the OSHC Service is operating, educators need to establish their identity and/or purpose for being there.
- If their purpose is to pass through or use the service grounds, they are asked to keep away from the areas being used at that time by OSHC, and that they do not approach the children.
- If their purpose is unclear, they are uncooperative, or they harass or make threats to staff/children, calmly ask them to leave the premises.
- If they do not leave the coordinator must be contacted, who will again ask the person to leave, while the children are calmly moved to a safe and secure area.
- Further refusal to leave will necessitate the co-ordinator calling school personnel or police for assistance to remove the person(s).
- If the educators consider the situation to be dangerous, they may instigate a lockdown of children and staff until the danger has passed, as per the procedures in the OSHC DISPLAN (Red Folder).

Management are responsible to ensure that:

- Educators are notified of the presence of any maintenance workers on site.

Relevant Policies:

[Access to Service Policy](#)

[Visitors to the Service Policy](#)

[Emergency Management Policy](#)

References:

National Quality Framework, National Quality Standards – Standard 2.3
Education and Care Services National Regulations 2011
Child Care Service Handbook

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|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

8.15 ANAPHYLAXIS MANAGEMENT POLICY

RATIONALE

Anaphylaxis is a severe, life-threatening allergic reaction. Up to two per cent of the general population and up to five per cent (0-5years) of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow milk, sesame, bee or other insect stings and some medications.

Young children may not be able to express the symptoms of anaphylaxis.

A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenaline auto-injection device (EpiPen).

The *Children's Services Act 1996* requires proprietors of licensed children's services to have an anaphylaxis management policy in place. This policy is required whether or not there is a child diagnosed at risk of anaphylaxis enrolled at the service. It applies to children enrolled at the service, their parents/guardians, staff and licensee as well as to other relevant members of the service community, such as volunteers and visiting specialists.

POLICY

The OSHC Service believes that the safety and wellbeing of children who are at risk of anaphylaxis is a whole-of-community responsibility. The service is committed to:

- providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children's program and experiences
- raising awareness about allergies and anaphylaxis amongst the OSHC Service and children in attendance
- actively involving the parents/guardians of each child at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for their child
- ensuring each staff member and other relevant adults have adequate knowledge of allergies, anaphylaxis and emergency procedures and have undergone the relevant approved training in anaphylaxis management
- facilitating communication to ensure the safety and wellbeing of children at risk of anaphylaxis
- ensuring that in the event of a child who has been diagnosed as at risk of anaphylaxis has an anaphylactic episode while being cared for by the BNWPS OSHC Service, the child's anaphylaxis medical management plan must be followed

The Educators are responsible to ensure that:

- All educators on duty have current anaphylaxis training.
- All educators are aware of the children at risk of anaphylaxis.
- All educators are aware of the location of Individual Health Management Plans.
- All educators are aware of the location of medication and regularly check expiry dates.
- A notice is displayed prominently stating that a child diagnosed at risk of anaphylaxis is being cared for at the OSHC Service.
- Educators are aware of the allergies affecting children in the OSHC Service and follow procedures designed for risk minimisation in relation to the child at risk.
- This may include the following:
 - This child should only eat food that has been specifically prepared for him/her, and ensure it has been prepared according to the parent's instructions
 - All food for this child should be checked and approved by the child's parent/guardian and be in accordance with the risk minimisation plan

- Bottles, other drinks and lunch boxes, including any treats, provided by the parents/guardians for this child should be clearly labelled with the child's name
 - There should be no trading or sharing of food, food utensils and containers with this child
- Parents/guardians should provide a safe treat box for their child (or provide a list of safe treats), so that the child is not left out on special occasions
- Ensure tables and bench tops are washed down before and after eating
- Ensure hand washing for all children before eating, and after eating especially when other children have consumed food items that are potentially allergenic
- Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children
- Educators should discuss the use of foods in activities with the parent/guardian of a child at risk of anaphylaxis and these foods should be consistent with the risk minimisation plan
- All children need to be closely supervised at meal and snack times and consume food in specified areas. To minimise risk children should not 'wander around' the service with food
- Educators should use non-food rewards, for example stickers, for all children
- The risk minimisation plan will be considered when purchasing food and menu planning
- Food preparation personnel (staff and volunteers) should be instructed about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils
- Where food is brought from home to the service, all parents/guardians will be asked not to send food containing specified allergens or ingredients as determined in the risk minimisation plan, and all ingredients must be listed.
- No child prescribed an adrenaline auto-injection device is permitted to attend the OSHC Service without that device.
- A child's current (less than 12 months) Individual Health Management Plan is signed by a registered medical practitioner.
- Whilst on excursions, an educator accompanying children outside the service carries the anaphylaxis medication and a copy of the anaphylaxis Health Management Plan and the auto-injection device.
- At the time of enrolment, all parents/guardians are asked whether their child has allergies and this information is documented on the child's enrolment record.
- Where a child who has been diagnosed as at risk of anaphylaxis has an anaphylactic episode while being cared for by the BNWPS OSHC Service, the child's anaphylaxis medical management plan must be followed.
- Where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:
 - Call an ambulance immediately by dialling 000
 - Commence first aid measures
 - Contact the parent/guardian

Families have a responsibility to ensure that:

- Educators are informed, either on enrolment or on diagnosis, of their child's allergies.
- An anaphylaxis risk minimisation plan is developed with service staff.
- Educators are provided with an Individual Health Management Plan signed by a registered medical practitioner giving written consent to use an EpiPen in line with this action plan.
- Educators are provided with a complete EpiPen kit, including any other relevant medication as specified in the child's Health Management Plan.
- A Risk Minimisation Plan must be completed in conjunction with the Coordinator or Assistant Coordinator.
- They regularly check the adrenaline auto-injection device (EpiPen) expiry date, and ensure it is never out of date.
- They regularly check the expiry date of any other relevant medication as specified in the child's Health Management Plan, ensuring these are never out of date.

- They offer information and answer any questions regarding their child's allergies.
- They notify educators of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes.
- They communicate all relevant information and concerns to educators, for example, any matter relating to the health of the child.
- Any communication regarding any of the above information can be done in writing, via an e-mail to the service or verbally by making an appointment with the Coordinator. Follow up in writing may be required.
- They comply with the service's policy that no child who has been prescribed an adrenaline auto-injection device such as an EpiPen is permitted to attend the OSHC Service without that device.

Relevant Policies:[Medication Policy](#)[Children's Individual Health Management Plan Policy](#)[First Aid Policy](#)[Incident Policy](#)[Nutrition Policy](#)[Hygiene Policy](#)**References:**

National Quality Framework, National Quality Standards – Element 2.1.1, Element 2.1.3, Element 2.3.2, Element 2.3.3, Element 6.3.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

www.education.vic.gov.au/anaphylaxis

www.allergyfacts.org.au

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.16 VENUE POLICY

POLICY

The personal safety and security of children, educator, families and visitors while at the service is of primary importance. To ensure this safety, the service will provide a safe and secure environment.

PROCEDURES

Management has a responsibility to ensure that:

- The venue, grounds, and all equipment and furnishings used by the service are maintained in a safe, clean, hygienic condition and in good repair at all times, and facilities remain vermin free.
- Appropriate heating, ventilation and lighting both indoors and outdoors is provided. Heating and cooling units will be adequately guarded and positioned so as not to threaten the children's safety.
- Emergency exits are clearly identified.
- Hazard reports are available for staff to notify of any dangerous broken or damaged equipment and/or repairs and hazards at the venue. Hazard reports are responded to in a prompt and timely manner.
- A list of appropriate contact numbers is available for staff should there be damage to or repairs needed at the venue.
- Fire safety equipment is accessible to staff at all times.
- A telephone is accessible to the service at all times for incoming and outgoing calls and on excursions.
- The OSHC indoor and outdoor environments are smoke-free. This includes all indoor and outdoor play areas and anywhere within sight of children.

The Educators have a responsibility to ensure that:

- The Safety Checklist is completed regularly.
- Safe designated play areas are allocated and enforced.
- Children are instructed to advise educators if any broken glass, syringes or any other hazards are located in the area, and staff will then dispose of them appropriately.

Relevant Policies:

[Security Policy](#)

[Facilities Available Policy](#)

[Occupational Health and Safety Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.3.2, Element 3.1.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: August 2023
To be reviewed: August 2024

8.17 OUTDOOR SUPERVISION POLICY

POLICY

The safety of children while playing outdoors requires extra precautions including the use of two-way radios and clearly defined boundaries and expectations. Staff must be vigilant while at the same time engaging with children, and communicate clearly with the Coordinator and other educators inside when incidents occur.

PROCEDURES

Educators have a responsibility to ensure that:

- They have an two-way radio on their person at all times while supervising children outside, set the same channel as radios inside
- They are wearing a high-visibility vest to ensure children can easily see who the outside educators are for the day
- They are carrying, or have easy access to basic First Aid supplies such as Band-Aids
- They remain vigilant for accidents and incidents even while facilitating sports and games or engaging with children in play or conversation
- They are aware of ratios and call for help over their two-way radio if they find themselves with more than fifteen children in their area
- They are aware of boundaries children are permitted to play within and make sure boundaries are known and observed
- Children are observing basic safety precautions

Children have a responsibility to:

- Play and roam within boundaries defined by OSHC educators
- Play within sight of OSHC educators
- Observe school rules, especially rules relating to safety and respectful conduct
- Alert educators to any serious incident or accident

While children share responsibility for safety outside, ultimate responsibility rests with educators and the Coordinator. In other words, it is the adults' responsibility to ensure children are observing their responsibilities.

Two-Way Radios

Two-way radios used at OSHC are open to the public up to a two kilometre radius. Confidentiality is therefore important when communicating using the radios. The radios are 2kw allowing educators to communicate through walls. At least one radio must be active outside during OSHC sessions, and at least one radio active inside, both on the same channel with adequate volume to ensure clear communication.

