Community OOSH Services Policies in Practice

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Policy Statement and Considerations

The Education and Care Service aims to provide nutritious and varied food of good quality. Children will be encouraged to develop good eating habits through good examples and education. Parents/carers will be encouraged to share family and multicultural values and ideas to enrich the variety and enjoyment of food by the children. High standards of hygiene will be maintained throughout all food preparation and food storage procedures to ensure children will not be subjected to food borne illnesses. The National Law Act 2010 requires that approved provider/nominated supervisor/coordinators take reasonable care to protect children from foreseeable risk of harm, injury and infection. Consequently, the service will follow safe food storage and preparation guidelines obtained through initiatives such as Eat Smart Play Smart, the Australian Healthy Eating Guide, and the Dietary Guidelines for Children and Adolescents in Australia.

Legislation and Government Requirements / National Quality Framework Considerations

Food Act 2003 (NSW)
Food Regulation 2015
Food Standards Code including:

- Standard 3.2.2 - Food Safety Practices and General Requirements
- Standard 3.2.3 - Food Premises and Equipment

Education and Care Services National Law 2010 s51(1)(a), s166

National Regulations: 77-80; 90-92 (see Policy: Dealing with medical conditions in children, including the matters set out in regulation 90); 168

National Quality Framework: Standard 2.1

Strategies for Policy Implementation

- Educators will be provided with ongoing professional development opportunities on children's dietary needs, and food handling and hygiene practices
- Food will be prepared, served and stored hygienically. Educators follow government recommended procedures for the safe storage and heating of food and drink
- Food preparation areas will be kept in a hygienic condition in accordance to National Regulation 77
- The service will provide children with balanced snacks and meals in reference to Policy Considerations and the recommended nutritional needs of children
- Snacks and mealtimes will be treated as social situations. Educators will engage with the children to encourage healthy eating habits and appreciation of variety of food
- Children will be encouraged and supervised to assist in preparation, serving and cleaning up
- The menu will be varied and nutritious with fresh fruit and vegetables served with afternoon tea meals. Menus will be planned in collaboration with children, families and educators
- Food and drink will be provided during breakfast and afternoon tea, with small nutritious snacks available as necessary
- Fresh drinking water will be available at all times for the children and educators
- During vacation care, parents/carers are requested to supply nutritious, morning and afternoon tea snacks and drinks and a healthy lunch, unless otherwise stated on the program

- Where possible local fresh produce will be used
- The majority of food will be from the five food groups (grains, cereals, fruit and vegetables) with sweets and treats available only occasionally. Parents/carers will be informed if treats are being programmed into the day's activities, they then decide if they wish their children to partake
- Food will be stored in tightly sealed containers and dated when opened, away from any chemicals
- Food requiring refrigeration will be stored in the refrigerator. During excursions this may not be possible, so parents need to pack items in cooler bags if requiring refrigeration.eg medications
- Due to the large number of children attending, parents are required to pack children's food in cooler bags if they have packed items which require refrigeration
- Children should be seated while eating or drinking. This is in line with Department of Education and Community guidelines and is age appropriate
- Parents will be encouraged to share family and multicultural values, ideas and recipes
- All family and multicultural practices will be acknowledged and addressed in the provision of food
- All children's individual needs such as allergies etc will be addressed in menus. Educators will keep a list of all children's allergies or food restrictions near the food preparation area to ensure all educators follow these. All ingredients are checked by educators to ensure food is safe to be consumed by children with allergies. When required educators will prepare safe food options for children with allergies, in accordance to medical conditions and parent/guardian requests. The menu is displayed weekly to allow parents to pack additional food if your child has food allergies or sensitivities
- Education of healthy eating habits will be developed through ongoing examples, specific activities, notices, posters and information sheets to parents
- The denial of food will never be used as a punishment
- Children will be encouraged to get the water themselves when required, using separate drinking containers. Meal/snack times will be scheduled according to activities programmed. eg: excursion sessions
- Containers are to be cleaned and stored appropriately

Diabetes Program

The service acknowledges that students with diabetes can do everything their peers can do, but due to their diabetes they may require:

- Special consideration
- Extra consideration if unwell
- Special provisions when sitting for long periods of time
- Special provisions for privacy if testing blood glucose levels and injecting insulin at school
- Extra toilet privileges
- Close supervision
- To eat at additional times, especially with physical activity

If a child becomes unwell after consuming food/beverage at the service, the service will:

- Put the child in an isolated area
- Notify the parent/guardian and ask if the parent/guardian would collect the child
- Advise the parent/guardian of the severity of the illness
- Advise whether the educators member's course of action would be to call an ambulance or seek medical assistance
- Remove and package the food/beverage
- Supervise the child/children until action has been taken

- Ensure the kitchen area is hygienically dealt with
- Fill in appropriate documentation and advise Director/s

Pest Control:

The service aims to provide a clean and safe environment by ensuring that every effort is made to maintain a vermin free centre. The service will endeavour to do this with the minimum use of chemicals. Procedures followed will include:

- Equipment and especially food items will be properly stored so as not to attract pests and vermin.
- Refuse bins and disposal areas will be emptied and cleaned daily.
- Kitchen and food preparation areas and storage will be cleaned and maintained daily.
- All areas will be checked daily for any signs of pests or vermin.

Should any pests or vermin be identified then action should be taken to rid the service of the problem by:

- Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products
- Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children
- Other methods such as the employment of a pest control company if deemed necessary by management Where the above methods have failed
- Any use of chemical products should only be conducted outside the hours of the children's and educators presence in the building.
- All action will be taken to remove the children, educators and parents from the environment for as long as is safe and viable.

Links to other policies

Dealing with medical conditions in children, including the matters set out in regulation 90 Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/03/22 ---

Date for Review and Evaluation March 2026

Policy Statement and Considerations

The service aims to ensure that all children, employees and volunteers attending the service will be protected from harmful rays of the sun. All educators are to model appropriate sun protection behaviour and encourage the sun protection policy where appropriate. The Education and Care Services National Law Act 2010 requires that approved provider/nominated supervisor/coordinators take reasonable care to protect children from foreseeable risk of harm, injury and infection. Employers and employees have a responsibility to reduce the risk of all types of injuries and risks to health in the workplace. Ultraviolet radiation exposure from the sun is a hazard, and as such, employers and employees both have roles and responsibilities to ensure appropriate measures are taken to prevent over exposure. Therefore, Cancer Council recommendations regarding protection from the sun are endorsed.

Legislation and Government Requirements / National Quality Framework Considerations

Work Health and Safety (WHS) Act 2011
Education and Care Services National Law 2010 s165, s167
National Regulations: 77 (1) (a) (2) (a) (3) (a), 114, 168
National Quality Framework: Standard 2.2

Strategies for Policy Implementation

- Individual allergies, cultural differences and special needs regarding sunscreen application and outdoor play environment (*Reg 114 Outdoor space -shade*) to be considered. Children will not be discriminated against regarding their cultural norms
- Educators will be provided with education about sun protection strategies, including: use of effective shade, appropriate clothing, application of sunscreen, hygiene considerations and importance of modelling sun smart behaviours
- Management will continue to keep educated and informed in regard to requirements and legislation, best practice and current trends
- Children, educators and volunteers should wear protective clothing when outside such as hats that protect their face, ears and neck, and shirts that cover their shoulders and necks
- All children should have appropriate shoes with them at all times. However, some services have a shoes off rule at the service once the area has been deemed clear of potential risks. This policy is at the discretion of the service Director/s
- The wearing of shoes shall be at the discretion of the educators with respect to their relevance to the area or activity involved. (Areas such as beaches, parks and open playing fields should be checked thoroughly before a decision is made). This is in line with our basic ethic “Where kids can be kids”
- Our services endorse sun safe practices; however, at certain times of the year, (the cooler months) the Director/s can use discretion in regards to whether hats are required. At Before School and After School Care outside play is organised out of the peak sun exposure period of 11am – 3pm. The wearing of hats will not be enforced but sunscreen will be made available. Children move inside and out frequently during these periods making it impractical to enforce wearing hats and lost or misplaced hats has become an issue. Although educators will encourage and direct children to wear hats for outdoor play

- Children who do not have a hat will be encouraged to play in a sheltered area. Educators will encourage the 'no hat, limited outside play only´. Spare hats and/or appropriate clothing should be made available before this rule is enforced
- Appropriate clothing will be recommended to protect as much of the skin as possible, including shirts that cover the shoulders
- Children will not share hats (in the event a child forgets a hat they will borrow a clean and washed hat from the service). Where the service's spare hats are used they are to be used only by one child. All spare hats must be washed before use by anyone else
- An SPF 50+ or over, broad spectrum, water resistant sunscreen will be made available in the service and applied to educators and children when exposed to the sun
- Parents/guardians will be informed of the sun protection policy on enrolling their child in the service
- Planned outdoor play and activities will be set up in shaded areas. Permanent play areas such as sandpits will have shade cover provided
- During vacation care parents are encouraged to apply sunscreen to their child prior to attending the service, and reminded to supply a suitable broad brimmed hat
- Where children have allergies or sensitivity to the sunscreen, parents will be asked to provide an alternative sunscreen, and the child encouraged to play in the sheltered areas.
- The sun protection message should be reinforced throughout the program
- Where possible, activities will be planned to avoid exposure to the sun between the hours of 11am and 3pm. However, during vacation care this may not be possible due to the excursion sessions
- Where shade is considered inadequate, educators should be approached to provide additional shade cover
- The service will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic
- All sun protection practices will be maintained while walking to and from school and on any excursions
- Educators should respect the wishes of any adult, (parent or educators) who has made a conscientious decision to deviate from the policy due to cultural differences, religious or personal beliefs
- Parents that refuse to allow their children to wear sunscreen are requested to sign a sunscreen waiver

Links to other policies

Dealing with medical conditions in children, including the matters set out in regulation 90

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/03/22 ---

Date for Review and Evaluation March 2026

Water Safety, including safety during any water-based activities Policy

Policy Statement and Considerations

The service endeavours to ensure that wherever possible all children are safe in and around water including safety during any water-based activities, and when around hot water and drinking water. By supervising children always, educating children about water safety and ensuring experiences are educational, physical and fun, educators will ensure that children's activity is always conducted in a safe environment. The hygienic state of water will be assessed before it is used for children's play. Drinking water will also be accessible, hygienically stored and maintained. The service will adopt all required Water use will be supervised at all times to ensure the safety of children is a priority.

Legislation and Government Requirements / National Quality Framework Considerations

Work Health and Safety (WHS) Act 2011
Education and Care Services National Law 2010 s165, s167
National Regulations: 99, 100, 101, 102, 103, 168
National Quality Framework: Standard 2.2

Strategies for Policy Implementation

- Encourage safer participation in and around water during weekly swim activity and excursions
- Monitor the level of activity and education of each child
- Ensure key messages such as swim with adults where possible
- All Children to be zinced according to daily swim test before being allowed free play in designated areas
- Fresh drinking water will always be available for children. The usage of drinking water and containers will comply to *Nutrition, food and beverages, dietary requirements* policy guidelines
- Risk assessments are completed prior to all occasions around water safety, including safety during any water-based activities. Upon leaving the centre for any excursion all children must have authorised consent to partake in the proposed water-based activities (see *Excursion Policy*)
- Cleaning buckets will not be left unsupervised near children and will be emptied immediately after use
- Water containers used in activities will be emptied and packed away after usage. Educators will ensure containers used for water play are filled to a safe level. Children will be discouraged from drinking from such water
- Activity risk and assessment checklists (see *Providing a Child Safe Environment policy)* will be completed at the beginning of each shift to ensure the environment is safe for children. If rain occurs during the day, outdoor play areas will be checked for safety prior to the children entering the outdoor environment

The service will endeavour to teach children about water safety including :

- Never swim alone
- Check water conditions if at the beach, ask someone who is familiar with the area, e.g. lifeguard
- Swim between the red and yellow flags when at the beach; and
- Read and obey all safety signs
- Shut the pool gate

- Check for water safety signs
- Beware of slippery rock areas
- Never swim immediately after the consumption of food and/or beverages
- Use sunscreen and wear a shirt and hat. Remember to reapply sunscreen after swimming
- If you feel cold in the water, get out as quickly as you can
- Always swim or surf at places patrolled by lifesavers or lifeguards
- What to do if caught in a rip

If in a river / Beach:

- Always check the water depth before entering - never dive into the water without checking the water depth
- If someone needs help in the water, stay dry. Reach out with a stick or throw a rope
- Beware of fast-flowing water, submerged objects and deep water
- Explain boundaries / safety rules to children
- Two staff members in the water supervising with one staff member on the shoreline supervising

The service is also responsible for ensuring safety in and around other water hazard areas including: Baths/showers; any water troughs; drinking water and hot beverage consumption; throwing of liquid in or around the service.

Links to other policies

Nutrition, food and beverages, dietary requirements policy

Providing a Child Safe Environment policy

Excursion policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/03/22 ---
Date for Review and Evaluation March 2026

The Administration of First Aid Policy

Policy Statement and Considerations

The service believes that first aid equipment and facilities should be available to all educators, children and visitors in the service and while on excursions. All educators will be encouraged to undertake first aid training as part of their conditions of employment to ensure full and proper care of all is maintained.

Legislation and Government Requirements / National Quality Framework Considerations

Work Health and Safety (WHS) Act 2011
Education and Care Services National Law 2010 s51(1)(a), s174)
National Regulations: 87, 89, 136, 146, 147, 168
National Quality Framework: Standard 2.1

Strategies for Policy Implementation

- A minimum of one educator member present at all times will be currently qualified in relevant first aid training and asthma and anaphylaxis management training.
- A current relevant first aid certificate or willingness to undergo training will be advertised for all new positions
- Educators will undergo relevant first aid training as part of their condition of employment. Educators will renew their certificates as required
- The service will budget for the cost of the first aid course or renewal for each educator as part of the training budget
- A fully stocked and updated first aid kit will be kept in the designated locked and secured place in the service. Educators are to ensure that this is easily accessible to all educators and kept inaccessible to the children
- A separate travelling first aid kit will be also maintained and taken on all excursions
- The first aid kit will contain the minimum equipment suggested by the Red Cross or St John's Ambulance
- A first aid manual will also be kept at the service and taken on excursion
- A cold pack will be kept in the freezer for treatment of bruises and strains
- An inventory of the kits will be maintained
- Educators each term will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within the use by date
- Educators and relief workers will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it in the orientation process
- Qualified first aiders will only administer first aid in minor accidents or to stabilize the victim until expert assistance arrives in more serious accidents
- In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls
- Telephone numbers of emergency contacts, local doctor and poisons centre will be located next to the phone
- Where the service has had to administer first aid and the incident is deemed serious as per *Regulation 12*, the Nominated Supervisor will ensure that the steps outlined in the *Management of Incident, Injury, Illness and Trauma* policy are followed, and the Regulatory Authority is notified within 24 hours of either the incident or them becoming aware of the incident

Links to other policies

Management of Incident, Injury, Illness and Trauma Policy
Providing a Child Safe Environment Policy
Excursion Policy
Infectious Disease Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/03/22 ---
Date for Review and Evaluation March 2026

Sleep and Rest for Children Policy

Policy Statement and Considerations

Effective rest and sleep strategies are important in ensuring a child feels secure and safe in a child care environment. This environment must be safe and well supervised to ensure children are safe, healthy and secure in their environment.

Legislation and Government Requirements / National Quality Framework Considerations

Education and Care Services National Law 2010 s51(1)(a), s166
National Regulations: 81, 103, 105, 110, 115, 168
National Quality Framework: Standard 2.1

Strategies for Policy Implementation

The objectives of the policy are to:

- If a school age child requested a rest then there is a designated area for the child to be inactive and calm, away from the main group of children
- The designated area may be a cushion, mat or seat in a quiet section of the care environment
- Quiet, solitary play experiences are available for those school age children who request the need for a rest or time away from their peers
- Safe resting practices are relevant to school age children because, if they are resting or sleeping they should be monitored at regular intervals and a school aged child's face should be uncovered when they are sleeping
- Light bedding is the preferred option

Links to other policies

Providing a Child Safe Environment Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/03/22 ---
Date for Review and Evaluation March 2026

Incident, Injury, Trauma and Illness procedures complying with regulation 85 Policy

Policy Statement and Considerations

The service will ensure the safety and well-being of educators, children and visitors, within the service and on excursions, through proper care and attention in the event of an incident, injury, trauma or illness. The service will make every attempt to ensure sound management of the incident, injury, trauma or illness to prevent any worsening of the situation and complete reports on each event that will be signed by the family of the child involved. Parents or emergency contacts will be informed immediately where the incident, injury, trauma or illness is serious and be reported to the NSW Regulatory Authority as per the National Law and Regulations.

Legislation and Government Requirements / National Quality Framework Considerations

Work Health and Safety (WHS) Act 2011
Education and Care Services National Law 2010 51(1)(a), s s173 - 174
National Regulations: 85-87, 168, 177, 183
National Quality Framework: Standard 2.1

Strategies for Policy Implementation

- "The person caring for the child assumes responsibility for acting in the best interests of the child in the event of an incident, injury, trauma or illness. The careful exercise of this discretion is considered part of the nominated supervisors, staff members and volunteers' duty of care
- Parents are required to provide written consent for educators to seek medical attention for their child if required before they start in the service. This will be recorded in the enrolment form
- Parents will be required to supply the contact number of their preferred doctor or dentist, Medicare number and expiry date
- Educators, nominated supervisors and volunteers will be required to supply two contact numbers in case of an incident, injury, trauma or illness
- All children with medical conditions are required to have parents/carers complete risk minimisation forms prior to attendance. All supervisors, staff members and volunteers' are to refer to risk minimisation plans in the event of an incident, injury, trauma or illness
- If a child, educator or visitor is involved in an incident, injury, trauma or illness while at the service they will be attended to immediately by a supervisor, staff member or volunteer member who holds a relevant first aid qualification
- In the case of medication being required in an incident, injury, trauma or illness without prior consent of the parents/guardians, educators are to secure that consent from a registered medical practitioner
- Anyone that is inflicted by an incident, injury, trauma or illness will be kept under adult supervision until they recover, or an authorized person takes charge of them

In accordance to *Regulation 85* - In the case of an injury the first aid attendant will:

- Assess the injury
- Attend to the person and apply first aid as required – follow DRSABCD
- Ensure that disposable gloves and face masks are used with any contact with blood or bodily fluids
- Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner
- Ensure that anyone who has come in contact with any blood or fluids wash in warm soapy water
- Record the injury and treatment given in the incident, injury, trauma or illness folder, indicating name, date, time, nature of the injury, how occurred, treatment given and by whom, to be signed by supervisor or staff member and witnessed if possible

- Notify the parents/carers either by phone after injury if seen fit or on their arrival to collect the child
- Obtain parent/guardian signature confirming knowledge of the injury

In accordance to *Regulation 85* - In the case of an illness the first aid attendant will:

- If a child is unwell at home parents will be asked not to bring the child to the service
- If a staff member is unwell they should not report for work. Educators should contact the service Co-ordinator as soon as possible to inform them that they are unable to attend work
- If a child becomes ill whilst at the service, the parents will be contacted to take the child home. Where the family is unavailable, emergency contacts will be called to ensure the child is removed from the service promptly.
- If a staff member becomes ill or develops symptoms at the service they can return home if able or organize for someone to take them home. The Director/s will organize a suitable replacement as soon as possible
- Assess the illness
- Comfort the child and minimise the risk of cross infection by placing in an isolated area until the child is collected by the family/emergency contact.
- A child or adult will be considered sick if he/she:
- Sleeps at unusual times, is lethargic
- Has a fever over 38c
- Is crying constantly from discomfort
- Vomits or has diarrhoea
- Needs constant one to one care
- Has symptoms of an infectious disease.
- If a child is unwell at home, the family is not permitted to bring the child to the service. Children who appear unwell when being signed in by their parent/ guardian will not be permitted to be left at the service.
- During a fever, natural methods will be employed to bring the child's temperature down until the family arrives or help is sought. Such methods include removing clothing as required, clear fluids given, tepid sponges administered.
- If a child's temperature is very high, cannot be brought down and their family cannot be contacted, the child's enrolment record will be checked for permission to give paracetamol. If the situation becomes serious, the child will be taken to the doctor or an ambulance called.
- If an educator becomes ill or develops symptoms at the service, they can return home if able to or the coordinator will organise for someone to take them home.
- The Coordinator will organise a suitable educator replacement as soon as possible.

In accordance to *Regulation 85* - In the case a child suffers a trauma the educator will:

- Assess the trauma and decide whether the child needs to be attended to by a local doctor or whether an ambulance should be called and tell the Director/s of their decision. The child will not be transported to medical assistance in a staff member or volunteers' car
- If the child's trauma is serious the first priority is to get immediate medical attention. Although parents/carers should be contacted straight away. If not possible, there should be no delay in organising proper medical treatment. Keep trying to contact the parents/carers in the meantime
- Apply first aid as required. Follow DRSABCD
- Ensure that disposable gloves and face masks are used with any contact with blood or bodily fluids
- Stay with the traumatised person until suitable help arrives, or further treatment taken
- Try to make the traumatised person comfortable and reassure them

- If an ambulance is called and the child is taken to hospital a supervisor or staff member will accompany the child and take the child's medical records
- Record the trauma and treatment given in the incident, injury, trauma or illness folder, indicating name, date, time, nature of incident, injury, trauma or illness, how it occurred, treatment given and by whom, to be signed by supervisors or staff and witnessed if possible
- Obtain parent/carer signature confirming knowledge of the trauma

The Director/s will or other responsible staff member will:

- Notify the parents/carers or emergency contact person immediately regarding what has happened and action that is being taken. Every effort will be made not to panic the parents/carers
- Ensure that all blood or bodily fluids are cleaned up in a safe manner
- Ensure that anyone who has come in contact with any blood or fluids washes in warm soapy water
- Try to reassure the other people and children and keep them calm, keeping them informed about what is happening, and away from the injured, traumatised or ill child

Incident, injury, trauma or illness which result in serious harm to a child must be reported as soon as possible and within 24hrs to:

- Parents/Guardian
- The Directors
- NSW Early Childhood Education & Care Directorate, Department of Education & Communities. (regardless if all documentation is not completed)
  Website: www.det.nsw.educ.au
  Phone: 1800 619 113

Links to other policies

Enrolment and Orientation Policy
Dealing with Infectious Policy
Providing a Child Safe Environment Policy
Administration of First Aid Policy
Dealing with Medical Conditions Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/03/22 ---
Date for Review and Evaluation March 2026

Dealing with Infectious Diseases, including procedures complying with regulation 88 Policy

Policy Statement and Considerations

The service aims to provide a safe and hygienic environment that will promote the health of the children. As the care needs of a sick child cannot be met without dramatically reducing the general level of supervision of the other children or risking other children's health, parents/guardians will be asked not to bring sick children to the service and to collect children who are unwell. All care and consideration will be given to the child who becomes ill while at the service. Children with infectious diseases will be excluded from the service for the period recommended by the Department of Health.

In accordance with *Regulation 88 - if there is an occurrence of an infectious disease within our education and care service, all reasonable steps will be taken to prevent the spread of the infectious disease at the service. The service will ensure that a parent or an authorised emergency contact of each child being educated and cared for by the service is notified of the occurrence as soon as practicable*. Educators or child/children with identified infectious illness will not be accepted back into the service without written authorisation from a general practitioner or medical professional.

The service will upon notification from parent, guardian or medical authority including general practitioner, hospital, New South Wales Health Department, a pathology laboratory or registered clinician, comply with the instructions of the New South Wales Health Department "Disease Notification" procedures.

In the event of an outbreak of an infectious disease in the community, we will follow all practices and health advice of our governing bodies, the NSW Dept of Health and the NSW Dept of Education and Care. At times, these recommendations may override and change our services existing policies and practices. We reserve the right to make these changes immediately for the health and wellbeing of all members of the service. (Children, families and employees). Parents will be advised of these changes via updates on our Facebook page and centre media releases.

Parents who attempt to conceal their child/ren's illness and continue to send their child/ren knowing the child is infectious will forfeit their child's enrolment with our service.

Legislation and Government Requirements / National Quality Framework Considerations

Work Health and Safety (WHS) Act 2011
Education and Care Services National Law 2010 51(1)(a)
Public Health Act 2010
National Regulations: 85, 88, 168, 173
National Quality Framework: Standard 2.1
Department of Health guidelines
Department of Education guidelines
Staying Healthy – Preventing infectious diseases in early childhood and care services 5th Edition
NSW Government Health

Strategies for Policy Implementation

There are 4 steps to the spread of infections:

1. The person with the infection spreads germs into their environment.
2. The germ must survive in the environment.
3. The germ is then passed to another person.
4. The next person becomes infected.

The most effective ways of preventing the spread of infectious disease:

- Effective hand washing
- Exclusion of sick children and educators
- Immunisation

Our service endorses key government guidelines from sources, such as: *Department of Health guidelines, Department of Education guidelines, Staying Healthy – Preventing infectious diseases in early childhood and care services 5th Edition* in ensuring children and families are kept free from infection. If there is an occurrence of an infectious disease within our education and care service, all reasonable steps will be taken to prevent the spread of the infectious disease at the service, such as:

- Children and educators will be excluded from the service if they are ill with any contagious illness. This includes diarrhoea and conjunctivitis
- The period of exclusion will be based on the recommendations outlined by the Department of Health
- The decision to exclude or re-admit a child or staff member will be the responsibility of the Director/s based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease
- The Director/s or staff members have the right to refuse access if concerned about the child's health
- Children with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool
- A doctor's clearance certificate will be required for all infectious diseases before returning to the service
- Parents/guardians will be informed about the illness and infectious diseases policy on enrolment
- Parents/guardians will be informed about the occurrence of an infectious disease in the service ensuring that the individual rights of educators or children are not infringed upon
- All educators will ensure proper hygiene practices are carried out and adhered to
- Specific diseases/viruses such as Covid -19, Management and staff will seek guidance regularly and directly from NSW Dept of Health and the NSW Dept of Education and Care.

Disease notification (NSW Government Health)

The Public Health Act 2010 requires that certain medical conditions be notified to public health authorities in NSW. This page is primarily concerned with the infectious diseases and conditions (including elevated blood lead levels) which are required to be notified to to the relevant NSW public health unit.

A number of other medical conditions are also required to be notified under the Public Health Act 2010. See Schedule 1 Scheduled medical conditions and Schedule 2 Notifiable diseases for the full list of notifiable conditions.

There are different requirements for infectious disease notifications from medical practitioners and hospital chief executives, from pathology laboratories, and from primary and secondary schools and child care centres.

The Public Health Act 2010 also allows for medical practitioners and pathology laboratories to make a notification if they believe a patient is suffering from another medical condition or disease that may pose a significant risk to public health.

Notifiers and patients should note that all notifications are kept strictly confidential. Please see the Notification of Scheduled Medical Conditions and Australian Privacy Principles factsheet for further information.

Medical practitioners and hospital chief executives
Pathology laboratories
Schools and child care centres

Medical practitioners and hospital chief executives

Medical practitioners and Hospitals Chief Executives are required to report notifiable conditions to their local public health unit (PHU) on the basis of reasonable clinical suspicion. Case notification should be initiated within 24 hours of diagnosis.

For further information on which conditions are required to be notified to the PHU refer to the Disease Notification Guideline for Doctors and Disease Notification Guideline for Hospitals .

How to notify

1. Download the Doctor/Hospital notification form or a disease-specific notification form (see under Notification Forms)
2. Send in the completed form to the local PHU
3. Also notify the PHU by phone if the notifiable disease is followed by a phone icon - call 1300 066 055

Pathology laboratories

Laboratories are required to notify a positive result for the specified infectious diseases and medical conditions. Notification allows for public health action to manage these conditions and to control the spread of diseases. Case notification should be initiated within 24 hours of diagnosis.

For further information on which conditions are required to be notified to your Public Health Unit refer to the Disease Notification Guideline for Laboratories.

How to notify

1. Laboratories should provide information specified in the Laboratory notification form
2. Notify the PHU either in writing to the local PHU or by electronic laboratory notification to the Notifiable Conditions Information System (NCIMS).
3. Also notify the PHU by phone if the notifiable disease is followed by a phone icon - call 1300 066 055

Schools and child care centres

Primary and secondary school principals and directors of child care centres (early childhood education and care services) should notify their local public health unit (PHU) by phone (call 1300 066 055) as soon as possible after they are made aware that a child enrolled at the school or facility is suffering from one of the following vaccine preventable diseases:

- Diphtheria
- Mumps

- Poliomyelitis
- Haemophilus influenzae Type b (Hib)
- Meningococcal disease
- Rubella ("German measles")
- Measles
- Pertussis ("whooping cough")
- Tetanus

Primary and secondary school principals and directors of child care centres are also encouraged to seek advice from their local PHU when they suspect an infectious disease outbreak is affecting their school or centre, such as outbreaks of a gastrointestinal or respiratory illness. Please visit the NSW Health website for more information for schools (see p.12) and child care centres (see p.13).

Links to other policies

Enrolment and Orientation Policy
Management of incident, Injury, Illness and Trauma policy
Providing a Child Safe Environment Policy
Administration of First Aid Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/03/22 ---
Date for Review and Evaluation March 2026

Dealing with Medical Conditions in Children, including the matters set out in regulation 90 Policy

Policy Statement and Considerations

The service is committed to ensuring that any child with a permanent medical condition and/or diagnosis is accommodated, by ensuring that measures are taken to provide a caring, nurturing, and inclusive environment. The service is committed to effectively respond to all medical conditions. Each enrolment will be carefully assessed on case-by-case basis to ensure that the physical environment and educators training are adequate to ensure the health and wellbeing of the child can be guaranteed at all times.

All educators are kept abreast of any new technology or treatment for permanent conditions wherever possible. Educators are notified of each child's specific requirements and educators have access to all medical records kept at the service.

The service is required to keep up to date medical records on each child. Families are reminded each fortnight on their statements to update any changes to medical conditions and/or diagnoses or new medical conditions and/or diagnoses. Updates can be sent to admin by email as outlined on the fortnightly statements or spoken directly to the centre Co-Ordinator.

Children who have Medical Action Plans will be reviewed each term for review dates by the centre Co-Ordinator and families will be advised to provide new Medical Action Plans prior to review date.

In accordance with *National Regulation 94* educators are permitted to administer immediate action in the event of a child/children having anaphylactic shock/attack and an asthma attack. Educators are trained in relevant First Aid and keep this training up to date.

The service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

Legislation and Government Requirements / National Quality Framework Considerations

Work Health and Safety (WHS) Act 2011
Education and Care Services National Law 2010 s51(1)(a), s166
National Regulations: 77-81, 90, 92-96, 168, 177, 181-184
National Quality Framework: Standard 2.1

Strategies for Policy Implementation

Outlined below are strategies in relation to Regulation 90

(1)

(a) the management of medical conditions, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis;
(b) informing nominated supervisors and staff members of, and volunteers at, the service of practices in relation to managing those medical conditions;
(c) Requirements arising if a child enrolled at the education and care service has a specific health care need, allergy or relevant medical condition:

Any child enrolled at the Service with anaphylaxis allergies, diagnosed asthma, seasonal asthma, or required medication will not be able to attend the Service without medication prescribed by their Medical Practioner.

Information that must be provided on Enrolment Form

The Service's Enrolment Form provides an opportunity for parents to help the Service effectively meet their child's needs relating to any medical condition or diagnosis. The following information must be completed on the Enrolment Form, and any information will be attached to the Enrolment Form as necessary and kept on file at the Service:

- Asthma
- Diabetes
- Allergies
- Anaphylaxis
- Diagnosed at risk of anaphylaxis
- Any other specific medical condition(s) mentioned by a child's parents or registered medical practitioner using the Enrolment Form
- Any other specific medical condition(s) mentioned by a child's parents or registered medical practitioner at any point during the child's education and care at the service

Responsibilities

Obligation of the Service

- Ensure Educators and parents/guardians are aware of their obligations and the best practice of Management of asthma, health care need, allergy, medical condition, diabetes, and anaphylaxis.
- Offer annual training by Royal Lifesaving Association
- The Service is responsible for ensuring management of medical conditions are reviewed and updated every 12 months.
- The service is responsible for ensuring educators have easy access to medical records in the event of an emergency
- The service will ensure that a copy of the medical conditions policy document is provided to the parent of a child enrolled that has a specific health care need, allergy or other relevant medical condition, or diagnosis
- The Service will keep current such information as Medicare Card Number, private health cover details, General Practitioner's details, Dentist details, Religious Requirement in Case of Accident
- Ensure that all necessary information for the effective management of children with asthma, health care need, allergy, medical condition, diabetes, and anaphylaxis is collected and recorded so that these children receive appropriate attention when required. Information is provided daily to Educators utilising an Educator Awareness Sheet.
- All educators will directly adhere to individual medical management plans in the event of an incident relating to the child's specific health care need, allergy, or relevant medical condition
- Identifying children with asthma, health care need, allergy, medical condition, diabetes, and anaphylaxis during the enrolment process by Admin and referred to centre Co-Ordinators to complete relevant forms
- Ensure at least one Educator member is on or has qualifications in first aid, Asthma & Anaphylaxis
- Facilitating communication between management, educators, and parents/guardians regarding the services strategies
- Ensure that all Educators are aware of first aid procedures; Educators are trained on induction in methods of evacuating a child/children experiencing any symptoms of anaphylactic shock including calling an ambulance and ensuring an adult remains with the child and other Educators are

containing any element thought to have caused the anaphylaxis and alerting the Director/s who will undertake communication with parents/guardians
- Ensure medication is administered in accordance with the Medical Records of the child and that medication administered is from its original container bearing label with all details and is in date
- Medication/s to be carried by Educators on excursions

The Parents/Guardians

- Inform the centre and educators on enrolment or as soon as child receives a diagnosis of medical condition or neurodevelopmental disorder.
- If an existing enrolment and the child receives a new diagnosis of medical condition or neurodevelopmental disorder, it will be at the discretion of the Service for a grace period to receive relevant paperwork completed before future bookings will be put on pause
- Provide specific requirements such as Ventolin, EpiPen or medication where necessary daily. The child cannot attend the Service until medication required is received by the centre Co-Ordinator.
- Supply medication that may be required, if prescribed by a registered medical practitioner must be provided in its original container, bearing the original label with the name of the child, and before the expiry or use by date OR a Webster Pack if applicable. Any other medication must be provided in its original container, bearing the original label and instructions and before the expiry or use by date.
- Provide the Service with a medical management plan or communication signed by a Medical Practitioner that clearly outlines procedures to be followed by educators in the event of an incident relating to the child's specific health care need arises OR triggers to be aware of and how the condition is managed
o This includes but not limited to: Asthma, Seasonal Asthma, Anaphylaxis, ADHD/ADD, ASD
- Provide a medical action plan with recent photo of the child. From Dec 22, action plans are preferred to be from ASCIA, Asthma Australia, and AS1Diabetes.
o Allergy (ASCIA)
o Anaphylaxis (ASCIA)
o Asthma (Asthma Australia)
o Diabetes (AS1Diabetes)
- Complete relevant forms for medical condition or diagnosis prior to commencing care with centre Co-Ordinator
o Risk Minimisation Plan and Communication Plan
o Medication Record
o If applicable, Behaviour Support Plan or Executive Function Behaviour Triggers Profile
- Inform the Nominated supervisor of any changes to their current management and communication plan
- In case of a medical emergency an authorised person may remove a child from the centre without written permission provided they are specified as lawfully authorised person
- Parents are responsible for updating their children's health and medical conditions information and contact details. Families are reminded fortnightly on their statements to update Admin via email of any changes to medical conditions or diagnosis.
- At OOSH we regularly have spontaneous celebrations (birthday's) and occasional food rewards. To ensure your child's participation please supply a "treat box" or safe cupcakes to be stored in the freezer with your child's name
- Parents to be responsible for reading the menu and ingredients in food supplied by the service. Parents to provide alternatives if not suitable

Risk Minimisation Plan

If your child needs additional strategies (to what is outlined below) to minimise an allergic reaction,

please speak to the centre Co-Ordinator or Admin staff. These extra triggers will be placed on our Medical Quick

Reference that is used to make our daily Educator Awareness Sheet.

