**OSHC**

**Policy Manual**

**2021**

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**PHILOSOPHY AND GOALS OF THE SERVICE**

**Philosophy**

The Orrvale Primary School Council believes that every family has the right to quality care that recognises and values the child as an individual and is responsive to the needs of families. We value the importance of play and the role it has in middle childhood development.

The setting therefore needs to be a warm, secure, caring environment where the development of independence and self-confidence is fostered, and creativity and individuality are encouraged. The partnership between parent and carer is invaluable in the care and outcome for the child.

Our program is flexible and responsive to the changing needs of the children and their families and is provided in a way that recognises and is supportive to each family’s values and cultural and religious needs.

**Goals**

The Program aims to:

* Provide a safe, warm and caring atmosphere for children
* Provide a wide variety of stimulating and interesting activities that cater for the needs of individual children
* Promote warm and friendly relationships, with staff children and parents
* Encourage child, staff, parent and community involvement in the development of the program
* Conduct a school age childcare program consistent with the policy and guidelines contained in the National Quality Standards, Education and Care Services National Law 2010 and Education and Care Services National Regulations 2011

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# ACCEPTANCE AND REFUSAL OF AUTHORISATION

1. The OSHC Program will act in accordance with correct authorisations as described in the Education and Care Services National Regulations 2011
2. Our OSHC requires authorisation for actions such as administration of medications, collection of children, excursions and providing access to personal records. This policy outlines what constitutes a correct authorisation and what does not and may therefore result in a refusal.
3. We will ensure that we only act in accordance with correct authorisation as described in the Education and Care Services National Regulations, 2011.
4. The Nominated Supervisor will:
* Ensure documentation relating to authorisations contains:
* the name of the child enrolled in the service;
* date;
* signature of the child’s parent/guardian, or nominated contact person who is on the enrolment form;
* the original form/letter/register provided by the service.
1. Apply these authorisations to the collection of children, administration of medication, excursion and access to records.
2. Keep these authorisations in the enrolment record.
3. Exercise the right of refusal if written or verbal authorisations do not comply.
4. Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

**Sources**

Children (Education and Care Services National Law Application) Act 2010

Education and Care Services National Regulations 2011: 168

**Links to National Quality Standard**

7.3 Administrative systems enable the effective management of a quality service

# ANIMALS AND PETS

1. All animals in the program (whether visiting or permanent) will be kept clean and healthy with regular worming and vaccination where appropriate.
2. Staff must ensure that play areas within the program are free from animal hair.
3. Animals must be kept in a separate area from children, whether inside or in the yard. A protected run, whether inside or out, must be maintained to securely separate the animal and the children. All fencing must restrict penetration by small fingers.
4. Any direct contact with animals must be closely supervised by the staff and be under their control eg, holding rabbit or guinea pig etc.
5. Staff are to ensure that children wash their hands thoroughly after touching the animals. On the occasion that animals are in the room, staff also must ensure that tables are disinfected before any food is served.
6. Staff must ensure that garden areas, including sandpit, are kept free from animal excrement.
7. Staff must ensure that animal food, bowls and litter trays etc. are inaccessible to children and are kept in a hygienic condition.
8. Birdcages are not to be kept in food preparation areas. Feathers, droppings and seeds are to be cleared away at regular intervals. Cages are not to be cleaned while children are in the program and should be wet down before cleaning.

**Sources**

* Department Education and Early Childhood
* Children’s Services Adviser
* Department of Communication Diseases – Public Health Division

#  CHILD SAFE POLICY

Orrvale Primary School OSHC is committed to the safety and wellbeing of children and young people. Our community recognises the importance of, and a responsibility for, ensuring our school is a safe, supportive and enriching environment which respects and fosters the dignity and self-esteem of children and young people, and enables them to thrive in their learning and development.