Relevant Policies:

[Security Policy](#)

[Venue Policy](#)

[Facilities Available Policy](#)

[Occupational Health and Safety Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.3.2, Element 3.1.2
Education and Care Services National Regulations 2011
Child Care Service Handbook
Two-Way Radio users' manual

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.18 SECURITY POLICY

POLICY

The OSHC Service considers the safety of staff and children using the service, and the security of the service to be paramount. Children should be supervised effectively at all times.

PROCEDURE

- A systematic procedure is in place for checking the safety of building, grounds and equipment on a regular basis and for reporting occupational health and safety concerns to the principal and OSHC Committee.
- The OSHC Service will have access to a phone at all times. Educators are provided with walkie-talkies for use when working in different areas.
- At least two staff members will be on duty together at all times.
- Children will be effectively supervised. Educators need to assess each situation to determine the most appropriate style and level of supervision. Supervision is planned daily and staff will position themselves to ensure maximum supervision at all times.
- Educators should be alert to any people (visitors, strangers or children) that are not part of the OSHC Service, and establish their identity and purpose and address them appropriately.
- In the morning, children are to be signed in to care by the person dropping them off. In the afternoon, children are to be signed out, and are only released from care to a person authorised by their parents. Identification will be checked for any authorised person that Educators do not know.
- A head count of children is undertaken throughout the session and checked against the sign in and out register.
- Educators will ensure that children travel in pairs to the toilet.
- The premises are checked at the end of the day to ensure that all children have been collected. The venue is then secured and a closing routine is undertaken when leaving the premises. Educators should not remain on the premises alone at the end of the day.
- During winter months, staff will ensure lights are turned on to assist in the safe arrival to and departure from the service by parents, children and staff.

Relevant Policies:

[Venue Policy](#)

[Arrival and Departure Policy](#)

[Intruder Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.3.1, Element 2.3.2, Element 3.1.2

Education and Care Services National Regulations 2011

Child Care Service Handbook

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.19 CLEANING AND MAINTENANCE POLICY

POLICY

The provision of a clean and well-maintained facility is essential in ensuring that parents and children using the service are provided with a high quality service that is safe and hygienic.

PROCEDURE

Coordinator and school Principal have a responsibility to ensure that:

- All toilets are cleaned regularly.
- Equipment for cleaning and storage for cleaning equipment is provided to enable daily cleaning procedures to be followed.
- Floors are mopped regularly, and paper towels and soap dispensers are topped up regularly.
- Maintenance and repair of all equipment and the OSHC Service area will be undertaken as required.

Educators have a responsibility to ensure that:

- A list of cleaning duties is prepared by staff at meetings and tasks are undertaken as required.
- The indoor and outdoor facilities are regularly checked for cleanliness and safety.
- Environmentally friendly cleaning products are used where possible.
- When using space shared with other school classes or activities, staff will ensure the areas used by the OSHC Service are left in a neat and tidy condition, at least to the standard they were found in.

Relevant Policies:

[Venue Policy](#)

[Food Preparation Facilities Policy](#)

[Storage of Dangerous Products Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.3, Element 2.1.4, Element 3.1.2, Element 7.1.1, Element 7.3.2
Education and Care Services National Regulations 2011
Child Care Service Handbook

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | August 2023 |
| To be reviewed: | August 2024 |

8.20 STORAGE OF DANGEROUS PRODUCTS POLICY

POLICY

The service will store all dangerous products in a lockable cupboard/cabinet. Less toxic products will be selected for cleaning and other purposes where appropriate. All educators will be trained in the storage, handling and first aid procedures relating to all dangerous products held at the service.

PROCEDURES

Coordinator, school Principal and educators have a responsibility to ensure that:

- When purchasing cleaning and other dangerous supplies, consideration is made to the purpose of the product, health and regulatory requirements and alternative products.
- Material safety data sheets are obtained for all chemicals stored on the premises.
- Material safety data sheets are easily accessible and known to staff, for all chemicals stored on the premises.

Educators have a responsibility to ensure that:

- Lockable cabinets and cupboards are used for cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment and medication.
- Storage cabinets/cupboards are appropriately labelled 'chemical storage' or 'first aid'.
- All chemicals, medications and dangerous substances are stored in their original containers, and are returned to the lockable cabinet immediately after use.
- Hazardous machinery, chemicals and activities which are likely to cause potential danger to children are not to be used or undertaken while the service is in operation.
- If poisoning does occur a staff member will telephone the Poisons Information Centre, Royal Children's Hospital on 13 11 26 immediately for first aid advice.
- The telephone number of the Poisons Information Centre is included with the emergency list.

Relevant Policies:

[Incident Policy](#)

[Medication Policy](#)

[Cleaning and Maintenance Policy](#)

[Occupational Health and Safety Policy](#)

[Emergency Management Policy](#)

References:

National Quality Framework, National Quality Standards – Element 2.1.4, Element 2.3.2, Element 2.3.3

Education and Care Services National Regulations 2011

Child Care Service Handbook

Poisons Information Centre, Royal Children's Hospital, Melbourne phone: 13 11 26

Occupational Health and Safety Act 2004

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.21 CHILD SAFETY POLICY

POLICY

BNWPS OSHC is committed to the protection and safety of all children attending the service, and to providing a safe and caring environment for all children.

BNWPS OSHC:

- has zero tolerance for child abuse
- actively works to listen to and empower children
- has systems to protect children from abuse, will take all allegations very seriously and will respond to them consistently in line with the organisation's policies and procedures
- is committed to promoting cultural safety of Aboriginal children, cultural safety of children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

PROCEDURE

The School Principal, Coordinator and Educators will provide a safe and caring environment for children attending the service by:

- Ensuring the venue is safe
- Creating an environment where children are respected and listened to
- All Educators, students on Practicum Placement and Volunteers carefully read, sign and adhere to a Code of Conduct Ensuring that children are carefully supervised at all times
- Ensuring all Educators, students on Practicum Placement and Volunteers have a current Working With Children Check (WWCC)
- Protecting children from strangers and intruders while at the service (Please see intruder Policy)
- All Educators understand their duty of care to report abuse or neglect, suspected abuse (Please see Mandatory Reporting Policy)
- Child Safety Policy is reviewed at least yearly and all educators are required to take part in a Child Safety professional development session once a year
- All concerns are reported to the OSHC Coordinator and the School Principal.

RELEVANT POLICIES:

[Emergency Management Policy](#)

[Code of Conduct](#)

[Disciplinary Action Policy](#)

[Mandatory Action Policy](#)

[Privacy Policy](#)

[Volunteer Policy](#)

[Intruder policy](#)

[Student on Practicum Placement Policy](#)

[Mandatory Reporting \(Appendix9\)](#)

REFERENCES

Child Safe Standards – Creating a Safe Environment, Department of Education and Training
Victoria

National Quality Framework, Quality Area 2 – Children’s Health and Safety, Element 2.2.3

Child Safety in Australia Handbook, Australian Institute of Health and Welfare

<https://providers.dhhs.vic.gov.au/resource-2-child-safe-policy-and-statement-commitment-word>

Date approved: September 2010
Approved by: OSHC Sub-Committee, ratified by BNWPS School Council
Last reviewed: August 2023
To be reviewed: August 2024

8.22 MANDATORY REPORTING POLICY

INTRODUCTION

Educators at BNWPS OSHC have a duty of care to protect and preserve the safety, health and wellbeing of all students in their care and must always act in the best interests of the child or young person. If a staff member has any concerns regarding the health, safety or wellbeing of a child or young person it is important to take immediate action.

This policy outlines procedures and processes associated with:

- Mandatory reporting of suspected child abuse to Child FIRST
- Reporting of child sexual offences to the police

POLICY

The mandatory reporting policy requires the reporting of all concerns, disclosures and indicators of abuse immediately to the Coordinator or School Principal to enable appropriate action to be taken to facilitate the safety and wellbeing of children using the OHSC service.

PURPOSE

To protect children and young people from abuse and neglect by ensuring:

- OSHC staff understand their mandatory reporting responsibilities and duty of care obligations to protect children and young people from child abuse including physical and sexual abuse under the *Children, Youth and Families Act 2005* (Vic) ("CYP Act")

OSHC staff understand their reporting obligations when they have formed a **reasonable belief** that a sexual offence has been committed by an adult against a child under 16, in accordance with the *Crimes Act 1958* (Vic)

- OSC staff are aware of, and can identify, **indicators of abuse**
- OHSC staff understand their who to contact when they have formed a **reasonable belief** that there is a significant concern for the wellbeing of the child.

MANDATORY REPORTING

The OHSC Coordinator and Educators must report to Child FIRST concerns relating to child abuse (see s 182, CYF Act).

The OSHC Child Safety Policy requires all staff to report a child protection concern to the OSHC Coordinator or School Principal regardless of whether they are mandated staff or not.

Concerns related to colleagues including teachers at the school are to be reported to the Coordinator who must then report to the School Principal. Cases of child abuse committed by colleagues including teachers at the school must be reported to Victoria Police.

REPORTING PROTOCOL

When an OSHC staff member suspects that a child is experiencing physical, sexual, emotional abuse, neglect or family violence, the person is required to report (either by telephone or in person) to the OSHC Coordinator or Assistant Coordinator if not available. Do not rely on email. A 'Child Abuse Incident Report Form' (see Appendix 3) will be also completed immediately. The completed Form is to be handed to the Principal or Vice Principal.

1. IMPORTANT NOTE

Staff members must notify the OSHC Coordinator or Assistant Coordinator, either in person or by telephone.

OSHC Coordinator will notify the Principal or Vice Principal if not available

9. PROCESS

9.1. Staff member must contact the OSHC Coordinator or Assistant Coordinator to report the child protection concern and submit the completed 'Child Protection Incident Report Form' (see Appendix 3). If a student makes the report, the 'Child Protection Incident Report Form' **must** be completed by the Coordinator or Assistant Coordinator in conjunction with the student or on behalf of the student, depending on the age of the student.