Outlined below are strategies in relation to Regulation 90

(1)

(c) (iii) A risk minimisation plan will be developed in consultation with the parents/guardians of a child:

(a) to ensure that the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised; and
(b) if relevant, to ensure that practices and procedures in relation to the safe handling, preparation, consumption, and service of food are developed and implemented; and
(c) if relevant, to ensure that practices and procedures to ensure that the parents are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
(d) to ensure that practices and procedures ensuring that all staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication are developed and implemented; and
(e) if relevant, to ensure that practices and procedures ensuring that the child does not attend the service without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition are developed and implemented

Communication Plan

Outlined below are strategies in relation to Regulation 90

(1)

(c) (iv) the development of a communications plan to ensure that:

(a) relevant staff members and volunteers are informed about the medical conditions policy and the medical management plan and risk minimisation plan for the child; and
(b) a child's parent can communicate any changes to the medical management plan and risk minimisation plan for the child, setting out how that communication can occur.

A communication plan will be discussed and incorporated into the Induction and Orientation of new and existing staff of the Medical conditions Policy, the medical management plan and risk minimization plan for children. The purpose of the communication plan is to ensure All educators and volunteers have access and are informed of each child's requirements or needs and where necessary, the service will ensure training is undertaken where specific needs are required such as the use of an EpiPen, ventilator for asthmatics. The service will display 'emergency procedures' for incidents such as epilepsy, accidents, and minor incidents. The service retains information on medical conditions such as Asthma and Anaphylaxis guidelines. A DRSABCD chart is actively displayed. Parents are encouraged to provide specific requirements for their child's needs.

The communication plan includes providing several avenues for parents to communicate any changes to the medical management plan or emergency contact details. This can be done via email, phone, verbally to the centre Co-Ordinator. Upon enrolment, parents will be advised of how to and the importance of updating the medical information. Parents record known allergens or triggers on enrolment form. This is used to make the daily Educator Awareness sheet that is viewed by the Educators on shift on the day of the child's attendance.

Asthma

The service will undertake to minimise triggers of asthma by:

- Minimising plants containing pollens and promoting a low allergen garden
- Keep the service as dust free as possible
- Enforcing no smoking rules in accordance with new laws of January 2014
- Keep abreast of back burning operations in the areas
- Ask parents to identify detergents and soaps being used at the service that may cause allergy
- Ensure kitchen/food areas are kept clean and practices are promoted such as washing hands immediately after food preparation and eating

Diabetes

The service acknowledges that students with diabetes can do everything their peers can do, but due to their diabetes they may require:

- Special consideration
- Extra consideration if unwell
- Special provisions when sitting exams
- Special provisions for privacy if testing blood glucose levels and injecting insulin at school Extra toilet privileges
- Close supervision
- To eat at additional times, especially with physical activity

Anaphylaxis

The strategies outlined below will only apply to the child/ren that has been identified as suffering from allergies. At least one educator will hold a current approved First Aid, Anaphylaxis and Asthma training certificate.

The service considers obligations for child/ren at risk of anaphylaxis include:

Insect sting allergy

Strategies that reduce the risk of insect stings vary depending on the insect the person is allergic to. Strategies both at OOSH and on excursions will include:

- Consider plant allergies when gardening or planting
- Where practicable, wear shoes outdoors near ant mounds and wear gloves when involved in outdoor gardening activities
- Parents/guardians are asked to supply and apply insect repellents that contain DEET (Diethyltoluamide, N, N-diethyl-3-methylbenzamide)
- Educators will be aware around bodies of water eg Chlorinated pools attract bees; stagnant water attracts mosquitoes
- Have mounds/nests removed during regular maintenance
- Keep grass mowed
- Educate children about stings, insects and not aggravating mounds or nests and report any found to educators

Food/beverages/Canteen practices

- Practices and procedures in relation to safe food handling, preparation, consumption, and service of food are contained in the Educators Handbook
- Practices promoted with the children on a regular basis
- Parents to be responsible for reading the menu and ingredients in food supplied by the service. Alternatives provided by parent if not suitable
- All medical records are noted where a food allergy is diagnosed and all Educators sight medical records after parents/guardians have updated information to be contained on those records. This Action Plan must include a recent photo of the child, indicate allergy triggers, treatment/medication required and signed by a medical practitioner. ASCIA action plans are the preferred formats.
- Medical Action Plan to be displayed for Educators to recognize the child. To be kept on the service premises and in medication box.
- Ensure that practices and procedures are available to ensure that the parents are notified of any known allergens that pose a risk to a child and strategies for minimizing the risks are developed and implemented

Allergies

- Where allergies are identified by parents/guardians the service will endeavour to remove or contain those elements e.g., peanuts or foods containing peanuts will not be provided and children will be encouraged not to bring into the service and share with other children food/s brought from home.

Self-administration of Medication

- Permission for a child to self-medicate will be administered with the families written permission only, or with the verbal approval of a medical practitioner or parent/guardian in the case of an emergency
- Parents are required to complete a medication record prior to the child self-administering medication
- Parents are required to complete relevant paperwork to medical condition or diagnosis
- Medication must be given directly to an authorised educator and not left in the child's bag
- Where a child intends to self-medicate, they must:
  - Inform an educator of their intention to take medication
  - Collect the medication from the educator
- Educators will then:
  - Supervise the child who is self-administering medication/s
  - Ask the child when medication was last administered (and record this information)
  - Record details on Medication Record

Administration of Medication

- Parents who need medication to be administered to their child at the service will complete the medication record providing the following information:

- Name of medication
- Date, time, and dosage to be administered
- Signature.
- Medication must be given directly to an authorized educator and not left in the child's bag.
- Parents and educators are to ensure the details on the form are clear and clarify any questions.
- Educators will store the medication in the designated secure place, clearly labelled

- Educators will ensure that medication is kept out of reach of the children at all times
- Medication will only be administered from its original packaging and by authorised educators
- Prescription medication will be administered only to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date
- Medication will only be administered in accordance with any instructions attached to the medication or instructions provided by a registered medical practioner
- Non-prescription medication will not be administered at the service unless authorized by a parent and must be provided in its original container, bearing the original label and instructions and before the expiry or use by date
- Medication will be administered with the parent's written permission only (or verbal over the phone in an emergency) or with the approval of a medical practitioner in the case of an emergency
- Authorisation from anyone other than the parents/guardians cannot be accepted
- If anyone other than the parent is bringing the child to the service, a written permission note from the parent, including the above information, must accompany the medication
- Before medication is given to a child the authorised educator (usually the educator with First Aid Certificate) who is administering the medication will verify the correct dosage with another educator
- A second educator is to witness the administration of the medication
- After the medication is given the authorised educator will record the details on the medication form including Name of medication, date, time, dosage, name of person who administered and name of person who verified and witnessed
- Where medication of long-term conditions such as asthma, epilepsy, or neurodevelopmental disorders is required, the Service will require a letter from the child's Medical Practioner or Specialist detailing the medical condition of the child, correct dosage as prescribed and how the condition is to be managed
- If children are receiving medication at home or school but not at the service parents/guardians should inform the service of the nature of the medication and its purpose and of any side effects it may have for the child so that educators can properly care for the child
- If a child is prescribed medication during the school term for the conditions such as ADHD/ADD or ASD or another medical condition, it is expected that medication will be continued to be administered whilst the child is in the Service's care for the safety of the child and others
- Parents will need to supply a letter from the child's Medical Practioner if medication is to go on pause that outlines the potential side-effects or risk
- Parents will need to supply a letter from the child's Medical Practioner if medication is no longer required
- Children will be held to the same behaviour management policy standards whether on medication or not
- Where children have medication in their school bags, children will be asked to place the medication in a secure place in the service. Parents are to ensure that the medication is taken home each afternoon

Excursions

While the service aims to provide a range of activities for children of all ages the service is unable to cancel or re-book activities to accommodate one child with, for instance, an allergy. For example, if an activity of horse riding has been planned by the service and a child is allergic to horse hair, the service reserves the right to continue with that activity. Parents/guardians can utilize other services of COOSH to accommodate their child, is to make arrangements to have their child dropped off at another service in the area (e.g., PCYC, Korora, Fun Factory and Woolgoolga). The service apologizes for any inconvenience but endeavours to promote a wide range of activities for all children in

accordance with legislation of the Australian Children's Education and Care Quality Authority Framework.

Links to other policies

Enrolment and Orientation Policy

Management of incident, Injury, Illness and Trauma policy

Providing a Child Safe Environment Policy
The acceptance and refusal of authorisations Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/11/22
Date for Review and Evaluation March 2026

Emergency and Evacuation, including the matters set out in regulation 97 Policy

Policy Statement and Considerations

The service aims to provide an environment that provides for the safety and wellbeing of the children at all times. All children and educators will be aware of and practiced in emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence these procedures will be immediately undertaken.

Legislation and Government Requirements / National Quality Framework Considerations

- Work Health and Safety (WHS) **Act** 2011
- Education and Care Services National Law 2010 s51(1)(a)
- National Regulations: 97, 168
- National Quality Framework: Standard 2.1
- Occupational Health and Safety
- Australian Standards
- Network's 'Fire Safety Guidelines'

Strategies for Policy Implementation

Outlined below are strategies in relation to Regulation 97

(1)

(a) instructions for what must be done in the event of an emergency; and
(b) an emergency and evacuation floor plan

The service will have and follow two sets of emergency procedures:

1. Evacuation Drill for Fire, Flood, Chemical spill or Bomb Threat
2. Lockdown Drill for Harassment, Threats of Violence, Community Incidents or Emergencies

- All educators, including relief educators, will be informed of the procedure and their specific duties identified in their orientation to the service. Educators will make arrangements as to duties undertaken in the absence of other educators
- Services with a mezzanine level will include additional orientation for new Educators during their induction to ensure they are aware of the extra safety measures required to minimise risks in this area during an emergency
- Parents will be informed of the procedure and assembly points in the parent handbook
- No child or educators is to go to their lockers or bags to collect personal items during an emergency evacuation. This would lead to confusion and delays
- Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. Educators will be instructed in their operation
- Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room
- The service will install and maintain a fire blanket and smoke detectors
- Educators should be aware of bush fire danger and have appropriate training on the necessary procedures
- The NSW Fire Brigade Child Safety Unit should be contacted for advice and training on fire safety

- A copy of the Network's 'Fire Safety Guidelines' should be readily available and recommended procedures followed

In accordance with advice given from the NSW Fire Brigade, the evacuation plan will include:

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

In the event of an emergency the responsible person will:

- Make the announcement to evacuate, identifying where and how.
- Collect children's attendance records and parents' contact numbers.
- Collect emergency services numbers.
- Make the phone call to 000 or other appropriate service, management and parents as required.
- Collect the first aid kit and medication boxes.
- Method of Communication regarding phones.
- Check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.
- Supervise the children at the assembly area and take a roll call of children. Educators and be aware of any visitors.
- When the emergency service arrives the Director/s will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.
- No one should re-enter the building until the officer in charge has said it is safe to do so.
- If the children cannot re-enter the building after an emergency evacuation, the Directors will organise for the children to be transported by bus to the nearest available Community OOSH building. The Admin Office will contact parents as soon as possible to notify them of the evacuation process.
- If services have Qikids Kiosk installed and have unreliable internet connection, a paper copy of the roll will also be printed daily.

Harassment and threats of violence

- If a person/s known or unknown to the service harasses or makes threats to children or educators at the service, or on an excursion, educators will:
- Calmly and politely ask them to leave the service or the vicinity of the children.
- Be firm and clear and remember your primary duty is to the children in your care.
- If they refuse to leave, explain that it may be necessary to call the police to remove them.
- If they still do not leave, call the police.
- If the Director/s is unable to make the call another educators member should be directed to do so.
- Where possible educators will calmly move the children away from the person. Children will be moved to a designated evacuation area within the service.
- No educator is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible and wait for the police.
- Educators should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the service.

Outlined below are strategies in relation to Regulation 97

(2) A risk assessment is conducted to identify potential emergencies that are relevant to the service.

(3)

(a) Emergency and evacuation procedures are rehearsed every 3 months by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal; and
(b) the rehearsals of the emergency and evacuation procedures are documented.

- Children and educators will practice the emergency procedure at least once per term, in all types of care, before school, after school and at the beginning of vacation care.
- Drills will be conducted more regularly when there are new children.

Outlined below are strategies in relation to Regulation 97

(4) A copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position near each exit at the education and care service premises

Links to other policies

Enrolment and Orientation Policy
Management of incident, Injury, Illness and Trauma policy
Providing a Child Safe Environment Policy
Administration of First Aid Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/03/22 ---
Date for Review and Evaluation March 2026

Delivery of Children to, and Collection of Children from, Education and Care Service Premises, including procedures complying with regulation 99 Policy

Policy Statement and Considerations

The service aims to provide a procedure for the delivery of children to and collection of children from our centres which is clear and ensures the safety and well-being of the children in our care**.** Parents/guardians are required to follow specific communication procedures to ensure the service can provide appropriate care of their child/children.

Legislation and Government Requirements / National Quality Framework Considerations

Education and Care Services National Law 2010 s165, s167
National Regulations: 99, 158, 161, 168, 176
Custodial requirements
Children and Young Persons (Care and Protection) Act 1998 No 157: s34

Strategies for Policy Implementation

Delivery of Children

- Children are not to be left at the service at any time prior to the opening hours of the service
- On arrival the person bringing the child is responsible to sign the child in on the sign-in sheet next to the child's name, indicating time of arrival or if the centre has QIKKIDS Kiosk they will be signed in on the kiosk terminal.
- Any points of information are to be recorded in the daybook, such as any particular requirements for the day or any changes to who will collect the child. A notification of change will have to be completed in writing
- Children are to place their belongings in the appropriate place
- The person dropping off the child must ensure that an educator is aware of the child's presence before leaving the service, and that any special needs are communicated
- Should a child require medication of any kind, parents must fill in and sign the medication form (See *Dealing with Medical Conditions in Children, including the matters set out in regulation 90 Policy* and Network's Guidelines for Administrating Medication)

Collection of Children in accordance with Regulation 99

(4) The child may only leave the relevant premises if the child—

(a) is given into the care of—

i. a parent of the child; or
ii. an authorised nominee named in the child's enrolment record; or
iii. a person authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises; or

(b) leaves the premises in accordance with the written authorisation of the child's parent or authorised nominee named in the child's enrolment record; or

(c) is taken on an excursion in accordance with this Division; or

(d) is given into the care of a person or taken outside the premises—

i. because the child requires medical, hospital or ambulance care or treatment; or
ii. because of another emergency.

(5) In this policy ***parent*** *does not include a parent who is prohibited by a court order from having contact with the child.*

Further information regarding the collection of children

- Children must be collected by the closing time of the service
- The authorised person who is collecting the child must sign the sign-out sheet next to the child's name, indicating time of departure or if the centre has QIKKIDS Kiosk they will be signed out on the kiosk terminal.
- Children who have permission to leave the service by themselves will be signed out by the Co-ordinator/s at the agreed time
- The authorised person and children are to ensure that all belongings are collected
- The authorised person must ensure that an educator is aware that they are taking the child from the service
- Educators are to be notified if the persons collecting the child are to be later than usual. The child will be notified to avoid any anxiety
- If the child is to be collected by anyone different than the name on the enrolment form, parents must have personally informed the appropriate educator prior to pick up. This change should be confirmed in writing and the person picking up the child be asked to bring identification
- The names and contact numbers of all people authorised to collect the child must be included in the enrolment form. Any changes to these must be advised in writing to the service as soon as possible
- The authorised person is required to give proof of identification to educators if they have not seen them previously
- The service will not release the child to anyone who is not authorised without prior consent and in line with centre policy
- In the event of an emergency where the parent or an authorised person cannot collect the child, the parent must personally ring the service to let us know. The parent will be required to indicate who will collect the child, give a description and ask the person to provide the service with proof of identity e.g. license or Medicare card
- If the service has not been notified and someone other than the parent or authorised person comes to collect the child, the service will ring the parent to get his or her authorisation. The child will not be released from the service until proper authorisation has been received

Custody and Access

If a parent/guardian is experiencing issues associated with custody and access they are encouraged to discuss this with a Director. A copy of a current Custody Order is required for the service's file to ensure we comply with legal requirements. If there is any likelihood of problems associated with the collection of a child, or any changes to Court orders, the parent/guardian should immediately notify the Director

Removal and assumption of care of a child from the service by Department Communities and Justice DCJ (formerly FaCs)

The Department Communities and Justice (DCJ) also has authority to assume the care of a child while they are in attendance at a children's service (that is, where it is not in the best interests of the child to be removed from the premises where they are currently living/located), if the child is assessed as being in need of care and protection on returning to the care of parents or carers.

Section 34 of the *Children and Young Persons (Care and Protection) Act 1998* (the Act) authorises Department Communities and Justice to take whatever action is necessary to safeguard or promote the safety, welfare and well-being of a child or young person who is in need of care or protection.

Department Communities and Justice must ensure that the child's parents/carers are kept informed of the whereabouts of the child:

- by disclosing the whereabouts of the child where the disclosure would not prejudice the child's safety, welfare, wellbeing or interests, or
- by not disclosing high level identification information (including name and address of the carer; information that may identify the placement; or contact information) where the disclosure would prejudice the child's safety, welfare, wellbeing or interests

If the parent or carer contacts and/or arrives at the service for information they should be directed to contact the Department Communities and Justice Centre, or to call the Child Protection Helpline on 132 111. Where possible a Department Communities and Justice caseworker should remain at the centre to inform the parent.

Service staff or parents can also contact the Department Communities and Justice Complaints Unit on 1800 000 164 if they have a complaint in relation to the removal.

Links to other policies

Enrolment and Orientation Policy

Administration of Medication Policy

Providing a Child Safe Environment Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/03/22 ---
Date for Review and Evaluation March 2026

Excursions, including procedures complying with regulations 100 to 102 Policy

Policy Statement and Considerations

All National Standards & Educator/Child ratios will be maintained after a Risk Assessment indicates the risk of the activity and staffing levels required. Parental permission will be sought for all excursions and each excursion will be carefully planned, and the potential risks assessed.

Legislation and Government Requirements / National Quality Framework Considerations

Education and Care Services National Law 2010: Section 51(1)(a), 165, 167, 174 (Supervision)
National Regulations: 100-102, 168
National Quality Framework: Standard 2.1
Relevant transport legislation and regulations

Strategies for Policy Implementation

As per *Regulation 100*, *the approved provider and nominated supervisor will ensure a risk assessment is carried out in accordance with regulation 101 before an authorisation is sought under regulation 102 for an excursion. The excursion risk assessment will be planned to identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion and specify how the identified risks will be managed and minimised*. Planning will take into consideration (in accordance to *Regulation 101*):

(a) the proposed route and destination for the excursion; and
(b) any water hazards; and
(c) any risks associated with water-based activities; and
(d) the transport to and from the proposed destination for the excursion; and
(e) the number of adults and children involved in the excursion; and
(f) given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (Example Specialised skills could include life-saving skills); and
(g) the proposed activities; and
(h) the proposed duration of the excursion; and
(i) the items that should be taken on the excursion.

A risk assessment is not required under this regulation for an excursion if—

(a) the excursion is a regular outing; and
(b) a risk assessment has been conducted for the excursion; and
(c) that risk assessment has been conducted not more than 12 months before the excursion is to occur.

Authorisation for excursions

In accordance with *Regulation 102 the approved provider and nominated supervisor of the education and care service will ensure that a child being educated and cared for by the service is not taken outside the education and care service premises on an excursion unless written authorisation has been provided.*

A minimum of 24 hours' notice will be given to the parent or person named in the child's enrolment record regarding any excursions (excluding alterations due to inclement weather or venue changes). All excursions will be publicised with details of the destination, times of departure and return, educators and volunteers attending, and items that they children should bring on the Community OOSH Services website and a notice will be prominently displayed at the service which identifies:

- the destination of the excursion
- itinerary and timetable,
- contact phone numbers

As per *Regulation 102 the authorisation must be given by a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the education and care service premises by an educator and will state—*

(a) the child's name; and
(b) the reason the child is to be taken outside the premises; and
(c) the date the child is to be taken on the excursion (unless the authorisation is for a regular outing); and
(d) a description of the proposed destination for the excursion; and
(e) the method of transport to be used for the excursion; and
(f) the proposed activities to be undertaken by the child during the excursion; and
(g) the period the child will be away from the premises; and
(h) the anticipated number of children likely to be attending the excursion; and
(i) the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion; and
(j) the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion; and
(k) that a risk assessment has been prepared and is available at the service.

If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period.

Transportation

Steps will be taken to ensure that all excursion comply with transportation legislation and regulations. All educators, including relief educators, volunteers and parents on the excursion will be made aware of transport policy and procedures for supervising and assisting children while travelling in public or private transport or on walking excursions.

Particular attention will be made to assist children when boarding or alighting from public transport and when walking across roads or in crowded areas.

Educator Ratios and Supervision:

A minimum ratio of 1 educator to 15 children will be in place at all times. The risk assessment will determine the ratios for each excursion based on the activities being provided.

Adequate supervision is of utmost importance and must be maintained at all times.

A delegated responsible person will be appointed to oversee each excursion and will have the overall responsibility while on the excursion.

Bush walking excursion will only be undertaken in well-known areas. Children and educators must remain on defined paths and be instructed in bush safety including what to do in case of a fire or if separated from the group.

Swimming excursion will only be undertaken with children over the age of five years and in a well supervised municipal pool or water park and beach and other areas when deemed safe. Children's swimming ability will be collected on the authorisation.

Links to other policies

Sun Protection Policy

Water safety, including safety during any water-based activities Policy

Providing a Child Safe Environment Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/03/22 ---
Date for Review and Evaluation March 2026

Providing a Child Safe Environment Policy

Policy Statement

All children have the right to experience quality education and care in an environment that provides for their physical and psychological wellbeing and provides support for each child's growing competence, confidence and independence (National Quality Standards, Quality Area 2).

We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment. Children's safety and wellbeing are paramount at our Service. Our Service embeds the National Principles for Child Safe Standards NSW and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

Our Service has a legal and ethical responsibility to provide a safe and friendly environment where all children are respected, valued and encouraged to reach their full potential. Children's safety and wellbeing is paramount, and we aim to take all practical steps to protect children and young people from harm or risk of harm, ensuring a healthy and safe environment. Our Service adopts and aligns with the National Model Code for taking images or videos of children. We provide children, staff, educators and visitors with an environment free from the use of tobacco (including vaping) alcohol and illicit drugs.

National Quality Standards (NQS)

Quality Area 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child Protection Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect
Quality Area 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS

S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 4	How functions to be exercised
S. 5	Meaning of serious incident
S.5AA	Meaning of inappropriate conduct
S.162B	Child Safety Training
S.165	Offence to inadequately supervise children
S.166	Offence to use inappropriate discipline
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S.167	Offence relating to protection of children from harm and hazards
S. 174AA	Educators and other staff members of education and care services to notify certain information
S. 174AB	Approved provider must notify Regulatory Authority of event under section 174AA
Part 6A	Devices in education and care services
S. 178	Suspension of education and care by certain persons
S. 178A	Supervision of certain persons providing education and care
S. 188	Offence to engage person to whom prohibition notice applies
12	Meaning of a serious incident
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
99	Children leaving the education and care service premises
102AAB	Safe arrival of children policies and procedures
102AAC	Risk assessment for the purposes of safe arrival of children policies and procedures
102B	Transport risk assessment must be conducted before service transports child
102C	Conduct of risk assessment for transporting of children by the education and care service
102D	Authorisation for service to transport children
102E	Children embarking a means of transport—centre-based service
102F	Children disembarking a means of transport—centre-based service

103	Premises, furniture and equipment to be safe, clean and in good repair
104	Fencing
105	Furniture, materials and equipment
106	Laundry and hygiene facilities
109	Toilet and hygiene facilities
115	Premises designed to facilitate supervision
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios- centre based services
136	First aid qualifications
145	Staff record
149	Volunteers and students
155	Interactions with children
162	Health information to be kept in enrolment record
167	Record of service's compliance
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
175	Prescribed information to be notified to regulatory authority
274	Swimming Pools

Related Policies

Behaviour Management Policy	Privacy and Confidentiality Policy
Child Protection Policy	Dealing with Medical Conditions Policy
Code of Conduct Policy	Nutrition and Food Safety Policy
Dealing with Complaints Policy	Enrolment and Orientation Policy
Delivery of Children to, and Collection from Education and Care Service Premise Policy	Transportation Policy
	Safe Use of Digital Technologies and Online Environments Policy
Emergency and Evacuation Policy	Sleep and Rest Policy
Excursion Policy	Sun Protection Policy
Injury, Incident, Trauma and Illness Policy	Water Safety Policy
	Work Health and Safety Policy
Interactions with Children, Families and Staff Policy	

Scope

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

Implementation

Under the Education and Care Services National Regulations the approved provider must ensure that policies and procedures are in place for providing a child safe environment and take reasonable steps to ensure those policies and procedures are followed. The National Law requires management to ensure all children being educated and cared for are adequately supervised and every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.

Our focus is to build a child safe environment which is reflected in our Service policies and procedures and understood and practiced by all children, young people, educators, staff, families, visitors, volunteers and students.

Supervision

We ensure effective and adequate supervision is provided to children at all times whilst ensuring educator to child ratios are met at all times. Educators will employ 'active supervision' strategies within the Service environment and when participating in excursions or transporting children. We ensure students and visitors are never alone with children whilst at the Service. The physical environment is designed and maintained to facilitate clear supervision of children whilst maintaining their rights and dignity. Consideration will be made for the different ages and abilities of children and the activities that may require different levels of supervision. Each Service will only hold the maximum capacity of children as set out for each Centre.

Physical Environment - Indoor & Outdoor Environments

All staff and educators have knowledge of and adhere to the National Model Code and Guidelines and not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or videos when educating and caring for children at the Service. Any devices used at the Service are Service-Issued Devices or have written authorisation to be used.

Indoor and outdoor areas will be easily accessible to educators and children. Both Indoor and outdoor areas are no smoking zones, including vaping.

Each Service will have indoor areas that will allow:

- The signing in and out of children
- Children to store their bags and belongings
- Educators and families to talk in private
- Storage of equipment, food, dangerous materials and family records
- Preparation of food and drinks
- Male and Female toils, hand basins and hand drying facilities
- Separate educator bathroom
- Quiet space for children to retreat for rest or a calm area.

Through conducting risk assessments, we assess and manage risks in the physical environment (indoor and outdoor environments) collaborating with children to develop behaviour guidelines for play including adventurous play to ensure their safety. These Risk Assessment ensure educators have a sound understanding of the risks in the environment and how to manage them accordingly.

During excursions, educators will:

- Conduct an initial check of public toilets (male and female), checking cleanliness and if any dangerous goods are present
- Constantly supervise the public toilets
- Set and enforce clear boundaries
- When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.

In addition to the above, the Service will:

- Remove and dispose of any broken or faulty equipment immediately.
- Ensure safe handling of tools, particularly if used as part of an activity.
- Ensure all electrical items are tested and tagged by an authorised person.
- Display signage for clear understanding of how to use equipment.
- Ensure all cupboards/rooms are labelled accordingly, including those that contain chemicals and First Aid kits. Any cupboards that contain chemicals must be locked at all times.
- Ensure indoor and outdoor spaces have adequate ventilation, lighting and temperature.
- Regularly clean equipment and play spaces according to the centre's Area Checklists.
- Check any donated recycled craft materials for potential hazards.
- Ensure the building is left in a secure manner before leaving.
- Ensure all lighting, heating/cooling and fans are off before leaving.
- Adequate shade via trees and coverings will be maintained.
- As far as possible activities will be set up in shaded areas.
- In the event of wide games e.g. scavenger hunts, hide and seek etc. the active participation of the educators, in the game, is required to ensure that maximum supervision is at a veritable constant.
- The wearing of shoes shall be at the discretion of the educators with respect to their relevance to the area or activity involved (areas such as beaches, parks and open playing fields should be checked thoroughly before a decision is made). This is in line with our basic ethic "We let kids can be kids".
- Our services endorse sun safe practices; however, at certain times of the year, (the cooler months) the Coordinator can use discretion about whether hats are required. This is in line with recent studies which suggest children are lacking vitamin D in the winter months due to minimal exposure to the sun.
- Use of other outdoor venues will be considered where access to the area is safe; adequate supervision can be maintained; the area is considered of value to the children's physical development and personal comfort; and where adequate educators/child ratios can be maintained both indoors and outdoors.
- Access for children and people with a disability will be maintained ensuring all necessary requirements are considered in the building environment.

Security of OOSH Buildings/Property

- Only approved contractors, educators and management members will be given a key to access the building and equipment areas.
- Extra keys will only be cut after agreement by management and a record made of where they are.
- All important documents will be kept in a lockable place and access will only be permitted by approved staff and management members
- Educators will ensure that the building is left in a secure manner before leaving and all window, cupboard, safe and other relevant areas are locked. All heating/cooling is off and all doors properly secured, alarms are set where alarms are available.
- Educators will inform the police and the directors as soon as possible if there has been a break into the service of any kind. If it is safe to do so, the educator/s will remain at the service until the police arrive or inform them of what to do.

Toilets

Venues with shared toilets with the general public

Supervision of children attending Before/After or Vacation care programs in recreation centres or outings where the children's toilets are accessible by the public must follow the following steps:

1. All children have regular scheduled toilet breaks prior to morning snack, lunch and afternoon snack.
2. During all scheduled toilet breaks an Educator will remain outside of the toilet entrance for supervision purposes
3. An Educator may enter the toilets if a situation requires it, which may include but is not limited to emergency situations.
4. Children requiring toileting between the designated toilet breaks must ask an educator, attend the toilet with a buddy, with a time limit allocated to return to the educator. If the children do not return within a 5-minute timeframe a staff member will be sent to retrieve the children.

Other staff or members or the public using the toilet facilities:

1. Where there is a designated staff toilet at the service, Educators are to use those as provided.
2. Where there is not a designated staff toilet, staff must first establish that the main toilets are clear of children or public before entering. This will be managed by enforcing the Toilet Policy where children will be supervised by an Educator who will be present outside of the toilet during these times, or by staff calling out prior to entering.
3. Staff may choose to use the disabled toilet if they prefer.

When on excursions:

1. One Educator to be always designated in the general area of the toilet block venue. Where this is not possible, Educators are to accompany children to toilets in small groups at regular intervals.
2. Children are to ask an educator and always adopt the buddy system. They are then to inform that educator of their return to the activity.
3. Regular reminders during mat chat to discuss "Bathroom Safety".

Recruitment

Our Service maintains a rigorous and consistent recruitment, screening and selection process to ensure the best staff members and educators are employed based on skills, qualifications, experience and suitability for the position available. All staff and educators participate in robust

interviews and have reference checks completed to ensure the applicant's suitability to the role, previous experiences and their commitment to child safe values and practices.

All prospective applicants must declare that they do not hold any prohibition notices preventing them from working with children (Reg 188).

All staff and educators are provided with a comprehensive induction process which outlines our Code of Conduct and key policies including *Child Protection, Safe Use of Digital Technologies and Online Environments Policy, Providing a Child Safe Environment Policy,* and other related policies, to ensure a child safe environment. New employees (including the nominated supervisor and staff members), students and volunteers are to familiarise themselves with the *Child Protection Policy* to understand child protection laws and their obligations and mandatory reporting duties to ensure the safety and well-being of children at the Service.

Working with Children Checks & Police Checks

Working in conjunction with the *Child Protection (Working with children) Act 2012* NSW and National Regulations, the safety, welfare and wellbeing of children is paramount within our Service and community. A Working with Children Check (WWCC) is a requirement for people who work in child-related work.