This policy aims to protect children and reduce any opportunities for child abuse or harm to occur. It also assists in understanding how to avoid or better manage risky behaviours and situations. It is intended to complement child protection legislation, Department policy and procedures and professional standards, codes or ethics as these apply to staff and other personnel. The Principal and school leaders of Orrvale Primary School and OSHC will support implementation and monitoring of the policy, and will plan, implement and monitor arrangements to provide inclusive, safe and orderly schools and other learning environments.

The Principal, school leaders and OSHC of Orrvale Primary School will also provide information and support to enable this policy to operate effectively. All staff, contractors, volunteers and any other member of the OSHC community involved in child-related work are required to comply with the policy by observing expectations for appropriate behaviour below.

This applies in all OSHC situations, including the use of digital technology and social media.

This policy tales into account relevant legislative requirements within the state of Victoria, including specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870.

**Definitions**

**Child:** A child or young person enrolled as a student at the school

**Child Abuse** includes:

(a) Any act committed against a child involving:

(i) A sexual offence

(ii) An offence under section 49B(2) of the Crimes Act 1958 (grooming)

(b) The infliction, on a child of:

(i) Physical violence

(ii) Serious emotional or psychological harm

(c) Serious neglect of a child (Ministerial Order No. 870)

**Child Safety** encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse. (Ministerial Order No. 870)

**Child neglect:** The failure by a parent or caregiver to provide a child (where they are in a position to do so) with the conditions that are culturally accepted as being essential for their physical and emotional development and wellbeing. (Safe Schools Hub)

**Child physical abuse:** Generally, child physical abuse refers to the non-accidental use of physical force against a child that results in harm to the child. Physically abusive behaviours include shoving, hitting, slapping, shaking, throwing, punching, kicking, biting, burning, strangling and poisoning. The fabrication or induction of an illness by a parent or carer (previously known as Munchausen syndrome by proxy) is also considered physically abusive behaviour. (Safe Schools Hub)

**Child protection:** Statutory services designed to protect children who are at risk of serious harm. (Safe Schools Hub)

**Child sexual abuse:** Any sexual activity between a child under the age of consent (16) and an adult or older person (i.e. a person five or more years older than the victim) is child sexual abuse. Child sexual abuse can also be:

* any sexual behaviour between a child and an adult in a position of power or authority over them (e.g. a teacher); the age of consent laws do not apply in such instances due to the strong imbalance of power that exists between young people and authority figures, as well as the breaching of both personal and public trust that occurs when professional boundaries are violated
* any sexual behaviour between a child and an adult family member, regardless of issues of consent, equality or coercion
* sexual activity between peers that is non-consensual or involves the use of power or coercion
* non-consensual sexual activity between minors (e.g. a 14-year-old and an 11-year-old), or any sexual behaviour between a child and another child or adolescent who, due to their age or stage of development, is in a position of power, trust or responsibility over the victim. Sexual activity between adolescents at a similar developmental level is not considered abuse. (Safe Schools Hub)

**Mandatory Reporting:** The legal requirement to report suspected cases of child abuse and neglect is known as mandatory reporting. Mandated persons include teachers, nurses, police, psychologists, psychiatrists and medical practitioners. (Safe Schools Hub)

**Reasonable Belief:** When staff are concerned about the safety and wellbeing of a child or young person, they must assess that concern to determine if a report should be made to the relevant agency. This process of considering all relevant information and observations is known as forming a ‘reasonable belief’. A ‘reasonable belief’ or a ‘belief on reasonable grounds’ is not the same as having proof but is more than mere rumour or speculation. A ‘reasonable belief’ is formed if a reasonable person in the same position would have formed the belief on the same grounds.