· The Coordinator and Assistant Principal will work together with the reporting staff member and complete the report. The Coordinator and Assistant Principal may choose to seek further clarification or request further detail relating to the following:

- Date/s times/s nature of incident
- Patterns of behaviour
- Current and/or prior concerns
- Grounds for reasonable belief regarding student

9.2. Following a report from an OSHC staff member the Assistant Principal or OSHC Coordinator will consult to ensure the needs of students and staff are met and will either contact with the Department of Health and Human Services (DHHS) or Police is required.

9.3. The staff member must contact the Coordinator if they become aware of any further information or instances of abuse.

9.4. The Assistant Principal is always informed if a Report is required to be made to either the DHHS Child Protection or the Police. If the report relates to the failure to protect offence the Principal will take action to remove the risk to the child. If the report relates to a staff member, the Principal and Assistant Principal will contact the relevant department.

9.5. Contacting Parents/Carers. The Coordinator and/or Assistant Principal must consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- not to contact the parents/carers (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parents/carers to be contacted)
- to contact the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion)

9.6. Providing ongoing support. The OSHC service will provide ongoing support for any child/student impacted by abuse. This will include the development of a Student Support Plan in consultation with the BNWPS and/or external professional.

9.7. If the Coordinator or Assistant Principal determines that a child or young person is not at immediate significant risk, a referral to Child FIRST could be considered. (Refer to Appendix 4 - Glossary of Terms).

9.8. Either the OSHC Coordinator or Assistant Principal will inform the staff member who made the report of the outcome of a report to the DHHS. If the OSHC procedures are followed and a report

is not made and the staff member still believes there is significant harm for the child, then they can make a report directly to DHHS or Police.

If this occurs the staff member is requested to inform the OSHC Coordinator of their intentions both as a courtesy and as a check that there had not been actions of which they were not aware.

10. PENALTIES FOR FAILURE TO REPORT A failure by mandated professionals and staff members to report a reasonable belief that a child is in need of protection from significant harm as a result of physical or sexual abuse may result in the person being prosecuted and a court imposing a fine under the CYFA 2005 and/or three (3) to maximum 10 years imprisonment, under the Crimes Act 1958.

11. COMMUNICATION OF POLICY

The OSHC Coordinator will ensure that:

- Copies of the policy are made available to all existing staff members and families.
- New staff members are given copies of the policy and are required to sign off that they have read and understood the policy.
- An annual briefing is conducted for all OSHC staff about the policy, their responsibilities and education about indicators of abuse.

Relevant Policies:

[Child Safety Policy](#)

[Venue Policy](#)

[Security Policy](#)

[Access to Children Policy](#)

[Arrival and Departure Policy](#)

[Intruder Policy](#)

[Incident Policy](#)

Notes on Child Safety and Mandatory Reporting (Appendix 9)

References:

National Quality Framework, National Quality Standards – Standard 2.3, Standard 3.1, Element 4.2.1, Element 5.2.3, Element 7.1.2, Element 7.1.5, Element 7.3.1

Education and Care Services National Regulations 2011

Child Care Service Handbook

Children, Youth and Families Act 2005

Department of Human Services (DHS) www.dhs.vic.gov.au

Child FIRST (Child and Family Information, Referral and Support Team)

DHS Children, Youth and Families Website <https://www.humanservices.gov.au/>

Child Wellbeing and Safety Act 2005

Children and Young Persons Act 2008

Date approved: September 2010

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

8.23 REST POLICY

POLICY

Rest and relaxation are essential to children's wellbeing and development. BNWPS OSHC is therefore committed to providing safe, comfortable places for children to rest and relax during both morning and afternoon sessions. These areas need to be:

- supervised adequately to ensure they are available for quiet and rest
- available at all times
- clearly known to all children
- comfortable, clean and safe

PROCEDURE

During morning-care sessions, a space is set up in the Multi-Purpose Room with blankets, cushions and books. This area is monitored to ensure it is being used appropriately and that it is clean, comfortable, and appealing to children who are in need of rest. Books, board-games and similar resources are available for quiet play.

During aftercare sessions this quiet area in the Multipurpose Room is still available. However the School Library is also available for children wishing to rest, relax, read or engage in quiet play. It is essential that the Library is closely supervised to ensure the space is restful and quiet. Children engaging in rough, loud play may be asked to do so in a more appropriate space.

In cases where children are extremely tired or showing signs of physical exhaustion, parents will be notified.

Relevant Policies

[Venue Policy](#)

[Children's Individual Health Management Plan Policy](#)

References

National Quality Framework (Quality Area 2)
ACEQUA – Safe Sleep and Rest Practices

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Date approved 1 March 2019

Last reviewed: August 2023

To be reviewed: August 2024

8.24 WATER POLICY

POLICY

BNWPS OSHC is committed to water safety, sustainability, and healthy practices. Our Water Policy is accordingly separated into three categories.

PROCEDURE

Water Safety

Water hazards at BNWPS OSHC are minimal, however water hazards do exist and children do take part in water play during hot weather, and in cooking activities involving hot water. At these times educators maintain close supervision of children and every reasonable precaution is taken to protect children from harm. Specifically:

- Children are not allowed to become submerged in water, or take part in swimming activities on site
- Strict safety precautions are taken where hot water is involved in cooking activities
- Children do not consume very hot drinks
- Educators do not consume hot drinks in close proximity of children
- The thermostat on the hot water system is set to a medium temperature to ensure that hand washing and hygiene procedures can be carried out without risk of scalding
- All educators are First Aid and CPR trained

Sustainability

On very hot days children at BNWPS OSHC are allowed to engage in water play to keep cool. Children also take part in gardening activities, requiring them to water plants. On these occasions:

- Water play is kept to a limited time to avoid excessive water waste
- Water play is closely supervised to ensure safety
- Watering plants is conducted responsibly and under supervision
- Sustainability and water conservation are integrated into the educational program. Children are reminded that water is a limited resource that is essential to life

Healthy Practice

Clean drinking water is essential to children's health and development, and must be freely and unconditionally provided to all children attending BNWPS OSHC. Clean water is also essential to hygiene practices such as washing, and to the health and wellbeing of children during hot weather. The decision to allow water play during hot weather was made with the consultation of the OSHC Committee, taking into account the lack of air-conditioning in the OSHC venue, and the school's policies regarding sustainability. To clarify:

- Access to clean drinking water must be available and accessible to all children, and must never be withheld for any reason

- Water cooled with ice is provided on very hot days
- Children are allowed to take part in water play on very hot days to cool down. This is usually for a limited time and is always closely supervised
- Areas used for washing are hygienic and well-maintained

Relevant Policies

[Incident Policy](#)

[Hygiene Policy](#)

[Environmentally Responsible Planning Policy](#)

[Nutrition Policy](#)

[First Aid Policy](#)

References

National Quality Framework for Early Childhood Education and Care

ACECQA Newsletter Issue 9 2017

Date approved: 1 March 2019

Approved by: OSHC Sub-Committee, ratified by BNWPS School Council

Last reviewed: August 2023

To be reviewed: August 2024

STUDENT ON PRACTICUM PLACEMENT POLICY

APPENDICES

A1 CHILD WELLBEING PLAN

Child Well-Being Plan - Brunswick North West P.S. OSHC

SCHOOL VALUES Respect Connectedness Resilience Achievement Creativity Integrity Responsibility Equity

| PRIMARY PREVENTION | SECONDARY PREVENTION | PRIMARY INTERVENTION | SECONDARY INTERVENTION | TERTIARY INTERVENTION |
|---|--|---|---|--|
| <p>Engaging learning and recreation activities</p> <p>Organised, structured program</p> <p>Positive Supportive environment</p> <p>Sense of belonging - connectedness to other children, educators and Oshc school community</p> <p>Opportunities to achieve at the best of child ability</p> <p>Praise and reward</p> | <p>Whole school common approach to child engagement</p> <p>Rights and responsibilities</p> <p>Circle time</p> <p>Communication with parents/carers with regards to preventative measures</p> | <p>Consequence Pathway:</p> <ol style="list-style-type: none"> 1. Warnings/ discussions 2. Encourage those involved to separate and give each other space 3. Loss of privileges | <p>Meetings with Principal / Assistant Principal</p> <p>Individualised Behaviour Management Plan</p> <p>Referral to outside specialist (eg. child psychologist) where appropriate</p> | <p>Consequence Pathway:</p> <ol style="list-style-type: none"> 1. Procedures for managing abusive, violent and bullying behaviours 2. In school suspension 3. Formal suspension (Refer to School Student Engagement and Well Being Policy) |
| <p>Parents informed of concern regarding student behaviour / engagement. Regular meetings with parents.</p> | | | | |

RESTORATIVE PRACTICE

Restorative philosophy, language and processes embedded in organisation of learning environments, relationships, learning activities and recreational life.

RESTORATIVE PRACTICE

Restorative processes used in response to inappropriate behaviour.

Restorative Practice approach used to restore relationships and integrate student back into both OSHC and whole-school community

A2 BEHAVIOUR GUIDANCE PROCEDURES

BEHAVIOUR GUIDANCE PROCEDURE – CONSEQUENCE PATHWAY FOR MANAGING DISRUPTIVE BEHAVIOUR

(Based on the BNWPS Primary Intervention Consequence Pathway)

Preliminary Reminders

Focus attention on helpful behaviour – e.g. “I can see that Jasper and Petra are sitting nicely, ready to listen...”

It is important to praise children whenever their behaviour is helpful. This creates a culture where helpful behaviour is rewarded with positive attention, and provides an incentive for all children to try their best to be helpful.

First Level of Consequence

Warning - e.g. “David, you are talking. It is disturbing others. They have the right to work. Please stop talking.”