The executive team is responsible for the periodic review and maintenance of up-to-date records of employees' WWCC, including the WWCC number and the date on which each clearance expires. Staff and educators are reminded to renew their WWCC prior to expiry. Staff members or educators are not permitted to provide education and care to children unless they have a current and verified WWCC. If any staff member's WWCC becomes invalid, the person will be removed from their role working with children immediately until the clearance is renewed or a valid clearance is obtained. It is a criminal offence to continue to engage anyone whose WWCC is not valid, expired or suspended or revoked.

Staff, educators, volunteers and visitors are informed they must notify the approved provider, in writing, of any changes to their WWCC or teacher accreditation or registration within 72 hours, or within 24 hours of becoming aware of the change. The approved provider will notify the regulatory authority, in writing, of changes to an educator, staff member, volunteer or visitors WWCC within 24 hours.

Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. The WWCC will be placed in the individual's file.

Any visitor who has direct contact with children will be required to provide a WWCC for verification prior to working with children. Management will verify all student and volunteer WWCCs prior to placement. The approved provider will keep a record for each day a student or volunteer participates in the Service including date and hours of participation.

The approved provider will ensure staff are aware of mandatory reporting obligations relating to a change of WWC status, teacher registration or fit and proper status in accordance with the *Child Protection Policy*.

Child Protection

Children and young people always have a right to be safe and protected. To comply with legislation and ensure a child safe environment, all educators, staff, volunteers and students will be required to complete mandatory National Child Safety Training for the Early Childhood Education and Care Sector. This applies to any person working in the Service whether or not they work directly with children. Staff, educators, students and volunteers must demonstrate an understanding of the role of mandatory reporter, including when a report must be made and how to make a report.

Approved providers, nominated supervisors, educators and staff are mandatory reporters and have a legal obligation to make reports if they suspect on reasonable grounds, a child is at risk of significant harm. Neglecting these obligations could potentially be deemed a criminal offence.

All educators, staff and volunteers are provided with up-to-date training and development about child protection law and their obligations under this law and to ensure they are confident in following the reporting guidelines within NSW and adhere to our *Child Protection Policy* (Reg. 84). Through continual education and training, educators and staff are equipped with the knowledge, skills and awareness to keep children safe. Training gives educators and staff confidence to identify, respond and report child abuse. Nominated supervisors and persons in day-to-day charge must complete a mandatory child protection course approved by the regulatory authority and refresher training on an annual basis.

Our Service is committed to providing support to children, young people, families, educators or staff who have made a report regarding child protection, with a focus on upholding strict confidentiality throughout the process. Our primary concern is the well-being and safety of the child or young person, and we will work closely with relevant authorities, professionals, and support networks to ensure that the child or young person's best interests are met throughout the process. Our dedicated support system will assist educators and staff in navigating this challenging process while safeguarding their privacy and professional well-being. Supervision is effective to ensure they understand that *child safety is everyone's responsibility*.

All allegations, concerns or suspicions of inappropriate conduct will be reported in accordance with the *Child Protection Policy* and *Management of Inappropriate Conduct Procedure*. Our Service will develop and maintain a *Child Protection Register* for recording child protection concerns. Our Service will ensure all educators and staff have access to the online Mandatory Reporter Guide (MRG) and reporting decision tree via Service-supplied electronic devices. A *Child Protection Risk Assessment* will be completed and reviewed annually. Our Service will use a range of strategies to provide effective supervision, including using attendance records to ensure all children are accounted for.

Reportable Conduct Scheme

To protect children and ensure their safety, welfare and wellbeing, management is responsive to report allegations or convictions of child abuse and child related misconduct by any staff member or volunteer or contractor to the Office of the Children's Guardian (OCG) NSW as part of the *Reportable Conduct Scheme*.

Our Service will ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Children's Guardian Act 2019. We take our legislative responsibilities as part of the Reportable Conduct Scheme seriously and will respond to any reportable allegation or conviction against employees or volunteers that may arise.

Reporting and Responding to General Complaints

Feedback from children, families, educators, staff and the wider community is fundamental in creating an evolving childcare service working towards the highest standard of care and education.

We ensure educators, staff, volunteers and students are well informed about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child.

We aim to investigate all complaints and grievances with a high standard of equity and fairness. Our Service believes in procedural fairness and natural justice that govern the strategies and practices, which include:

- The right to be heard fairly
- The right to an unbiased decision made by an objective decision maker
- The right to have the decision based on relevant evidence.

The approved provider will place a prominently displayed notice on the Parent Noticeboard of our Service, providing contact information, including the name and telephone number for lodging complaints. All grievances and complaints will be treated seriously and as a priority, in accordance with the *Dealing with Complaints Policy* and procedure.

Any complaints that allege a breach of the National Law and Regulations or alleges that the health, safety and wellbeing of a child or young person at the Service may have been compromised will be documented and reported to the Regulatory Authority within 24 hours. In the event that the child, young person or family is dissatisfied with the complaints process, they are advised they have the option to reach out to the regulatory authority for further assistance.

Risk Assessment & Risk Assessment

It is a legislative requirement that management, staff and educators implement a risk management system where they identify and manage hazards and risks within the workplace to ensure a child safe environment. Strategies are in place to make sure child safety is embedded across our Service through compliance with the *Education and Care National Regulations* and the National Principles for Child Safety – Child Safe Standards.

The key principles of risk management include:

1. Identifying all hazards or potential hazards in the Service
2. Assess the risk of harm or potential harm for each hazard
3. Control or manage the risk – Risk Rating Matrix
4. Monitor and improve safety – Risk Assessment Action Plan
5. Evaluate and Review

It is the responsibility of all staff and educators at the Service to complete a risk assessment where children's safety may be jeopardised and when organising an excursion/incursion or any transportation of children. Risk assessments must be approved by the nominated supervisor prior to any excursion taking place. Children's safety must be incorporated into everyday practice within the Service.

Common hazards within the Service which may require a risk assessment include:

- building and equipment (including storage)
- sun safety
- children's behaviours
- water safety
- animals
- children's activities and experiences
- transportation of children (regular outing and regular transportation)
- excursions
- potential emergencies
- natural disasters
- safe arrival of children
- sleep and rest
- physical contact
- safe use of online technologies and physical environment
- use of electronic devices (photographs/videos)

To maintain a child safe environment, all staff and educators will adhere to Service policies and procedures and conduct risk assessments when deemed necessary.

Emergency and Evacuation Procedures

Management will ensure that copies of the emergency and evacuation floor plan is displayed in prominent positions near each exit of the service premises, including indoor and outdoor learning areas. All staff and educators are familiar with emergency evacuation procedures and regulatory requirements. Rehearsals for emergency and evacuation procedures, including lock downs, are conducted at least once every 3 months. Records will be kept for all rehearsals.

Arrival and Departure Authorisation

Our Service prioritises children's safety at all times. Staff and educators will only release children to an authorised person as named on the child's enrolment form. Management will request families provide current court orders, and parenting plans to ensure our records are up to date.

Educators will work in collaboration with our *Delivery of children to and Collection from Education and Care Premises Policy*, *Safe Arrival of Children Policy* and *Student, Volunteer and Visitors Policy* to promote a culture of child safety and wellbeing in the Service.

To ensure children's safety, staff and educators have a clear understanding of their legal obligation to check identification when a person is collecting a child. To maintain compliance, parents' will provide written authorisation if they authorise a person who is not on their emergency contact form to pick up their child from the OOSH Service. Educators and staff will ensure court orders are strictly adhered to and protect children from any potential harm.

Online Safety

Our Service is committed to create and maintain a safe online environment with support and collaboration with children, educators, staff, families and community. Management ensures anti-virus and internet security systems are installed to block access to unsuitable web sites, newsgroups and chat rooms.

Our Service ensures backups of important and confidential data is made regularly and are stored securely offline. Software and devices are updated regularly to avoid any breach of confidential information.

Families are provided with information about our software program which is password protected and used to share observations, photos, videos, daily reports and portfolios. Passwords are not to be shared with others as per our written agreement.

Written authorisation is requested as part of the enrolment process for children to have their photo taken and published as part of promotional marketing or on the app program used by the Service. The identity of a child is not published on any platform.

Any person providing education and care and working directly with children cannot be in possession of a personal electronic device that can take images or videos or personal storage and file transfer media. Only Service-issued electronic devices are used and strict controls are in place to ensure the appropriate storage and retention of images and video of children as per the National Model Code and Guidelines.

Only educational software programs and apps that have appropriate content and have been examined prior to allowing their use are used in the Service. Children are always supervised using any technology.

Storage of Hazardous Substances

Our Service will endeavour to provide a safe environment where chemical and hazardous equipment are safely stored away from children and handled appropriately.

Management, staff and educators will keep a register of hazardous chemicals used at the Service, including relevant Safety Data Sheets (SDS).

Equipment and Maintenance Record
There are several factors that can contribute to a hazard, such as a deprived program, insufficient supervision and dilapidated equipment. To ensure a child safe environment free from hazards, our Service has implemented practices and continue to monitor Service policies and procedures that uphold Australian Safety Standards.

The premises and all equipment and furniture used within the Service are audited to ensure all aspects are safe, clean and in good repair. We understand that hazards are specific to developmental stages; educators are aware that toys and equipment need to be checked to ensure they are safe and developmentally appropriate for children. Regular checks occur within the Service to ensure that all toys, furniture and equipment are in good condition and working order.

Educators conduct regular safety checks to maintain basic standards of safety within our Service. Educators will complete daily checklists to assist and record inspections of the physical environment where foreseeable risks may be evident and cause harm or injury to a child. Any findings that require attention will be either dealt with immediately or submitted into the maintenance log via a QR code and online form depending on priority. The Maintenance Log will include:

- Date that the issue was observed
- Type of problem
- Priority level of the problem
- Date problem needs to be fixed by
- Images or any further details of the problem

For urgent repairs, the Director/s will organise a contractor/repair person to attend to the problem. Non-urgent repairs will be recorded in the Maintenance Request Database. The Director will note this in their report and bring it to the attention of the executive team at the next meeting. The executive team will organise to rectify the problem.

Continuous Review
To ensure we maintain a culture of continuous improvement, we will ensure our child safe practices are regularly reviewed, evaluated and improved. We aim to ensure all educators, staff, students and volunteers understand and effectively implement our policies and procedures to provide a child safe environment at our Service.

We will regularly review and monitor the effectiveness of our child safe policies and procedures and invite children, staff members, families and communities to contribute to their development.

Any updates or revisions will be communicated to all stakeholders.

Our *Child Safe Environment Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback

will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

Review

Policy Reviewed By	Megan Burkitt	Director	24/4/2026
Policy Reviewed	APRIL 2026	Next Review Date	APRIL 2027
Modifications	APRIL Major review of policy to ensure its accuracy and relevance. Content has been refined to clarify responsibilities and ensure alignment with legislative changes and current best practices in child safety and professional conduct Edits to policy to comply with amendments to National Law (NSW) and Regulations updated policy to include amendments to Education and Care Services National Law revised wording around electronic devices following National Law amendments		

Safe Use of Digital Technologies and Online Environments

Policy Statement

Community OOSH Services is committed to fostering a culture that creates and maintains a safe online environment with support and collaboration from staff, families and community. As a child safe organisation, our Services embed the National Principles for Child Safe Organisations and continuously addresses risks to ensure children are safe in physical and online environments.

National Quality Standards (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.2	Management System	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 162A	Child protection training
S. 162B	Child safety training
S. 165	Offence to inadequately supervise children
S. 166A	Offence to subject child to inappropriate conduct
PART 6A	Devices in education and care services
S. 167	Offence relating to protection of children from harm and hazards
12	Meaning of serious incident
73	Educational Program
76	Information about educational program to be given to parents
84	Awareness of child protection law
115	Premises designed to facilitate supervision

122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios – centre-based services
149	Volunteers and students
155	Interactions with children
156	Relationships in groups
168	Education and care services must have policies and procedures
168(2)(ha)	The safe use of digital technologies and online environments at the service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
179A	Prescribed information to be kept in written record of authorisation to possess or control personal device
179B	Prescribed period to keep written record of authorisation to possess or control personal device
181	Confidentiality of records kept by approved provider
183	Storage of records and other documents
184	Storage of records after service approval transferred

Related Legislation

Child Care Subsidy Secretary's Rules 2017	Family Law Act 1975
A New Tax System (Family Assistance) Act 1999	*Privacy Act 1988* (the Act)
Family Assistance Law – Incorporating all related legislation as identified within the Child Care Provider Handbook	

Related Policies

Behaviour Management Policy Child Safe Environment Policy Child Protection Policy Code of Conduct Policy Dealing with Complaints Policy Educational Program Policy	Governance and Leadership Policy Incident, Injury, Trauma, and Illness Policy Interactions with Children, Families and Staff Policy Privacy and Confidentiality Policy

Enrolment Policy	Social Media Policy

Purpose

Children's safety and wellbeing is paramount, and our Service has the responsibility to provide and maintain a safe and secure working and learning environment for staff, children, visitors and contractors, including online environments. We aim to create and maintain a positive digital safe culture that works in conjunction with our Service philosophy, and privacy and legislative requirements to ensure the safety of enrolled children, educators and families. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

This policy provides the framework for:

- the safe use of digital technologies and electronic devices at the Service
- the capture, use, storage and destruction of images and videos of children whilst being educated and cared for by the Service
- obtaining written authorisation from parents to take, use and store images and videos of children
- the use of any optical surveillance device at the Service (CCTV)
- the use of digital devices by children whilst being educated and cared for at the Service
- the responsible use of online environments, including artificial intelligence (AI) tools and software platforms

Scope

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

Implementation

Our Service uses digital technology and electronic devices as a tool for learning with children, communicating with families and the wider community, supporting program planning and administration tasks and enhancing safety and security through systems such as sign in/out platforms and CCTV monitoring. The use of digital technologies is guided by the paramount consideration of child safety and wellbeing. Our Service ensures that all digital environment, devices and online platforms are used in ways that protect children from harm, uphold privacy and confidentiality and prevent inappropriate conduct.

Digital Technology and Electronic Devices Used at the Service

Our Service adopts and aligns with the National Model Code for taking images or videos of children. Our Service ensures compliance with the Education and Care Services (Supply, Authorisation and Use of Devices) Order 2025.

The approved provider will inform staff, educators, visitors, volunteers and family members that the use of personal electronic devices used to take, store or transfer images or videos of children who are being educated and cared for at the Service is strictly prohibited.

Staff and educators are advised that electronic devices supplied or issued by and registered with the Service must not be removed from the premises as they may contain personal details of staff or children, including photos or videos. Exemptions may apply when required for operational activities, for example excursions or transportation.

The approved provider/nominated supervisor responsibilities:

Governance and Compliance

- ensure that obligations under the Education and Care Services National Law (including Part 6A) Education and Care Services National Regulations are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- take every reasonable precaution to prevent breaches of this policy and related legislation
- ensure families are aware of this policy and advised how and where it can be accessed
- ensure processes are in place to ensure families who speak languages other than English understand the requirements of this policy, including providing authorisation for images and videos
- ensure mandatory national child safety training is completed by the approved provider, management, staff, educators, students and volunteers
- ensure child safe practices are embedded into organisational practice as per NSW Child Safe Standards and National Model Code
- remain informed of updates to privacy legislation and guidance from the Office of the Australian Information Commissioner (OAIC)
- ensure children, educators and families are aware of the Service's complaints handling process to raise any concerns they may have about the use of digital technologies or any other matter
- ensure staff, educators, families and children are informed of updates to policies, procedures or legislation relating to digital technologies.

Induction, Training and Professional Learning

- ensure new employees, students and volunteers are provided with a copy of the *Safe Use of Digital Technologies and Online Environments Policy* and procedure as part of their induction and are advised on how and where the policy can be accessed
- provide professional learning to educators and staff regarding the safe use of digital technologies and online environments.

Child Safety Culture

- ensure all staff, educators, students and volunteers are aware of their mandatory reporting obligations and promptly report any concerns related to child safety, including inappropriate use of digital technology or inappropriate conduct to the approved provider or nominated supervisor
- promote and support a child safe environment, ensuring adherence to the *Child Safe Environment and Child Protection Policies,* including mandatory reporting obligations
- maintain appropriate educator to child ratios and active supervision at all times, including when using technology
- ensure all students, visitors and volunteers are supervised at all times and never left alone with a child

- conduct risk assessments regarding the use of digital technologies by staff and children
- review risk assessments annually or as soon as practicable after becoming aware of circumstances that affect child safety
- ensure a review of practices is conducted following an incident involving digital technologies and online environments, including an assessment of areas for improvement
- ensure reasonable precautions are taken to prevent personal device use in breach of National Regulations
- support educators to:
  - encourage children to seek support if they encounter anything unexpected that makes them feel uncomfortable, scared or upset
  - listen sensitively and respond appropriately to any disclosures children may make relating to unsafe online interactions or exposure to inappropriate content, adhering to the *Child Protection Policy, Behaviour Management Policy* and reporting procedures
  - respond to and report any breaches and incidents of inappropriate use of digital devices and online services to management
- ensure all concerns are documented and responded to promptly and appropriately, with support provided to the child and their family as required
- ensure all educators, staff, students and families are advised of the *Protected Disclosure Policy*, whistleblower protections and processes
- report any suspected cases of online abuse to the relevant authorities, including the e-Safety Commissioner and Police, in accordance with legal requirements and child protection procedures
- notify the regulatory authority within 24 hours, via NQA ITS, if a child is involved in a serious incident, including any unsafe online interactions, exposure to inappropriate content or suspected online abuse.

Physical Environment and Supervision

- reflect on the Service's physical environment, layout and design to ensure it supports child safe practices when children are engaged in using technology
  - perform regular audits to identify risks to children's safety and changes in room set-ups that can indicate areas of higher-risk and become supervision 'blind spots'
  - ensure location of digital technology allows educators to remain in line-of-sight of other staff members when working with children
  - only permit children to use devices in open areas where educators can monitor children's use
  - be aware of high-risk behaviours for children online, including uploading private information or images, engaging with inappropriate content (inadvertently or purposefully), making in-app purchases, and interacting with unsafe individuals
  - ensure all devices are password protected with access for staff only
- where Service-supplied digital devices are used during transportation and excursions, they must be used in accordance with practices outlined within this policy and associated procedure
- remind families that children enrolled at the Service are not permitted to bring electronic devices to the Service, unless an exception has been discussed with the approved provider or nominated supervisor where the device may be required to support a diagnosed medical condition or disability

Personal Device Restrictions

- ensure all staff, educators, volunteers and students adhere to National Regulations legislation regarding the supply, authorisation and use of electronic devices
- inform all staff, educators, visitors and volunteers that use of personal electronic devices to capture, store or transfer images or videos of children being educated and cared for by the Service is strictly prohibited
- ensure personal electronic devices are not in the possession of any relevant person involved in the operation of the Service while working directly with children
- relevant persons include approved providers, service leaders, educators, employees, volunteers, or visitors (e.g. ECIP professionals) while working directly with children
- restrictions do not apply to people who do not work directly with children and who are not providing education and care
- any 3rd party professional (NDIS funded support professionals, Inclusion Support Professionals) can only use a device that is issued by their business or institution and this must be a work-only device and not used for personal use
- legislative restrictions do not apply to families who are dropping off or collecting their child from the Service
- inform staff that they may be in the possession of their personal device during a break, provided no enrolled children are present or have access to the staff room

Exemptions for Use of Personal Devices

- the approved provider may grant written exemptions permitting a person to use or be in possession of an electronic device while working directly with children for prescribed circumstances
- a person with an exemption must not use the personal device to take images or video of children while working directly with children
- exemptions may apply when required for operational activities, for example during excursions or when providing transportation where the device is necessary for the purposes of safety or the provision of education and care to the children. Risk assessments should consider if a service-issued device will be sufficient to meet the safety requirements of all children without a reliance on personal devices.

  Exemptions may include:

  - emergency communication during incidents such as a lost child, injury, lockdown, or evacuation
  - personal health needs requiring device use (e.g. heart or blood sugar monitoring)
  - disability related communication needs
  - urgent family matters (e.g. critically ill or dying family member)
  - local emergency event to receive alerts (e.g. government bushfire or evacuation notifications)
- exemptions for prescribed circumstances must be reviewed every 3 months
- written authorisations must be retained for a period of 3 years
- an additional prescribed circumstances may apply if a Service-supplied or issued device stops working and another device is temporarily required
- approved providers may revoke authorisations as required, ensuring that all revocations are properly documented

- written prescribed circumstance authorisations must include approved provider details, person's details, name of person making the authorisation, description of personal device, reasons for the authorisation and duration of the authorisation.

Service-supplied Devices

- ensure staff and educators only use Service-supplied or issued devices for taking images or videos of children
- ensure all devices purchased for the Service are recorded via the *Electronic Service-Supplied Device Form*
- ensure the *Electronic Service-Supplied Device Form* includes the date of supply, type of device, make, model, serial number, name and signature of approved provider supplying the device and a declaration that the device is configured to operate in line within this policy
- create and maintain a register for all service-supplied electronic devices used at the Service including records of allocation, use and return
- the *Electronic Device Register* should include type of device, who device is allocated to, dates of allocation and return
- records relating to the supply or issue of electronic devices, should be stored securely a for a period of 3 years from the date the record was made
- electronic devices supplied or issued by and registered with the Service will be stored in the locked office at the end of the day
- ensure Service-supplied devices are configured, monitored and maintained to prevent unauthorised access or misuse
- ensure a service-supplied device is not shared across multiple services

Images, Videos and Authorisation

- determine who is authorised to capture, use, store and destroy images and videos of children using Service-supplied devices
- request consent from families to capture, use, store and destroy digital documentation including images and video of children at time of enrolment
- ensure images or videos of children are not taken, used or stored without prior parent/guardian authorisation on the child's enrolment form and Xplor profile
- develop, maintain and share a confidential record of all children who are NOT to be photographed or videoed
- obtain consent from parents/guardians for children to use electronic devices
- obtain consent to collect and share personal information, images or videos online
- seek consent from parents/guardians when an outside photographer/agency is contracted to take photographs for marketing purposes or to take individual and group photos. Only children who have written authorisation from their parent/guardian will be included in any photography
- ensure children without photography authorisation are provided with alternative activities during external photography sessions
- ensure ECIP visitors gain authorisation from both the approved provider and parent/guardian prior to taking images or video of children whilst at the Service

- ensure staff, educators, visitors and volunteers do not transfer images or videos from Service-supplied devices to personal devices. Unauthorised transferring of digital data may result in disciplinary action.

Data and Privacy

- ensure the *Privacy and Confidentiality Policy* is adhered to at all times
- ensure images and videos will be stored securely with password protection, with access limited to authorised persons only
- digital data stored at the Service will be deleted and destroyed in accordance with the *Record Keeping and Retention Policy*
- ensure every child is protected from exploitation of photographic and video images
- ensure images or videos do not show children in distress, in positions that may be perceived as sexualised or in a state of undress
- images and videos used for documenting children's learning and development must be held for 3 years after the child's last day of attendance, then destroyed
- processes must ensure families who speak languages other than English understand the authorisation requirements
- notify the Office of the Australian Information Commissioner (OAIC) in the event of a possible data breach by using the online Notifiable Data Breach Form. This could include:
  - a device containing personal information about children and/or families is lost or stolen (parent names and phone numbers, dates of birth, allergies, parent phone numbers)
  - a data base with personal information about children and/or families is hacked
  - personal information about a child is mistakenly given to the wrong person (portfolios, child developmental report)
  - any possible breach within the Service or if the device is left behind whilst on an excursion.

Educator Responsibilities:

- adhere to the *Safe Use of Digital Technologies and Online Environments Policy* and associated procedure
- be aware of current child protection law, NSW Child Safe Standards, National Model Code and their duty of care to ensure that reasonable steps are taken to prevent harm to children
- participate in practical training related to digital safety, privacy protection and responsible use of technology
- understand the critical importance of implementing active supervision strategies when children are accessing online environments to keep children safe
- promote and contribute to a culture of child safety and wellbeing in all aspects of our Service's operations, including when accessing digital technologies and online learning environments
- not use, or have access to, any personal electronic devices while working directly with children, unless an exemption has been authorised
- not access personal social media on any device while working directly with children
- keep passwords confidential and log out of computers and software programs
- ask permission before taking photos of children on any device and explain to children how photos of them will be used and where they may be published

- ensure images and video must not show children in distress, in a position that may be perceived as sexualised or in a state of undress, including where genitalia may be exposed
- ensure children's personal identifiable information is not shared online
- ensure screen time is NOT used as a reward or to manage challenging behaviour
- ensure any digital media, television programs or online content accessed at the Service will be age-appropriate and culturally respectful
- introduce concepts about online safety to children at age-appropriate levels
- consult with children about matters that impact them, including the use of online environments
- report any concerns related to child safety, including inappropriate use of digital technology to the approved provider or nominated supervisor.

Families will:

- adhere to this policy and associated procedure
- not use personal electronic devices to take photos, record audio or capture video of children being educated and cared for at the Service
- provide consent indicating whether or not the Service may take, use, store or destroy images or videos of their child
- provide written notification if they wish to withdraw the authorisation at any time
- be requested to provide consent for individuals visiting the Service to take photographs of their child/ren
- be aware that other children may feature in the same photos, videos and observations as their child, and not duplicate or upload these to the internet or social networking sites.

Visitors, volunteers and students will:

- adhere to this policy and associated procedure whilst visiting the Service
- not use personal electronic devices to take photos, record audio or capture video of children being educated and cared for at the Service
- report any concerns related to child safety, including inappropriate use of digital technology to the approved provider or nominated supervisor

Identification and Reporting of Online Abuse and Safety Concerns

Our Service will implement measures to keep children safe whilst using digital technology and accessing online environments.

The approved provider, nominated supervisor and management will:

- ensure all staff, educators, students and volunteers are aware of their mandatory reporting obligations and promptly report any concerns related to child safety, including inappropriate use of digital technology, to the approved provider or nominated supervisor
- support educators to:
  - encourage children to seek support if they encounter anything unexpected that makes them feel uncomfortable, scared or upset
  - listen sensitively and respond appropriately to any disclosures children may make relating to unsafe online interactions or exposure to inappropriate content, adhering to the *Child Protection Policy,* and reporting procedures

- respond to and report any breaches and incidents of inappropriate use of digital devices and online services to management
- ensure all concerns are documented and responded to promptly and appropriately, with support provided to the child and their family as required
- report any suspected cases of online abuse to the relevant authorities, including the e-Safety Commissioner and Police, in accordance with legal requirements and child protection procedures
- notify the regulatory authority within 24 hours, via NQA ITS, if a child is involved in a serious incident, including any unsafe online interactions, exposure to inappropriate content or suspected online abuse.

Use of Closed-Circuit Television (CCTV) Monitoring - PCYC Centre Only

Our PCYC Service uses Closed-Circuit Television (CCTV) to monitor the physical environment. Our Service will regularly review guidance on the use of surveillance devices, including information provided by the Office of the Australian Information Commissioner.

Access to the monitor is restricted through a password-protected system to ensure security and prevent unauthorised viewing. Families are informed the Service uses CCTV as a surveillance method during enrolment and orientation to the Service.

Camera Use

A sign will be placed at the entrance of the Service to advise staff, families, and visitors about the surveillance. Closed-Circuit Television (CCTV) operates at the Service and comprises of:

- 3 fixed position cameras (PCYC Centre only)

Camera Locations

- PCYC Hallway
- Centre/Kitchen area
- Hall Floor area

Cameras are not installed in private areas such as bathrooms or shower areas (for adults or children). All cameras are clearly visible.

The CCTV recording system operates in real mode, monitoring the site continuously 24 hours a day. Footage and information collected via the recording system will be governed by *Australian Privacy Principles* and all relevant staff will be kept up to date with requirements under Australia's privacy law.

Access to CCTV footage at the Service is strictly controlled and protected by secure, password-protected systems. Only authorised personnel are permitted to access the footage, in accordance with privacy laws and Service policies. The approved provider is responsible for determining who is authorised to access CCTV footage. CCTV footage will not be accessible to external parties (e.g., staff members or families) without appropriate authorisation. Any requests to view CCTV footage will be managed in accordance with Australian Law.

Access to the recordings will only be disclosed to:

1. the Ombudsman NSW to assist with investigations on 'child protection' (e.g., risk of harm, abuse, neglect and ill treatment).
2. to a member or officer of a law enforcement agency e.g., Police for use in assisting with investigations.
3. the approved provider or nominated supervisor to investigate situations that may have occurred.

Software Programs and Applications

Our Service uses a range of secure software programs and apps on service-supplied or issued devices to support the educational program and administration of the Service.

- All applications used by staff, educators, visitors and children must be carefully selected, regularly checked and kept up to date
- Access to software programs and applications must be password protected
- Each user must create their own user account and not share information
- Educational program software used by educators to share observations, photos, videos, daily reports, and learning portfolios with families will be hosted on a secure, closed and authorised platform
- Programs requiring additional background checks (such as CCS Software) must only be accessed by authorised staff who have completed necessary screening processes in accordance with Family Assistance Law.

Artificial Intelligence (AI) Use

Educators or staff using AI must be aware of limitations, privacy risks, and the potential for errors in the information it provides.

- AI may be used to support documentation tool; however, educators and staff must verify accuracy and not rely upon AI as an authoritative source
- Educators and staff must enter original work and verify that information obtained from AI is contextually relevant
- Educators and staff must not enter personal or identifying details of individual children (such as names and dates of birth) into AI tools.

Breach Of Policy

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment and may face disciplinary action which may lead to notification to the regulatory authority and child protection authorities. Visitors or volunteers who fail to comply to this policy may face termination of their engagement. Family members who do not comply with this policy may place their child's enrolment at risk and limit the family members' access to the Service.

Continuous Improvement

Our *Safe Use of Digital Technologies and Online Environments Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

Review

Policy Reviewed By	Megan Burkitt	Director	28/4/26
Policy Reviewed	APRIL 2026	Next Review Date	APRIL 2027
Modifications	APRIL major rewrite of policy draft to align with recent amendments National Law including introduction of Part 6A and other child safety provisions such as paramount consideration FEBRUARY Policy reviewed out of scope following the release of the *Education and Care Services (Supply, Authorisation and Use of Devices) Order 2025* mandatory for NSW Services		

Child Protection Policy

Policy Statement

Our Service is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. Our Service embeds the NSW Child Safe Standards and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging. We will ensure all employees and volunteers understand the meaning, importance and benefits of providing a child safe environment and critically, understand their obligations and requirements as mandatory reporters. Our Service adheres to the National Model Code and the Education and Care Services (Supply, Authorisation and Use of Devices) Order 2025 related to taking images or videos of children.

National Quality Standards (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
S. 3A	Paramount consideration
S. 4	How functions to be exercised
S. 5	Meaning of serious incident
S.5AA	Meaning of inappropriate conduct
S. 162A	Child Protection Training Offence relating to child protection training
S. 162B	Child safety training
S. 165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S.166A	Offence to subject child to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazard

S. 174	Offence to fail to notify certain information to Regulatory Authority
S. 174AA	Educators and other staff members of education and care service to notify certain information
S. 174AB	Approved provider must notify Regulatory Authority of event under section 174AA
S. 175	Offence relating to requirement to keep enrolment and other documents
S. 188A	False or misleading information about certain notices
S. 269B	National Early Childhood Worker Register
S. 269E	Approved provider must give information to the National Authority for the National Early Childhood Worker Register
12	Meaning of serious incident
84	Awareness of child protection law
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
115	Premises designed to facilitate supervision
145	Staff records
149	Volunteers and students
155	Interactions with children
168	Education and care service must have policies and procedures
170	Policies and procedures to be followed
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
181	Confidentiality of records kept by approved provider

Legislation

Children's Guardian Act 2019	*Children and Young Persons (Care and Protection) Act 1998 (The Care Act)*
Child Protection (Working with Children) Act 2012	*Crimes Act 1900*

RELATED POLICIES

Behaviour Management Policy Child Safe Environment Policy Code of Conduct Policy	Responsible Person Policy Safe Use of Digital Technologies and Online Environments Policy

Dealing with Complaints Policy Family Communication Policy Health and Safety Policy Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy	Social Media Policy Staffing Arrangements Policy Student, Volunteer and Visitors Policy Supervision Policy Work Health and Safety Policy

Purpose

All educators, staff, visitors and volunteers are committed to identifying possible risk and significant risk of harm to children and young people at the Service. We comprehend our duty of care to protect children from all types of abuse and neglect and will adhere to our moral and legislative obligations at all times. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our Service will act in the best interest of each child, assisting them to develop to their full potential in a secure and child safe environment.

Scope

This policy applies to children, families, staff, educators, management, approved provider, nominated supervisor, students, volunteers and visitors of the Service.

Working With Children Check

All people working or volunteering with children in New South Wales must, by law, have a valid Working with Children Check (WWCC). Our Service ensures that no person is permitted to commence work or volunteer in any capacity unless they hold a valid WWCC check and the approved provider has verified the WWCC check. The Office of the Children's Guardian provides checks of workers and volunteers to organisations, contributing to creating safe environments for children and other vulnerable people.

A WWCC Check is an assessment of whether a person poses an unacceptable risk to children. As part of the process, the Office of the Children's Guardian will complete a National Police Check and a review of reportable workplace misconduct. Working with Children Checks are valid for five years.

Cleared applicants are subject to ongoing monitoring and relevant new records may lead to the clearance being revoked. If new information about a person means they pose a risk to children's safety, that person's check will be re-assessed and, they will be immediately prohibited from working with children, in accordance with directions from the Office of the Children's Guardian.

The Office of the Children's Guardian will inform both the person affected and any organisations they're linked to about the change in status. Staff, volunteers and students must notify the approved provider within 72 hours of the event, or within 24 hours of becoming aware of the event, of any changes to their WWCC status, changes to their teacher registration or fit and proper status. This notification must be in writing. The approved provider must notify the NSW Early Learning Commission (regulatory authority) within 24 hours of becoming aware of the event, of becoming aware of changes to a staff/educator WWCC status including negative notices or changes to teacher accreditation or registration.

Childstory Reporter Community

If a child is at immediate risk and police or medical assistance is required, educators/staff must contact emergency services immediately on 000.