School environment **means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including: (a) a campus of the school (b) online school environments (including email and intranet systems) (c) other locations provided by the school for a child’s use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events). (Ministerial Order No. 870)**

School staff means an individual working in a school environment who is: (a) directly engaged or employed by a school governing authority (b) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary) (Ministerial Order No. 870)

**Acceptable behaviours**

As staff, volunteers, contractors, and any other member of the school community involved in child-related work individually, we are responsible for supporting and promoting the safety of children by:

* + upholding the school’s statement of commitment to child safety at all times and adhering to the school’s child safe policy
	+ treating students and families in the school community with respect both within the school environment and outside the school environment as part of normal social and community activities
	+ listening and responding to the views and concerns of students, particularly if they are telling you that they or another child has been abused or that they are worried about their safety/the safety of another child
	+ promoting the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander students
	+ promoting the cultural safety, participation and empowerment of students with culturally and/or linguistically diverse backgrounds
	+ promoting the safety, participation and empowerment of students with a disability
	+ reporting any allegations of child abuse or other child safety concerns to the school’s leadership
	+ understanding and complying with all reporting or disclosure obligations (including mandatory reporting) as they relate to protecting children from harm or abuse

**Unacceptable behaviours As staff, volunteers, contractors, and any other member of the school community involved in child-related work we must not:**

* ignore or disregard any concerns, suspicions or disclosures of child abuse
* develop a relationship with any student that could be seen as favouritism or amount to ‘grooming’ behaviour (for example, offering gifts)
* exhibit behaviours or engage in activities with students which may be interpreted as abusive and not justified by the educational, therapeutic, or service delivery context
* ignore behaviours by other adults towards students when they appear to be overly familiar or inappropriate
* discuss content of an intimate nature or use sexual innuendo with students, except where it occurs relevantly in the context of parental guidance, delivering the education curriculum or a therapeutic setting
* treat a child unfavourably because of their disability, age, gender, race, culture, vulnerability, sexuality or ethnicity
* communicate directly with a student through personal or private contact channels (including by social media, email, instant messaging, texting etc) except where that communication is reasonable in all the circumstances, related to school work or extra-curricular activities or where there is a safety concern or other urgent matter
* photograph or video a child in a school environment except in accordance with school policy or where required for duty of care purposes
* in the school environment or at other school events where students are present, consume alcohol contrary to school policy or take illicit drugs under any circumstances.

**It is a legal requirement for the Principal, Assistant Principal and all teaching staff, OSHC staff and aides to report suspected cases of child abuse and neglect, which is known as mandatory reporting. Mandated persons include teachers, nurses, police, psychologists, psychiatrists and medical practitioners.**

**Mandatory reporters must make a report to the Department of Health and Human Services (DHHS) (Child Protection) as soon as practicable if, in the course of practising their profession or carrying out their duties, they form reasonable belief that a child or young person is in need of protection, as a result of physical injury or sexual abuse, and the child’s parents are unable or unwilling to protect the child from that abuse.**

**A mandatory reporter who fails to comply with these reporting obligations may be committing a criminal offence**.

**School Council and the Principal have the obligation to:**

* Provide all staff with annual training on the Child Safe Standards
* Provide a safe learning community to all people who enter our school and provide education services to our children
* Communicate to the school community about Orrvale Primary School’s zero tolerance of child abuse
* Create, pass, implement and review policies and procedures that promote the Child Safe Standards
* Follow DET and VRQA policies in regards to the Child Safe Standards
* Be role models of child safety in our school
* Ensure the school communicates the Child Safe Standards each year to the school community.

**Parents/carers have an obligation to:**

* Take an active interest in their child’s education
* Encourage their child to contribute positively to their educational experience and participate fully in the education program at Orrvale Primary School
* Support the school in its efforts to maintain a positive teaching and learning environment
* Support the school values and norms
* Assist children in developing an understanding of safety and respect
* Model and reinforce positive behaviours
* Ensure their child regularly attends school
* Engage with the school to encourage the partnership between home and school in the education and safety of children
* Inform the school of any medical, social/emotional, educational or family situations that may impact their child at school.