Second Level of Consequence

Change the seating/standing position or move the child to another part of the room. This may involve the child being temporarily isolated from other children in the room.

Third Level of Consequence

Removal from the room and placement in another room. If this occurs, colleagues need to be notified of situation at time when child is moved into another room – so that they can effectively monitor child and support them to calm down and make different choices.

Fourth Level of Consequence

If a child cannot calm themselves with support and continues to behave in a potentially dangerous manner, they will be isolated from other students. Their parents will be contacted at this point and a request made for early pick up.

School Leadership will be notified the next day, and the child may be kept in for half of lunchtime or recess to complete unfinished class work, or to have a Restorative Practice Conference. This will be facilitated and supervised by either the Assistant Principal or the Principal of the School.

Fifth Level of Consequence

If a child's behaviour is deemed serious enough, the School Leadership in consultation with OSHC Coordinator, may consider temporary suspension from the program.

A3 PRIVACY STATEMENT

The BNWPS OSHC Service is subject to the ten National Privacy Principles (NPPs) under the *Privacy Act 1988* in the handling of personal information. A summary of these principles is shown below:

1 Collection

BNWPS OSHC Service will only collect information needed to operate the service effectively and provide a safe and stimulating program of care for your child, and to ensure any eligible funding can be claimed.

2 Use and disclosure

Information provided will be used only for the primary purpose of collection, unless an exemption applies (for example, there are specified law enforcement or public health and public safety circumstances).

3 Data quality

All reasonable steps will be taken to ensure that personal information collected, used or disclosed is accurate, complete and up-to-date.

4 Data security

All personal information held by the service will be protected from misuse and loss, and from unauthorised access, modification or disclosure. Reasonable steps will be taken to destroy or permanently de-identify personal information if it is no longer needed by the service.

5 Openness

The Service's Privacy policy will be on display and available to anyone who requests it. If an individual asks, reasonable steps will be taken to let them know what sort of personal information the service holds, for what purpose it is held and how the service collects uses and discloses that information

6 Access and correction

Individuals have the right of access to their personal information held by the service, and on request, access will be given, unless particular circumstances apply that will limit this extent, such as emergency situations, law enforcement or other public interests.

7 Identifiers

The service will not adopt as its own, use or disclose any Australian Government identifier, unless the use or disclosure is necessary to fulfil its obligations to the agency.

8 Anonymity

If it is lawful and practicable, individuals have the option of not identifying themselves when entering transactions with the service.

9 Transborder data flows

Personal information will not be transferred overseas, unless requested by the individual or consent is given by the individual.

10 Sensitive information

Sensitive information will not be collected unless the individual has consented, it is required by law, or in other special specified circumstances eg relating to health services provision and individual or public health and safety.

Information collected, used and disclosed by the BNWPS OSHC Service and how it is managed

Information collected and how it is used:

Enrolment forms are necessary and legally required before a child can attend the service. Enrolment forms are used to collect the relevant personal information required to provide a safe, secure and good quality program of care. Information may also be collected by phone, e-mail or in writing.

Personal information includes, parent/carers full name, address, phone number, child's name address and phone number, and the name address and phone numbers of any other person authorised to collect the child or any authorised emergency contacts. Emergency contacts/authorised persons should be made aware that they have been nominated as such, and agree to their details being provided to the service. Family Court Orders setting out any access restrictions and parenting plans should be provided. Any changes to family arrangements should be notified as soon as possible.

Centrelink Reference Numbers and dates of birth are required to enable families to access CCB/CCR if eligible. This information is passed on to the relevant Government Department and Government privacy policies laws apply.

Health information is required so that staff can properly care for your child. This includes information about any medical conditions, disabilities or special needs your child may have, medication needed, any known allergies and contact details of your child's doctor. The Service depends on you to provide all relevant health information as withholding some of it may put your child's health at risk.

Children's background information (country of birth, aboriginality, language spoken at home) is collected to ensure that the appropriate resources are allocated to the service. Immunisation status is required to assist in managing health risks for children.

Dietary requests, cultural beliefs and customs, and any other relevant information or family requests are optional and are requested only to ensure that your child is cared for and provided for in a way appropriate for their customs, beliefs and preferences. Please only complete this information if you consent to us collecting this.

Data confidentiality:

Information may be exchanged between staff members as required in the normal course of work, but will be handled confidentially and will not be disclosed to any other family or external person, unless an exemption applies such as specific law enforcement or public health and public safety circumstances.

Data Security:

All personal information will be filed securely in a locked filing cabinet, and access will be restricted to staff working directly with the child.

Updating your child's records:

Please advise the OSHC Service if any of the details above change, in a timely manner.

Access to your child's records:

If you wish to access your child's records, please contact the OSHC Coordinator to arrange this.

If you have any concerns about the confidentiality of this information, please contact the OSHC Coordinator or the BNWPS Principal. Further information regarding the Privacy Act and the National Privacy Principles (NPPs) can be found at www.privacy.gov.au/law/act

A4 EXCLUSION TABLE

Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts

Statutory Rule

A person in charge of a primary school or children's services centre must not allow a child to attend the primary school or children's services centre for the period or in the circumstances:

- (a) specified in column 2 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 1 of the Table in Schedule 7; or
- (b) specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 1 of the Table in Schedule 7.

The person in charge of a primary school or children's services centre, when directed to do so by the Secretary, must ensure that a child enrolled at the primary school or children's services centre who is not immunised against a vaccine preventable disease (VPD) specified by the Secretary in that direction, does not attend the school or centre until the Secretary directs that such attendance can be resumed. (Note—VPDs are marked in the table with an asterisk (*). Contact the Department on 1300 651 160 for further advice about exclusion and these diseases.)

Schedule 7 — Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009) In this Schedule, medical certificate means a certificate of a registered medical practitioner.

| [1] Conditions | [2] Exclusion of cases | [3] Exclusion of Contacts |
|-------------------------------------|---|--|
| Amoebiasis (Entamoeba histolytica) | Exclude until there has not been a loose bowel motion for 24 hours | Not excluded |
| Campylobacter | Exclude until there has not been a loose bowel motion for 24 hours | Not excluded |
| Chickenpox | Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children | Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded |
| Conjunctivitis | Exclude until discharge from eyes has ceased | Not excluded |
| Diarrhoea | Exclude until there has not been a loose bowel motion for 24 hours | Not excluded |
| Diphtheria | Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later | Exclude family/household contacts until cleared to return by the Secretary |
| Hand, Foot and Mouth disease | Exclude until all blisters have dried | Not excluded |
| Haemophilus influenzae type b (Hib) | Exclude until at least 4 days of appropriate antibiotic treatment has been completed | Not excluded |
| Hepatitis A | Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness | Not excluded |
| Hepatitis B | Exclusion is not necessary | Not excluded |
| Hepatitis C | Exclusion is not necessary | Not excluded |
| Herpes (cold sores) | Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible | Not excluded |

| | | |
|--|----------------------------|--------------|
| Human immuno-deficiency virus infection (HIV/AIDS virus) | Exclusion is not necessary | Not excluded |
|--|----------------------------|--------------|

(continued)

| [1] Conditions | [2] Exclusion of cases | [3] Exclusion of Contacts |
|--|--|--|
| Impetigo | Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing | Not excluded |
| Influenza and influenza like illnesses | Exclude until well | Not excluded unless considered necessary by the Secretary |
| Leprosy | Exclude until approval to return has been given by the Secretary | Not excluded |
| Measles* | Exclude for at least 4 days after onset of rash | Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility |
| Meningitis (bacteria –other than meningococcal meningitis) | Exclude until well | Not excluded |
| Meningococcal infection* | Exclude until adequate carrier eradication therapy has been completed | Not excluded if receiving carrier eradication therapy |
| Mumps* | Exclude for 9 days or until swelling goes down (whichever is sooner) | Not excluded |
| Pertussis* (Whooping cough) | Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment | Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment |
| Poliomyelitis* | Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery | Not excluded |
| Ringworm, scabies, pediculosis (head lice) | Exclude until the day after appropriate treatment has commenced | Not excluded |
| Rubella (German measles) | Exclude until fully recovered or for at least four days after the onset of rash | Not excluded |
| Salmonella, Shigella | Exclude until there has not been a loose bowel motion for 24 hours | Not excluded |
| Severe Acute Respiratory Syndrome (SARS) | Exclude until medical certificate of recovery is produced | Not excluded unless considered necessary by the Secretary |
| Streptococcal infection (including scarlet fever) | Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well | Not excluded |
| Tuberculosis | Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious | Not excluded |
| Typhoid fever (including paratyphoid fever) | Exclude until approval to return has been given by the Secretary | Not excluded unless considered necessary by the Secretary |
| Verotoxin producing Escherichia coli (VTEC) | Exclude if required by the Secretary and only for the period specified by the Secretary | Not excluded |
| Worms (Intestinal) | Exclude until there has not been a loose bowel motion for 24 hours | Not excluded |

A5 DISPLAN

The BNWPS OSHC Displan should also be read in conjunction with this document.

A copy of the BNWPS OSHC Displan will also be contained in the Medical/Incident/Emergency Folder, also known as the “Red Folder”, which is kept at the OSHC Service. This folder also contains other important medical, incident and emergency procedures. The Emergency Contact Phone Numbers and Emergency Evacuation Maps are also kept with the copy of the DISPLAN in the Red Folder, and are on display at the service near the OSHC phones (emergency contact numbers) or near the OSHC exits (emergency evacuation maps).

A6 Staff and Parent Handbooks

Other important documents that are based on this Policy and Procedure Document, and contain important and relevant information about the service should also be referred to as required.

These documents are the:

- 1) Staff Handbook
- 2) Parent Handbook

Parent Handbooks are provided to all families on initial enrolment, and if there are any updates or changes, families are notified promptly. Fully updated electronic copies are available on request at any time.