The Child Story Reporter Community is available for staff and educators when responding to and reporting risk of abuse and neglect. Mandatory reporters in NSW should use the online Mandatory Reporter Guide (MRG) if they have concerns that a child or young person is at risk of being neglected or physically, sexually or emotionally abused. The MRG assists in providing mandatory reporters with the most appropriate reporting decision.

The MRG supports mandatory reporters to:

- determine whether a report to the Child Protection Helpline is needed for concerns about possible abuse or neglect of a child (including unborn) or young person
- identify alternative ways to support vulnerable children, young people and their families where a mandatory reporter's response is better served outside the statutory child protection system

It is recommended that mandatory reporters complete the MRG on each occasion they have risk concerns, regardless of their level of experience or expertise. Each circumstance is different, and every child and young person is unique. Our Service will ensure all educators and staff have access to the MRG and reporting decision tree via Service-supplied electronic devices.

Our Service will develop and maintain a *Child Protection Concerns Register* for recording child protection concerns. The register will include information to record all concerns, disclosures, or suspicions of child abuse or neglect. The register ensures concerns are documented, monitored, and followed up in line with National Law, NSW Regulations, and child protection legislation. The register is kept confidential, stored securely, and accessible only to authorised personnel.

Implementation

Our Service strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. Educators have an important role to support children and young people and to identify concerns that may jeopardise their safety, welfare, or wellbeing including:

- a duty of care to ensure that reasonable steps are taken to prevent harm to children
- obligations are met under child protection legislation
- obligations are met under work, health and safety legislation.

Our Service promotes a culture of child safety and wellbeing within the Service. All staff, including the approved provider, nominated supervisors, educators, volunteers and students will be required to complete mandatory National Child Safety Training for the Early Childhood Education and Care Sector. This applies to any person working in the Service whether or not they work directly with children.

The approved provider will ensure each nominated supervisor and each person in day-to-day charge of the Service has:

- successfully completed approved child protection training
- provides evidence of the successful completion of approved child protection training
- is aware of current child protection law
- understands how to apply child protection law within our Service
- is aware of their obligations such as the responsibilities of a mandatory reporter.
  This will be expanded in 2026 to include: all staff members, students and volunteers.

The approved provider will ensure educators, staff and volunteers and students who work with children have been advised of:

- the existence and application of the current child protection law
- any obligations that they have under the law
  All staff, educators, volunteers and students will be provided with refresher child protection awareness training (annually) to ensure they remain up to date with knowledge of child protection law including their obligations as mandatory reporters. Staff, educators, students and volunteers must demonstrate an understanding of the role of mandatory reporter, including when a report must be made and how to make a report.

Making a Report/Notifications

The Approved Provider/ Nominated Supervisor Will:

- Dial 000 if a child is at immediate risk and Police or medical assistance is required
- follow the NSW Department of Education guide to *Responding to incidents, disclosures and suspicions of child abuse*
- report all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) to NSW Police
- notify the Department of Communities and Justice (DCJ) if a child is at risk of significant harm to the Child Protection Helpline 132111 or make online eReport through ChildStory Reporter website within 24 hours
- notify the NSW Early Learning Commission through the NQA-ITS (within 24 hours) of
  - any incident or allegation where it is reasonably believed that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service
  - of any complaints alleging that a serious incident has occurred or is occurring at the Service
  - of a serious incident, which may include:
- physical or sexual abuse where emergency services attended the Service or
- where a child appears to have been involved in a sexual offence or sexual misconduct

- of any circumstances that may affect an educator or staff member's WWCC or fit and proper status, including changes to teacher accreditation or registration (if applicable) within 24 hours of becoming aware of the event
- any sexual offence or sexual misconduct committed by an employee, volunteer or student
- ensure documentation is completed to assist in making reports to relevant authorities including an incident, injury, trauma and illness record
- comply with legislation for Reportable Conduct Scheme and ensure the Office of the Children's Guardian is notified within 7 business days of becoming aware of any allegations and/or convictions of abuse or neglect of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken.
- notify the NSW Early Learning Commission through the NQA-ITS, NSW Department of Communities and Justice (DCJ), NSW Office of the Children's Guardian (OCG) and NSW Police of any allegation (observed or suspected or disclosures) that a staff member or volunteer is engaging or has engaged in appropriate conduct to a child within 24 hours
- develop a 24-hour reporting procedure to ensure that any report made to the approved provider or nominated supervisor, which is deemed notifiable to the regulatory authority, is submitted within the required 24-hour timeframe, including when incidents occur, or are reported, outside of operational hours (e.g. weekends or public holidays).

Educators Will:

- contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so
- respect what a child discloses, taking it seriously and follow up on their concerns through the appropriate channels
- report all incidents, allegations and complaints relating to child safety to the approved provider
- report all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) to NSW Police
- follow the NSW Department of Education guide to *Responding to incidents, disclosures and suspicions of child abuse*
- comprehend their mandatory reporting obligations and responsibilities to report suspected risk or significant risk of harm to the NSW Department of Communities and Justice (Child Protection Helpline) 132111 or make online eReport through ChildStory Reporter website within 24 hours
- prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation
- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Child Protection Helpline or appropriate authority
- understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people
- identify and report any concerns and allegations of reportable conduct involving a staff member, volunteer or contractor to the approved provider (reports may be made to the NSW Office of the Children's Guardian if they are concerned the approved provider has not fulfilled their reporting duty, as part of mandatory requirements under the Reportable Conduct Scheme)
- identify and report any concerns and allegations of inappropriate conduct (observed or suspected or disclosures) by other staff members, volunteers or students to the approved provider within 24 hours

- refer families to appropriate agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through CWU (Child Wellbeing Units) or/and FRS (Family Referral Services). Family consent will be sought before making referrals.

Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the notification should not inform the suspected perpetrator (if known) nor attempt to investigate any allegation themselves. This ensures the matter can be investigated without contamination of evidence or pre-rehearsed statements by the appropriate authorities. It also minimises the risk of retaliation on the child for disclosing.

Protection For Reporters

All reporters are protected against retribution for making or proposing to make a report under amendments to the Children and Young Persons (Care and Protection) Act 1998 effective 1 March 2020. The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

- The report will not breach standards of professional conduct
- The report cannot lead to defamation and civil and criminal liability
- The report is not admissible in any proceedings as evidence against the person who made the report
- A person cannot be compelled by a court to provide the report or disclose its contents
- The identity of the person making the report is protected.

A report is also an exempt document under the *Freedom of Information Act 1989*.

Additional protections apply under the Education and Care Services National Law. It is an offence to take or threaten any detrimental action, such as intimidation, bullying, discrimination, or adverse treatment, against a person who has made or may make a protected disclosure.

Sharing of Information

Chapter 16A of the *NSW Children and Young Person (Care and Protection) Act 1998* provides for the exchange of information and cooperation between prescribed bodies, if the information relates to the safety, welfare or wellbeing of a child or young person.

Sharing personal information about children and their families must be lawful, which means either gaining consent or working within relevant legislation. Information sharing by consent, where possible, is important to meaningful work with families to facilitate change. Consent may be obtained verbally or in writing; however, you should not seek consent if doing so might compromise the safety of a child or any other person.

Information can only be shared between prescribed bodies. Prescribed bodies or organisations include:

- NSW Police
- public service agencies or public authorities

- private and public schools, and TAFE establishments
- health care providers
- OSHC providers
- organisations that have direct responsibility for, or direct supervision of, the provision of health care, welfare, education, children's services, residential services or law enforcement, wholly or partly to children or their parent/s.

To provide or request information it must relate to the safety, welfare or wellbeing of a particular child or class of children. The information must be for the purposes of assisting a prescribed body to:

- make any decision, assessment or plan or to initiate or conduct any investigation, or to provide any service, relating to the safety and welfare of the child or class of children, or
- manage any risk to the child or class of children that might arise in the prescribed body's capacity as an employer or designated agency.

The Approved Provider, Management and Nominated Supervisor will Ensure:

- that obligations under the Education and Care Services National Law and Regulations are met and child's safety and wellbeing are prioritised at all times
- educators, staff, students and volunteers have knowledge of and adhere to this policy and associated procedure and are advised on how and where the policy can be accessed
- all staff are aware of and have access to the *NSW Early Learning Commission Reporting Guide*, the Reporting Guide will be displayed in a prominent location within the staff office
- families are aware of this *Child Protection Policy* and procedure and are advised on how and where the policy can be accessed
- all children being educated and care for by the Service are adequately supervised
- they do not subject a child to inappropriate conduct and ensure that no child being educated and cared for by the Service is subjected to inappropriate conduct by any staff member, educator or volunteer
- any allegations, concerns or suspicions of inappropriate conduct are investigated and reported to the regulatory authority
- staff, educators, volunteers, students and visitors have knowledge of and adhere to the National Model Code and Education and Care Services (Supply, Authorisation and Use of Devices) Order 2025 and not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or videos when educating and caring for children at the Service
- staff and educators only use electronic devices supplied by the Service for taking images or videos of children enrolled at the Service
- that the premises, including toilet facilities are designed and maintained to facilitate clear supervision of children whilst maintaining their rights and dignity
- students, volunteers and/or visitors are never left alone with a child whilst at the Service under any circumstance
- educators and staff are provided with training and ongoing supervision to promote a child safe culture and ensure they understand that *child safety is everyone's responsibility*, and they adhere to the NSW Child Safe Standards

- any nominated supervisor and responsible person in day-to-day charge of the Service has successfully completed a course in child protection approved by the regulatory authority
- a thorough recruitment process is implemented to employ people who are committed to children's safety and ensure their views align with the Service's Code of Conduct, Statement of Philosophy and child safety policies and procedures
- the recruitment process includes pre-employment screening and reference checks
- all prospective applicants are required to complete a prohibition notice declaration to acknowledge they do not hold any prohibition notices or negative notices that would prevent them from working with children
- the Service registers with Office of the Children's Guardian and validates all staff, educator, volunteers and students Working with Children Checks (WWCC) in accordance with the *Child Protection (Working with Children) Act 2012* before the person begins working or interacting with children
- a record is kept and updated of the number of each WWCC number and expiry date and staff and educators are reminded to renew their WWCC prior to expiry
- staff, student and volunteer records are maintained as per the *Record Keeping and Retention Policy* and entered into the National Early Childhood Worker Register
- staff, volunteers and students notify the approved provider, in writing, within 72 hours of any changes to their WWCC status, or within 24 hours of becoming aware of the event, changes to their teacher registration or fit and proper status (including show cause notice, suspension notice, supervision notice, disciplinary notices/orders or prohibition notices)
- a *Child Protection Risk Assessment* is completed and reviewed annually
- a *Child Protection Concerns Register* is completed to record child protection concerns
- a range of strategies are used to provide effective supervision, including using attendance records to ensure children are accounted for (head counts, roll call etc.)
- to cooperate with the regulatory authority and comply with any directions or orders issued by the regulatory authority regarding a show cause, suspension or supervision notice provided to a student, volunteer or visitor, including removing the person from engagement with children immediately
- registration for the Service is completed for eReporting through the *ChildStory Reporting Community*
- to emphasise child safety throughout the Service with regular discussions at team meetings and with children and families
- educators are provided with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers
- records of abuse or suspected abuse are kept in line with our *Privacy and Confidentiality Policy*
- records relating to child sexual abuse that has or is alleged to have occurred are kept for at least 45 years
- our complaint handling processes are child-focused providing support and guidance for children to know who to talk to if they are feeling unsafe (*See Dealing with Complaints Policy*)
- following any critical incident, children, staff and families are provided with access to support they may need- counselling, debriefing, access to community services
- critical reflection on the incident is conducted with staff and educators to inform required changes to policy, procedures, practices (including supervision) and risk assessments.

All employees, volunteers and students are:

- provided with a copy of the current *Child Protection, Child Safe Environment, Code of Conduct and Safe Use of Digital Technologies and Online Environments Policies* during the induction process
- required to participate in a comprehensive induction and orientation program, including an understanding of child protection law
- provided with access to all relevant legislations, regulations, standards and other resources to help meet their mandatory reporting obligations
- supported to foster a child safe culture within the Service by complying with the NSW Child Safe Standards
- provided with support to adhere to a zero-tolerance stance against child abuse
- required to complete online training to understand the child protection reporting process and use of the Mandatory Reporter Guide (MRG), including when and how to submit a child protection report
- required to complete mandatory child safety training on how to identify, understand, report, and respond to child maltreatment, abuse and harm
- provided with current information and reporting procedures for the Reportable Conduct Scheme (Office of Children's Guardian)
- aware of their mandatory reporting obligations and responsibilities
- aware that neglecting to report child protection concerns may be deemed a criminal offence under the Crimes Act 1900
- provided with regular training and resources about the different ways children may express concerns, distress and disclose harm as well as the process for responding to disclosures from children- including a complaint that alleges a child is exhibiting sexual behaviours that may be harmful to the child or another child (ACECQA 2023)
- provided with regular training and resources about trauma-informed care, effective supervision and monitoring, appropriate and inappropriate discipline and online abuse
- required to participate in regular performance reviews
- aware of appropriate positive and consistent approaches to guide behaviour and ensure no child is subjected to any form of corporal punishment or discipline that is unreasonable in the circumstances
- aware that it is an offence to subject a child to inappropriate conduct which includes behaviour that is inconsistent with professional standards; is likely to cause emotional, psychological or physical harm to children or has violent or sexual connotations
- aware that if they observe, suspect or receive any allegations or disclosures that a staff member, or volunteer is engaging or has engaged in inappropriate conduct, they must notify the NSW Early Learning Commission, approved provider and nominated supervisor within 24 hours
- aware of our Service policy and associated procedures for the Safe use of Digital Technologies and Online Environments.

Educators and Staff will:

- adhere to the Service's policies and procedures
- promote the welfare, safety, and wellbeing of children at the Service by creating and maintaining child safe environment and adhere to the NSW Child Safe Standards

- foster a culture of openness, respect and cultural safety where children and young people feel safe to disclose risk of harm to children or report abuse
- participate in a comprehensive induction and orientation program that includes an understanding of child protection law and their obligations
- provide valid Working with Children Check (WWCC) details before their employment and engagement at the Service
- advise the approved provider of any circumstances that may affect their WWCC or fit and proper status, including changes to teacher accreditation or registration (if applicable), in writing, within 72 hours of the event or within 24 hours of becoming aware of the event
- not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or video of children at the Service
- participate in mandatory child safety training on how to identify, understand, report, and respond to child maltreatment, abuse and harm (from February 2026)
- implement consistent, appropriate interactions with children
- ensure no child is subjected to inappropriate conduct or discipline
- understand their legal responsibilities to report any allegations or disclosures that a staff member or volunteer is engaging or has engaged in inappropriate conduct to notify the NSW Early Learning Commission and nominated supervisor within 24 hours
- allow children to be part of decision-making processes where appropriate
- provide ongoing monitoring and follow-up for children's health and wellbeing.

Students/Volunteers/Visitors will:

- adhere to the Service's policies and procedures
- participate in a comprehensive induction and orientation program, including an understanding of child protection law
- provide a child safe environment for all children
- follow the *NSW Early Learning Commission Reporting Guide*
- ensure no child is subjected to inappropriate conduct or discipline
- provide valid Working with Children Check (WWCC) details before their engagement at the Service
- advise the approved provider of any circumstances that may affect their WWCC or fit and proper status, including changes to teacher accreditation or registration (if applicable), in writing, within 72 hours of the event or within 24 hours of becoming aware of the event
- promote the welfare, safety, and wellbeing of children at the Service, fostering a child safe culture
- participate in mandatory child safety training
- not use, or have access to, any personal electronic devices, including mobile phones or smart watches used to take images or video of children at the Service
- report any concern or suspicion that a child is at risk of abuse, harm, neglect or ill-treatment to the approved provider or nominated supervisor as soon as possible
- report all instances (alleged or witnessed) of child abuse, including assault or sexual abuse (including grooming) or inappropriate conduct by a staff member or other volunteer to NSW Police and the approved provider or nominated supervisor within 24 hours
- identify and report any concerns around staff, educator or volunteer behaviour or inappropriate conduct to management/approved provider of the Service as soon as practicable but within 24 hours

- allow children to be part of decision-making processes where appropriate.

Documenting a Disclosure

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

When Receiving a Disclosure of Harm, the Person Receiving the Disclosure Will:

- give the child or young person their full attention
- remain calm and find a place to talk where you can give the child your full attention (ask child or young person if you can move to a place where you can hear them properly)
- not make promises that can't be kept. For example, never promise that you will not tell anyone else.
- honestly tell the child or young person what you plan to do next
- tell the child/person they have done the right thing in revealing the information and that you will need inform someone who can help keep the child safe
- only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- let the child or young person take his or her time
- let the child or young person use his or her own words
- tell the child or young person that the abuse of maltreatment is not their fault
- support culturally and linguistically diverse children and children with additional needs to express themselves in the child's preferred way of communicating
- not attempt to conduct their own investigation or mediate an outcome between the parties involved
- not confront the perpetrator
- document as soon as possible so the details are accurately captured including:
  - time, date and place of the disclosure
  - '*word for word*' what happened and what was said, including anything they (the staff member/educator) said and any actions that have been taken
  - date of report and signature.

Source: *Responding to children and young people's disclosures of* abuse (2025). Australian Institute of Family Studies

Breach of Child Protection Policy

A breach is any action or inaction by any individual within the Service, including children and young people, that fails to comply with any part of the policy. All educators, students, volunteers and staff working with children are mandatory reporters under the *Crimes Act 1900* and have a duty of care to support and protect children. The rights and best interests of children are paramount, and breaches will be treated as serious.

Any allegations of criminal offences against children must be reported to the Police immediately. Failure to report child sexual abuse to the police is a criminal offence. Any person who reports a breach or concern in good faith, will be protected against retaliation under the *Protected Disclosures Policy*.

All breaches will be recorded, and outcomes documented, in accordance with record-keeping requirements. A breach may include (but is not limited to):

- failure to report suspected child abuse, neglect, or risk of harm
- engaging in or failing to prevent inappropriate conduct or inappropriate discipline to a child
- breaching confidentiality about a child protection matter
- failing to maintain a valid Working with Children Check (WWCC)
- not following the Service's Code of Conduct, supervision or reporting procedures
- any action or inaction that places a child at risk of harm.

All breaches will be recorded, and outcomes documented, in accordance with record-keeping requirements. A breach may include (but is not limited to):

- failure to report suspected child abuse, neglect, or risk of harm
- engaging in or failing to prevent inappropriate conduct or inappropriate discipline to a child
- breaching confidentiality about a child protection matter
- failing to maintain a valid Working with Children Check (WWCC)
- not following the Service's Code of Conduct, supervision or reporting procedures
- any action or inaction that places a child at risk of harm.

Managing a Breach in Child Protection Policy

Management will investigate any breaches to this policy in a fair, unbiased and supportive manner by:

- liaising with the Department of Communities and Justice (DCJ), NSW Police and Office of Children's Guardian for appropriate processes to ensure chain of evidence is not destroyed or compromised
- not undertaking and investigating the allegation whilst the Child Protection, Police or Office of Children's Guardian are conducting an investigation
- following directions from the DCJ and NSW Police that may include removal of the educator or staff member (who is the subject of allegations) immediately from a role with contact with children or young people until authorities conclude their investigation
- displaying the Service's compliance history and any compliance actions that are the subject of review by the regulatory authority for families to view.

Management may undertake an investigation if Child Protection or the Police are not conducting their own investigation or if their action has concluded. Management will:

- give the educator, staff member, student or volunteer the opportunity to provide their version of events
- document the details of the breach, including the versions of all parties
- record the outcome clearly and without bias
- ensure the matters in relation to the breach are kept confidential
- reach a decision based on discussion and consideration of all evidence.

Outcome of a Breach in Child Protection Policy

Staff members or educators who fail to adhere to this policy may be in breach of their terms of employment. Visitors or volunteers who fail to comply to this policy may face termination of their engagement. Depending on the nature of the breach outcomes may include:

- disciplinary procedures, including dismissal of employment, if required
- emphasising the relevant element of the child protection policy and procedure not followed
- providing closer supervision
- providing further education and training
- providing mediation between those involved in the incident (where appropriate)
- reviewing current policies and procedures and developing new policies and procedures if necessary
- external regulatory action- including compliance history, fines, suspension of rating or Service closure.

Reportable Conduct Scheme-Allegations Against Employees, Volunteers or Students

Report to 000 if you have immediate concerns for a child's safety.

The approved provider has the legislative obligation under the *Reportable Conduct Scheme* to notify the *Office of the Children's Guardian* (OCG) of reportable allegations and convictions against their employees (including volunteers and contractors), investigate the allegation with procedural fairness and advise the Office of the outcome.

All educators and staff members have an obligation to report relevant allegations of a child protection nature as part of the Reportable Conduct Scheme to the approved provider (reports may be made to the NSW Office of the Children's Guardian if they are concerned the approved provider has not fulfilled their reporting duty). This reportable conduct may have occurred either within work hours or outside work hours. A child is anyone under the age of 18 at the time of the alleged conduct occurred.

In addition, the approved provider must take appropriate action to prevent reportable conduct by employees. The *Children's Guardian Act 2019,* effective 1 March 2020, defines the head of an organisation as a 'relevant entity'. An approved education and care service is listed at Schedule 1 of the Act as an 'entity'.

The approved provider must notify the OCG within seven (7) business days and conduct an investigation into the allegations. 7-day notification form Reportable Conduct Directorate: (02) 8219 3800. (Monday – Friday). A final report of the investigation must be ready to submit within 30 calendar days or provide information about the progress of the investigation to the OCG 30 Day interim report form.

The approved provider must send a report to the OCG that enables the OCG to determine whether the investigation was completed satisfactorily and whether appropriate action was or can be taken.

The approved provider must ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Act or other legislation. The heads of relevant entities have

obligations under section 57 of the Act to disclose 'relevant information' to the following persons unless they are satisfied that the disclosure is not in the public interest:

- a child to whom the information relates
- a parent of the child
- if the child is in out-of-home care, an authorised carer that provides out-of-home care to the child.

The Children's Guardian will monitor the entity's response and may conduct their own investigation. The Children's Guardian Act 2019 defines reportable conduct as:

- a sexual offence has been committed against, with or in the presence of a child
- sexual misconduct with, towards or in the presence of a child
- ill-treatment of a child
- neglect of a child
- an assault against a child
- an offence under S.43B (failure to protect) or S.316A (failure to report) of the Crimes Act 1900; *and*
- behaviour that causes significant emotional or psychological harm to the child

Employees are aware mandatory reporting procedures including notification to the Child Protection Helpline operate alongside, and does not replace, the Report Conduct Scheme.

Educating Children About Protective Behaviours

Our program will educate and support children to learn about their rights and encourage them to express their views and feelings. Children will learn:

- about acceptable and unacceptable behaviour in both physical and online environments
- about what is appropriate and inappropriate contact at an age-appropriate level and understanding
- about body safety, using correct names of private body parts to help recognise inappropriate touches and respect for personal space
- about their right to feel safe at all times
- to say '*no'* to anything that makes them feel unsafe or uncomfortable
- about how to use their own knowledge and understanding to feel safe
- to identify feelings that they do not feel safe
- help them identify trusted educators, adults and friends
- the difference between 'good' and 'bad' secrets
- that there is no secret or story that cannot be shared with someone they trust
- that educators are available for them if they have any concerns
- to tell educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling.

Continuous Improvement

Our *Child Protection Policy* will be reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days. Our policy, procedures and practices will be critically examined

to ensure ongoing improvement to maintain and foster a child safe environment and child safe culture within our Service.

REVIEW

Policy Reviewed By	Megan Burkitt	Director	24/4/26
Policy Reviewed	APRIL 2026	Next Review Date	APRIL 2027
Modifications	APRIL Further edits to strengthen child safety requirements JANUARY Mandatory Child Safety Training added NOVEMBER updated policy to include amendments to Children (Education and Care Services) National Law (NSW) included additional points to strengthen child safe practices added Ministerial directions- Education and Care Services (Supply, Authorisation and Use of Digital Devices) Order 2025		

Protected Disclosure Policy

Our Service promotes a culture of transparency and will provide safe, confidential channels for disclosures, investigate fairly and protect disclosures (whistleblowers) from detrimental action.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
	Child Safety and Protection	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 3A	Paramount consideration
S.5AA	Meaning of inappropriate conduct
S. 162A	Offence relating to child protection training
S. 166A	Offence to subject child to inappropriate conduct
S. 174AA	Educators and other staff members of education and care service to notify certain information
Division 7	Serious detrimental action
S. 300E	Requirement for policy about protected disclosures

84	Awareness of child protection law
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
175	Prescribed information to be notified to the regulatory authority
181	Confidentiality of records kept by approved provider

RELATED POLICIES

Bullying, Discrimination and Harassment Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy	Governance Policy Interactions with Children, Family and Staffing Policy Privacy and Confidentiality Policy Work Health and Safety Policy

PURPOSE

This policy supports a culture of integrity and accountability by providing a safe and confidential process for reporting wrongdoing, misconduct, or any matter that may risk the safety, welfare, or wellbeing of children within our Service. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

SCOPE

This policy applies to staff, educators, management, approved provider, nominated supervisor, students, families, children, volunteers and visitors of the Service.

IMPLEMENTATION

Our Service promotes a culture of transparency and will provide safe, confidential channels for disclosures, investigate fairly, and protect disclosers from detrimental action. Our Service encourages anyone who suspects illegal, unethical, corrupt, fraudulent, inappropriate conduct or inappropriate discipline to report those concerns.

The approved provider/nominated supervisor will ensure:

- that obligations under the Education and Care Services National Law and National Regulations are met and child's safety and wellbeing are prioritised at all times
- educators, staff, students and volunteers have knowledge of and adhere to this policy and are advised on how and where the policy can be accessed

- families are aware of this *Protected Disclosure Policy* and are advised on how and where the policy can be accessed
- a safe environment is created where employees and volunteers feel supported reporting any wrongdoing
- a culture of transparency and integrity is promoted within the Service
- regular training and awareness sessions about protected disclosures and processes are provided to all staff, educators and volunteers
- multiple reporting channels including internal and external options
- appoint eligible recipients to receive disclosures
- any disclosure reports are promptly investigated
- feedback is provided to employees on the progress and outcomes of their reports, where appropriate.

Educators/volunteers/students will:

- immediately report all incidents, allegations and complaints relating to child safety to the approved provider
- cooperate with investigations into disclosures
- maintain confidentiality about disclosures and investigations
- support colleagues who make protected disclosures
- not engage in or tolerate detrimental action against employees who report disclosures

Families will:

- be informed of their right to make protected disclosures about serious wrongdoing
- have access to information about how to make a disclosure
- be protected if they make a qualifying disclosure
- have confidence that disclosures will be taken seriously and investigated appropriately.

How To Make a Disclosure

Disclosures can be made by current and former employees and educators, volunteers, students, contractors, families, persons with management or control at the Service. Disclosures may be made:

- in person
- in writing (letter or email)
- by telephone
- anonymously
- through a legal practitioner

When making a disclosure, the reporter should provide:

- description of the conduct or issue
- names of persons involved
- dates, times and locations
- any witnesses
- supporting documentation or evidence
- contact details (unless anonymous)

Protection For Reporters

Individuals making qualifying disclosures are protected from:

- civil, criminal or administrative liability
- contractual remedies or rights being enforced
- admissibility of disclosed information in proceedings against them
- detrimental actions or threats

False or Malicious Disclosures

While protection extends to incorrect disclosures made within reasonable grounds, deliberately false or malicious reports will be treated seriously and may result in:

- disciplinary action
- termination of employment
- legal action
- referral to authorities

Internal Recipients of a Disclosure

Approved provider: Megan Burkitt, 0432 946 779
Nominated supervisor: Megan Burkitt, 0432 946 779
Designated Disclosure Officer: Megan Burkitt, 0432 946 779

External Recipients of a Disclosure

If a staff member, volunteer or other person would prefer to make an external protected disclosure outside the Service, they may contact the regulatory authority, Ombudsman or the statutory child protection authority.

NEW SOUTH WALES	
NSW ECEC Regulatory Authority	
1800 619 113	email: ececd@det.nsw.edu.au
Independent Commission Against Corruption (ICAC)	
1800 463 909	www.icac.nsw.gov.au
NSW Ombudsman	
1800 451 524	www.ombo.nsw.gov.au

Receiving and Managing Disclosures

Our Service is committed to ensuring that all protected disclosures are handled appropriately, fairly, and confidentially. The person managing the disclosure will, on behalf of the Service:

- acknowledge receipt of a disclosure within 5 business days (where the discloser can be contacted)
- assess whether the disclosure qualifies for protection under relevant legislation
- determine appropriate investigation procedures while maintain confidentiality
- take all reasonable steps to protect the discloser from detrimental action
- ensure procedural fairness for any person mentioned in a disclosure
- document all disclosures, investigations and outcomes securely and confidentiality

Investigating Disclosures

The person managing the disclosure will:

- conduct thorough, fair and impartial investigations into qualifying disclosures
- determine the nature, scope and appropriate investigator (internal or external)
- complete investigations as soon as practicable
- keep the discloser informed of progress where appropriate and lawful
- take corrective action when wrongdoing is substantiated
- report to relevant authorities as required- regulatory authority, Police, Office of Children's Guardian

Protecting Reporters

Following a disclosure, the Service will ensure that the discloser is protected from detriment. The person managing the disclosure will:

- maintain strict confidentiality of the discloser's identity (subject to legal exceptions)
- protect disclosers from victimisation, harassment or detrimental action
- provide access to support services including Employee Assistance Programs where available
- monitor and access risks of detriment to disclosers throughout the process
- take disciplinary action against anyone who takes detrimental action against a whistleblower

Continuous Improvement

The *Protected Disclosures Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

REVIEW

Policy Reviewed By:	Megan Burkitt	Director	24/4/26
Policy Reviewed	APRIL 2026	Next Review Date	APRIL 2026
MODIFICATIONS	new policy drafted		

Behaviour Management Policy

Policy Statement

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within *Education and Care Services National Regulations*. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

National Quality Standard (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.5AA	Meaning of inappropriate conduct
S. 162A	Child protection training
S.165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S.166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazards
S. 174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
84	Awareness of child protection law
147	Staff members [records]
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
175	Prescribed information to be notified to Regulatory Authority

Related Policies

Child Protection Policy Educational Program Policy Incident, Injury, Trauma and Illness Policy Interaction with Children, Family and Staff Policy	Medical Condition Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Enrolment Policy Supervision Policy

Purpose

We aim to create positive relationships with children by helping them to feel safe, secure, and supported within our Service. We will ensure children are treated fairly and equitably and with respect and consistency, as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. We believe that children's safety, rights, and best interests are the

paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

Scope

This policy applies to children, families, educators, staff, approved provider, nominated supervisor, management, students, volunteers and visitors of the Service.

Implementation

We believe in providing clear, consistent guidelines for children's behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

Positive Behaviour Guidance Strategies

All educators and staff at our Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within our Service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences, providing a 'cooling down' period and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to identify triggers and sources of inappropriate or challenging behaviour. Physically restraining a child will only be used in emergency situations if a child is:

- in a clearly unsafe situation – e.g., attempting to scale a fence or run onto a road
- physically threating other children or adults
- behaving in ways that are destructive to themselves, other people or the environment. [ACECQA, 2020]

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All staff implement an active and positive approach to guiding children's behaviour within our Service.

Use of Behaviour Sheets

As part of our behaviour guidance framework, Community OOSH Services uses two levels of structured reflection tools—*half sheets* and *full sheets*—to document and address behavioural incidents respectfully and consistently.

These tools serve as formal opportunities for reflection and communication, not punishment. They are designed to help children understand the impact of their behaviour, make appropriate choices, restore relationships with others and collaborate with child, family and educators to develop strategies to assist the child in the future.

Half Sheets

A *half sheet* is used when a child displays behaviour that:

- Disrupts the learning or safety of others, but
- Does *not pose an immediate risk of physical or emotional harm*, and
- Is a *repeat or escalating behaviour* despite informal guidance and reminders.

Half sheets are recorded by coordinators or responsible persons and may involve a brief restorative conversation with the child. Parents/carers are informed of the incident as part of our collaborative approach to supporting children's behaviour.

Full Sheets

A *full sheet* is used in response to more serious or unsafe behaviour, including:

- Physical aggression or threats
- Intentional damage to property
- Ongoing defiance or bullying
- Behaviour that places the child or others at significant risk
- Harmful Sexualised Behaviour

Full sheets prompt a *comprehensive reflection process*. The child is supported by the coordinator to understand what occurred, why it was unsafe, and how to restore trust. A meeting with parents/carers may be arranged, and a behaviour support plan may be developed if required.

Restorative and Reflective Practice

The purpose of using these sheets is not to punish, but to:

- Encourage accountability
- Support emotional regulation and conflict resolution
- Build skills for managing social interactions

These processes align with our values of respect, inclusion, and safety for all children.

Critical Incidents & Immediate Risk Management

At Community OOSH Services, we are committed to the safety and wellbeing of every child, educator, and member of our community. While we actively support and guide children through a wide range of behavioural challenges, there may be rare and serious instances—referred to as critical incidents—where a child's behaviour presents an immediate and significant risk to the safety of others.

Definition of a Critical Incident

A *critical incident* refers to a behavioural event that is:

- Severe in nature, such as sustained physical assault, serious threats of harm, or possession of a weapon
- Deliberately harmful to other children or staff
- Persistently dangerous, despite previous intervention and support
- Beyond the capacity of the service to safely manage, even with additional staffing, planning, or resources
- Harmful sexualised behaviour

Response to Critical Incidents

When a critical incident occurs:

- The service will act immediately to protect all children and adults present, including safely removing the child from the group if necessary.
- Parents/carers will be contacted and requested to collect the child as soon as practicable.
- The incident will be documented in accordance with Regulation 87 and reviewed by the Nominated Supervisor.
- Where required, the service will make reports to relevant authorities, including:
  - NSW Child Protection Helpline (if ROSH is identified)
  - NSW Department of Education (Regulatory Authority)
  - Police, where necessary

Termination of Enrolment

In circumstances where the behaviour presents an ongoing and unmanageable safety risk, the service may make the decision to immediately suspend or terminate the child's enrolment.