**Staff have the obligation to:**

* Meet the standards of the Victorian Institute of Teaching and adhere to the Victorian Teaching Profession Code of Conduct and Ethics
* Ensure the school meets the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870
* Teach students an engaging educational program, targeted to their needs and set appropriate and achievable goals
* Be informed, within privacy requirements, about matters relating to students that may impact on the teaching and learning for that student
* Role model positive, appropriate and safe behaviours
* Teach a strong social and emotional learning program, such as RULER and our school values/agreements
* Encourage the partnership between home and school in the education and safety of children
* Provide adequate supervision in the school grounds
* Report instances of unsafe situations/behaviours including child abuse as per DET policies
* Record and communicate serious and continuous breaches of school rules
* Fairly, reasonably and consistently implement the school norms and behaviour management policy
* Engage with students in appropriate online forums and not engage with students in inappropriate forums across social media.
* Follow the schools Child Safety Code of Conduct

**Expectations of our School Staff – Child Safety Code of Conduct**

At Orrvale Primary School OSHC, we expect school employees, volunteers and contractors to proactively ensure the safety of students at all times and to take appropriate action if there are concerns about the safety of any child at the school. All school staff must remain familiar with the relevant laws, the code of conduct, and policies and procedures in relation to child protection and to comply with all requirements. We have developed a Child Safety Code of Conduct which recognises the critical role that school staff play in protecting the students in our care and establishes clear expectations of school employees, volunteers and contractors for appropriate behaviour with children in order to safeguard them against abuse and or neglect. Our Code also protects school staff through clarification of acceptable and unacceptable behaviour.

**Students have the obligation to:**

* + Contribute positively to their educational experience and participate fully in the educational program
	+ Follow Educators instructions and the school norms
	+ Respect the rights and property of themselves, other students, school staff, community members, visitors and the school itself.
	+ Act in a safe and honest manner
	+ Be responsible and report any incidences of unsafe behaviour to others or themselves to school staff
	+ Understand that there will be consequences for their actions – either positive or negative
	+ Understand that in conflict situations they will be given time to reflect on their behaviour, given time/ strategies to repair relationships and implement acts of restitution to the other party involved.

**Service providers have the obligation to:**

* + Sign in and out of the school each time they visit.
	+ Act in a safe, respectful and appropriate manner in the school.
	+ Report any unsafe situations and behaviours to school staff.
	+ Ensure that they comply with the Child Safe Standards through their regulatory body and show evidence of this to the school.

**Parent/carer volunteers and visitors who are working within the school grounds have an obligation to:**

* + Sign in and out of the school each time they visit
	+ Act in a safe, respectful and appropriate manner in the school
	+ Report any unsafe situations and behaviours to school staff
	+ Ensure all of their documentation (eg. Working with Children Check, Insurance) is up to date and a copy given to the school.

**Reporting and Responding**

Our school records any child safety complaints, disclosures or breaches of the Child Safety Code of Conduct, and stores the records in accordance with security and privacy requirements. Our school complies with legal obligations that relate to managing the risk of child abuse under the Children, Youth and Families Act 2005 (Vic.), the Crimes Act 1958 (Vic.) and the recommendations of the Betrayal of Trust report. Child protection reporting obligations fall under separate pieces of legislation with differing reporting requirements. Our school’s Child Protection – Reporting Policy, sets out the actions required under the relevant legislation when there is a reasonable belief that a child at our school is in need of protection or a criminal offence has been committed, and provides guidance and procedures on how to make a report. Our policy assists staff, volunteers and families to:

* + identify the indicators of a child or young person who may be in need of protection
	+ understand how a ‘reasonable belief’ is formed
	+ make a report of a child or young person who may be in need of protection
	+ comply with mandatory reporting obligations under child protection law and their legal obligations relating to criminal child abuse and grooming under criminal law. Our school has also established internal processes to ensure that appropriate action is taken to respond to concerns about the wellbeing and/or safety of a student.

**Relevant Legislation**

• Children, Youth and Families Act 2005 (Vic.)

• Working with Children Act 2005 (Vic.)

• Education and Training Reform Act 2006 (Vic.)