Staff Handbooks are provided to all staff when they commence their employment, and staff are notified of any updates or changes, and provided with an updated electronic copy when any changes are made.

A7 Administration Forms

The following administration forms are contained in a separate Administration Forms Document, which should be referred to in conjunction with this Policy and Procedure Document.

This contains current copies of the following:

- 1) Job Descriptions
 - Coordinator
 - Assistant Coordinator
 - Educators
- 2) Summary of Fees and Charges

A8 CODE OF CONDUCT

All OSHC employees, volunteers and students on practicum placement at Brunswick North West Primary School are responsible for promoting the safety and wellbeing of children. This responsibility entails:

- Adhering to the all BNWPS OSHC safety policies at all times
- Taking all reasonable steps to ensure the safety and protection of children and young people
- Treating everyone that uses OSHC and enters the facility with respect and honesty
- Being a positive role model to children and young people in all your conduct with them
- Setting clear boundaries about appropriate behaviour between yourself and children
- Listening and responding appropriately to the views and concerns of children
- Ensuring another adult is always present or in sight when conducting one-to-one coaching, instruction or other activities
- Being alert to children and young people who are, or may be, at risk, and follow the Child Safety Policy and Mandatory Reporting Policy.
- Responding quickly, fairly and transparently to any serious complaints made by a child, young person, parent/guardian, or colleague and reporting any complaints to OSHC Coordinator
- Encouraging children and young people to 'have a say' on issues that are important to them
- Actively promoting recognition of the Aboriginal custodians of the land.
- Ensuring the cultural safety of children from culturally and/or linguistically diverse backgrounds
- Providing a safe environment for children with a disability and / or additional needs

The educators will also provide feedback to children and families

Employees, students on practicum placement and volunteers must not:

- Develop any 'special' relationships with children that could be seen as favouritism
- Initiate or engage in inappropriate physical contact with children
- Engage in rough physical games
- Discriminate against any child or young person because of age, gender, culture, religion, vulnerability or sexuality

Any breach of the Code of Conduct by any employee, student on practicum placement and volunteer will be taken seriously and reported to the OSHC Coordinator and School Principal and investigated. The investigation may result in disciplinary action, ranging from a first warning through to the termination of your employment and/ or legal proceedings for serious breaches.

I agree to abide by this code of conduct

Name:.....

Signature:.....

Date:.....

A9 NOTES ON CHILD SAFETY AND MANDATORY REPORTING

INTRODUCTION

Staff at BNWPS OSHC have a duty of care to protect and preserve the safety, health and wellbeing of all students in their care and staff must always act in the best interests of the child or young person. If a staff member has any concerns regarding the health, safety or wellbeing of a child or young person it is important to take immediate action.

This policy outlines procedures and processes associated with:

- Mandatory reporting of suspected child abuse to Child FIRST.
- Reporting of child sexual offences to the police.

POLICY

The mandatory reporting policy requires the reporting of all concerns, disclosures and indicators of abuse immediately to the OSHC Coordinator or School Principal to enable appropriate action to be taken to facilitate the safety and wellbeing of children using the OSHC service.

PURPOSE

To protect children and young people from abuse and neglect by ensuring:

- OSHC staff understand their mandatory reporting responsibilities and duty of care obligations to protect children and young people from child abuse including physical and sexual abuse under the *Children, Youth and Families Act 2005* (Vic) ("CYP Act")
- OSHC staff understand their reporting obligations when they have formed a **reasonable belief** that a sexual offence has been committed by an adult against a child under 16, in accordance with the *Crimes Act 1958* (Vic)
- OSHC staff are aware of, and can identify, **indicators of abuse** (see **Notes & Definitions 3**)
- OSHC staff understand who to contact when they have formed a **reasonable belief** that there is a significant concern for the wellbeing of the child.

MANDATORY REPORTING

The OSHC Coordinator and Educators must report to Orange Door and Community and Families Service concerns relating to child abuse (see s 182, CYF Act).

The OSHC Child Safety policy requires all staff to report a child protection concern to the OSHC Coordinator or School Principal regardless of whether they are mandated staff or not.

NOTES & DEFINITION:

1. CRIMES

Under the *Crimes Act 1958* (Vic), the failure to report sexual abuse is a crime which is punishable by imprisonment.. It is also a crime to fail to protect a child from sexual abuse, and to engage in "grooming" conduct. These offences are outlined below.

1.1. Failure to Disclose

Under Section 327 of the *Crimes Act 1958*, any person over the age of 18 years who forms a reasonable belief that a sexual offence has been committed in Victoria by an adult against a child under 16 years of age must disclose that information to police, as soon as it is practicable to do so. Failure to disclose the information to police is a criminal offence, except in limited circumstances such as where the information has already been reported to DHHS Child FIRST. The offence applies to all adults in Victoria, not just professionals who work with children.

1.1. Failure to Protect

Section 49C of the *Crimes Act 1958* makes it a criminal offence in Victoria for a person in authority to fail to protect a child under the age of 16 from criminal sexual abuse. This applies where there is substantial risk that a child under the care, supervision or authority of an organisation (including schools) has become a victim of a sexual offence by an adult associated with the school. The person in a position of authority may be guilty of an offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so. At BNWPS OSHC, if a risk has been identified, the Principal will act immediately to ensure the risk is removed.

1.2. Grooming Offence

Section 49B of the *Crimes Act 1958* relates to the offence of 'Grooming for sexual conduct with a child under the age of 16 years.' The offence targets predatory conduct designed to facilitate later sexual activity. The offence can be committed by any person aged 18 years or over.

2. DEFINITION OF CHILD

This policy applies to all children, of any age, attending the OHSC service. In addition, the following must be noted:

- The CYF Act defines a "child" as being under 17 years of age. When a child turns 17, Child FIRST is no longer involved and any allegations of abuse must be reported to the police. The *Child, Youth and Families Act 2005* defines "a child in need of protection" as being a child under 17 years of age, who is at risk of harm as a result of physical or sexual abuse.
- The *Crimes Act 1958* (Vic) imposes a clear legal duty upon all adults to report information about any sexual abuse of a child under 16 years of age to police.
- The BNWPS OSHC Mandatory Reporting Policy requires all staff to report a child protection concern to their designated contact regardless of the age of the student.

3. WHAT IS CHILD ABUSE?

By definition, child abuse is an act by an adult who endangers a child or young person's physical or emotional health or development. Child abuse includes physical injury, sexual abuse, emotional abuse and neglect.

The immediate and long term effects can be serious and traumatic for the individual child, their family and the wider community. Early intervention can have a significant effect on lessening the harm, and promoting recovery of the child and the family.

Abuse, neglect and maltreatment are generic terms used to describe situations where a child may need protection. **Child abuse is an act or omission by an adult that endangers or impairs a child's physical or emotional health and development.** Child abuse is not usually a single incident, but takes place over time.

Refer to Child Protection link [here](#) for a definition of Child Abuse and Possible Indicators. While carrying out legislative responsibilities as mandated professionals, the key issues are:

- Immediate protection of the child;
- Long-term support of the child and family;
- Respect for the privacy of the child and family; and,
- Support for the staff involved.

4. FORMING A BELIEF ON REASONABLE GROUNDS

A person may form a belief on reasonable grounds that a child is in need of protection after becoming aware that a child or young person's health, safety or wellbeing is at risk and the child's parents are unwilling or unable to protect the child. There may be reasonable grounds for forming such a belief if any of the following exists:

- a child or young person states that they have been physically, emotionally or sexually abused;
- a child or young person states that they know someone who has been physically, emotionally or sexually abused (sometimes the child may be talking about themselves);
- someone who knows the child or young person states that the child or young person has been physically, emotionally or sexually abused.
- a child shows signs of being physically, emotionally or sexually abused. Refer to Appendix 1.
- the staff member is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child or young person's safety, stability or development.
- the staff member observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision.
- a child's actions or behaviour may place them at risk of significant harm and the child's parents are unwilling or unable to protect the child.

You must act if you form a suspicion/reasonable belief, even if you are unsure and have not directly observed child abuse (e.g. if the victim or another person tells you about the abuse).

Note: The role of investigating an allegation of child abuse rests solely with Orange door and family services and/or Victoria Police.

RESPONDING TO A STUDENT DISCLOSURE

If a child or young person makes a disclosure to you, it is important that you respond in an appropriate and supportive manner. It is also important to inform the child that there are some things you cannot keep a secret or confidential. When managing a disclosure, you should:

- stay calm and control expressions of panic or shock;

- state clearly that the abuse was not the child's fault - no matter what the circumstances are;
- listen to the child;
- use the child's language and vocabulary;
- reassure the child that you believe them and that disclosing the matter was the right thing to do;
- tell the child you are required to report to the OSHC Contact; and
- after you have concluded your meeting with the child, make a comprehensive written record of the conversation as described below.

CONFIDENTIALITY

School staff must respect confidentiality when dealing with a case of suspected child abuse and neglect, and may discuss case details and the identity of the child or the young person and their family only with those involved in managing the situation, such as the OSHC Coordinator, School Principal or Assistant Principal, DHHS and police.

BNWPS OSHC REPORTING PROTOCOL

When an OSHC staff member suspects that a child is experiencing physical, sexual, emotional abuse, neglect or family violence, the person is required to report (either by telephone or in person) to the OSHC Coordinator or Assistant Coordinator if not available. Do not rely on email. A 'Child Abuse Incident Report Form' (see Appendix 3) will be also completed immediately. The completed Form is to be handed to the Principal or Vice Principal.

IMPORTANT NOTE

Staff members must notify the OSHC Coordinator or Assistant Coordinator, either in person or by telephone.

The OSHC Coordinator will then notify the Principal or Vice Principal if not available.