This decision:

- Is not taken lightly and will follow internal review by the Nominated Supervisor and Management
- Is made in accordance with our duty of care and legal obligations
- Will be communicated to the family, including reference to the incident, actions taken, and support options available.

Inappropriate Discipline/Inappropriate Conduct

All staff play an important role in embedding child safe practices within our Service. Any form of corporal punishment, or any discipline that is unreasonable or inappropriate is not permitted at any time when children are being educated and cared for by an education and care service. Staff are made aware of interactions and practices with children that are classified as unreasonable or inappropriate conduct or discipline, during induction and through ongoing staff training. All staff and educators have undertaken mandatory child safety training and child protection training, including mandatory reporting requirements and obligations. Staff must report all alleged or witnessed instances of child abuse or child related misconduct by any staff member, volunteer or contractor immediately to the Directors, Reportable Conduct Scheme or Police on 000.

The approved provider will notify the regulatory authority of any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the Service, or any allegation that sexual or physical abuse of a child has occurred or is occurring at the Service within 24 hours.

The Approved Provider/Nominated Supervisor/Management will Ensure:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure
- all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- no child being educated and cared for by the Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (S.166 National Law)

- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- each nominated supervisor and person in day-to-day charge of the Service has completed child protection training (Section 162A of the National Law)
- each staff member, educator and volunteer have completed mandatory child safety training
- ensure all educators and staff are aware of the procedure of reporting allegations of abuse, neglect, harm or ill-treatment
- ensure that no child is subjected to any form of inappropriate conduct including conduct that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate in the circumstances
- ensure all educators, staff and volunteers understand their obligations as mandatory reporters and are trained to recognise, prevent and respond to inappropriate conduct
- staff records include evidence of the approved training completed by staff members (Reg.147)
- connections are built between our Service and local primary schools to support positive learning environments during transition to school
- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file
- educators use this information to engage children in experiences that support children to develop and practice their social and decision-making skills
- positive and respectful relationships with children are established and maintained
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions
- positive, empathetic relationships are promoted between children assisting them to develop respectful relationships
- the dignity and rights of each child are maintained at all times
- a partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file
- excessive or challenging behaviour is managed and communicated with families
- strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down
- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the *Behaviour Report (Half Sheet or Full Sheet)*
- a meeting with the child's parents/carers and educator may be arranged to discuss any behaviours or concerns that have been observed. A *Behaviour Support Plan* may be developed in consultation with families and other health professionals as required
- families and professional agencies are consulted to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties

- *Behaviour Suppport Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- Behaviour Support Plans are developed for individual children as required
- professional development is provided for educators to learn about Trauma Informed Practices to help educators understand challenging behaviours through a 'trauma lens'
- notification is made to parents/guardians as soon as practicable, but within 24 hours, if their child is involved in a serious incident/situation at the Service. Details of the incident/situation are to be recorded on the *Incident, Injury, Trauma and Illness Record*.
- ensure that any allegation, concern or suspicion that a child has been subjected to inappropriate conduct is responded to immediately and reported to the regulatory authority, within 24 hours, with mandatory notifications made to other relevant authorities as required including Office of the Children's Guardian- Reportable Conduct Scheme (NSW), NSW Department of Communities and Justice (DCJ), NSW Police and internal incident management procedures
- notification is made to the regulatory authority, via NQA ITS, within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the Service
- notification is made to the regulatory authority and to the children's commissioner, child protection agencies or the police of any incident of inappropriate discipline
- a review of practices is conducted following a serious incident, including an assessment of areas for improvement (ensure any review or investigation does not interfere with outside agency investigations).

Educators will:

- ensure their interactions with children are always respectful, safe, supportive and appropriate to each child's developmental needs, culture, identify and circumstances
- refrain from any behaviour that may be considered inappropriate conduct, including behaviour that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate
- remain aware of the power imbalance inherent in child-adult relationships and avoid behaviour that could misuse or exploit that power
- immediately report any behaviour by another person that may constitute inappropriate conduct towards a child to the nominated supervisor/approved provider and regulatory authority
- understand their mandatory reporting requirements and respond to any incident, disclosure or suspicion of child abuse, harm, neglect or ill-treatment they witness or suspect immediately by notifying the approved provider and NSW Department of Communities and Justice (Child Protection Helpline)
- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others
- actively work with younger children to promote and role-model positive ways to interact with others
- teach behavioural expectations
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments
- provide children with positive guidance and encouragement toward acceptable behaviour
- promote children's initiative and agency

- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- at all times provide positive role-modelling in their dealings with children, other educators and staff, and families
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- provide positive feedback and focus on children's strengths and achievements and build on their abilities
- take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with
- ensure there are sufficient materials and equipment for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests
- commit to professional development and keep up to date with industry information regarding behaviour management strategies
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them
- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger
- guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour

Families will:

- provide consent for the Service to consult with the child's school to support behaviours that occur between school and OOSH
- work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour
- work in partnership with educators and health professionals in the development of a behaviour support plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented h
- create consistency in behaviour guidance strategies used at the Service and at home.

Continuous Improvement

The *Behaviour Guidance Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidents related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

REVIEW

Policy Reviewed By	Megan Burkitt	Director	3/2/26
Policy Reviewed	FEB 2026	Next Review Date	FEB 2027
Modifications	FEBRUARY 2026 updated policy to include amendments to Children (Education and Care Services) National Law (NSW) included additional points to strengthen child safe practices including inappropriate conduct		

NSW Child Safe Standards Integration

NSW Child Safe Standards Statement of Commitment

Community OOSH Services is committed to safeguarding children and young people by actively implementing and embedding the NSW Child Safe Standards into all areas of service operation. Our policies, procedures, and practices are guided by the following 10 standards:

1. *Child safety is embedded in leadership, governance and culture.*
   Management leads by example, modelling a strong child-safe culture in decision-making, recruitment, and daily practices.
2. *Children participate in decisions affecting them.*
   Children are consulted in service planning, including program content and policy development, using child-friendly tools.
3. *Families and communities are informed and involved.*
   Families are key partners. We provide opportunities for feedback, updates on policy changes, and participation in risk assessments.
4. *Equity is upheld and diverse needs respected.*
   Inclusion strategies ensure culturally safe environments for Aboriginal and Torres Strait Islander children and those from CALD backgrounds.
5. *People working with children are suitable and supported.*
   Rigorous recruitment, Working with Children Checks, training, and performance review systems are in place.
6. *Child-focused complaints processes are in place.*
   Our complaints procedure is accessible, child-friendly, and includes escalation processes.
7. *Staff are equipped with the knowledge, skills, and awareness.*
   Mandatory child protection training is provided on induction and renewed regularly.
8. *Physical and online environments are safe.*
   Risk assessments are conducted for all physical activities and online interactions, and boundaries are clearly communicated to staff and children.
9. *Child safety is continuously reviewed and improved.*
   The Child Safe standards are reviewed annually and incorporated into our Quality Improvement Plan (QIP).
10. *Policies and procedures document child safety.*
    All relevant policies explicitly reference the Child Safe Standards and outline protective strategies.

Date Endorsed 10/08/22
Date for Review and Evaluation May 2026

Staffing

Code of Conduct

We believe in maintaining an inclusive and welcoming environment and workplace that motivates and facilitates personal growth and development for staff and educators. The values that underpin our work ethic include equality, respect, integrity, and responsibility.

National Quality Standard (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional Standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S.5AA	Meaning of inappropriate conduct
S. 162A	Child protection training Offence relating to child protection training
S. 162B	Child safety training
S. 165	Offence to inadequately supervise children

S. 166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S. 167	Offence relating to protection of children from harm and hazards
S. 174AA	Educators and other staff members of education and care service to notify certain information
Part 6A	Devices in education and care services
S. 188A	Offence to give false or misleading information to approved provider about prohibition notice False or misleading information about certain notices
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
155	Interactions with children
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures

Related Policies

Child Protection Policy	Record Keeping and Retention Policy
Child Safe Environment Policy	Recruitment Policy
Dealing with Complaints Policy	Responsible Person Policy
Interactions with Children, Family and Staff Policy	Safe Use of Digital Technologies and Online
Privacy and Confidentiality Policy	Social Media Policy
Protected Disclosures Policy	Work Health and Safety Policy

Purpose

We aim to establish a common understanding of workplace standards and ethics expected of all employees of the Service. We aim to ensure positive working relationships are formed between all educators and management, promoting dignity and respect by avoiding behaviour, which is or may be perceived as harassing, bullying or intimidating. Educators and management will at all times conduct themselves in an ethical manner and strive to ensure that all interactions are positive and respectful and are in accordance with the Service's philosophy.

Our Service takes every reasonable effort to accommodate the diversity of all children into our organisation and service operations embedding the National Child Safe Standards into our

organisation and service operations. We are committed to the safety and wellbeing of children and young people. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions. Our Service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

We are dedicated in promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and to providing a safe environment for children with a disability.

Scope

This policy applies to staff, educators, management, approved provider, nominated supervisor, students, families, children, volunteers and visitors of the Service.

Implementation

The approved provider, nominated supervisor, educators, staff, volunteers, and students will adhere to the Education and Care Services National Regulations and National Quality Standard, NSW Child Safe Standards and Service policies and procedures at all times, promoting positive interactions both within the Service and the local community. Our Service adheres to and aligns with legislative requirements related to taking images or videos of children to ensure safe physical and online environments.

Respect For People and the Service

- Employees, educators, staff and management are committed to the Service philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and staff
- Employees, educators, staff and management must adhere to our child safe policies including *Child Safe Environment Policy, Child Protection Policy, Safe Use of Digital Technologies and Online Environments Policy and Interactions with Children, Family and Staff Policy* - and take all reasonable steps at all times to protect children from abuse and harm
- Employees, educators, staff and management understand that *child safety is everyone's responsibility*
- Effective, open, and respectful reciprocal communication and feedback between employees, children, families, and management is conveyed
- It is important to treat colleagues, children, and families with respect. Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening, or derogatory language or intimidation towards other employees, educators, staff, management, children, visitors, or families is unacceptable and will not be tolerated
- Employees, educators, staff and management are committed to valuing and promoting the safety, health, and wellbeing of employees, volunteers, children, and families
- Employees, educators, staff and management promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children to express their culture and enjoy their cultural rights

- Employees, educators, staff and management promote the safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds to support children to express their culture and enjoy their cultural rights
- Employees, educators, staff and management promote the safety, participation and empowerment of children with a disability
- Employees, educators, staff and management are committed to an equal opportunity workplace and culture which values the knowledge, experience, and professionalism of all employees, team members, and managers, and the diverse heritage of our families and children
- Employees, educators, staff and management respect the privacy of children and their families by keeping all information about child protection concerns confidential and only share information to promote child wellbeing or safety and /or manage risk of family violence with other Information Sharing Entities (IES) as per NSW legislation.
- Our Service will conduct a comprehensive probation and induction orientation program for all new employees, volunteers and students to include awareness of their roles and responsibilities in relation to child safe practices and mandatory child safety and protection training including reporting obligations
- Policies and procedures will be developed to ensure employees, educators, staff, students, visitors and families are aware of the standards of behaviour that is expected within the Service
- Employees, educators, staff and management are informed that inappropriate conduct and behaviour, including bullying, sexual harassment, discrimination and harassment will not be tolerated
- It is important employees, educators, staff and management listen and respond to the views and concerns of children particularly if they are telling you that they or another child has been abused or they are worried about their safety or the safety of another.

Expectations of Employees

Employees will:

- adhere to the *Code of Conduct Policy*
- ensure their Working with Children Check (WWCC) is valid and current
- notify the approved provider, within 72 hours of any changes, or within 24 hours of becoming aware of any changes, to their WWCC status, changes to their teacher registration or fit and proper status (including show cause notice, suspension notice, supervision notice, disciplinary notices/orders or prohibition notices)
- ensure their work is carried out proficiently, harmoniously, and effectively
- act in a professional and respectful manner at all times whilst at work
- demonstrate and maintain professional boundaries that foster trust, dignity and mutual respect in their interactions with children, families, colleagues and members of the community
- refrain from any behaviour that may be considered inappropriate conduct, including behaviour that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate
- not be in the possession of a personal electronic device that can take images or videos or personal storage and file transfer media when providing education and care and working directly with children, unless authorised by management
- act honestly and exercise attentiveness in all Service operations

- carry out all lawful directions, retaining the right to question any direction which they consider to be unethical. If uncertain they can seek advice from the nominated supervisor, approved provider or the Ombudsman
- uphold the rights of children and always prioritise their needs
- treat all children and young people with respect
- promote the wellbeing and safety of children and take all reasonable steps to protect children from abuse
- provide active and adequate supervision of children at all times
- understand their legislative responsibility as mandatory reporters to report any allegation of child abuse, neglect or possible risk of harm to management or Child Protection authority
- understand their legislative responsibility to report any inappropriate action of any other employee that involves children or young people to management as part of the *Reportable Conduct Scheme*
- participate in all mandatory training, including mandatory National Child Safety Training for the Early Childhood Education and Care Sector
- follow and comply with the *Dealing with Complaints Policy* when matters are raised regarding child safety and wellbeing
- have a solid understanding of the Service's policies and procedures, and NSW Child Safe Standards. If uncertain about the content of any policy or procedure with which they must comply, employees should seek clarification from the nominated supervisor or approved provider
- work collaboratively with colleagues and management families and members of the community with courtesy, respect and recognise and value diversity
- be mindful of their duty of care towards themselves and others
- be positive role models for children at all times
- ensure compliance with a zero tolerance of racism within the Service
- report any incidents or bullying, discrimination or harassment, including sexual harassment they have experienced or witnessed
- not be under the influence of drugs or alcohol while working; bring alcohol or drugs onto the premises
- not smoke or vape in or on surrounding areas of the Service
- respect the confidential nature of information gained about each child enrolled in our Service
- engage in critical reflection to inform individual and collective decision making and ensure continual improvement, including a review of child safe policies and procedures
- report to management and decline any bribe or gift, including money, received by a family that may influence or appear to influence a decision or action

Employees must not:

- use abusive, derogatory or offensive language
- engage in conduct that is detrimental to the professional standing of our Service, is improper or unethical, is an abuse of power, or harasses, discriminates against, victimises, humiliates, intimidates, or threatens other educators, staff members, volunteers, or visitors at the Service, either directly or indirectly via information technology such as email, text or social media. Additionally, they must
  never support or encourage this behaviour in others.

- condone or participate in illegal, unsafe or abusive behaviour towards children, including physical, sexual or psychological abuse, ill-treatment, neglect or grooming
- exaggerate or trivialise child abuse issues
- fail to report information to the approved provider if they know a child has been abused
- engage in unwarranted and inappropriate touching involving a child
- persistently criticise and/or denigrate a child
- verbally assault a child or create a climate of fear
- encourage a child to communicate with an adult in a private setting
- share details of sexual experiences with a child
- use sexual language or gestures in the presence of children
- discriminate against any child, because of culture, race, ethnicity or disability
- put children at risk of abuse- refusing food/play, making threats, exposing children to inappropriate language or material (movies, internet, photos)
- show preferential behaviour towards any child
- accept an offer of money, regardless of the amount
- seek or accept a bribe
- acquire personal profit or advantage because of their position (e.g., through the use of Service information)
- exchange any property of the Service for own use unless properly authorised
- approach other employees, managers or visitors directly on individual matters that are irrelevant to them
- exchange large gifts or money to, or from, an individual child or family that may be seen as favouritism
- engage in any action in breach of our *Privacy and Confidentiality Policy*, including but not limited to disclosure of confidential Service or customer information, or the improper or illegal use of that confidential information. Authorised persons will only access confidential information for the purpose intended.
- engage in or support any action in breach of Service policies and procedures.

Expectations of Leaders and Management

In addition to the above responsibilities, leaders and management are expected to:

- model child safe values in daily practices and decision-making
- monitor and review compliance with NSW Child Safe Standards, mandatory reporting, National Law and Regulations
- promote a collaborative and interconnected workplace by developing a positive working environment where all employees can contribute to the ongoing continuous improvement of the Service
- promote leadership by working with employees and providing opportunities for professional development and growth
- provide flexible opportunities to ensure all employees can participate in staff meetings and professional development
- provide ongoing support and feedback to employees
- keep employees informed about essential information and any relevant changes and make all documents readily accessible to them

- model professional behaviour at all times whilst at the Service
- implement supportive and effective communication systems, consulting employees in appropriate decision making
- take appropriate action if a breach of the code of conduct occurs
- share skills and knowledge with employees
- give encouragement and constructive feedback to employees, respecting the value of different professional approaches
- follow recruitment policies and procedures to ensure all potential candidates undergo appropriate background checks, including WWCC
- model and provide guidance to educators and staff to ensure compliance with a zero tolerance of child abuse, racism and bullying within the Service.

Reporting a Breach of the Code of Conduct

Our Service aims to foster a culture of transparency and accountability while supporting employees to report any reasonable suspicion of reportable matters of improper, illegal or misconduct within the Service to management including, but not limited to:

- breaches of the Code of Conduct or other Service policies
- breaches of Education and Care Services National Law or Regulations
- breaches of legislation or law
- criminal activity
- corruption
- conduct that poses a danger or harm to any person/s
- harassment or discrimination
- improper or misleading financial practices.

Raising any concern, or breach of the Code of Conduct is a professional responsibility. Reports can be made verbally, in writing, and may be anonymous. Our Service will implement protective practices to ensure that, where applicable, employees' identity is not compromised or disclosed following a report of a reportable matter. All reports will be handled professionally and confidentially including storage of documents in a secure and confidential manner and ensuring access to confidential documents is restricted to authorised personnel only. Once a report has been made the matter may be investigated through a formal investigation.

Reporting Responsibilities

- as mandatory reporters, all employees, students and volunteers must report possible risk of harm to children or young persons to management and/or Child Protection authority or police
- the approved provider/management will report any allegations or child related misconduct as per their legislative requirements (this may include reporting the matter to the Police, Department of Communities and Justice and the Office of the Children's Guardian in NSW.
- employees will report any concerns they may have about inappropriate actions of any other employee that involves children or young people to the approved provider as per the Reportable Conduct Scheme
- if employees become aware of a serious crime committed by another employee, they are required to report it to management

- employees are required to notify management immediately of any enforcement actions issued to them during their course of employment.

Managing Conflict in the Workplace

Management will:

- adhere to the *Dealing with Complaints Policy*
- remain objective and impartial when managing conflict in the workplace
- be responsive and address a possible breach of the code of conduct by any employee as soon as they aware of the breach
- investigate all allegations which may result in remedial action, or disciplinary action ranging from a caution to dismissal
- consider all relevant facts and make decisions or take actions fairly, ethically, consistently, and with transparency. If they are uncertain about the appropriateness of a decision or action they will consider:
  - whether the decision or conduct is lawful
  - whether the decision or conduct is consistent with Service policies and objectives
  - whether there will be an actual, potential, or perceived conflict of interest involving obligations that could influence the business relationship or conflict with business duties.

Adhering To Service Confidentiality

- Unless authorised to do so by legislation, employees must not disclose or use any confidential information without appropriate approval (including written approval as required)
- Lawful sharing of information with other parties must be to promote the wellbeing or safety of children and adhere to guidelines under Child and Family Information Sharing Schemes
- All employees are to ensure that confidential information is not accessed by unauthorised people
- Employees will adhere to the Service's *Privacy and Confidentiality Policy*.

Babysitting

- Our Service does not provide babysitting services outside normal operating hours
- Should employees undertake private babysitting arrangements with families, our Service takes no responsibility for any private arrangements between staff members and the family. However, we do expect staff to inform the Service if they are babysitting or caring for a child that attends the Service.
- All staff are bound by contract to the Service's *Privacy and Confidentiality Policy*, where they are unable to discuss any issues regarding the Service, other staff members, parents/families, or other children.

Record Keeping

- Employees and management will maintain full, accurate, and honest records as required by the Education and Care Services National Regulations
- The approved provider has a responsibility to ensure that employees comply with their record keeping obligation outlined in the *Record Keeping and Retention Policy*
- Employees must not destroy records without permission from management
- Records must be retained and stored securely as per our *Record Keeping and Retention Policy*.

Duty of Care

- Duty of Care refers to the legal obligation of the approved provider, nominated supervisors and educators to take all reasonable steps to protect children from harm, injury, infection and hazards, ensuring their overall health, safety and wellbeing are maintained at all times.
- This obligation includes providing adequate supervision, a safe environment and appropriate responses to incidents, all in line with the requirements of the National Quality Framework
- All staff and educators have a responsibility to take reasonable care for the health and safety of themselves and others at the workplace to enable compliance with the work health and safety legislation outlined in the *Work Health and Safety Policy*
- Duty of Care relates to both physical and psychological wellbeing of individuals

Appropriate use of communication and social networking sites

- As a Child Safe Organisation, our Service has the responsibility to ensure children and educators are protected from harm when they engage in with digital technology including social media
- The Service offers a Facebook and Instagram page as a communication and marketing tool.
- The administrator controls the content on the page and ensures that the postings are relevant and respectful of the Service, the children, the staff, families, and greater community.
- Staff members are not permitted to post any negative comments relating to the Service, children, colleagues, or families on any personal social media account
- If they choose to 'like' the Service's page they have a responsibility to ensure that their profile picture is an appropriate representation of an early childhood educator. If it is not, we request that they do not 'like' or 'follow' the page.
- The Service does not recommend staff to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access.
- Families are advised in our *Social Media Policy* to respect that staff may have a personal policy on adding families due to their professional philosophy and that the Service does not recommend staff to have families as friends on their private account.

Electronic Device Expectations

We are mindful that educators have a duty of care to ensure children are protected from potential risk of harm. It is imperative that all employees of the Service provide children with their full attention, ensuring supervision is maintained and remains on the children at all times.

Our Service adheres to and aligns with legislative requirements for taking images or videos of children.

- only service supplied or issued devices are to be used when taking images or video of children
- personal electronic devices that can take images or videos and personal storage and file transfer media should not be in the possession of any person while providing education and care and working directly with children
- authorisation is only provided for a staff member or educator to use a personal electronic device for essential purposes (personal health requirement, disability, family necessity, local emergency

event, technology failure). Exemptions or prescribed circumstances need to be provided for in writing by the approved provider.

- a register of all electronic devices purchased for and used within the Service is developed and maintained by the approved provider/nominated supervisor
- strict protocols are implemented for appropriate storage and retention of images and videos of children.

Personal Phone Calls & Mobile Phones

- employees are not authorised to use the Service's phones for personal reasons unless in the case of an emergency or with permission from management
- no personal mail or deliveries should be directed to the Service unless prior approval has been granted by the nominated supervisor/management
- employees are not to contact families or children of the Service for personal reasons
- if, for personal reasons an employee needs to remain contactable from someone outside the Service they should ensure that the situation is explained to management and that the service's primary contact details are passed on to the persons/family outside the Service
- children are at no time to be given access to Service-supplied or issued or personal electronic devices/mobile phones
- personal electronic devices can only be accessed by staff/educators when they are not working directly with children or providing education and care- taking a scheduled break, during planning time or administrative activities
- smart watches may only be worn if they do not have camera/recording functionality.

Service Email

- Email is to be used only for company usage, not for private communications
- Passwords and access privileges are strictly confidential and to be used only by the educator issued with that access, or persons delegated to know and use that access in the normal course of operation
- It is the responsibility of the authorised user to take fair and reasonable steps to ensure the passwords and other forms of access are held safe
- Employees are to be aware that their Service email account may be accessed by management at any time.

Use of Alcohol, Drugs, Vaping and Tobacco

- Smoking or vaping is NOT permitted in or on surrounding areas of the Service
- Educators, staff, visitors and volunteers must not carry or use vaping substances or vaping devices on the Service premises while education and care is provided to children
- It is expected that the odour of cigarette smoke will not be detected on an employee's clothing. If an employee is found smoking/vaping on the premises, that employee's employment may be terminated. Our Service supports the Smoke Free Environment Act 2000. The Service and its employees will follow all conditions outlined in this act.
- Our Service is bound by the Education and Care Services National Regulations. Alcohol, drugs, or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all employees must not:

- consume alcohol nor be under the influence of alcohol while working
- use or possess illegal drugs at any workplace
- drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances, or
- bring alcohol, vaping devices or any illegal drugs onto the premises.

- If a co-worker suspects a colleague to be affected by drugs, alcohol or observes them vaping or smoking, they must inform the nominated supervisor immediately. No employee will be allowed to work under the influence of drugs or alcohol.
- Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the nominated supervisor. Consideration will be given as to whether the particular medication affects the person's capacity to provide education and care to children.
- All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the termination of employment.

Dress Code

- All employees must adhere to our dress code supplied in the *Staff Handbook* during induction including the display of their name badge or lanyard whilst on shift.
- Clothes must be suitable for free movement, active play, and messy play.
- No offensive logos or political statements are to be displayed on clothing.

Breach of the Code of Conduct

All employees are made fully aware that the following breaches of the Code of Conduct and role responsibilities may result in disciplinary action which may lead to performance management or termination of employment:

- reporting to work under the influence of alcohol or drugs
- refusal to complete mandated professional training
- possessing or selling drugs at the Service
- immoral, immature, or indecent conduct while at the Service
- inappropriate use of company equipment and/or resources
- refusing to work as reasonably directed
- possessing a dangerous weapon whilst at the Service
- bringing disrepute to the Service
- causing disruption or discontent in the relationship between a family and the Service
- disclosure of confidential information
- providing false or misleading information, including information relating to prohibition notices
- stealing, abusing, defacing, or destroying company property
- interfering with work schedules
- falsification of reports, documents, or wages information
- failure to report for work without notice or unauthorised absence
- walking off the job
- failure to follow policies and procedures
- vulgarity or disrespectful conduct to families, management or colleagues
- making or publishing false, vicious, or malicious statements about any employee of the Service, or the Service itself

- failure to hand in lost property (this is regarded as stealing)
- unable to maintain or hold a current WWCC
- having personal visitors whilst on shift
- continued personal phone calls
- carrying a personal mobile phone/electronic device whilst on shift without authorisation
- using a personal mobile phone or device to take photographs or video of children
- unauthorised solicitation or distribution of money or materials
- consistent or ongoing poor work standard
- carelessness in the performance of duties
- consistent or ongoing low level of enthusiasm
- lack of personal cleanliness and hygiene
- taking excessive breaks
- failure to report health, fire or safety hazards
- repeated tardiness.

Conditions of Employment

The service aims to provide a flexible, harmonious working environment that ensures the rights of employees are met. All educators will be employed under the appropriate awards and conditions, taking into consideration Equal Employment Act, Income Tax Assessment Act, Superannuation Act, Industrial Dismissal Act, and Health, Safety and welfare Act.

Management will ensure:

- All relevant conditions set down by the appropriate award will apply to all employees
- All award conditions are kept up-to-date
- Permanent Staff will engage in appraisals every 6 months
- Educators are paid fortnightly

Educators will ensure:

- Remain up to date on their current award conditions and inform management of any changes
- All grievance issues are to follow the appropriate procedures as outlined in the *Grievance Procedure*
- Annual Leave Application must be provided 4 weeks prior to the intended leave period. Please note: Annual leave dates/period may need to be negotiated if multiple people are away at the same time. Leave will be approved on a first come, first served basis.

Continuous Improvement

The *Code of Conduct Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

Review

Policy Reviewed By	Megan Burkitt	Director	29/4/26
Policy Reviewed	APRIL 2026	Next Review Date	APRIL 2027
MODIFICATIONS	updated policy to include amendments to Children (Education and Care Services) National Law (NSW) updated policy to include amendments to Education and Care Services National Law		

	included additional points to strengthen child safe practices revised wording around electronic devices following National Law amendments

Child Safe Recruitment

Our Service aims to implement a robust, well-planned child safe recruitment process to ensure we select the best person for the position and the needs of our Service. We aim to engage employees who are suitably qualified, experienced and passionate about working with children. Our *Recruitment Policy* outlines our processes to ensure they are aligned with legislative obligations, our Service's child safe culture, values, and support diversity and inclusion.

National Quality Standard (NQS)

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
7.2.3	Development of professionals	Educators, co-ordinations and staff members' performance is regularly evaluated, and individual plans are in place to support learning and development.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 162	Offence to operate education and care service unless responsible person is present
S. 166A	Offences relating to inappropriate conduct Offence to subject child to inappropriate conduct
S. 174AA	Educators and other staff members of education and care service to notify certain information
S. 174AB	Approved provider must notify Regulatory Authority of event under section 174AA
S. 188	Offence to engage person to whom prohibition notice applies
S. 188A	False or misleading information about prohibition notice
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
117A	Placing a person in day-to-day charge
117B	Minimum requirements for a person in day-to-day charge
117C	Minimum requirements for a nominated supervisor
137	Approval of qualifications
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure
188	Compliance directions
Part 4.4	Staffing Arrangements
Division 7	Approval and determination of qualifications
Division 9	Staff and educator records—centre-based services

Related Policies	
Child Safe Environment Policy	Privacy and Confidentiality Policy

Child Protection Policy Code of Conduct Policy Dealing With Complaints Policy Governance Policy	Safe Use of Digital Technologies and Online Environment Policy Staffing Arrangements policy

Purpose

We aim to ensure the most suitable, qualified, experienced and reliable staff are employed at our Service. We are committed to ensuring we meet all legislative and regulatory requirements.

All Service operations, decisions, and functions are underpinned by the principle that the rights and best interests of all children are paramount. Our Service ensures that child safety, wellbeing, and best interests take priority over all other considerations, including financial interests or other obligations of management.

All staff must adhere to our child safety policies, including *Child Protection, Child Safe Environment and Safe Use of Digital Technologies and Online Environments Policies*. Our Service adheres to and aligns with legislative requirements related to taking images or videos of children.

Our Service values workplace diversity and inclusion. Recruitment and selection of staff will be guided by the requirements of relevant legislation, issues of equity and diversity, qualifications, knowledge and skills, workforce participation and experience.

Scope

This policy applies to staff, educators, approved provider, nominated supervisor and management of the Service.

Recruitment Decisions

The approved provider or assigned nominee will approve all recruitment decisions as outlined in this *Recruitment Policy*. Recruitment decisions will be based on the need and requirements of the Service and will consider the following:

- our commitment to the safety and wellbeing of every child
- ensuring the Service meets all staffing requirements as per Education and Care Services National Law and National Regulations
- any resignation of existing staff
- an increase in occupancy.

The recruitment processes will be consistent, transparent, professional and timely. Any grievances relating to the recruitment procedure will be addressed as per the *Dealing with Complaints Policy*. All personal information regarding recruitment will be treated with the strictest confidence.

Selection criteria for each vacant position will be determined before advertisement and will take the following into consideration:

- position title
- qualifications required for the position, including mandatory child safety training
- experience required for the position
- position description/skills required for the position

- conditions of employment
- mandatory employment screening requirements, including verifying Working with Children Check (WWCC), and where applicable, National Police Criminal History checks
- verbal reference checks x 2, one from a current or most recent employer (if applicable), for every candidate to ascertain the candidate's attitudes and behaviours in previous child-related roles. Reference checks help us to make informed decisions about their commitment to child-safe environments and their suitability for our Service, and the position they applied for.
- demonstrated understanding of child protection law, mandatory reporting requirements and processes to ensure the safety and wellbeing of children.

Comprehensive position descriptions for each advertised position will be available for all applicants. Any applicants deemed unsuitable will be advised within an appropriate time frame.

Advertisements

Information about the position and the Service will be provided to potential applicants, which includes:

- job title
- position description- including objectives of the role and duties
- location
- description of the Service
- ownership details as per regulatory requirements
- hours of work
- salary
- Service philosophy and a commitment to child safety
- operation hours, age group of children educated and cared for
- selection criteria relating to the position available
- how to apply for the role
- a strong commitment to providing and upholding a safe environment for children, including an understanding of child protection law and mandatory reporter obligations
- closing date for applications
- contact information for further information
- immunisation requirements
- WWCC

Vacant positions may be advertised internally to encourage career advancement and opportunity. External advertisements may be placed through relevant media and networks, including social media, newspapers, and employment services.

Potential applicants will be asked to complete an employment application as part of their application for the position available.

Pre-Employment Screening

Effective pre-employment screening ensures our Service is compliant with legislative and regulatory requirements and aims to ensure we engage staff who have the skills, experience, qualifications and are a general 'fit', in alignment with National Principles for Child Safe Standards.

All preferred candidates will undergo appropriate pre-employment checks, including reference checks, WWCC and, where applicable, National Police criminal history checks before an offer of employment is recommended. Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. Measures should be in place to ensure probity checks are completed by a person or persons who have no prior professional relationship or personal friendship with the applicant to mitigate the perception of bias in the recruitment process.

The approved provider will use the 'register search' tool on the NQA ITS to check prohibition notices linked to prospective candidates as part of the recruitment process. These checks will be recorded on the *Prohibition Persons Search Register*. Any negative findings identified through these recruitment checks will be considered during the recruitment and selection process. Prospective applicants with relevant prohibition or disciplinary actions may be deemed unsuitable and will not be engaged to work within the Service.

Reference Checks

Verbal reference checks will be conducted over the phone for preferred applicants. Reference check questions will be determined before the check is conducted, and will establish the applicant's overall performance, including their interactions with children, families and colleagues, as well as the working relationship the referee has with the applicant.

At least 2 (two) references are to be provided for a reference check. Where possible references should be from the immediate previous employer. The reference checks will ascertain, where possible, the applicant's attitudes and behaviours in previous child-related roles and ascertain whether the applicant has ever been the subject of complaints. Applicants without prior employment, such as students applying for trainee roles may provide character references instead of an employment history. These references may be provided by professional referees, such as lecturers.