• Equal Opportunity Act 2010 (Vic.)

• Privacy Act 1988 (Cth)

**Crimes Act 1958 (Vic.) –** Three new criminal offences have been introduced under this Act: a) Failure to disclose offence: Any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 has an obligation to report that information to police. Failure to disclose the information to police is a criminal offence. b) Failure to protect offence: The offence will apply where there is a substantial risk that a child under the age of 16 under the care, supervision or authority of a relevant organisation will become a victim of a sexual offence committed by an adult associated with that organisation. A person in a position of authority in the organisation will commit the offence if they know of the risk of abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.

Grooming offence: This offence targets predatory conduct designed to facilitate later sexual activity with a child. Grooming can be conducted in person or online, for example via interaction through social media, web forums and emails.

**Breach of Policy**

Where an employee is suspected of breaching any obligation, duty or responsibility within this Policy, Orrvale Primary School may start the process under Complaints, Misconduct and Unsatisfactory Performance guidelines for managing employment concerns. This may result in disciplinary consequences.

Where the principal is suspected of breaching any obligation, duty or responsibility within this policy, the concerned party is advised to contact the Regional Director. Relevant notification should also be made to the Department of Education and Training.

Where any other member of the school community is suspected of breaching any obligation, duty or responsibility within this policy, the school is to take appropriate action, including in accordance with: Child Protection – Reporting Obligations, Complaints Resolution Policy and/or contact Department of Education (Conduct and Ethics Branch and Legal Branch) and Department of Health and Human Services (DHHS).

**References**

Responding to allegations of student sexual assault [www.education.vic.gov.au/school/principals/spag/safety/Pages/sexualassault.aspx#1](http://www.education.vic.gov.au/school/principals/spag/safety/Pages/sexualassault.aspx#1)

Government Schools Website:

 [www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafestandards](http://www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafestandards)

Safe Schools Hub 2014, National Safe Schools Framework Glossary, Australian Government Department of Education and Training.

State of Victoria 2016, Child Safe Standards – Managing the Risk of Child Abuse in Schools: Ministerial Order No. 870, Education & Training Reform Act 2006, Victorian Government Gazette No.

S2. Victorian Government Department of Justice 2016, Betrayal of Trust Implementation.

Victorian Institute of Teaching for Victorian Teaching Profession Codes of Conduct and Ethics and information about employee responsibilities to report action against registered teachers in response to allegations and concerns about registered teachers. Website: [www.vit.edu.au](http://www.vit.edu.au)

# CODE OF CONDUCT

1. The School Conduct Code remains in force during the time of the program.
2. Where, over a period of time, a child's behaviour warrants special attention, the Co-ordinator, in consultation with the principal, shall ensure that consultative, problem solving measures designed to improve the behaviour are put in place. The parents and the child (where appropriate) will be given the opportunity to meet with the principal and the Co-ordinator and will be consulted from the outset. This consultation process and the measures decided upon will be allowed to operate over an appropriate and reasonable period of time.
3. Where these measures have not improved the situation, the principal will advise the School Council president of the situation. The principal will convene a meeting of the Co-ordinator, the child's parents and the child (if appropriate). The parents may also invite a person of their choice to support them. The School Council president, or his/her nominee, may also attend the meeting. The meeting will consider:
* the child's behaviour;
* the strategies being implemented by the program staff to encourage the child to improve his/her behaviour;
* the possibility of exclusion should the behaviour continue; and
* what alternative child care arrangements can be made.

This consultation process and the strategies decided upon will also be allowed to operate over an appropriate and reasonable period of time.

1. If the above strategies fail to achieve an acceptable change in behaviour, and the principal, in consultation with the Co-ordinator, believes that the child should be excluded from the program, normal school procedures should be followed.
2. Occasionally it may be necessary to instantly remove a child from the program session where the child:
* behaves in such a way as to constitute a danger to the physical and emotional health of any staff member or other child;
* consistently and deliberately fails to do as they are asked by a staff member; and/or
* is in such a condition as to constitute a health risk to any staff member or other child.
1. In such instances the parents or emergency contact will be contacted to immediately collect the child.