PROCEDURE

- A. The Staff member must contact the OSHC Coordinator or Assistant Coordinator to report the child protection concern and submit the completed '*Child Protection Incident Report Form*' (see Appendix 3). If a student makes the report, the '*Child Protection Incident Report Form*' **must** be completed by the Coordinator or Assistant Coordinator in conjunction with the student or on behalf of the student, depending on the age of the student.

The Coordinator and Assistant Principal will work together with the reporting staff member and complete the report. The Coordinator and Assistant Principal may choose to seek further clarification or request further detail relating to the following:

- Date/s times/s nature of incident
- Patterns of behaviour
- Current and/or prior concerns
- Grounds for reasonable belief regarding student

- B. Following a report from an OSHC staff member, the Assistant Principal or OSHC Coordinator will consult to ensure the needs of students and staff are met and, will either contact with the Department of Health and Human Services (DHHS) or Police is required.

- C. The staff member must contact the OHSC Coordinator if they become aware of any further information or instances of abuse.
- D. The Assistant Principal is always informed if a Report is required to be made to either the DHHS Child Protection or the Police. If the report relates to the failure to protect offence, the Principal will take action to remove the risk to the child. If the child's report relates to a staff member, the Principal and Assistant Principal will contact the relevant department.

Contacting parents/carers

- E. The Coordinator and/or Assistant Principal must consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:
- not to contact the parents/carers (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parents/carers to be contacted)
 - to contact the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion)

Providing ongoing support to child

- F. The OSHC service will provide ongoing support for any child/student impacted by abuse. This will include the development of a Student Support Plan in consultation with the BNWPS and/or external professionals.
- G. If the Coordinator or Assistant Principal determines that a child or young person is not at immediate significant risk, a referral to Child FIRST could be considered. (Refer to Appendix 4 - Glossary of Terms).
- H. Either the OSHC Coordinator or Assistant Principal will inform the staff member who made the report of the outcome of a report to the DHHS. If the OSHC procedures are followed and a report is not made and the staff member still believes there is significant harm for the child, then they can make a report directly to DHHS or Police. If this occurs the staff member is requested to inform the OSHC Coordinator of their intentions both as a courtesy and as a check that there had not been actions of which they were not aware.

PENALTIES FOR FAILURE TO REPORT

A failure by mandated professionals and staff members to report a reasonable belief that a child is in need of protection from significant harm as a result of physical or sexual abuse may result in the person being prosecuted and a court imposing a fine under the CYFA 2005 and/or three (3) to maximum 10 years imprisonment, under the *Crimes Act 1958*.

COMMUNICATION OF POLICY

The OSHC Coordinator will ensure that:

- Copies of the policy are made available to: all existing staff members and families;
- New staff members are given copies of the policy and are required to sign off that they have read and understood the policy; and
- An annual briefing is conducted for all OSHC staff about the policy, their responsibilities and education about indicators of abuse.

Relevant Policies:

Child Safety Policy
Venue Policy
Security Policy
Access to Children Policy
Arrival and Departure Policy
Intruder Policy
Incident Policy

References:

National Quality Framework, National Quality Standards – Standard 2.3, Standard 3.1, Element 4.2.1, Element 5.2.3, Element 7.1.2, Element 7.1.5, Element 7.3.1
Education and Care Services National Regulations 2011
Child Care Service Handbook
Children, Youth and Families Act 2005
Department of Human Services (DHS) www.dhs.vic.gov.au
Child FIRST (Child and Family Information, Referral and Support Team)
DHS Children, Youth and Families Website <https://www.humanservices.gov.au/>
Child Wellbeing and Safety Act 2005
Children and Young Persons Act 2008

| | |
|------------------------|---|
| Date approved: | September 2010 |
| Approved by: | OSHC Sub-Committee, ratified by BNWPS School Council |
| Last reviewed: | March 2019 |
| To be reviewed: | May 2023 |

A10 SUSTAINABILITY ACTION PLAN TEMPLATE

| Item | Actions/Rationale | Date | Outcome/comments |
|---|-------------------|------|------------------|
| Reducing paper waste by: | | | |
| Digitalising administration processes to minimise paper waste | | | |
| Streamlining administration processes, avoiding unnecessary printer use | | | |
| Minimising paper used for kitchen / domestic purposes | | | |
| Minimising paper used in planned education activities | | | |
| Limiting paper available as a resource for children to use, and running effective education around paper waste and consequent impacts | | | |
| | | | |
| Minimising Food Waste | | | |
| Recycling food waste into the garden where possible | | | |
| Creating a low-waste menu | | | |
| | | | |
| Reducing High-Impact Chemical Waste | | | |
| Using low-impact cleaning products | | | |

| | | | |
|--|--|--|--|
| Buying ethical cleaning products | | | |
| Avoiding microplastics in art and craft resources | | | |
| | | | |
| Minimising plastics waste and rubbish | | | |
| Changing ordering habits: | | | |
| Avoiding low quality resources with a brief “shelf life” | | | |
| Buying bulk, package-free food | | | |
| Buying second-hand resources | | | |
| Buying open-ended, natural education resources | | | |
| Choosing ethical brands | | | |
| Avoiding single-use, disposable art and craft resources | | | |
| Buying quality, long-lasting, low-impact resources | | | |
| | | | |
| | | | |
| | | | |
| Education Program: | | | |
| Greening our spaces with plants and natural materials | | | |
| Maintaining a kitchen garden | | | |
| Cooking program to prioritise recipes which use seasonal fruit and vegetables grown in OSHC kitchen garden and promote sustainable practices | | | |
| Build a base of “nude food” lunchbox | | | |

| | | | |
|--|--|--|--|
| recipes and teaching children how to make them at home | | | |
| Increase children's contact with nature through outdoor learning, "loose parts" play, and the kitchen garden program | | | |
| Working alongside the school in conservation and sustainability education | | | |
| | | | |
| Organisational reform: | | | |
| Regularly audit waste | | | |
| Streamline and digitalise administration processes to reduce paper waste | | | |
| Facilitate regular dialogue around tangible sustainability goals | | | |
| Efficient use of heaters during winter | | | |
| Fostering contacts with the school on sustainability and conservation education | | | |
| Improving infrastructure to meet sustainability goals (e.g water tanks, solar power) | | | |
| | | | |
| Recycling food waste into the garden where possible | | | |
| Creating a low-waste menu | | | |
| | | | |

A11 COVID-19 CONTROL SPREAD CHECKLIST TEMPLATE**COVID-19 Control Spread Checklist - BNWPS OSHC**

- No washable toys are to be provided, including wood and Velcro. All the toys must be washed every day
- All cushions and pillow to store away
- When setting up the program, keep simple and basic washable toys, including art trolley.
- Board game are fine as long as you can wipe after the use.
- **Wipe and wash must be done with warm water and soap all the times.**
- **Children to be closely supervised**
- iPads to be wiped regularly
- Keep doors open at least 3 times a day
- Refill paper towel/soap in the toilets
- Make sure to complete the following checklist (please use warm water and soap) week _____

| Action Required | Mon | Tue | Wed | Thu | Fri |
|--|----------|-----|-----|-----|-----|
| Please initial | | | | | |
| MPR - Area | | | | | |
| Mopping the MPR room floor | | | | | |
| Wipe iPads, laptops | | | | | |
| Wash one group of legos | | | | | |
| Wash any other toys including any sports equipment and balls | | | | | |
| | | | | | |
| Door Handles (AM session and PM session) | | | | | |
| Wipe all the door handles, including cupboards, outside door, toilet doors, office and storage door Any benches including blue sport mats | AM | | | | |
| | PM | | | | |
| | | | | | |
| Toys | | | | | |
| Wash, dry and put away any toys been used including balls and sport equipment | | | | | |
| | | | | | |
| Kitchen area. (AM session and PM session) | | | | | |
| Wipe all the tables and all benches | AM PM | | | | |
| Sweep the floor: kitchen and dinning area | | | | | |
| Mop the floor :kitchen and dinning area | | | | | |
| Any laundry | | | | | |
| | | | | | |
| Art Room Area | | | | | |
| Art room to be packed | | | | | |
| Wipe all the art room tables | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Sweep art room floor | | | | | |
| Mop Art room floor | | | | | |
| Wipe art trolley – including all the items – keep minimum items | | | | | |

Guidelines for the children and educators:

- Must wash their hands as soon as they walk in the program
- Must wash their hand before and after they eat
- Must wash their hand when they come from outside
- Must wash their hand after toileting
- Social distance must be encouraged
- No cubby house or tent
- No wood toys, such as planks, train tracks
- Home corner toys are fine – selected items only
- All the toys cupboards are locked – only one toy cupboard is unlocked. Children can use selected toys (first cupboard from the left)
- No dress ups
- Dress ups/home corner cupboard are not to be open at all
- 2 sets of legos are set up but only 1 set is to be used per day while the second set is washed. The 2 sets are alternated every day

For the parents:

- Educators will sign in/out their children
- Parents and carers to drop off the children at the door

A12 CHILD SAFE STANDARDS RISK REGISTER

| RISK TITLE AND DESCRIPTION | RISK ASSESSMENT | | EXISTING CONTROLS | CO ASS |
|--|--|---|--|--|
| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> <i>Sample content is provided below</i> | <i>Taken the adequa the ris to a tol</i> |