WWCC/Police Checks

Working with Children Check legislation aims to prevent people who pose a risk from working with children as paid employees or volunteers. All employees, volunteers and students must undergo a WWCC prior to working at the Service (unless an exemption applies). Employees, volunteers or students who are unable to provide a copy of a validated WWCC prior to the start of engagement or employment will not be able to undertake any work-related activity within the Service. Exemptions to WWCC apply to individuals under the age of 18. Once an employee provides their WWCC clearance, management will verify the clearance to ensure that it is valid and current. Any applicant who has been excluded from working with children will face an automatic exclusion from the recruitment process.

New South Wales

A Working with Children Check (WWCC) clearance is required for all employees, volunteers and students over the age of 18. The Service will verify the WWCC and ensure the employee, student or volunteer is cleared to work with children online at the Office of the Children's Guardian in NSW prior to ALL students, volunteers and employees undertaking work at the Service. Staff and educators must notify the approved provider of a negative notice, such as a change in WWCC status, or any changes to teacher accreditation or registration, within 72 hours of the event or within 24 hours of becoming aware of the change.

Qualification Checks

The approved provider will verify the qualifications of prospective educators and staff during the application process. Applicants are required to provide copies of their qualifications, which will be assessed for authenticity and compliance with regulatory requirements. To ensure validity, the approved provider or nominated supervisor may undertake the following checks.

- contact the Registered Training Organisation (RTO)
- check ACECQA's NQF approved qualifications list

Proda Background Checks

Employees involved in the administration of Child Care Subsidy are required to undertake additional background checks.

Offer Of Employment

An offer of employment will be made to the successful applicant following careful consideration by the Approved Provider. Successful applicants are required to provide documentation regarding qualifications.

An employment contract will be provided to the successful applicants detailing the position, hours of shift, Award information, wages and salary, date and time of commencement, contact person, probationary period via Tanda to electronically sign. The employee will be provided with a Fair Work Information Statement, and casual employees will be provided with a copy of the Casual Employee Information Statement (CEIS) at the time of engagement.

Probationary Period & Induction

Each new employee is subject to a probationary period of three (3) months. This ensures assessment for both the employee and the service to ensure suitability of the role for the employee. During this time, employees will receive advice, training and guidance to help them become familiar with and competent in performing the work they have been appointed to do. This includes ensuring the new employee understands the critical aspects of child safety and the service's commitment to protecting children. The appointment is subject to the satisfactory completion of the probationary period, which itself is subject to termination during any stage, by either party, upon notice in writing, or by payment in lieu of notice.

Our Service is committed to providing a comprehensive child-safe induction program to ensure the smooth integration of new employees. The approved provider will support the new employee and help them to understand the organisational structure, and how decisions are made and communicated. An induction checklist will be used to support this process, which explains an employee's responsibility to know the policies, procedures and practices within our Service and their duty of care obligations to ensure the safety and wellbeing of all children. Induction will include relevant information on child safe practices including adhering to the Education and Care Services National Law and Regulations, Child Safe Standards, the National Model Code and Guidelines for taking images and video of children while providing education and care to children, Code of Conduct.

Staff and educators must be able to provide an explanation of child protection obligations as mandatory reporters, including when a report must be made and how to make a report. Educators and staff will be explicitly made aware of offences related to subjecting any child to inappropriate conduct or inappropriate discipline within the education and care service and reporting obligations to the regulatory authority, nominated supervisor and police.

Continuity in care within the Service is paramount. By orientating staff professionally and correctly, it guarantees the consistency of care not only within the room but also across the entire Service. New employees will undergo regular supervision appraisals, mentoring, training and development as part of the orientation process.

Continuous Improvement

Our *Recruitment Policy* will be updated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

Review

Policy Reviewed By	Megan Burkitt	Director	26/5/26
Policy Reviewed	MAY 2026	Next Review Date	MAY 2027
Modifications	policy review out ahead of scheduled review cycle to ensure ongoing compliance and best practice added additional information re: child safe recruitment and employment practices		

Grievance Procedure

Purpose

Harmonious staff relations within the Service largely depend on staff feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes.

Implementation

Management and staff within the organisation will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision-making processes within the workplace. Where staff feel these processes have failed and are in conflict with decisions made by management or another Educator, the following procedure is to be followed:

- the aggrieved person(s) will discuss the grievance with their immediate supervisor
- the supervisor is to report the grievance to the nominated supervisor/Director
- the mediator will seek advice as necessary from other sources,
- the mediator will then advise management of the possible solutions.

Meetings are to be arranged with the aggrieved person(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved person within a week of the decision.

Resolution Of Grievances

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made, if appropriate, to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

Unresolved Conflict

If resolution of the conflict is unsuccessful after all procedures in the *Dealing with Complaints Policy* have been followed it may then be necessary to take disciplinary action.

Confidentiality

Mediators are to use discretion and do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However, confidentiality cannot be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

Support Person

A staff member is able to nominate a support person to attend any meetings with them. This person may be a colleague, friend or family member.

A support person may provide support by:

- taking notes during the meeting
- clarifying questions asked

- clarifying any allegations made
- help formulate responses
- engage in discussions and are more than a passive observer
- aid in understanding processes
- request breaks
- emotional support.

A support person cannot:

- represent the employer
- speak on their behalf
- advocate for the organisation

Educators and staff will:

- be expected to continue to conduct themselves at and around the service in a professional manner
- Maintain confidentiality of the matter throughout the procedure

Educators and staff will not:

- become involved in complaints or grievances that do not concern them
- raise complaints with an external complaints body, such as a court or Tribunal, without exhausting the Services' grievance procedures

Continuous Improvement

Complaints provide our Service with opportunities for learning and improvement. We encourage regular and ongoing feedback from staff, children and families and the community. Our Service is committed to resolving complaints through prompt investigation, open communication, and transparent processes. Our *Dealing with Complaints Policy* will be updated and reviewed annually in consultation with families, children, staff, educators and management.

To ensure complaints and grievances are handled appropriately, the approved provider/ nominated supervisor will:

- review the effectiveness of the Service policy and procedures to ensure all complaints and grievances have been handled fairly and professionally
- consider feedback from staff, educators, families, children and community regarding the policy and procedure.

Related Policies

Dealing with Complaints Policy Educator Disciplinary Action	Staffing – Code of Conduct Policy

Review

POLICY REVIEWED BY	Megan Burkitt	Director	26/05/26
POLICY REVIEWED	MAY 2026	NEXT REVIEW DATE	MAY 2027
MODIFICATIONS	additional points added to strengthen child safe practices annual policy maintenance		

Staffing - determining the responsible person present at the service

Policy Statement and Considerations
The Education and Care Services National Law determines that a responsible person must be physically present at a centre-based service at all times that an Approved service operates.

Legislation and Government Requirements / National Quality Framework Considerations

Education and Care Services National Law 2010: 162
National Regulations: 97, 117A, 117B, 117C, 150, 168, 173, 177

Strategies for Policy Implementation
A responsible person will be on the premises at all times, and the details of the responsible person at any time will be clearly displayed for educators, staff and families. The process for determining the responsible person will be clear to all educators and staff and followed at all times. Details of the person responsible are documented and displayed for all users of the service. A service must always have a responsible person physically present at all times.

Minimum requirements for persons in day to day charge and nominated supervisors

117A Placing a person in day-to-day charge

For the purposes of the definition of a ***person in day-to-day charge*** in section 5(1) of the Law, a person is in day-to-day charge of an education and care service if—

(a) the person is placed in day-to-day charge by the approved provider or a nominated supervisor of the education and care service; and

(b) the person consents to the placement in writing.

117B Minimum requirements for a person in day-to-day charge

(1) An approved provider or a nominated supervisor of an education and care service must not place a person in day-to-day charge unless—

(a) the person has attained the age of 18 years; and

(b) the approved provider or nominated supervisor (as the case requires)—

(i) has had regard to the matters set out in subregulation (2); and

(ii) has taken reasonable steps to ensure that the person has adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage an education and care service.

(2) For the purposes of subregulation (1)(b)(i), the matters are—

(a) the person's history of compliance with—

(i) the Law as applying in any participating jurisdiction; and

(ii) a former education and care services law of a participating jurisdiction; and

(iii) a children's services law of a participating jurisdiction; and

(iv) an education law of a participating jurisdiction; and

(b) any decision under the Law to refuse, refuse to renew, suspend, or cancel a licence, approval, registration, certification or other authorisation granted to the person under—

(i) the Law as applying in any participating jurisdiction; and

(ii) a former education and care services law of a participating jurisdiction; and

(iii) a children's services law of a participating jurisdiction; and

(iv) an education law of a participating jurisdiction.

117C Minimum requirements for a nominated supervisor

(1) For the purposes of section 161A of the Law, the prescribed minimum requirements for nomination of a person as a nominated supervisor of an education and care service are that the person must—

(a) have attained the age of 18 years; and

(b) have adequate knowledge and understanding of the provision of education and care to children; and

(c) have the ability to effectively supervise and manage an education and care service.

(2) In determining whether to nominate a person as a nominated supervisor, an approved provider of an education and care service must have regard to the following matters—

(a) the history of the person's compliance with—

(i) the Law as applying in any participating jurisdiction; and

(ii) a former education and care services law of a participating jurisdiction; and

(iii) a children's services law of a participating jurisdiction; and

(iv) an education law of a participating jurisdiction;

(b) any decision under the Law to refuse, refuse to renew, suspend, or cancel a licence, approval, registration, certification or other authorisation granted to the person under—

(i) the Law as applying in any participating jurisdiction; and

(ii) a former education and care services law of a participating jurisdiction; and

(iii) a children's services law of a participating jurisdiction; and

(iv) an education law of a participating jurisdiction.

A responsible person can be:

1. The Approved Provider– if this is an individual. If it is an organisation or company then someone with management and control of the service.

2. The Nominated Supervisor– this is a person with a Supervisor's Certificate designated by the service as the Nominated Supervisor
3. A Responsible Person will be placed in day-to-day charge of the service

The Approved Provider will:

- Ensure Nominated Supervisors and Responsible Person have a clear understanding of the role of the Responsible person
- Ensure the responsible person is appropriately skilled and qualified
- Ensure a responsible person is physically present at the centre. A substitute for the responsible person will be in present where a Waiver is in place.

The Nominated Supervisor or delegated authority will:

- Arrange for the keeping of a "responsible person record". This record will document the current responsible person
- The name of the responsible person will be displayed in the main entrance at the service
- Develop rosters in accordance with the availability of responsible persons, centre operation and attendance patterns of children.

Links to other policies

Staffing policies and procedures

Staffing - The participation of volunteers and students on practicum placements

Policy Statement and Considerations

Community OOSH Services values the participation of volunteers and students on practicum placements. Through voluntary workers and students, the service can connect with the community and build strong partnerships within our local districts. During such times the service ensures that children's care and safety is of utmost importance.

Legislation and Government Requirements / National Quality Framework Considerations

National Law 2010: 51(1)(a)
National Regulations:120, 145, 149, 168
Prohibited Employment Legislation

Strategies for Policy Implementation

Volunteers

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

Students

Placements will be offered to:

- High school students who wish to gain work experience as part of a school program.
- The participating school must initiate the work experience, identify the students suitability and work with the Director/s in relation to times and expectations. The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or Department Communities and Justice. The training organization must initiate the placement, identify the students suitability and work with the Director/s in relation to times and expectations. The training organization must provide written authorization for the student and a copy of their insurance. This will be kept on file.
- All placements will be negotiated through the Director/s and placement be only accepted on the discretion of the Director/s based on issues such as educators ability to supervise and be available to help the students.

- After the Director/s sees the placement as worthy they will seek approval for the placement from the Management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
- Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
- Students should be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the parents.
- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used to do tasks that the employed educators normally do.

Visitors

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

Links to other policies

Staffing policies

Providing a Child Safe Environment Policy

Educators Disciplinary Action

Policy Statement & Considerations

The service aims to provide a quality service through the professional behaviour and high standards of conduct of our educators. The service will encourage educators to maintain good working relationships and have a commitment to maintaining a quality standard of work.

Should educators fall below clearly identified standards then the service will address this in a swift and considerate manner.

Legislation and Government Requirements / National Quality Framework Considerations

Relevant industrial agreements.

Strategies for Policy Implementation

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

Should educators fall below clearly identified standards then the Director/s or Management will:

STEP 1: Verbal Warning

1) Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.
2) Indicate what should happen to improve the situation and how the educator can improve their performance.
3) Identify any support needed to assist the educator to make the changes and take steps to implement these.
4) Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)
5) Give an opportunity for the educator to respond to the concerns and seek union representation if required.
6) If this resolves the issue then there is no need to go any further.

STEP 2: Written Notice

1) Where the problem continues to occur or is of serious nature the educator will be given a please explain letter of the complaints against them that they will need to reply to in writing.

2) A formal documented interview with management will take place. The worker should attend and has the right to reply and discuss any complaints against them, with a representative of their choice.
3) The educator will be given at least 48 hours notice of the meeting.
4) Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.
5) The aim of the meeting is to negotiate how the situation may be improved.
6) The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these.
7) The educator will be given a formal written notice at the conclusion of this meeting if their response to the complaint is unsatisfactory.
8) The educator will be informed at this stage that termination will be considered if no changes occur.

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

STEP 3: Final Written Warning

1) If the problem still persists another meeting with management will be called and the educators member given notice to attend.
2) The matter should be discussed as per the first meeting and further action considered.
3) At this stage the educators member will be given a ”final written warning”.
4) Again, the educator has the right of reply and can discuss the situation.

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

STEP 4: ***Termination of Employment***

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

Procedure for Dealing with Serious Unacceptable Behaviour

Where an educator in the workplace:
1. Intentionally endangers life.
2. Is found stealing.
3. Reports to work under the influence of drugs or alcohol.
4. Inflicts or threatens physical or sexual abuse or harassment.

- The Director/s or Management will suspend the employee without loss of pay pending an investigation.
- The investigation is to be completed within 72 hours and an interview date determined.
- If the employee is a union member the union representative will be informed.
- The interview is to be attended by the Director/s, a nominated representative of the service, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.
- When immediate termination is required, a dismissal notice is prepared at the interview.

- When continued employment is recommended a warning letter will be issued.
- All the relevant records will be recorded on the employees file.
- If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

Educators Orientation

Policy Statement & Considerations

Educators orientation is an important process to ensure educators are fully equipped to carry out their duties in the best possible way. An orientation process will be developed and carried out for all employees in the service to provide them with a clear understanding about the service and its operations and their expectations within the service.

Legislation and Government Requirements / National Quality Framework Considerations

Educators Awards and Conditions.

Strategies for Policy Implementation

An educator of the service and the Director/s will conduct the orientation process as soon as possible, after the applicant has accepted the position.

The orientation process will include:

- Introductions to existing educators and management.
- Guided tour of the service.
- Being shown where all relevant records are kept.
- Discussion about working arrangements and expectations, including professional code of conduct and duty of care.
- Opportunity to ask any questions regarding the service or expectations.

The new educator will be provided with the following information:

- Centre operation and hours.
- The service philosophy and policies.
- The service code of conduct.
- Job description.
- Emergency procedure duties.
- List of current educators and management and their positions.
- Terms and conditions of employment.
- Superannuation information and forms.
- Taxation forms.
- Probation period and review and appraisal procedure
- Appropriate lines of communication with educators and management.

Educators Review

Policy Statement & Considerations

The service aims to provide the best quality care for the children by ensuring that high standards of work performance and job satisfaction are maintained. An appraisal system will be conducted to provide avenues for discussion and improvement

Legislation and Government Requirements / National Quality Framework Considerations

National Quality Framework 7.2.3

Strategies for Policy Implementation

- All educators will be informed of the appraisal system on acceptance of the position and given details in the orientation process.
- Appraisals will be conducted on an annual basis.
- Educators and management will agree with the format of the appraisal system, which may be updated to more suitable systems after review, discussion and endorsement by the service and educators.
- All educators will be given at least two weeks notification of an upcoming appraisal and a convenient time arranged for both parties.
- The appraisal system shall clearly state the expectations for each position and identify clear performance measures.
- The appraisal system shall ensure two-way communication is maintained and is used as a positive avenue for improving educators performance.
- The appraisal system can be used, as a tool to identify future training needs of the educators.
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken.
- Action plan developed to identify areas for improvement. This will include a time frame for further review.
- Training areas identified and put into place as soon as possible.
- Support and guidance given to the educators to help them through the process and assist them in achieving the required standards.
- The support can be given through the Director or an appointed senior staff member.
- A record made of the above dated and signed by both parties.
- Should no improvement is made by the next review then further action will be taken.
- If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue via the Grievance Procedures policy.

Educators Training & Development

Policy Statement & Considerations

The service believes that the quality of service is developed through continual training and development of the educators. The service aims to provide educators with encouragement and support to further their skills in the out of school hour's field.

Legislation and Government Requirements / National Quality Framework Considerations

National Quality Framework 7.2.3

Strategies for Policy Implementation

- The service will ensure that sufficient funds are made available in the budget for all in-services training and development including First Aid Certificate
- The Director/s will inform the committee of any specific training and development needs of the educators.
- Educators appraisals and the service requirements will be used to ascertain further training needs.
- The Director/s in conjunction with the committee will access all training available and determine what will be attended and by whom.
- Where possible a yearly plan of training will be made, including dates, educators attending, and costs.
- All educators will be given the opportunity to be involved in some form of training throughout the year.
- All educators will be given opportunities to upgrade their qualifications in line with the National Standards.

A variety of training methods will be used including:

- Internal workshops, which can be conducted by educators or outside presenters.
- External meetings with other services, with exchange of ideas.
- Time allocation made to educators to review any new resources that may be of value.
- External workshops, conferences and seminars.
- Accredited short courses provided by registered training organizations.
- Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in educators' meetings or Where more time is required in an internal workshop.
- All educators will be considered to be at work for the duration of any training activity they attend for the service.
- The service will cover the costs of all authorised training.
- The individual however will cover tertiary study costs.

Workplace Health and Safety Policy

Policy Statement and Considerations

The service is committed to ensuring the health, safety and welfare of all its employees, contractors and visitors who may be affected by the service's operations. The service is committed to implementing a systematic risk management approach to WHS to provide and maintain a safe and healthy working environment.

Legislation and Government Requirements / National Quality Framework Considerations

National Quality Framework: Standards 2.2, 7.2
Work Health and Safety Bill 2011
Workers Compensation Act
Work Health and Safety Act 2011 (WHS Act)
Work Health and Safety Regulation 2011 (WHS Regulation)
Role of WorkCover NSW

Strategies for Policy Implementation

The objectives of the policy are to:

- Comply with all legislative requirements related to workplace health and safety
- Ensure a system is in place to facilitate effective consultation regarding workplace health and safety issues
- Incorporate workplace health and safety initiatives into all Business Centre operations and plans, including the corporate and strategic plans and as a standing agenda item at all meetings of educators
- Implement Risk Assessment and Notification Forms throughout the service to effectively and systematically facilitate hazard identification, risk assessment and risk control in order to reduce workplace injuries
- Implement performance targets for controlling accident rates and the ongoing management of these initiatives
- Effectively promote and communicate WHS matters including responsibilities and accountabilities;
- Provide adequate resources, information, instruction and training
- Manage risk within the service by complying with legislation and incorporating risk management WHS with risk management undertaken after an incident and risk assessment checklist of the premises and equipment.
- Comply with all our legal obligations, including notification of incidents to Safe Work NSW when required.

Notification:

- Encourage the early reporting of any symptoms of an injury or disease related to the work we undertake.
- Employee's have 30 days to officially notify of their injury
- Official notification of an injury includes the completion of all appropriate documentation
- Recording the injury in the register of injuries, completion and submission of a hazard and incident identification report (where applicable). Record Register of Injuries When the employee advises of their workplace injury the employee must record the event in the Register of Injuries which is located in the Main Office area. The management is responsible however in ensuring the all information on the Register of Injuries is complete.

The details recorded in the Register of Injuries must include:

- The injured workers' name
- The worker's occupation of job title
- Time and date of the injury or illness
- Worker's exact location when he or she was injured or became ill
- Exactly how the injury or illness happened
- The nature of the injury or illness and what parts of the worker's body were affected
- Names of any witness to the injury or illness
- Date the company was notified of the injury or illness
- Name of the educators who may have completed the Register on behalf of the injured employee
- Service Acknowledgement of Injury Notification

The responsibility of the service/Directors:

- It is the responsibility of the supervisor or manager of the injured employee to complete an Incident/Hazard Report.
- To ensure adequate completion of the Incident/Hazard Report
- Workcover Incident Notification. Contact must also be made with (Workcover) within 48 hours of incident occurrence
- A Risk Assessment will be undertaken and all measures to eliminate any risk identified will be performed
- Workplace Health and Safety Incident Investigation
- Comply with any reasonable direction to assist injured workers to remain at work or return to work at the earliest opportunity and develop a Return to Work Program where necessary

Participation

- The service acknowledges that educators have the right to raise health and safety issues
- Are able to contribute to the review and evaluation of an incident or accident and the relevance to their work
- Assist in identify risks
- Are able to manage the review of health and safety systems and procedures
- Work collaboratively with Directors to resolve issues
- That no bias or discrimination will be directed at any educators member on a Return to Work Program or who has been injured within the workplace.

Manual Handling:

It is the service's obligations to identify all manual handling risks. Procedures to follow:

- Assess these risks and introduce appropriate controls
- Investigate the situation and consultation with educators to check posture, work layout, the task and its object and the workplace conditions
- Assess actions and movements required, the duration and frequency, weight and nature of the lift/load, work organisation, educators age, skill and experience of the educators.
- If risk identified then risk control measures should be undertaken such as modification of the object, task or workplace area, introduce mechanical aids, training or a team approach

- All educators are responsible for assessing the manual handling approach and any issues that may be involved as a result of manual handling and assess the situation before approaching Directors of the service.

Links to other policies

Health and safety Policies

Staffing Policies

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/10/2022 ---
Date for Review and Evaluation March 2026

Policy Statement and Considerations

The service aims to provide an environment where all parents, educators and children feel safe, cared for and comfortable and which encourages co-operation and positive interactions between all persons. Interactions and relationships will be in compliance with *Regulations 155 and 156* to ensure all children develop confidently and autonomously, whilst maintaining the rights and dignity of all children. Grouping of children will ensure reasonable steps are taken for children to develop positive relationships and be in accordance to staffing ratios. Rules will be clearly established based on safety, respect for others, order, cleanliness and which help create a caring environment. Positive behaviour will be encouraged, and self-discipline skills developed through positive example and direction. Children are encouraged to address their own behaviours and communicate in a clear and concise manner any issues with educators, other children or Directors.

To participate in our adventure-based activities, it is expected that the child/ren shall be physically and emotionally independent. If the child/ren does not meet these criteria, they will be assessed on a case-by-case basis (Determining a child's Agency & Autonomy).

National Quality Standards (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.

6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S. 2A	Paramount consideration—safety, rights and best interests of children
S. 3A	Paramount consideration
S. 5AA	Meaning of 'inappropriate conduct' in relation to a child
S. 162A	Child Protection Training Offence relating to child protection training
S. 162B	Child safety training
S.165	Offence to inadequately supervise children
S. 166	Offence to use inappropriate discipline
S. 166A	Offence to subject child to inappropriate conduct Offences relating to inappropriate conduct
S.168	Offence related to required programs
S.169	Offence relating to staffing arrangements
Part 6A	Devices in education and care services
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
117A	Placing a person in day-to-day charge
118	Educational leader
123	Educator to child ratios-centre-based services
126	Centre-based services- general educator qualifications
145	Staff record
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

171	Policies and procedures to be kept available
172	Notification of change to policies and procedures

Related Policies

Behaviour Guidance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and Collection from and Education and Care Service Premises	Educational Program Policy Enrolment and Orientation Policy Governance Policy Incident, Injury, Trauma and Illness Policy Privacy and Confidentiality Policy Safe Use of Digital Technology and Online Social Media Policy

Purpose

We aim to build positive and respectful relationships with children, families, and educators through collaboration and interactions, which is reflective of our Service philosophy and the My Time Our Place Framework. Educators will encourage positive relationships between children and their peers as well as with educators and families at the Service, ensuring children feel safe and supported including when using digital technologies and online environments. We believe that children's safety, rights, and best interests are the paramount consideration for all Service operations, decisions and functions.

Scope

This policy applies to children, families, staff, approved provider, nominated supervisor, management, students, volunteers and visitors of the Service.

Implementation

Under the *Education and Care Services National Regulations*, the approved provider must ensure that policies and procedures are in place for interactions with children (Reg. 168) and take reasonable steps to ensure those policies and procedures are followed.

In order to build and maintain positive and respectful relationships with children, families and educators of our Service will adhere to our statement of philosophy and the ACA Code of Ethics. We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the National Principles for Child Safe Organisations and the implementation of the NSW Child Safe Standards.

Interactions With Children

Children need positive relationships and interactions with educators that are trusting and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging. We promote a

respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

Our Service maintains a zero-tolerance approach to inappropriate conduct towards children. All interactions must protect each child's dignity, emotional wellbeing and safety. Our Service upholds a strong reporting culture to safeguard children in our care. All educators and staff play a vital role in protecting children from harm by responding to and reporting any incidents, disclosures or suspicions of abuse, harm, neglect or ill-treatment.

In accordance to *Regulation 155* the *service takes reasonable steps to ensure that the education and care service provides education and care to children in a way that—*

(a) encourages the children to express themselves and their opinions; and
(b) allows the children to undertake experiences that develop self-reliance and self-esteem; and
(c) maintains at all times the dignity and rights of each child; and
(d) gives each child positive guidance and encouragement toward acceptable behaviour; and
(e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

Additional positive behaviour management strategies adopted by the service include:

- Basic rules and clear guidelines of acceptable behaviour will be established through consultation with educators and children.
- Rules will encourage respect for the rights of others and help create a caring environment and be based on safety, order, cleanliness.
- Children and parents will have the opportunity to be involved in developing rules.
- All rules will be clearly expressed in a positive way and reinforced consistently.
- Educators, parents and children will be made aware of the rules on enrolment and on orientation.
- Rules will be displayed.
- Children and parents will have the consequences to breaking the rules explained.
- All consequences shall be relevant to the individual situation and not demeaning to the child.
- No child is to be subjected to, or threatened with, corporal punishment.
- No child is to have food or other basic needs withdrawn as part of a punishment.
- Educators will only use time out for short periods, where children are encouraged to sit and reflect their actions. Educators will follow up all time out situations by discussing the situation with the child and working together on better solutions for future behaviour.
- Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
- Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem-solving skills. There is a "Quiet Area" for children to access to support them when trying to self-manage their behaviour.
- Children will be encouraged to seek support when necessary.
- Educators will have access to training and support in positive approaches to behaviour management.

- Educators, school and parents should work in partnership in promoting a consistent and positive approach to behaviour management.
- Educators and parents will raise concerns as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.

The Approved Provider will:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- provide new employees, students and volunteers with a copy of this policy and associated procedure as part of their induction and are advised on how and where the policy can be accessed
- ensure copies of this policy is readily accessible and available for inspection
- ensure that the *Safe Use of Digital Technologies and Online Environments Policy* and procedure are considered when interactions with children include digital technologies and online environments
- ensure all staff, educators, volunteers and students are aware of and adhere to legislative requirements relating to taking images or video of children when providing education and care
- create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all educators
- ensure environments are created to ensure children feel safe, valued, understood and supported
- ensure the Service complies with minimum educator to child ratios and qualification requirements
- ensure all educators and staff have undertaken mandatory National Child Safety Training for the Early Childhood Education and Care Sector
- ensure all educators and staff are aware of the procedure of reporting allegations of abuse, neglect, harm or ill-treatment
- ensure that no child is subjected to any form of inappropriate conduct including conduct that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate in the circumstances (S.166A)
- ensure that any allegation, concern or suspicion that a child has been subjected to inappropriate conduct is responded to immediately and reported to the regulatory authority, within 24 hours, with mandatory notifications made to other relevant authorities as required including Office of the Children's Guardian- Reportable Conduct Scheme (NSW), NSW Department of Communities and Justice (DCJ), NSW Police and internal incident management procedures
- conduct a review of practices following an incident involving inappropriate conduct at the Service, including an assessment of areas for improvement
- ensure all educators, staff and volunteers understand their obligations as mandatory reporters and are trained to recognise, prevent and respond to inappropriate conduct
- ensure that no child is subjected to any form of corporal punishment or any discipline that is unreasonable or inappropriate in the circumstances (S. 166 National Law)
- support educators to use trauma-informed practices to recognise and respond to the emotional needs of children
- take reasonable steps to ensure children have opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers of the Service

- have regard to the size and composition of groups of children, the developmental needs of each child, cultural and linguistic diversity and the staffing arrangements required to support positive relationships and effective supervision.

Educators will:

- ensure their interactions with children are always respectful, safe, supportive and appropriate to each child's developmental needs, culture, identify and circumstances
- refrain from any behaviour that may be considered inappropriate conduct, including behaviour that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate
- remain aware of the power imbalance inherent in child-adult relationships and avoid behaviour that could misuse or exploit that power
- immediately report any behaviour by another person that may constitute inappropriate conduct towards a child to the nominated supervisor/approved provider and regulatory authority
- monitor and maintain staff to child ratios to ensure adequate supervision of children
- have a sound understanding of their duty of care and responsibilities in ensuring children are within a child safe environment at all times
- strictly adhere to legislative requirements relating to taking images or video of children when providing education and care
- role-model appropriate language and behaviour
- support and encourage children to be aware of their own feelings as well as the feelings of others
- encourage children to treat all other children with respect
- provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- consider group size and composition when planning activities, intentionally creating groupings that support positive relationships, inclusion and children's developmental needs
- ensure children are aware of how to raise concerns or provide feedback
- respond or report to children about how their feedback has been acted upon
- assist the children to build resilience and self-assurance through positive interactions
- guide children's behaviour positively to promote safe, positive play and children's agency
- respect the rights, dignity and agency of children (United Nations Convention on the Rights of the Child)
- provide appropriate supervision so children feel safe in their interactions with other children
- speak to children in a positive manner, promoting respect, tolerance and empathy, including the use of non-verbal cues and communication
- engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions
- listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming

- understand their mandatory reporting requirements and respond to any incident, disclosure or suspicion of child abuse, harm, neglect or ill-treatment they witness or suspect immediately by notifying the approved provider and NSW Department of Communities and Justice (Child Protection Helpline)
- communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication
- show empathy to children
- ensure that the values, beliefs, and cultural practices of the child and family are considered and respected (Reg. 155)
- ensure that no child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under adult supervision.
- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- facilitate children's individual development extending upon their strengths, interests and abilities

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

The children will:

- Accept and value every child and adult regardless of race, cultural background religion, sex or ability
- Treat each other with respect, courtesy and understanding
- Be encouraged to maintain positive communication and relationships between educators, children and other adults
- Ensure that appropriate language is used always
- Know and fulfil their responsibilities.
- Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence
- Develop self -discipline skills through positive example and direction
- Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences

Consistent Unacceptable Behaviour

Where a child demonstrates consistent unacceptable behaviour the educators will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child's level of development and understanding.
- Review the consequences to ensure they are not inadvertently encouraging the behaviour.
- Look for and assess possible causes for the behaviour.
- Discuss the issue with the parents and the child.
- Record all incidents, indicating what happened before and after the incident, time, date and who was involved. Behaviour management notice, colourful word and incident notice half sheet will be used to document consistent unacceptable behaviour. Notice numbers alerting to Formal Behaviour Management report may be given at discretion of Co-Ordinator.
- Develop a plan of action involving behaviour management in discussion with all educators, parents, school, and other professionals as required.

- Record the plan of action, ensuring all are aware of how to implement this and develop
- For the benefit of all the children and the effective operation of the Service, a certain level of behaviour is expected from each child. Staff have the right to exclude a child for unacceptable behaviour.

If the child physically hurts other children or adults, educators will:

- Remove the child from the situation.
- Ensure the other person is all right and given proper attention and care.
- Record the incident, indicating date, time, victim, injury, offender and attendant.
- Ensure a caregiver is notified of the incident.
- A caregiver will be contacted to collect the child as a priority.

Exclusion for unacceptable behaviour

- Should unacceptable behaviour continue, and the above strategies are not working the educators will inform the Directors
- The Directors in consultation with the educators will discuss the issue.
- Where, in the interest of the child and other children at the service, exclusion is the seen as the only step to be taken this will be decided by the Directors. It will be considered only after:
- Adequate support and counselling.
- Parents have been notified and given the opportunity to discuss their child's behaviour.
- Parents have been referred to other agencies, where necessary.
- Careful consideration has been given to the problem by educators and management.
- Clear procedures have been established for accepting the child back into the service.

Guidance and Discipline Techniques Used:

- Setting clear and enforceable limits and boundaries
- Modelling acceptable behaviour
- Recognising each child's individual needs
- Structuring the environment and schedules to maximise appropriate behaviour
- Recognising the children's efforts
- Anticipating and eliminating potential problems
- Redirection
- Good timing of educator's intervention
- Teaching with praise and rewarding good behaviour
- Encouraging verbal communication to address issues with other child/children or educators.

Children are to be discouraged from:

- Hitting or harming other children or adults
- Teasing or name-calling
- Bullying and harassing behaviours
- Intimidating behaviours
- Spitting and unsavoury associated behaviours
- Snatching personal property from someone else

- Abusive language
- Encouraging segregation of other child/children

Managing Behaviour as a Team

If the Service has concerns about a child's behaviour, parents will be informed through a constructive meeting when Behaviour Management Reports (full sheets & half sheets) have been issued. The process outlined on the report will be followed with consultation with families.

Return of a child to the service who has been previously excluded

Re-enrolment will only be considered in special circumstances:

- No other childcare options available for child to access and
- After 12 months of support and/or counselling, the child has demonstrated consistent improvement in the child's own ability to self-manage his/her behaviour. This will involve consultation with the child's school and or Professional Practitioner for their input and guidance tools that are proving successful and a formal meeting with the parent/guardian with the Directors of Community OOSH Services.
- Re-enrolment will not be considered for any reason if a "critical incident" occurs.

e-enrolment after exclusion will only be accepted after the above guidelines have been met. The child's placement will be on a casual basis and subject to day to day feedback on behaviour.

Interactions Between Management, Educators and Families

Effective communication is key to developing and maintaining positive interactions and relationships with others and helps to build trusting and respectful partnerships with families. Educators use positive and open communication with families and siblings in order to create a responsive and inclusive environment for children, staff and families. Interactions with families help to inform educators' knowledge of each child's distinctive interests, skills cultures and abilities. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

Management and Educators will Ensure:

- all families are treated equitably without bias or judgement, recognising that each family is unique
- families and children are greeted upon arrival in a respectful manner
- they learn the names of family members and use these names when they greet them
- two-way communication is established through leading by example and asking questions and a willingness to offer information about us
- common terminology (not jargon) is used when talking to parents regarding their child's development
- privacy and confidentiality are respected at all times
- information about another child or family information is never discussed with a parent or visitor
- they remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and educators at the service
- the advice and opinion from other professional experts are requested, with parental permission, to assist educators develop and implement strategies to support the inclusion of children with additional needs

- they seek additional resources and professional support for families through a range of organisations such as Area Health and other specific health professional networks
- verbal communication is always open, respectful and honest
- families are provided with up-to-date service information and notices through communal notice boards, emails and the Xplor Home app
- they regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children
- connections between families are promoted and enhanced through inviting families to participate in routines and events at the service
- families are aware of our complaint handling process
- any gift (including cash money) received by a family valued over $50 is to be declared to management
- any bribe or gift received by a family that may influence or appear to influence a decision or action is to be declined and reported to management.

Interactions Between Staff and Educators

The Service recognises that the way educators interact with each other has an effect on the interactions they have with children and families. Educators working within our Service are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our Service to maintain positive relationships and model the type of communication they want children to develop.

To Maintain Professionalism at all Times, Educators will:

- engage in professional communication in order to create an effective work environment and to build a positive relationship with educators, children and families. Communication amongst colleagues creates a positive atmosphere and a professional image for families. Communication between staff and families ensures that important information is being passed on consistently.
- champion a child safe culture through their attitudes, behaviours and actions
- collaborate together as a team sharing roles and responsibilities through the use of a day plan
- be respectful when listening to each other's point of view and ideas
- maintain effective communication to ensure that teamwork occurs
- use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team
- attend in-service training to update and refresh and add to individual skills and knowledge
- keep up to date with current legislation to child protection including mandatory reporting requirements
- recognise each other's strengths and value the contribution each person makes to different work roles
- work collaboratively to reach decisions which will enhance the quality of the education and care offered at the Service
- welcome diverse views and perspectives
- work together as a team and engage in open and honest communication at all times
- respect each other's positions and opinions
- develop and share networks and links with other agencies

- resolve differences promptly and positively and use the experience to develop more effective methods of working together.

To Enhance Communication and Teamwork, Management will:

- provide new educators with relevant information about the Service and program through a *Staff Handbook*, induction program, and daily communication
- treat educators with respect
- be sensitive to the feelings and needs of educators
- provide constructive feedback to educators as part of their professional learning plan support
- value the role and contribution of each educator
- demonstrate commitment to ongoing collaboration and engagement to support staff wellness
- provide opportunities for all educators to have input into the program development and evaluation
- appreciate and utilise educator skills and interests
- provide support, assistance and mentoring to educators
- hold regular educator meetings to encourage and support professional growth and reflective practice
- use appropriate conflict resolution techniques to solve problems
- ensure policies and procedures are up to date regarding communication, expected behaviour and grievances and providing a child safe environment
- provide opportunities for professional development

To Enhance Communication and Teamwork, Educators will:

- maintain privacy and confidentiality
- be respectful, caring and inclusive of all colleagues
- be sensitive to the feelings and needs of other team members
- support colleagues during difficult situations
- provide constructive feedback to each other
- trust each other
- value the role and contribution of colleagues
- appreciate and utilise colleague skills, strengths and interests regardless of qualification and experience
- provide support and assistance to each other
- share responsibilities
- have a flexible attitude towards team roles and responsibilities
- greet each other by name
- show genuine interest in the other person by using active and reflective listening
- communicate ideas and opinions clearly and professionally
- use a communication book or daily diary to pass on messages and record relevant information
- use appropriate conflict resolution techniques to solve problems
- engage in opportunities for professional development.

Continuous Improvement

Our *Interaction with Children, Families and Staff Policy* will be evaluated and reviewed on an annual basis or earlier if there are changes to legislation, ACECQA guidance or incidents related to our

policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

Policy Reviewed By	Megan Burkitt	Director	25/02/26
Policy Reviewed	FEB 2026	Next Review Date	FEB 2027
Modifications	JANUARY additional edits to include the service having regard to the size and composition of groups of children updated policy to include amendments to Children (Education and Care Services) National Law (NSW) updated policy to include amendments to Education and Care Services National Law added- mandatory National child safety training additional information added re: mandatory reporting any allegations of child abuse, harm, neglect or ill treatment		

Governance and Management of the Service, including confidentiality of records Policy

Policy Statement and Considerations

The governance of the service relates to processes or systems that are in place to ensure the service has direction, supervision and accountability and complies with Laws and Regulations relating to the service. The Directors of the service have a duty to establish a line of directions, systems and processes to ensure that the philosophy of the service and goals and objectives meet all requirements under the National Laws and Regulations governing the operation of the service. The Directors have an obligation to have in place policies and procedures relating to the governance and management of the service. The Directors have an obligation to have at the service readily available to educators all documents that govern and manage the service including policies and procedures and Laws and Regulations. The Directors are committed to ensuring that there are appropriate measures in place to enable high quality government, management, accountability, compliance with National Regulations and Laws and will comply with financial and human resource requirements. Where possible, the service will endeavour to keep all documentation in relation to governing and management of the service current.

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

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

At times, parents may need to be contacted by the Department of Education & Care. To maintain confidentiality of your personal details we will contact you to seek permission to release your details to the Regulatory Authority.

Legislation and Government Requirements / National Quality Framework Considerations

Education and Care Services National Law 2010: 21, 55, 56, 56A, 161, 161A, 172-175
National Regulations: 103, 168, 171-173, 180-181, 183-185
National Quality Framework: Standard 7.1 & 7.2
ACECQA – Guide to Developing a Quality Improvement Plan

Strategies for Policy Implementation

Responsibilities

- The Directors provides strategic direction, leadership and guidance in relation to the governance and management of the service

- The service ensures National Laws and National Regulations are adhered to
- The service ensures appropriate systems are in place to monitor compliance with Laws and Regulations
- The service assures sufficient training of new educators to convey the importance of complying with Laws, Regulations, policies and procedures
- The service will make available copies of policies and procedures, Laws and Regulations to educators and parents/guardians
- The Directors will ensure reasonable care and skill is exercised in fulfilling their roles as part of the governing body of the service
- The Directors are responsible for reviewing the service's budget and monitoring financial performance and management to ensure the service is solvent at all times, and has good financial strength and providing required reports to government agencies as required
- The Directors will ensure adequate policies and procedures are in place to comply with the legislative and regulatory requirements placed on the service
- The Directors are responsible for setting and maintaining appropriate delegations and internal controls
- The development and review of the Philosophy and policies will be an ongoing process. The service philosophy and policies will be available for all stakeholders and there will be reference to this in parent and educator handbooks and general service information
- The director will ensure *Regulations 103–115* relating to the physical environment required for an education and care service are maintained at all times. Daily Activity Risk and Safety Checklists will be completed in accordance to this
- Equipment and furniture will meet the needs of the children and educators and will be well maintained and safe. Regular checklists for routine cleaning of toys and equipment will be completed daily
- Continuous review and evaluation of the service and it's practice will involve all stakeholders, including families, children and educators. Annually, a Quality Improvement Plan (QIP) is maintained under **Regulation 55**, informed by staff, families and children. This will review what works well and what needs further development within the service. This will be included weekly into the term programs to ensure ongoing development is implemented.

Confidentiality of records kept by approved provider

The service ensures that information kept in a record under Regulation 181 is not divulged or communicated, directly or indirectly, to another person other than—

(a) to the extent necessary for the education and care or medical treatment of the child to whom the information relates; or
(b) a parent of the child to whom the information relates, except in the case of information kept in a staff record; or
(c) the Regulatory Authority or an authorised officer; or
(d) as expressly authorised, permitted or required to be given by or under any Act or law; or
(e) with the written consent of the person who provided the information.

In accordance to Regulation 183 the service ensures that records and documents set out in regulation 177 are stored—

(a) in a safe and secure place; and
(b) for the relevant period set out in sub regulation 183 (2)

Disclosure of Information

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

Personal Conversations

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

Maintenance of Information

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

Links to other policies

Providing a Child Safe Environment Policy

Child Safety Standards

Confidentiality Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---
Date for Review and Evaluation March 2026

The Acceptance and Refusal of Authorisations Policy

Policy Statement and Considerations

The service requires parent/guardian authorisation for actions such as administration of medications, collection of children, medical conditions, excursions and providing access to personal records.

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

- *Regulation 93 Administration of Medication*
- *Regulation 99 Children leaving the education and care premises* with a person who is not a parent or authorised nominee of the child
- *Regulation 102 Authorisation for excursions*
- *Regulation 181 Confidentiality of records kept by approved provider* where access to personal records is required

Written Authorisation from families may also be required if:

- A child is leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than the service.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 93, 94, 96, 99, 102, 157-158, 161, 168
National Quality Framework: Standard 7.1

Strategies for Policy Implementation

The service, nominated supervisor, or the person in day-to-day charge will:

- Ensure documentation relating to authorisation (permission) from families contains required details in relation to Regulations *93, 94, 96, 99, 102, 157-158, 161,* such as:
- The name of the child enrolled in the service.
- The date
- Signature of the child's parent/guardian or nominated person who is on the enrolment form
- The approximate time the child will leave the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service (if applicable)
- The original form/letter provided by the service

The service is responsible for:

- Ensuring parents/guardians have access to or copies of all service policies
- Ensuring the Nominated Supervisor and all educators follow the policies and procedures
- Ensuring all enrolment forms are completed and signed by parents/guardians
- Ensuring permission forms for excursions are provided to the parent/guardian or authorised nominee prior to the excursion; that child/children participate only in an excursion with the prior written and signed consent of parent/guardian
- Ensuring that a daily attendance record is maintained to account for all children attending the service

- Retaining records of all visitors to the service, including time of arrival and departure
- That children requiring administering of medication is authorised in writing; self-administering medication records are maintained and all medical conditions and medication records are kept up to date; ensuring educators do not administer medication without the authorisation of a parent/guardian or authorised nominee, except in the case of an emergency, including an asthma or anaphylaxis emergency
- Adhering strictly to child/children departing the service with an authorised person/nominee and that that there are procedures in place if an inappropriate person attempts to collect a child from the service

The Nominated Supervisor is responsible for:

- Following the policy and procedures of the service
- Ensuring that medication is not administered to a child without the authorisation of a parent/guardian except in the case of an emergency, including an asthma or anaphylaxis emergency
- Ensuring a child only departs from the service with a person who is the parent/guardian or authorised nominee, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion (refer to Delivery and Collection of Children Policy and Child Safe Environment Policy)
- Ensuring a child is not taken outside the service premises on an excursion except with the written authorisation of a parent/guardian

Certified Supervisors are responsible for:

- Following the policies and procedures of the service
- Checking that parents/guardians sign and date permission forms for excursions
- Checking that parents/guardians or authorised nominees sign the attendance record as their child arrives at and departs from the service
- Administering medication only with the written authorisation of a parent/guardian except in the case of an emergency, including an asthma or anaphylaxis emergency
- Allowing a child to participate in an excursion only with the written authorisation of a parent/guardian or authorised nominee
- Allowing a child to depart from the service only with a person who is the parent/guardian or authorised nominee, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion
- Following procedures if an inappropriate person attempts to collect a child from the service
- Informing the Directors when a written authorisation does not meet the requirements outlined in service policies
-

Parents/guardians are responsible for:

- Reading and complying with the policies and procedures of the service
- Completing and signing the authorised nominee section of their child's enrolment form before their child commences at the service
- Signing and dating permission forms for excursions
- Signing the attendance record as their child arrives at and departs from the service
- Providing written authorisation where children require medication to be administered by educators, and signing and dating it for inclusion in the child's medication record

Links to other policies

Providing a Child Safe Environment Policy

Enrolment and Orientation Policy
Dealing with Medical Conditions in Children Policy
Delivery of children to, and collection of children from, education and care service premises Policy
Excursions Policy
All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---
Date for Review and Evaluation March 2026

Payment of Fees and Provision of a Statement of Fees Charged by the Education and Care Service Policy

Policy Statement and Considerations

The service aims to provide a quality service that is affordable. Fee levels will be set by management each year on completion of an annual budget and according to the service's required income.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 168, 172-173
National Quality Framework: Standard 7.1
Confidentiality and maintenance of records

Strategies for Policy Implementation

Setting fees

Fees are to be set on an annual basis by management, based on the annual budget and ensuring that the required income will be received to run the service efficiently.

Fees will be reviewed each term based on attendance and the service's ability to meet the running costs. Parents will be given at least 2 weeks' notice of any changes in the fees.

Current fee costs as shown on our website under 'Frequently Asked Questions"

Fee payment

- All customers are required to setup Direct Debit as part of the enrolment process
- The out of pocket cost of care along with any additional fees will be charged weekly in arrears.
- To streamline payments and ensure timely processing, Community OOSH Services utilises a weekly direct debit facility through Debit Success for all applicable fees.
- Payments will be debited from your account on Thursday each week for the total amount of the previous weeks care less any CCS you have received.
- Any changes to the payment schedule will be communicated to you with prior notice.
- If there are insufficient funds in your account to cover a scheduled payment, there will be an additional fee incurred from Debit Success due to failed transaction which will be your responsibility.

Overdue Accounts

- If the Direct Debit Payment fails it will automatically try again the following week for the total of the 2 weeks care.
- If the direct debit payment fails a second time you will be contacted by our administration office to arrange an immediate payment using the pay now button on the Xplor Home App.
- Failure to pay the account within 24 hours after being contacted by our administration office the account will be put on stop and all bookings will be cancelled until the full debt is paid.
- Accounts that have been stopped and left unpaid will be flagged and sent for debt collection and if the amount is unrecoverable the account will be considered a bad debt and closed. No future access to our service will be provided to account holders that have had a bad debt.

Late Collection Fees

Any parent who collects their children after 6pm will be charged a late fee as set by management.

Wherever possible the service encourages parents to advise the service if they will be late to collect their child. This fee is currently $20.00 for the first 15 minute or part thereof. After this time the fee is $20.00 per 15 minutes until the child is collected.

If a parent continues to collect their child after 6pm, the Director/s will need to discuss other options with them, and suitable arrangements made or the child's place in the service may be cancelled.

Non-Notification Fee

A $10.00 Non notification fee will be charged on top of the daily fee for After School Care if a cancellation is not received through the Xplor Home APP by 02:45pm the day of the booking.

Notice period required for existing bookings

The **minimum notice required** where the session will not be charged for our services is shown below and cancellation requests are to be completed via the Xplor Home APP.

After School Care Up to 48 hours notice from the session start time

Before School Care Up to 24 hours notice from the session start time

Vacation Care **Two weeks notice required**

Our policy regarding cancelling a booking for Vacation Care is 2 full weeks' notice. All bookings (Including Sick days) not cancelled by 7:00am 2 weeks prior to the booking will be marked as absent and charged as an absent day.

All cancellation requests are to be done by the parent through the Xplor Home App.

Parent entitlements for Fee Assistance

- The service is approved to offer Child Care Subsidy (CCS) to eligible families and this benefit is paid to the service
- Parents and carers need to have a valid MyGov account and their CRN numbers if they are wanting to claim the CCS. More information can be obtained from the government website education.gov.au/childcare or on 136150
- Families Eligible for the Child Care Subsidy are to apply online through their MyGov account and the subsidy will be paid on your behalf to your approved child care provider from 2 July 2018. Until the parent has completed this process and the CCS is allocated to the service **full fee will be charged.**
- As part of the enrolment process the parent will need to accept the enrolment within their MyGov account before the Child Care Subsidy is provided to the service. If a parent is not intending on utilising the CCS they need to advise the Service and full fee will be charged where we may request payments in advance.

Links to other policies

Enrolment and Orientation Policy

Delivery of children to, and collection of children from, education and care service premises Policy

Governance and management of the service, including confidentiality of records Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 06/03/2023
Date for Review and Evaluation July 2027

Before School Care, After School Care & Vacation Care Bookings and Cancellation Policy

Policy Statement and Considerations

The service aims to provide a quality service that is affordable. Our Booking and Cancellation Policy to support our commitment to continuing to deliver industry leading, best practice and quality assured outside school hours care services along with ensuring we are able to plan effectively for staffing.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 158
National Quality Framework: Standard 7 & 4

Strategies for Policy Implementation

Before School Care, After School Care & Vacation Care Bookings

- All OOSH bookings are to be made via the Xplor home app
- Bookings cannot be taken verbally as we require all bookings to be in writing as part of our compliance
- After School Care bookings are to be completed at the latest by 1:30pm the afternoon of the booking
- Before School Care and Vacation Care bookings are allowed up to the start time of the session but are required to be completed by the Xplor Home app.
- If an After School Care booking is urgent and required after the 1:30pm cut-off you will need to contact either your centre or administration directly and then send us an email confirming you need the booking. This is only for urgent matters.
- Failure to make After School Care bookings where your child is waiting at the OOSH bus line without a booking; we will take your child with us for safety purposes and contact you to ensure you understand the requirements of your enrolment.
- Continued failure to make the bookings via the Xplor home app will result in cancellation of the enrolment.

Cancellation Periods

Notice period required for existing bookings

The **minimum notice required** where the session will not be charged for our services is shown below and cancellation requests are to be completed via the Xplor Home APP.

After School Care Up to 48 hours notice from the session start time

Before School Care Up to 24 hours notice from the session start time

Vacation Care **Two weeks notice required**

Our policy regarding cancelling a booking for Vacation Care is 2 full weeks' notice. All bookings (Including Sick days) not cancelled by 7:00am 2 weeks prior to the booking will be marked as absent and charged as an absent day.

All cancellation requests are to be done **by the parent through the Xplor Home App.**

Links to other policies

Payment of Fees and Provision of a Statement of Fees Charged by the Education and Care Service Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 27/07/2026
Date for Review and Evaluation July 2027

Dealing with Complaints Policy

Policy Statement and Considerations

The service believes that parents and non-educators have an important role in the service and the service value their comments. The service aims to ensure that children and parents feel free to communicate any concerns they have in relation to the service, educators, management, programs or policies without fearing negative consequences and that they are made fully aware of the procedures to do this. Our priority is to do everything possible to improve the quality of our service.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 168
National Quality Framework: Standard 7.1
Department Communities and Justice Complaints, Appeals and Monitoring Act, 1994
Child Safe Standards

Strategies for Policy Implementation

Parents

- The service will support the rights of non-educators and parents to complain (verbal or written) and will help them to make their complaints clear and try to resolve them
- A complaint can be informal or formal. It can be anything which a parent thinks is unfair or which makes them unhappy with the service
- Every parent will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook
- All confidential conversations with parents will take place in a quiet place away from children, other parents or educators not involved
- If a parent has a complaint or comment about the service, they will be encouraged to talk to the Co-ordinator/s who will arrange a time to discuss their concern and come to a resolution to address the issue. Please note: COOSH consider referring to their services, either in a positive or negative manner, on social media as inappropriate and against their communication/grievance protocols. The client's position at the service may be terminated
- If the complaint is not handled to the parent's satisfaction at this level they should discuss the issue with the Directors, either in writing or verbally
- The Directors will discuss the issue with the Co-ordinator/s and develop a strategy for resolving the problem, this would be discussed further with the parent or if necessary, a meeting will be organised with the Director/s and parent to resolve the problem
- The parent's complaint is to be recorded and dated indicating the issue of concern and how it was resolved
- The Director/s or will inform the parent of what has been decided regarding the issue. Educators will also be informed of any relevant issues that they need to address or be aware of
- This could be done verbally or if the issue has been dealt with on a more formal basis then the Directors or Co-ordinator/s will write personally to the parent
- If any complaint cannot be resolved internally to the consumer's satisfaction, external options will be offered such as an unbiased third party.

Children

- The service will support the rights of children to complain (verbal or written) and will help them to make their complaints clear and try to resolve them
- Children are encouraged to speak to a trusted educator if they have a problem at the service
- Children are welcome to use their parent as a support person while talking about an issue that is occurring at OOSH
- Coordinators and Educators are trained to identify and respond to child disclosures

Links to other policies

Providing a Child Safe Environment Policy

Governance and management of the service, including confidentiality of records Policy

Dealing with Complaints Policy – Allegations of Harmful Sexual Behaviour by a Child

Policy Statement and Considerations

Community OOSH Services is committed to ensuring the safety and wellbeing of all children. Where a complaint is made alleging that a child has engaged in harmful sexual behaviour, the service will act *immediately*, *legally*, and *sensitively*, prioritising the safety of all involved.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 168(2)(o)(ii)
Mandatory Reporting Obligations (NSW)
National Quality Standard 2.2.3 (Child Protection)
Department Communities and Justice Complaints, Appeals and Monitoring Act, 1994
Children and Young Persons (Care and Protection) Act 1998 (NSW)
Child Safe Standards (Standard 6)

Definitions

- **Harmful Sexual Behaviour (HSB):** Sexual behaviour that is outside developmentally expected norms, coercive, violent, or otherwise poses a risk of harm to the child or others. This is distinct from age-appropriate sexual exploration.
- **ROSH (Risk of Significant Harm):** Defined under the *Children and Young Persons (Care and Protection) Act 1998*, and forms the basis for mandatory reporting

Strategies for Policy Implementation

1. *Initial Response*

- All staff must treat the allegation seriously and report immediately to the Nominated Supervisor.
- The child who may have experienced the behaviour must be supported and monitored for distress.
- The alleged child should be supervised and kept separate in a non-punitive way while an initial safety plan is enacted.

2. *Reporting Obligations*

- The Nominated Supervisor will consult the *Mandatory Reporter Guide (MRG)* and determine if the behaviour constitutes *ROSH*.
- If ROSH is suspected, a report will be made to:
  - *Child Protection Helpline (132 111) – within 24 hours*
  - *NSW Department of Education (ECEC Directorate)* – via Incident Notification Form (Reg 176)
- A factual, confidential *incident report* must be documented and retained.

3. *Immediate Safety Measures*

- Implement a *Supervision and Safety Plan* (e.g., separate play areas, increased supervision ratios).
- Reassure all children that they are safe and being supported.
- Maintain confidentiality and do not label or shame any child.

4. *Engaging with Families*

- Families of both children must be informed in a *confidential, supportive, and non-blaming* manner.
- Ensure both parties are aware of the steps taken and services involved.
- Provide access to support resources (e.g., New Street Services, NSW Health, Kids Helpline).

5. *Follow-Up and Support*

- Monitor and document any changes in behaviour, impact on other children, or recurrence.
- Provide educators with debriefing and training if needed.
- Where appropriate, support the family to seek therapeutic services for the child displaying HSB.

Links to other policies

- *Child Protection Policy*
- *Providing a Child Safe Environment*
- *Complaints and Feedback Policy*
- *Code of Conduct*
- *Incident, Injury, Trauma and Illness Policy*

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---
Date for Review and Evaluation May 2026

Gender Equity, Inclusion, Cultural Relevance, Anti-Bias and Discrimination Policy

Policy Statement and Considerations

The service aims to help the children develop their full potential regardless of their gender. To participate in our adventure-based activities, it is expected that the child/ren shall be physically and emotionally independent. If the child/ren do not meet these criteria, they will be assessed on a case by case basis. All children will be treated in the same manner and provided with the same access to all materials and equipment. As the service is unique and specialises in adventure-based activities to enhance self-esteem and physical participation and development the educators encourage the self-management of children behaviours to enable safe conduct of activities and programs; Directors also encourage educators to actively involve all children in activities regardless of gender and abilities.

The service aims to recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program. All activities and behaviour in the service will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Legislation and Government Requirements / National Quality Framework Considerations

Education and Care Services National Law 2010: 166
National Regulations: 155
National Quality Framework: Standard 1.2, 5.1
Anti-Discrimination Act 1977
Cultural Diversity procedures

Strategies for Policy Implementation

Gender Equity and Inclusion

- Educators shall accept and value every parent and child regardless of sex or ability.
- Educators are to be aware of the way in which they treat individual children in regards to language, attitudes, assumption and expectation, and will treat all children in the same manner regardless of sex.
- Educators are to be aware of the way in which they treat individual parents and each other in regards to language, attitudes, assumption and expectation, and will treat all people in the same manner regardless of gender or lifestyle.
- The program will present positive experiences for the children, which are not based on sex role stereotypes.
- All children will be encouraged to try a variety of activities regardless of sex.
- Resource materials used in the service will as far as possible be non-stereotyped.
- Educators will provide a range of equipment, which is non-sexist and meets the needs of the children.
- Educators should act as positive role models encouraging children to be involved in activities commonly stereotyped for the opposite sex.
- Educators will be actively involved in a variety of activities regardless of sex.
- Every effort will be made to employ educators, relief educators and volunteers from both sexes.

- Every effort will be made by management to offer an inclusive service. The success of this outcome will be directly affected by funding available from the Inclusion Support Services (ISS) and funded places available at the service

Cultural Relevance, Anti-Bias and Discrimination

- Educators shall accept and value every parent and child regardless of race, cultural background religion, sex or ability or sexual preference of parents.
- Educators will make themselves aware of the specific cultures represented in the families and general community of the service.
- No discrimination will be made against any family or child due to their culture, race or sexual preference.
- Educators will not be judgmental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns).
- Educators will ensure parents have confidence in the service's quality of care for their child by seeking information regarding their cultural issues.
- Educators will encourage feedback and input from parents in relation to the program, policies or other issues in the service, which are affected by the families' culture or race.
- Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program.
- All educators will undertake training and sharing of information regarding the various cultures and multicultural programming.
- Educators is encouraged to share knowledge of their own cultures with other educators, parents and children and to incorporate this into the program.
- Educators will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.
- Contact should be made with the ISS team in the local area for support, assistance and ideas.
- All activities and behaviour in the service will be considerate of the cultural and linguistic diversity of the families within the community.
- Where required parent information will be translated into other languages.
- Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.
- Educators shall research and gain ideas regarding appropriate activities to be incorporated in the program.
- Educators should be aware of and ensure that festivals and celebrations of many cultures are included in the program.
- Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.
- All activities in the service will be checked to ensure that negative and discriminating images of particular cultures or life-styles are avoided.
- The service shall promote and endorse any Religious Days of Significance with both children and educators and will incorporate any relevant measures taken on those days
- The service will incorporate cultural aspects within their activities such as food, music, and dance and promote cultural awareness within the service.

Links to other policies

Interactions with children, including the matters set out in regulations 155 and 156 Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---
Date for Review and Evaluation March 2026

Hygiene

Policy Statement and Considerations

The service aims to provide a healthy and hygienic environment that will promote the health of the children, educators and parents. All people in the service will follow preventative measures in infection control. Educators will ensure that they maintain and model appropriate hygiene practices. Cleaning products where possible will be biodegradable and environmentally friendly.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 77, 106, 107, 109
National Quality Framework: Standards 2.1, 2.2, 3.1, 3.2
NSW Health Department – www.health.nsw.gov.au

Strategies for Policy Implementation

- All toilet facilities will have access to a basin or sink with running water.
- All toilet facilities will have soap and paper towel for washing and drying hands or hand dryer.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- One educator will be responsible for monitoring the availability of soap and paper towel to ensure they do not run out.
- Toilets, hand basins and kitchen facilities will be cleaned and disinfected daily.
- Hand washing should be practiced by educators and children before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal.
- Educators should maintain and model appropriate behaviour and encourage the children to adopt - hygiene practices.
- Education in proper practices should be conducted on a regular basis, either individually or as a group at mat chat. Health and hygiene practices can be highlighted to parents/carers, and also through information sheets or posters.
- In the event of an incident, injury, trauma or illness all educators must wear disposable gloves and face masks when in contact with blood, open sores or other bodily substance, clothes contaminated with bodily fluids or cleaning up a contaminated area. Educators must wash hands with soap and water after removing the gloves.
- Educators with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.
- All surfaces will be cleaned with detergent after each activity and at the end of the day.
- All contaminated surfaces will be cleaned using a two-stage cleaning system. The surface will be wiped down with hot soapy water to clear large contaminated particles. The surface will then be sanitised using an antibacterial spray. The surface will be sanitised before and after food preparation.
- All surfaces including chopping boards will be cleaned in this manner.
- All toys should be washed, cleaned and disinfected on a regular basis.
- All material items such as towels, dress ups and cushion covers will be laundered regularly.
- Children should not share hats (in the event a child forgets a hat they will borrow a clean washed hat from the service).
- Each child will be provided with their own drinking and eating facilities.

- Children will be reminded not to share drinks, utensils or used items that have been dropped on the floor.
- All cups, plates and utensils will be washed in hot, soapy water or placed in the dishwasher.
- All rubbish or leftover food is to be disposed of immediately in bins, compost bins or scrap bucket.
- Bins will be emptied daily and washed out weekly. Scrap bins will be wiped down daily.

Links to other policies

health and safety Policies

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---

Date for Review and Evaluation March 2026

Absent & Missing Children

Policy Statement and Considerations

The service aims to ensure the safety and welfare of the children by ensuring clear communication and co-operation between the service, parents and the school. The Service is not responsible for children's welfare until they have been placed into their care. Clear procedures on absent children will be followed at all times.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 12, 174
National Quality Framework: Standard 7

Strategies for Policy Implementation

Absent Children

Parents/guardians are to advise the service if their child will be absent on a day that they are booked into care.
Parents are required to

- Mark their child absent, on their Xplor Home App
- If marking a child absent after 1:15pm, the Child's Centre needs to be contacted directly to mark the child absent. Centre contact details are on our website.

Missing Children

Should a child not be present and waiting in the designated area when expected, the educator will:

- Ask the children of their knowledge of where the child might be.
- Approach the school bus lines teacher and ask for information regarding the child's attendance at school.
- Ensure all other children are well supervised during this time.
- Inform the school that the child was expected at OOSH today. Ask them to find out if the teacher is aware of the parent or anyone else collecting the child.
- If the child is still not located, then the educator will Contact the Centre's allocated bus admin educator to try to make contact with the parent or authorised person to inform them and find out any further information
- Take the other children back to the service.
- Ask the school to keep in contact.
- If parents are not available Admin educators will continue to call until a contact is made.

If the child remains missing:

- The parent/authorised persons are to be kept informed.
- The police are to be contacted.
- Contact the Regulatory Authority.

Links to other policies

Providing a child safe environment Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/10/2024 ---
Date for Review and Evaluation March 2026

Animals

Policy Statement and Considerations

Having a pet at the services gives children the opportunity to observe, interact and learn about animals. It can be a valuable part of a child's education and care experience, enriching their learning about nature, ecology and relationships. Although animals are not a necessary part of the program, the service believes that animals can be a valuable source of learning and enjoyment for the children. Any animals that enter the service must be safe and present no danger to the children in any way. Educators will ensure that everyone in the service will treat with respect and in a humane way all animals, at all times. Strict supervision will be maintained.

"Animals as the Fourth Teacher" the animal is a conduit for learning to be human: some propose that it is only through the animal that we recognise our humanity." (Jill Bone)

Legislation and Government Requirements / National Quality Framework Considerations

Animal Rights

National Quality Framework: Standard 2.2, 3.2

Strategies for Policy Implementation

- The decision to keep a pet or have an animal visit the service will be made by the Director/s, based on an observed need or value to the children.
- The Director/s must discuss this in their report at a management meeting and have approval of the management prior to any animal being able to enter the service.
- Any animal or bird will only be considered with the clear understanding of them being safe and suitable with children, and an assurance that the animal will be properly cared for.
- No animal, bird or livestock will be allowed in the program area which is likely to be a source of infection or which in any way may be detrimental to the wellbeing of the children.
- Checks need to be made regarding individual children's allergies before considering an animal in the service.
- New Families need to consider risk minimisation strategies if their child has any allergies to animals prior to enrolling.
- All animals, which are kept in the service, shall be maintained in a clean and healthy condition.
- All hygiene procedures will be followed regarding cleaning and disposal of waste.
- All animals will be located away from any food or food preparation areas.
- Everyone in the service will treat with respect and in a humane way all animals, at all times.
- An educator's member will be designated the duty of ensuring that the animal is appropriately fed and looked after. Alternately a roster of educators and children can be made to fulfil this duty.
- Appropriate food and water will be maintained and kept topped up at all times.
- Appropriate arrangements shall be made to ensure the animal is appropriately cared for over weekend and holiday breaks.
- Children will be educated on an ongoing basis on how to properly care for and handle animals.
- Children will be reminded about the hygiene practices required after handling any animal and educators will ensure that this is maintained.eg: handwashing after handling.
- Supervision is to be maintained at all times.

Links to other policies

Providing a child safe environment Policy

Health and safety Policies

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---

Date for Review and Evaluation March 2026

Mobile Device Policy for Children

Policy Statement and Considerations

Community OOSH Services is committed to providing a safe, inclusive, and distraction-free environment for all children. To support this goal, children are not permitted to bring mobile devices, including smartphones, tablets, or smartwatches, to any of the centre. This policy aims to promote social interaction, physical activity, and full participation in our programs.

Guidelines

1. *Prohibition of Mobile Devices*

- Children are not allowed to bring mobile devices, such as smartphones, tablets, or smartwatches, to the OOSH Service.
- If a child is found with a mobile device, it will be securely stored by staff and returned to the parent or guardian at the end of the day.

2. *Exceptions*

- In cases where a mobile device is required for medical reasons, parents or guardians must provide a written request detailing the need. The OOSH centre will assess and approve exceptions on a case-by-case basis.

3. *Emergency Contact*

- Parents and guardians can contact the OOSH centre directly in case of an emergency. The centre will promptly relay messages to the children as needed.