Child Safe Standard 1 – Aboriginal cultural safety

| | | | | |
|---|--|--|---|--|
| <p>Risk Title:</p> <p>Culturally safe environments</p> <p>Description:</p> <p>There is a risk that the school fails to establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and students are respected and valued</p> <p>Risk type: Organizational</p> | <ul style="list-style-type: none"> Racism, discrimination and bullying not adequately managed and addressed Ignorance/lack of awareness Curriculum that doesn't include Aboriginal Australians An unwelcoming environment for Aboriginal students Policy development and review is not consultative | <ul style="list-style-type: none"> Aboriginal students are less likely to trust school staff which may result in them being less likely to report abuse by adults or peers, and make them more vulnerable to harm Aboriginal students do not feel welcome, safe, respected or valued for their diverse and unique identities which may result in them being less likely to report abuse by adults or peers and make them more vulnerable to harm Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> Our Child Safety Policy outlines the controls in place to establish a culturally safe environment and is implemented Other documents that address Aboriginal cultural safety include: <ul style="list-style-type: none"> <i>Child Engagement and Wellbeing Policy</i> <i>Cultural Inclusion and Religious Beliefs Policy</i> Controls to address racism, discrimination and bullying are outlined in the <i>Child Engagement and Wellbeing Policy</i>. | |
|---|--|--|---|--|

| RISK TITLE AND DESCRIPTION | RISK ASSESSMENT | | EXISTING CONTROLS |
|--|--|---|---|
| <i>Provide a risk title and short description.</i> | <i>Describe the causes of the child safety risk.</i> | <i>Describe the consequences for children if the child safety risk happens</i> | <i>Describe the existing child safety and wellbeing controls you have in place to mitigate the child safety risk</i> |

| Child Safe Standard 2 – School leadership, governance and culture | | | |
|---|--|---|---|
| <p>Risk Title:</p> <p>Leadership, governance and culture</p> <p>Description:</p> <p>There is a risk that child safety and wellbeing is not embedded in the school's leadership, governance and culture</p> <p>Risk type:</p> <p>Organisational, Propensity</p> | <ul style="list-style-type: none"> ● Child safety is not prioritised ● Decision-making power concentrated in one individual ● Unclear accountabilities ● Staff and volunteers are unaware of the school and OSHC's expectations relating to their conduct and role in supporting child safety and wellbeing ● Culture of secret keeping ● Poor management of conflicts of interest ● Lack of leadership on child safety ● Poor understanding of the foreseeable risks relating to child abuse ● Poor understanding of recordkeeping and information management ● Poor child safety messaging ● Poor communication between school and OSHC's leaderships | <ul style="list-style-type: none"> ● Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because the OSHC Service does not have a culture of child safety and reporting of child safety incidents or concerns ● Increased risk of child abuse occurring, remaining undetected and not being responded to appropriately because staff and volunteer roles and responsibilities are not clear ● Poor practices and understanding of information sharing obligations may result in staff or volunteers not sharing important information to reduce the risk of child abuse or conversely, sharing sensitive information inappropriately contributing to further harm. ● Poor records and record-keeping practice can contribute to delays or failures to identify and respond to child safety risks and incidents and can obstruct survivors seeking information about their time at our OSHC service. It can also compromise the school and OSHC's ability to monitor for systemic issues that require changes to policy, procedure or practice. ● Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> ● Our Child Safety outlines the controls in place to ensure a child safe culture is embedded at OSHC and is implemented ● Our Code of Conduct is adopted and actively enforced by OSHC leadership and OSHC committee. Inconsistent staff, contractor or volunteer conduct is swiftly addressed. ● Our Child Safety Policy and Code of Conduct are publicly available and promoted in the school community ● This risk register is reviewed annually and after any significant child safety incident or concern ● Our Volunteers Policy supports volunteers to understand their obligations on information sharing and recordkeeping ● PROTECT posters and the Four Critical Actions are displayed around the school ● Records management obligations are met through adherence to the Record Keeping Policy and all staff and relevant volunteers understand their obligations on information sharing and record keeping through induction, training and support from leadership. |
| Child Safe Standard 3 – Children are safe, informed and actively participate | | | |

| | | | |
|--|--|---|---|
| <p>Risk Title: Student empowerment</p> <p>Description: There is a risk that students will not be empowered about their rights, participate in decisions affecting them or be taken seriously</p> | <ul style="list-style-type: none"> Children don't know how to make a complaint or raise a concern or don't feel confident that they will be listened to Children don't understand their rights Children input in decision making is not supported or valued Children contributions or concerns are not taken seriously Children are not offered sexual abuse prevention education | <ul style="list-style-type: none"> Abuse is more likely to happen if children do not feel supported to participate in decisions that affect them and do not feel like they will be listened to. Failure to empower children with information about their rights, child safety risks, and sexual abuse prevention will increase the risk of abuse going unidentified and unspoken If children do not feel confident or empowered to raise a concern, they will be unwilling to report abuse | <ul style="list-style-type: none"> Our Child Safety Policy outlines the controls in place to support child and student empowerment and is implemented Child Engagement and Wellbeing Policy outlines the controls in place to ensure student wellbeing is supported and prioritised Children are empowered through education program, informal discussion and poster/books (For Example UN Convention on the Rights of the Child poster/book – language friendly) Program planning supports a child's agency, needs and interests. Communication between educators, children and families is documented daily. |
| <p>Risk type: Vulnerability</p> | <ul style="list-style-type: none"> Children are coerced or silenced by adults at the school Lack of friendship or peer support | <ul style="list-style-type: none"> Lack of friendship or peer support may increase vulnerability to abuse Lack of friendship or peer support increases the risk that the student will not feel confident to discuss concerns with their peers, making it more likely that abuse will go unidentified and unspoken Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> Friendship and peer support are promoted through Peer support Program and Co-Curricular Programs in the school. At OSHC a variety of fun activities are offered for both small and large group to promote children forming relationships with their peers |

Child Safe Standard 4 – Family engagement

| | | | |
|---|--|---|--|
| <p>Risk Title: Families and community involvement</p> <p>Description: There is a risk that families and communities are not informed, and involved in promoting child safety and wellbeing</p> <p>Risk type: Organisational</p> | <ul style="list-style-type: none"> Unwelcoming staff Lack of appreciation of the value of community consultation and engagement The school and OSHC does not offer information to families and communities or avenues to contribute to policies and decisions relating to child safety and wellbeing Lack of staff training, culture or willingness to engage families and communities | <ul style="list-style-type: none"> Child safety and wellbeing practices without input from families may result in practices that do not cover all the diverse needs of children, resulting in a risk that children do not feel safe or able to actively participate in school life (see Child Safe Standard 1 and 3) Families and communities not engaged in child safety at the school are less likely to be able to support the school to reduce risk by keeping an eye out for unsafe behaviours and raising concerns. Families cannot help children identify abuse Families do not support children who want to make a complaint If families lack awareness about child safety including risks of child abuse, children may be more vulnerable to being groomed by perpetrators seeking to obtain their trust. Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> Our Child Safety Policy outlines the controls in place to engage families and is implemented All child safety and wellbeing policies and procedures are publicly available and promoted in the school community Families and the school community are invited to have a say in the development and review of child safety and wellbeing policies, procedures and practices through our school website and newsletters All staff are trained for the Mandatory Reporting Staff are encouraged to be trained in managing difficult conversations, where they may need to have sensitive conversations about a child's safety |
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Child Safe Standard 5 – Equity and diverse needs

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| <p>Risk Title: Diversity and equity</p> <p>Description: There is a risk that equity is not effectively upheld, and diverse needs are not respected in policy and practice</p> <p>Risk type: Vulnerability</p> | <ul style="list-style-type: none"> Diverse cohorts have not been identified for targeted support (such as students with disability, students who identify as lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), students in out of home care, international students and students who are culturally and linguistically diverse) Diverse cohorts not supported adequately Diverse cohorts feel unwelcome Lack of staff training on diversity and supporting and responding to vulnerable students Lack of respectful culture Incidents of discrimination or humiliation are not | <ul style="list-style-type: none"> Diverse cohorts who do not feel safe or who are not adequately supported for their diverse and specific needs are more at risk of abuse and harm and will be less able or willing to report concerns. Experiencing discrimination can increase a child's vulnerability to abuse and harm and can also mean they are less likely to ask for help or speak up if they have a concern Physical and psychological harm as a result of child abuse who are unable to live at home, international students, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) students | <ul style="list-style-type: none"> Our Child Safety Policy outlines the controls in place to support equity and diverse needs and is implemented Children Engagement and Wellbeing Policy outlines how OSHC supports all children, whatever their socio-economic status, cultural background, ability, family type, belief system, and gender identity may be. Child safety information, support and complaints processes are culturally safe, accessible and easy to understand Children's engagement and wellbeing Policy includes: <ul style="list-style-type: none"> - Bullying Prevention - Inclusion and Diversity - Implement: Resilience, Rights and Respectful - Respectful Relationships whole school approach |
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| | effectively addressed and managed | | |
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Child Safe Standard 6 – Suitable staff and volunteers