4. *Responsibility*

- The OOSH centre is not responsible for the loss, damage, or theft of any mobile devices brought to the centre.

5. *Enforcement*

- Staff will regularly remind children and parents of the policy to ensure compliance.
- Any repeated violations of this policy will be discussed with the parents or guardians to reinforce its importance.

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed May 2025

Date for Review and Evaluation May 2026

Communication policy

Policy Statement and Considerations

EDUCATORS / MANAGEMENT

EDUCATORS / PARENT

EDUCATORS / CHILD

EDUCATORS / EDUCATORS

The service aims to maintain positive and open communication between all parties involved in the service. Educators, parents and Directors will be made aware of appropriate communication avenues and procedures.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 155-156

Strategies for Policy Implementation

Educators / Management

- Educators and members of Management are to treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- The Co-ordinator/s is the main line of communication between the educators and Management
- Educators can raise any issues with the Directors through the Co-ordinators. The Co-ordinator/s will ensure that this is drawn to the Directors attention through the monthly report.
- Where necessary educators will be invited to management meetings to discuss their concerns.
- Where the matter is seen as urgent, the Co-ordinator/s may raise the issue with the Directors prior to the meeting and discuss if there is a need for immediate action to be taken at that time.
- If educators have an issue they do not wish to address with the Co-ordinator/s they may personally write to the Directors identifying the problem and asking for the help of Management.
- A copy of this letter must be given to the Co-ordinator/s.
- The issue should be raised at the next management meeting. The educators member involved will be asked to attend the meeting to personally discuss the issue.
- Where there is a distinct conflict between a educators member and the management, the educators member or management can act on this as per the grievance procedures. A mediator can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures
- Confidentiality principles will be maintained by the educators at all times.

Educators/parent

- Educators will create a comfortable and supportive environment for parents and strive for open communication and good relations with parents.
- Educators and parents will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be judgmental towards the parents and respect their need to use childcare.
- Educators will accept parent's individual differences in raising their children and in all cultural issues.
- Educators will ensure parents are greeted and farewelled in all sessions.

- Educators will maintain regular, open communication with parents. Educators should inform parents personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.
- Educators will regularly talk to parents about the child's interests or activities and respond to suggestions from the parents.
- Educators will regularly talk to parents about the child's cultural needs and celebrations and respond to these.
- When parents contact the service to see how a child is settling in, the educators will provide the parent with information regarding the child's participation and wellbeing.
- Conversations will be maintained at a positive level
- Confidentiality principles will be maintained by the educators at all times.

Communication with parents will be maintained in a variety of ways such as:

- Greeting and fare welling.
- Personal conversations.
- Notice boards.
- Parent handbooks.
- Newsletters alerts via social media and website
- Information from the Management.

Educators will ensure that parents are fully aware of all lines of communication and ensure these are followed.

Educators will be aware of their limitations in relation to parent's problems and ensure they are referred to the appropriate people when required.

Parents and educators are requested to maintain confidentiality at all times.

Educators / child.

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

Educators /Educators

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

General Communication

Several methods of communication are available for educators to utilise to communicate news and information to parents/guardians, children and other stakeholders. There are regular newsletters, notices and signs in the service, parent communication book and photo boards and opportunities for the parents to attend the service for information sessions.

Communication Methods

The various methods of communication can be:

- Internet Website
- Program letters and feedback forms
- Daily information sheets and/or boards in the service
- Verbally in person or by telephone
- Photographs, programs, information regarding topics of interest to parents/families, coming events and items of interest are displayed for parents to view and photo boards.
- Communication books
- Statements

Links to other policies

Interactions with children, including the matters set out in regulations 155 and 156 Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---

Date for Review and Evaluation March 2026

Death of a child, parent, visitor or staff member policy

Policy Statement and Considerations

Staff at Community OOSH Services must be prepared to handle all incidents in a professional and sensitive manner. In the event of such tragic circumstance as the death of a child, parent, visitor or staff member, the staff will follow guidelines as set out below.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 12, 176, 183
Education and Care Services National Law 2010: 39(2), 174(2)(a)
National Quality Framework: Standard 7

Strategies for Policy Implementation

An approved provider must notify the regulatory authority of any serious incident meaning an incident or class of incidents prescribed by the National Regulations as a serious incident. For more information refer to the Guide to National Law and National Regulations.
The definition of 'serious incidents' was amended on 1 September 2013 for all states and territories except Western Australia.

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

(a) The death of a child:
- while being educated and cared for by an education and care service or
- following an incident while being educated and cared for by an education and care service.

(b) Any incident involving serious injury or trauma to, or illness of, a child while being educated and cared for by an education and care service, which:
- a reasonable person would consider required urgent medical attention from a registered medical practitioner or
- for which the child attended, or ought reasonably to have attended, a hospital. e.g whooping cough, broken limb, anaphylaxis reaction

(c) any incident where the attendance of emergency services at the education and care service premises was sought, or ought reasonably to have been sought

(d) any circumstance where a child being educated and cared for by an education and care service
- appears to be missing or cannot be accounted for or
- appears to have been taken or removed from the education and care service premises in a manner that contravenes these regulations or
- is mistakenly locked in or locked out of the education and care service premises or any part of the premises.

The staff must notify the regulatory authority within 24 hours of becoming aware of a serious incident.

The death of a child being educated and cared for at the service, or following an incident while being educated and cared for at the service, is a “serious incident” under the national law (National Law:

Section 174 National Regulations: Regulations 85–87, 168, 177–178, 183 and National Law: Section 174 National Regulations: Regulation 12, 87).

The Approved Provider will notify the regulatory authority as soon as practicable and within 24 hours of the death using form SI01 Notification of Serious Incident .

The documentation will be kept until the end of 7 years after the death.

Links to other policies

Health and safety Policies

Incident, injury, trauma and illness procedures complying with regulation 85 Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---
Date for Review and Evaluation March 2026

Educational and Practice Programs policy

Policy Statement and Considerations

The service offers a unique adventure-based program and aims to develop and implement a balanced program that is stimulating, interesting and exciting which allows opportunities for children to play, explore and develop new skills and is appropriate to the developmental and leisure needs of all children. The program will reflect the cultural diversity of today's society.

Excursions should be planned to ensure that the purpose of the trip will provide support to the existing educational program for the service and the children. Children and parents are encouraged to be actively involved in the planning and implementation and evaluation of the program.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 73-76
National Quality Framework: Standard 1

Strategies for Policy Implementation

- The Director/s and Educational Leader will be responsible for the development of a child centred program, which reflects the philosophy of the service and meets the social, physical, recreational, intellectual, creative and emotional developmental needs of the children attending.
- Programs will be developed for all aspects of the service, before school, after school, vacation care and school educators development days.
- The written program will be prepared each week and be displayed for children and parents to see.
- Educators will be allocated time each week to fulfil the task of programming as part of their duties.
- Training in children's programming and activities will constitute part of educators development and be included as an item in the service's budget each year.
- Children and parents are encouraged to incorporate their views, ideas and specific interests into the program.
- Educators will encourage feedback and input from children and parents in relation to the program.
- Educators will regularly talk to parents concerning their child's interests and activities and respond to parents suggestions, requirements and expectations.
- Children will be encouraged to be actively involved in the planning, implementation and evaluation of the program, through discussions, conversations, group meetings and planning.
- All children's opinions will be considered.
- The program will be recorded and clearly displayed for all educators, parents and children to see.
- A written program for vacation care indicating excursions and times will be provided for the parents prior to the vacation care starting.
- The program will be made available to any persons who wish to view it via our website
- The program will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the service.
- Educators will interact with children and where appropriate participate in activities and encourage children to try new activities.
- The program will be evaluated on an ongoing basis to ensure it is meeting the needs of individual children and the families in the service.
- Special group activities for older children may be organized as part of the program according to need. They should be implemented where there are suitable numbers of older children and adequate educators levels can be maintained.

- Excursions will also be organized as part of the program.
- The program is to:
- Promote the importance of adventure-based play in the child's life
- Reflect the cultural and language diversity of the local and wider community.
- Consider all developmental areas.
- Consider the age range of children.
- Consider individual and group interests, needs, skills, talents and abilities.
- Be balanced providing a range of indoor/outdoor activities, quiet/active times and areas, structured/unstructured activities.
- Provide a variety and choice of activities for the children.
- Be stimulating, interesting and exciting, to allow for opportunities to explore and develop new skills.
- Provide a variety of toys and equipment available to all children regardless of age or sex.
- Foster children's independence and self-help skills.
- Foster friendships and encourage co-operative and responsible behaviour among children.
- Provide children with opportunities for self-expression and self-direction.
- Provide an environment, which will foster the child's self-esteem.
- Help children develop self-discipline skills through positive example and direction.
- Help children to appreciate and care for each other and their surroundings.
- Make the children feel welcomed and valued in the service.

Links to other policies

Health and safety Policies

Excursions, including procedures complying with regulations 100 to 102 Policy

Interactions with children, including the matters set out in regulations 155 and 156 Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---

Date for Review and Evaluation March 2026

HIV/AIDS/HEP B and C policy

Policy Statement and Considerations

The service respects the right for all children to be loved and cared for and aim to provide a safe and secure environment for all children in the service. The service will not discriminate against any child or families' right to achieve that care as outlined in the law.

The service believe that HIV/AIDS and Hepatitis B and C are best dealt with by preventative measures and will ensure that clear guidelines are given to eliminate the risk of spreading the diseases and ensure the safety of all educators and children. Proper confidentiality will also apply.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 88
National Quality Framework: Standard 2, 7
Federal Disability Discrimination Act.
Equal Opportunity Act.
Occupational Health and Safety Act.

Strategies for Policy Implementation

- Under the Federal Disability Act and the Equal Opportunity Act, no discrimination will take place based on a child's/parent's/educators member's HIV status.
- Discrimination in regard to access to the service is unlawful. A child with HIV or Hepatitis B or C has the right to obtain a position in the service should a position become available and a educators member the right to equal opportunity of employment.
- A child with AIDS shall be treated as any other child, as HIV is not transmitted through casual contact. The child shall be comforted by cuddling, hugs and holding hands.
- Where educators are informed of a child, parent or other educators member who has HIV/AIDS or Hep B or C, this information will remain confidential at all times. A breach of this confidentiality will be considered a breach of discipline.
- Educators will ensure that no discussion is made other than insuring proper care of all children is maintained.
- No conversation is to be undertaken in hearing of any unauthorized adults, or around the children.
- Proper safe and hygienic practices will be followed at all times. (See Hygiene policy for details.)
- No one will ever be denied the right to first aid.
- All children will be considered as infectious. All educators dealing with open sores, cuts and bodily fluids with any child or adult shall wear disposable gloves.
- Educators with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves.
- Disposable gloves will be properly and safely discarded and educators are to wash their hands after doing so.
- If a child has an open wound it will be covered with a waterproof dressing and securely attached.
- If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.

- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.
- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. The educators person in charge of the first aid kit will ensure that a mask is available at all times.
- Any exposure should be reported to the Director/s and Management to ensure proper follow up procedures occur.
- Note: Hot water may coagulate the blood and protect the virus from the soap or disinfectant. It is best to use cold or tepid water temperatures in all cleaning processes.
- Any soiled clothing shall be handled using disposable gloves, soaked in disinfectant or hot soapy water. Clothing will be placed and sealed in a plastic bag for the parents to take home.
- Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected.
- Cloths used in cleaning will be wrapped in plastic bags and properly disposed of.
- Educators and parents will be encouraged to participate in AIDS and Hepatitis education.
- Education can take the form of educators training, educational seminars, brochures, etc.

Links to other policies

Dealing with infectious diseases, including procedures complying with regulation 88 Policy

Dealing with medical conditions in children, including the matters set out in regulation 90 Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022
Date for Review and Evaluation March 2026

Immunisation policy

Policy Statement and Considerations

The service will comply with the current legislation of New South Wales Health laws introduced in January 2018. These new requirements do not apply to OOSH services. As per the legislation "The following children are permanently exempt from the new requirements:

- Children who are enrolled in formal schooling (for example, attending before and after school care both on school campuses or externally)

The service does comply with the National Education & Care Regulations (r162) and collate information on the immunisation status of the children enrolled at the service.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 162
National Quality Framework: Standard 2
Department of Health Recommendations.
Public Health Amendment (Vaccination of Children Attending Child Care Facilities) Act 2015

Strategies for Policy Implementation

- Parents will provide the service with documented evidence of their child's immunisation status.
- This information will be recorded in the enrolment form.
- In the event of an outbreak of vaccine-preventable disease at the service or school attended by children at centre, children not immunized will be required to stay at home for the duration of the outbreak, for their own protection.
- The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.
- Payment of fees will be required for children excluded during an outbreak of a vaccine-preventable disease, unless other arrangements, discussed and agreed to by the management committee, have been made.
- All educators should also maintain through immunisation, their immunity to common childhood diseases.
- Educators will be encouraged to undergo immunisation for Hepatitis B if they are not already immunized. The service will arrange for the immunisation of all new educators.
- It is also recommended that all adults receive a booster dose of tetanus and diphtheria vaccine every 10 years
- For further information visit https://www.health.nsw.gov.au/immunisation/Pages/default.aspx or visit New South Wales Health government health website.

Which documents will be required from parents/guardians

If a child is immunised, upon enrolment of their child, parents/guardians must provide to the service

- An Australian Childhood Immunisation Register (ACIR) Immunisation History Statement which shows that their child is up to date with their scheduled immunisations.

Links to other policies

Governance and management of the service, including confidentiality of records Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---
Date for Review and Evaluation March 2026

Participation and access policy

Policy Statement and Considerations

The service believes that participation by parents/guardians/approved persons in issues relating to their children is important. The service aims to provide a caring and supportive environment where everyone feels welcomed and valued. Involvement of parents in activities will be actively sought and open communication constantly maintained. Parents are encouraged to be involved in issues that relate to them and their children, through participation and discussion about all issues relevant to the running of the service.

To participate in our adventure-based activities, it is expected that the child/ren shall be physically and emotionally independent. If the child/ren do not meet these criteria, they will be assessed on a case by case basis (Determining whether a child poses an unacceptable risk).

The service will require the parent to complete a Pre-Enrolment Assessment Consent Form to obtain information from the child's school or professional practitioner.

Legislation and Government Requirements / National Quality Framework Considerations

National Quality Framework: Standard 6
Family Law Act.
Strategies for Policy Implementation

- Educators will greet and farewell parents on arrival and departure and communicate with parents in a positive and supportive manner, making the parents feel welcome and valued.
- Educators will establish a pattern of exchange of information, communicating to parents about their child or what they did on that day that may be of interest to them.
- Educators will accept individual differences in the way parents bring up their children.
- Parents will be informed of all relevant issues in the service through direct contact, notice boards, or letters home.
- Parents are welcome in the service always and educators will happily explain activities or answer any questions about the service to them.
- Parents need to be aware however of the educators' requirement to supervise the children during the activity sessions. If parents wish to discuss or exchange detailed information about their child or the service with the Director/s or another educators' member, an appointed time suitable to both will be organized.

Access by Non-Custodial Parent

If a child is subject to an access order or agreement, the service must have a copy on record plus any subsequent alteration registered by the court.

Evidence of court orders or agreements will be considered part of the enrolment to minimize the likelihood of distressing situations occurring in the future.

When a non-custodial parent attempts to collect a child from the service the educators will:

- Be polite, firm and clear and remember your primary duty is to the children in your care.

- Clarify the legal position with the non-custodial parent. For example, educators may say, 'I'm sorry but I'm not legally able to allow the child to leave with you without the permission of the custodial parent."
- Ask the person politely to leave.
- If they refuse to leave, call the police.
- In all cases educators should be immediately aware of any unfamiliar person on the premises and find out what they want as quickly as possible.
- Educators will not be expected to physically remove or restrain a non-custodial parent.
- In the event that they remove their child from the premises without consent, the educators will take the number plate of the car and contact the police and custodial parent.

Links to other policies

Delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99 Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---
Date for Review and Evaluation March 2026

Social Media policy

Policy Statement and Considerations

To ensure that our service, children, educators or families are not compromised on any form of social networking or related website. A social networking website can be defined as a website used to socialise or communicate. These include but are not limited to Facebook, Instagram and Twitter (including usage on any device such as the internet, mobile telephone or tablet).

Legislation and Government Requirements / National Quality Framework Considerations

National Quality Framework: Standard 2, 7

Strategies for Policy Implementation

The objectives of the policy are to:

- Our stance on social networking websites is that they are for personal use only and should not be accessed while the educator is at work.
- Educators who can access a social networking website via their mobile phones are not to do so when their OOSH Service is open.
- No information about what happens at the service should be posted on a personal social networking website, nor should any photos taken at the service or on an excursion, be put on a personal social networking website. If an educator does put photos of a child or children enrolled at the service on their social networking website, families will immediately be contacted. If possible, the social networking website will be contacted to delete the photos. The educator will face an inquiry into their actions, and depending on the severity, may receive disciplinary action.
- Educators will not add clients of the Service as contacts on their personal social networking website(s). Educators that have pre-existing relationships with a client where they already have that client as a contact is acceptable.
- Please be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about service or its clients on social networking websites. Should you do so, the educator will face an inquiry into their action and depending on the severity, may receive disciplinary action.
- Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, educators will face an inquiry into their actions and depending on the severity of the situation, may receive disciplinary action.
- Should a family member related to the service harass an educator via a social networking website, management will conduct an inquiry into their actions and depending on the severity of the situation face possible disciplinary action/termination of their child's place at our service.
- This policy also complies with State and National Laws regarding social networking websites. Should an educator break the law on a social networking website, such as, but not limited to, defamation, the service will contact the police and other relevant authorities.

Links to other policies

Providing a child safe environment Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance

- Service Operations

Date Endorsed 01/04/2022 ---

Date for Review and Evaluation March 2026

Transportation policy

Policy Statement and Considerations

The service believes that children travelling to and from school and excursions have the right to be safe. The service will ensure that all modes of transportation undertaken will be safe and comply with all the required regulations.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 85, 100-102
National Quality Framework: Standard 2, 6.2
Road and Transport Regulations.
Passenger Transport Act 1990

Strategies for Policy Implementation

- All children travelling from one place to another must have the written consent of their parents.
- An all-weather meeting place will be established when collecting children from school.
- All vehicles used by the service will comply with the appropriate road and transport regulations, will be mechanically sound, have regular maintenance and have third party and comprehensive insurance.
- Ensure bus drivers and educators have been trained as part of induction on the transport policy and their responsibilities when traveling and or driving, in accordance to regulations 85 and 168.
- The driver will ensure that the fuel level is sufficient to undertake the journey.
- All educators and drivers will hold an appropriate driver's license for the vehicle they are driving. A MINIMUM CLASS "C" IS REQUIRED BY ALL DRIVERS
- All vehicles requiring additional license qualifications to be driven i.e "LR" "MR" or "HEAVY VEHICLE" will be staffed by a driver and 1 or more additional Educators to ensure the adequate supervision and safety of the passengers'
- All educators and drivers will hold appropriate First Aid and "Working With Children" certifications
- All private vehicles can only be used if:
  - The vehicle is registered and in a safe mechanical condition.
  - The vehicle is equipped with seat belts according to the Passenger Transport Act 1990.
  - The vehicle has comprehensive insurance.
  - The driver has a current driver's license and holds appropriate First Aid and Working With Children certifications
  - Before travelling in the vehicle, the educators and drivers must ensure that all children wear a seat belt. When in a bus, ensure children wear belts where seat belts are fitted.
- A First Aid Kit will be carried on all vehicles
- A Fire Extinguisher will be carried in vans and buses.
- Children will be required to remain seated and not behave in a dangerous or distracting manner. The driver will stop the vehicle if necessary, in a safe place until the children comply with instructions.
- When picking up children, the vehicle will be parked in a location which does not require children to cross roads.
- The driver will ensure that the vehicle has the appropriate number of passengers for the vehicle and that it is not overloaded.
- All drivers will carry the service's name, address and contact number at all times. An emergency contact number should also be provided.
- Educators will have a list of the children's names and number of children travelling is taken for each regular transportation.
- Have access to the service's name, address and contact numbers with them.

- Sign children in on the roll as they enter the vehicle.
- Assist children in getting on and off the mode of transport.
- Ensure that all children are accounted for before allowing the vehicle to leave.

When transporting children by foot educators will:

- Ensure that the safest route is taken.
- Ensure children cross the road at the crossing or lights where available and obey the road rules.
- Undertake extreme care crossing all roads.
- Keep children together as a group and walk in line on pavements. Educators members are to remain vigilant to ensure that no child runs ahead, lags too far behind the group or acts inappropriately.
- Take appropriate wet weather gear, jackets or sun hats to use as required.
- Children should be made aware of all the rules associated with all the modes of transport. Educators will ensure that these rules are enforced. If children cannot comply with expectations to ensure safe transportation of themselves and other children, they will be excluded from activities that require transportation to these activities.
- If a parent requests for their child to make their own way to the Centre after school or is to be collected from a place other than the school bus lines the request will need to be approved by the director. The parent will be required to complete the request in writing and this request will state "The time from when the child leaves the school ground to the time Community OOSH Services signs in your child on the afternoon roll, will be the parents responsibility." Community OOSH Services will not be responsible for your child until they are in our care.
- Driver to complete vehicle lockdown at the completion of each journey that includes a visual check inside and outside of the vehicle for children, bags and belongings, safety check and lock vehicle.

When transporting children for extra activity or sport drop off the service will:

- Have a written authorisation completed by a parent or other person named in the child's enrolment record, detailing regular outing and regular transportation methods with risk assessments available upon request
- *Regular Outing means a walk, drive, or trip to and from a destination – a. that the service visits regularly as a part of its educational program; and b. where the circumstances relevant to the risk assessment are substantially the same on each outing*
- *Regular Transportation, in relation to an education and care service, means the transportation by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are substantially the same for each occasion on which the child is transported.*
- *If the transportation is 'regular transportation,' the authorisation is only required to be obtained once in a 12-month period*
- Risk assessments identify and assess risks that the transportation of a child may pose to the safety, health or wellbeing of the child, and specify how the identified risks will be managed and minimised.

In the case of a vehicle breakdown the educator's person in charge or the driver will:

- Telephone the service to inform the Director/s.
- The Director/s and the educator's member will discuss suitable alternative transport and organize for this to be undertaken.
- Ensure that the children are kept safe at all times.
- The Director/s will inform the parents of the breakdown if necessary.

In the case of a vehicle accident or other incident, injury, illness or trauma the educator in charge will:

- Check to see if any children or driver are hurt, conduct first aid and phone for an ambulance if necessary.
- Comfort and calm the children.
- Ensure that the children are safe at all times.

- Take the required details of the other driver involved: name, contact, registration number, driver's license, insurer and any damage made to either vehicle.
- Phone the service to inform the Director/s and organize alternative transport.
- Phone the police if necessary.
- Make an accident report on return to the service.
- A mobile phone will be carried in case of accident or emergency and children should be instructed to stay with the vehicle until assistance arrives. The service's details should always be carried on the vehicle.
- In a situation where there is only one educator's member in attendance a mobile phone will be allocated to take on the journey, so no one needs to leave children unattended.
- The Director/s will inform the parents of the incident and ensure that all the appropriate accident procedures are undertaken.

Links to other policies

Incident, injury, trauma and illness procedures complying with regulation 85 policy

Excursions, including procedures complying with regulations 100 to 102 policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/10/2022

Date for Review and Evaluation March 2026

Videos and Films policy

Policy Statement and Considerations

Films and videos can be used as part of the program of activities after thoughtful consideration relating to the content and message of the film. Educators will ensure all videos and films are suitable for the children's ages and that parent's permission has been given. Any photographs of children uploaded to Facebook without the express permission of parents/guardians is seen as an offence and person/persons responsible will be dealt with by discharge from the service.

Legislation and Government Requirements / National Quality Framework Considerations

Film ratings from Australian Broadcasting Authority

Strategies for Policy Implementation

- TV film and video will only be viewed that have a G or PG rating.
- TV and Videos may be used and when used should be planned as part of a balanced program of activities. They could highlight a particular activity or interest in the program. They should not be a daily activity in the service.
- Videos or film may be planned as part of the program during vacation care and advertised in the program to the parents, but again is not to be used as a daily activity.
- Parents should be notified that G and PG rated videos may be shown and permission sought on the enrolment form.
- Educators should preview the film or video where possible.
- Online Streaming Services are locked for G and PG only viewing.

Children should continue to be provided with other activities during the showing of a video and be properly supervised, even if the majority of the children are attending the viewing.

Links to other policies

Providing a child safe environment policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---

Date for Review and Evaluation March 2026

Photography policy

Policy Statement and Considerations

Photographs of children will be taken regularly for parents to view their child's participation in the program and learning outcomes. No child/children will be permitted to be photographed by anyone except Educators or someone authorised by the Coordinator. Should you not wish to have your child photographed at any time please sign a "No Publicity" document. Parents are able to view their children's learning and leisure experience daily via our monitors which has recorded the children participating in a variety of activities throughout the day.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations
Education and Care Services National Law 2010
National Quality Framework: Standard 1, 5, 6

Strategies for Policy Implementation

The objectives of the policy are to:

- In relation to any parent or family member who is visiting the service with the intention to take photographs the service will ensure:

1. All families are notified in advance of when, why and by whom photographs may be taken in the Service.
2. All families are given the opportunity to object to their child being involved in any photographs, and that these wishes are respected.
3. Any parent or family member may only photograph their own child unless given permission by another child's parent.

- The Service accepts that families may want to display photographs of their own child on the internet; however, we do not condone the display of photographs taken of children from other families.
- The Service will respect the wishes of all families who do not wish their child to be photographed and will be responsible for ensuring that the child is not photographed while in attendance at the Service. This may mean however, that the child may be removed from group situations where photos will be taken.
- If a parent has given permission for their child to be photographed by anyone other than an educator, the Service does not accept responsibility for the distribution or use of any photograph taken.

Links to other policies

Providing a child safe environment Policy

Governance and management of the service, including confidentiality of records Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance

- Service Operations

Date Endorsed 01/04/2022 ---

Date for Review and Evaluation March 2026

Educator: Child Ratios policy

Policy Statement and Considerations

The service believes that the child to educator ratio is an important factor in determining the quality of care that the service provides. The service aims to maintain positive educator, child and parent interactions and quality and safe care by working closely to standards outlined in the National Regulations.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 121-123
Education and Care Services National Law 2010: 169
National Quality Framework: Standard 4

Strategies for Policy Implementation
Educators: child ratios.
The educator to child ratio is 15:1 from 1 October 2018.

Supervision is a key aspect of ensuring that children's safety is protected in the service and excursion environment. Educators will have a general awareness of where children are playing at all times. The level of supervision in each area will depend on the activities and age of the children participating.

Minimum educators' numbers:

- There will be a minimum of 2 educators members present at all times, excluding BSC and VC 7:00am - 7:30am.
- Educator-to-child ratios apply at all times that the service is operating.
- Ratios do not have to be met in each individual vehicle and at the service premises, ratios are counted across the service.
- This means that where a service has children under their care across different locations, including in transit, the number of educators required will be calculated by using the total number of children across the service.
- Transport ratios will be subject to an appropriate risk assessment, in circumstances where adequate supervision and compliance with first aid requirements can be demonstrated, a small number of children may be transported in a vehicle classified by the RMS as a car without an additional educator present. The RMS classifies a car as a vehicle under a Class C licence that seats a maximum of 12 people (including the driver).
- The number of children that can be adequately supervised by a sole driver will depend on the circumstances in each case and child protection will be addressed.
- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educators leaves the service.
- If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
- Volunteers will only be counted on excursions to make up the higher number of carers required, or when temporarily employed.
- Junior educators who are employed under our Junior Educators scheme will be included in numbers but will be under direct supervision of experienced Educators.

Links to other policies

Providing a child safe environment Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---
Date for Review and Evaluation March 2026

Notification of change to policies and procedures policy

Policy Statement and Considerations

The service aims to provide effective management and a quality service through the ongoing development and review of policies, which are required to run the service efficiently. The service will ensure that all individuals are aware of relevant policies and changes and have free access to all policies.

Legislation and Government Requirements / National Quality Framework Considerations

National Regulations: 172
National Quality Framework: Standard 7

Strategies for Policy Implementation

The service will ensure the development of all required policies under the National Standards. Other policies are to be developed as deemed necessary by the service.

This will be based on the following criteria:

- *An issue or problem arises that is not addressed in a current policy.*
- *A current policy is not meeting the current need.*
- *Daily operations of the service are unclear to educators, parents or management.*
- *Educators, parents or management is unsure what to do in a certain situation.*
- *There have been changes due to outside influences.*
- *All policies must reflect the current philosophy of the service.*

The service will ensure its obligations:

- regularly seek feedback from everyone effected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its
- procedures

The service will ensure that any new service members, educators and families entering the service are made aware of the policy booklet and any specific policies relevant to them.

Any persons involved in the service are to feel welcome to make suggestions and discuss any concerns they may have regarding current policies. Parents and educators will be informed of this policy on enrolment/employment and through the service's information booklet.

Educators and parents and any other relevant persons will be encouraged to have input into the development, review or changes to any policies and where appropriate be involved in the development of these policies.

All other policies will be reviewed on an annual basis and more frequently if the need arises. All families will be notified of any changes.

The review of policies will be based on the following criteria:

- Is the policy operating effectively?
- Does it include appropriate responses to individual incidents?
- Does it meet the needs of all involved in the service?
- Does it meet the aims and objectives as outlined?
- Is it consistent with current philosophy?
- Is it consistent with current legislation, acts and standards?

Any changes to existing policies will be circulated immediately to all involved in the service through individual notes, notice boards, personal contact and if felt necessary through a group meeting. The date the changes will become effective will be noted.

All changes are to be recorded in the policy booklet with the date of endorsement and review.

As an ongoing practice, specific policies may be mentioned again through notice boards, letters or personal contact to highlight any relevant issues. This may be required if there is a recurrent problem arising or to highlight any specific current issues in the running of the service.

Links to other policies

Governance and management of the service, including confidentiality of records Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---
Date for Review and Evaluation March 2026

Roles of Management

Policy Statement and Considerations

The service aims to provide a quality centre and will ensure that the service operate according to the legal requirements of an approved provider. The service will ensure that decisions are made in a proper way, according to the service's Policies and Procedures and in the best interests of the service.

Legislation and Government Requirements / National Quality Framework Considerations

Service structure.
National Law Sections 5, 44, 56, 161: National Regulations 35, 146 (Nominated Supervisor)
National Law Sections 169: National Regulations 118, 148 (Educational Leader)
National Law Sections 165: National Regulations 119-120 (Age and supervision requirements)
National Law Sections 169: National Regulations 125-135 (Qualifications)

Strategies for Policy Implementation

The service will ensure that the service is managed according to the funding bodies' requirements and that all relevant guidelines, acts, regulations and the Policies and Procedures are adhered to.

The Directors will know the requirements regarding:

- Service structure, roles and duties
- Constitution
- Service philosophy, Vision and Mission
- Policies and procedures
- Funding and operational agreements
- National Standards
- Meetings
- Financial requirements
- Employment responsibilities

The Director/s will attend meetings of the service and present a written progress report regarding the running of the service and will provide information to the Operations Manager and Coordinators to assist in making decisions.

Coordinators will attend regular meetings with the Directors to raise issues on behalf of the educators and to provide feedback to other educators on the Directors' decisions.

Role of the Directors

- The Directors is responsible for the ongoing management of the service. Primarily this involves legal, financial and employment responsibilities.
- The responsibility for the day- to -day operations of the service however is delegated to the Coordinators.

General ongoing tasks of the Directors include:

- Ensuring the needs of the parents, children and educators are met
- Ensuring the smooth daily operation of the service

- Communication of relevant issues
- Publicity and public relations
- Development and review of policies
- Planning
- Financial management and administration
- Liaison and compliance with funding and licensing bodies
- Employment, supervision and direction of educators, ensuring appropriate industrial awards are adhered to
- Continued maintenance and repair of the building and equipment
- Addressing ongoing issues as they arise
- Nominated management members may gain access to the services records, etc but only in accordance with confidentiality guidelines and when necessary to fulfil their management responsibilities Confidentiality will be maintained at all levels at all times

Directors are responsible to ensure Our Mission Statement is known and understood by children, parents and Educators.

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---
Date for Review and Evaluation March 2026

Sustainability Practices

Policy Statement and Considerations

The service is committed to ensuring policies and procedures developed as part of the program, minimise environmental impact and provide children with experiences of the natural world, helping them to understand their place in it and to take responsible action to preserve it. The service is also committed to establishing sound environmental practices relating to all operational aspects of the service.

Legislation and Government Requirements / National Quality Framework Considerations

Environmental Protection Act 1994, Environmental Protection Regulation 2008
National Quality Framework: 3

Strategies for Policy Implementation

The Nominated/Certified Supervisor and educators will be encouraged to follow sound environmental practices and understand their role in positive modelling for the children.

Educators work collaboratively with the children and their community to develop and implement sustainable practices related to the service program and routines, including (but not limited to):

- Recycling food scraps;
- Using recycled items in craft activities;
- Recycling scrap paper for use;
- Establishing a garden and using the produce in the service menu;
- Establishing composting or worm farms for scraps;
- Creating play spaces for children to interact with the natural environment; and
- Undertaking regular reviews of sustainable practices within the service.
- All policies and procedure manuals are found on our website at www.communityoosh.com.au and at services that have QIKKIDS Kiosk parents can access these policies from the sign-in terminal.

Educators will encourage children to be aware of energy efficiency, particularly in relation to the use of lighting, heating and air conditioners.

Information relating to sustainable practices will be accessed and readily available for educators, children and families at the service.

Links to other policies

Nutrition, food and beverages, dietary requirements Policy

Animals Policy

Providing a Child Safe Environment Policy

All policies will be reviewed annually or as required due to changes in:

- Legislation
- Regulatory Guidance
- Service Operations

Date Endorsed 01/04/2022 ---

Date for Review and Evaluation March 2026