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| <p>Risk Title: Suitable staff (including contractors engaged by the school in child-related work)</p> <p>Description: There is a risk that staff are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p>Risk type:</p> <p>Organisational, Propensity</p> | <ul style="list-style-type: none"> Poor recruitment and pre-employment screening processes Provision of false information during recruitment Insufficient induction on commencement of working at school (and OSHC) Inappropriate behaviour by other adults is not called out due to lack of empowerment or awareness of behaviours of concern Insufficient promotion of the OSHC's commitment to child safety Lack of child safety culture Insufficient supervision Performance management does not focus on or address concerns relating to child safety and wellbeing | <ul style="list-style-type: none"> Insufficient promotion of the OSHC's commitment to child safety during recruitment processes may fail to deter potential predators from seeking employment History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse Results in the increased risk that staff fail to identify child safety risks and signs of harm and are unable to respond appropriately when they do identify risks of harm or when a complaint or concerns is disclosed to them. Insufficient supervision and performance management results in increased risk of child abuse and harm to students Staff do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> Our Child Safety Policy outlines the place: for child safe recruitment and screening practices for staff. to ensure staff are provided with an induction in OSHC's child safety policies and practices. to ensure ongoing supervision and management of staff is focused on child safety and wellbeing All actions and strategies outlined in the Child Safety Policy are implemented |
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| <p>Risk Title: Suitable Volunteers</p> <p>Description: There is a risk that volunteers are not suitable to work with children or effectively supported to uphold child safety and wellbeing values in practice</p> <p>Risk type:</p> <p>Organisational, Propensity</p> | <ul style="list-style-type: none"> Screening processes lack sufficient strength to reveal histories and behaviours of concern Systems, processes, policies and culture do not demonstrate sufficient strength and transparency to deter potential perpetrators from attempting predatory behaviours Conflict of interest Lack of child safety culture Insufficient induction and training Insufficient supervision | <ul style="list-style-type: none"> Insufficient promotion of the OSHC's commitment to child safety may fail to deter potential predators from volunteering at the school History and behaviours of concern relating to suitability to work with children are not identified resulting in increased risk of child abuse Insufficient induction results in the increased risk that volunteers do not understand their role and responsibilities in promoting and supporting child safety resulting in increased risk of harm. Insufficient supervision results in increased risk of child abuse and harm to students Inadequate steps to address concerning behaviour may result in increased risk of harm (for example removing volunteer from duties or otherwise ensuring the volunteer does not demonstrate further behaviours of concern) Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> Volunteer Policy outlines the place to ensure volunteers are suitable to work with children including screening, induction, ongoing management and supervision Volunteer who will be engaging with children and volunteers who are parents/carers of children will be required to undertake additional screening including proof of identity (where already been established), and addressing suitability for working with children. Volunteer behaviour that is inconsistent with the school's child safety policies and practices will be addressed by the school swiftly and with a focus on child safety and wellbeing. |
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Child Safe Standard 7 – complaints processes

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| <p>Risk Title: Complaints processes</p> | <ul style="list-style-type: none"> Children and parents/carers are uncertain about how to raise a complaint or concern because information is not accessible or easily understood | <ul style="list-style-type: none"> Failure to ensure there is accessible, culturally safe and easily understood information on how to raise a complaint or concern increases the risk of students, parents and carers not | <ul style="list-style-type: none"> Complaints Policy outlines the place to ensure students are provided with accessible, culturally safe and easily understood information on how to raise a complaint or concern |
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| <p>Description: There is a risk that processes for complaints and concerns are not child focused</p> <p>Risk type:</p> | <ul style="list-style-type: none"> Processes do not support children, parents and carers to make complaints or raise concerns Complaints processes or responsible staff do not make children feel safe or supported to report children input in decision making is not valued | <p>reporting behaviours of concern or abuse</p> <ul style="list-style-type: none"> Children may be unwilling to report behaviours of concern or abuse if they feel they will not be taken seriously or if they do not feel safe to report Failure to have a clear process for responding to complaints and concerns about child abuse may result in inappropriate or insufficient action being taken resulting in continued or further harm to the child and other children Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> Child Safety Responding and Reporting Obligations Policy and Procedures The Complaints Policy and Child Safety Responding and Reporting Obligations Policy and Procedures are published and available on the school website |
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| Organisational, Vulnerability | <ul style="list-style-type: none"> Children, parent and carer concerns/complaints are not taken seriously Inadequate response to complaints or concerns relating to child abuse | . | <ul style="list-style-type: none"> Our Child Safety Policy sets out recordkeeping, privacy and information sharing obligations that must be followed when responding to complaints and concerns All complaints and concerns are dealt with in accordance with employment law and our school seeks advice from the Conduct Branch and Legal Department when dealing with complaints and concerns relating to child abuse by a member/contractor of staff or school council employee or contractor. |
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Child Safe Standard 8 – Child safety knowledge, skills and awareness

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| <p>Risk Title: Knowledge, skills and awareness</p> <p>Description: There is a risk that staff and volunteers are not equipped with the knowledge, skills and awareness to keep children and students safe through ongoing education and training</p> <p>Risk type: Organisational</p> | <ul style="list-style-type: none"> Child safety and wellbeing training not provided to staff and school council annually Child safety and wellbeing training is not refreshed or updated where policy, practice or law has changed Volunteers are not required to undertake child safety training that is appropriate to the nature of their role Training does not cover all necessary topics Training is poorly facilitated Also refer to Child Safe Standard 6 risks | <ul style="list-style-type: none"> Inability to identify child safety risks including inappropriate behaviour and signs of harm resulting in increased risk of failing to protect children from child abuse, and underreporting of child safety incidents to relevant staff and authorities Insufficient understanding about the school's child safety and wellbeing policies, practices, and obligations results in increased risk that they will not be appropriately implemented by staff and volunteers and an increased risk to students of child abuse occurring and/or continuing to occur undetected. Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> Our Child Safety Policy outlines training in place to ensure school council staff receive appropriate annual training on child safety and is Our Volunteers policy provides training for volunteers. Regularly refresher training in Mandatory Reporting |
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Child Safe Standard 9 – Physical and online environments

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| <p>Risk Title: Physical and online environments</p> <p>Description: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the</p> | <ul style="list-style-type: none"> Areas of child safety risk in the school buildings or grounds are not identified and appropriately supervised or managed. Our grounds are shared with the public after 3:30pm | | <ul style="list-style-type: none"> All children are supervised in spaces, within the OSHC boundaries All children are aware of boundaries and must be supervised by educators. Children who need to move outside the area must have a peer or |
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| <p>risk of abuse and harm in the school's physical environment</p> <p>Risk type: Situational</p> | | | <p>communicate with an external agency for approval.</p> <ul style="list-style-type: none"> Child safety policies, procedures and practices are in place to enable staff to identify and mitigate risks in the school environment without compromising a child's right to privacy, access to social connections and learning opportunities, including our Child Safety Policy and Child Safety Code of Conduct garden sheds and store cupboards are not used unless in use, with controlled access |
| <p>Risk Title: Online environment</p> <p>Description: There is a risk the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse and harm in the school's online environment</p> <p>Risk type: Situational</p> | <ul style="list-style-type: none"> Child safety risks in the school's online environment are not identified and appropriately managed. Children are not provided with education about online risks and appropriate online behaviours. Online safety measures fail to adapt to emerging technologies and child safety risks | <ul style="list-style-type: none"> There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk in the school's online environment – particularly risks relating to grooming and further risk of abuse if the grooming goes undetected. Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> Child safety policies, procedures and practices are in place to enable staff to identify and mitigate risks in the school's online environment without compromising a student's right to privacy, access to information, social connections and learning opportunities, including our Child Safety Policy and Child Safety Code of Conduct |

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| <p>Risk Title: Off-site school activities and use of third-party providers</p> <p>Description:</p> <p>There is a risk that the school's child safety policies, procedures and practices do not adequately address and manage the risk of abuse at school activities off-site and/or school activities involving third party providers.</p> <p>Risk type:</p> <p>Situational, Organisational, Propensity, Vulnerability</p> | <ul style="list-style-type: none"> School staff fail to identify and manage risks of child abuse occurring during off-site school activities School staff fail to identify and manage risks of child abuse by third-party providers engaged by the school | <ul style="list-style-type: none"> There is an increased risk of child abuse occurring if policies, procedures and practices fail to identify and manage areas of risk for off-site school activities and school activities that involve third party providers. Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> Our school's child safety policies with activities, including off-site school activities, include child safety measures Excursions/Off-site activities are managed appropriately |
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Child Safe Standard 10 – Review of child safety practices

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| <p>Risk Title: Review and improvement</p> <p>Description: There is a risk that the implementation of the Child Safe Standards is not regularly reviewed and improved</p> <p>Risk type:</p> | <ul style="list-style-type: none"> Failure to regularly review child safety policies, procedures and practices (every 2 years) or following any significant child safety incident Failure to use analysis of complaints, concerns and safety incidents to inform possible improvements to child safety policies, procedures and practices Failure to inform families and communities of the outcome of reviews of child safety policies, procedures and practices | <ul style="list-style-type: none"> Child safety policy, procedures and practices may become out of date with any new laws or guidance on good practice, compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. Child safety policy, procedures and practices may no longer meet the needs of the local school community compromising the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. | <ul style="list-style-type: none"> A register of child safety incidents including the school's response is used to update our policies and practices OSHC Coordination Committee reviews policies and procedures or as needed We determine if there are any systemic safety policy gaps identified |
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| Organisational | | <ul style="list-style-type: none"> Child safety policy, procedures and practices are not improved as a result of analysis of past complaints, concerns and safety incidents, reducing the school's ability to protect students from child abuse and to respond appropriately to complaints and concerns. Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> We inform families via Xplor when child safety policies are being reviewed and seek feedback |
| Child Safe Standard 11 – Implementation of child safety practices | | | |
| <p>Risk Title: Policies and procedures</p> <p>Description: There is a risk that policies and procedures do not effectively document how the organisation is safe for children and students and are not effectively implemented by staff and volunteers.</p> <p>Risk type: Organisational</p> | <ul style="list-style-type: none"> The policies and procedures do not address all actions and measures required under the Child Safe Standards The policies and procedures are not informed by best practice models and family and community engagement Staff and relevant volunteers are not provided with an adequate induction or ongoing training and are not properly supported to implement the policies and procedures due to lack of modelling and support from leaders Policies and procedures are difficult to understand | <ul style="list-style-type: none"> If child safety policy and procedures fail to address all aspects of the Child Safe Standards it will result in gaps in protection of children and increased risk relating to child abuse If child safety policies and procedures are not effectively documented or are difficult to understand it may result in staff (particularly new staff) being unaware of their child safety obligations, roles and responsibilities increasing the risk of child abuse If child safety policies and procedures are not informed by best practice or family and community engagement it may result in compromised ability to protect children from child abuse. Failure to induct, train and support staff and relevant volunteers on implementation of child safety policies and procedures increases the risk of child abuse Physical and psychological harm as a result of child abuse | <ul style="list-style-type: none"> Our suite of child safety policies of the Child Safe Standards Our staff induction process wellbeing and are not effectively implemented Our school model of family and community engagement and practice concerns: implementation OSHC is not regularly reviewed and other relevant local child safety practices are not updated |