**Sources**

* School conduct Code
* Orrvale School Engagement Policy
* Orrvale School Principal

# ENROLMENT

1. Numbers in the Orrvale PS OSHC Program are limited to 45 places at any one time.
2. Parents can enrol their child by completing an Enrolment Form available at the school office or through the Coordinator. Children cannot commence in the Service unless an enrolment form has been completed. This rule may be waived in exceptional circumstances, at the discretion of the Principal.
3. Parents can book children in either as a permanent or casual booking:
* A permanent booking is an ongoing position kept available in the program and must be paid for even if the child is absent (excursions, school camps, sleepovers, and holidays) during the school term. Permanent bookings are not charged when there is no school operating eg. curriculum days, school holidays
* Casual bookings are for positions made available on a daily basis and are subject to availability
1. Places are allocated according to Priority of Access Guidelines which are set by the Commonwealth Government. Therefore, places shall be allocated according to the following:

**Priority 1:** a child at risk of serious abuse or neglect

**Priority 2:** a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under Section 14 of the A New Tax System (Family Assistance) Act 1999

**Priority 3:** any other child

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

* Children in Aboriginal and Torres Strait Islander families
* Children in families which include a disabled person
* Children in families on low incomes
* Children in families from culturally and linguistically diverse backgrounds
* Children in socially isolated families
* Children of single parents

School children shall also be given priority over those children who have not commenced school.

Orrvale Primary School children shall also be given priority over children attending other primary schools within the priorities and categories set down in the above guidelines.

Where there are no vacant places, a child placed under a lower priority may be required to alter their booking to provide a place for a higher priority child eg. Priority 1. This may involve reducing the hours/days of care or shifting the day of care or utilising casual bookings only. **Families will receive 2 weeks notice should this have to happen.**

1. Children can attend the program after sports training and after school activities.
2. Permanent bookings can be made by:
* indicating times and days on the Enrolment form (permanent bookings)
* notifying the Coordinator of the OSHC Program
* contacting the school by telephone
1. Casual bookings can be made by:
* notifying the coordinator of the next booking as you collect your child from the program
* ringing the school on (03) 58292 490 before 3:00pm on the day of attendance
* by sending a written note with a school child
* **Casual bookings are subject to availability.**
1. The OSHC Program cannot accept verbal messages from children in relation to bookings/cancellations.
2. It is the parents’ responsibility to keep the Service up to date with all family details including changes to contact numbers and addresses, emergency contacts, medical and custody details.
3. Parents will be required to complete a new enrolment form on an annual basis.

**Cancellations**

1. The school is to be contacted by the parent/guardian in the instance of a child’s absence. If the child is expected in the program and hasn’t arrived, the staff member will contact the school office by phone and a staff member will ascertain the child’s whereabouts.
2. Permanent bookings must be paid for even if the child is absent. Where a parent wishes to cancel a permanent booking on an ongoing basis **1 week’s** notice shall be required.
3. Casual bookings can be cancelled by **3pm on the day of booking*,*** otherwise fees for the booked time shall be charged.

**Allowable and Approved Absences**

Allowable and approved absences only relate to situations where a child is absent and is charged for a booking eg. permanent booking or where a child does not arrive for a casual booking. These are based on the Commonwealth’s Guidelines for CCB (Childcare Benefit).

# Photography

1. Photos of children are only used for student profiles or the school newsletter.
2. Parents are contacted before any photos of the children are used for promotional material.

**Sources**

* Children (Education and Care Services National Law Application) Act 2010
* Education and Care Services National Regulations 2011
* Department of Education and Training
* **Child Care Services Handbook**
* **Child payment team**
* FAO – Centrelink
* Community Child Care – Melbourne
* [www.familyassist.gov.au](http://www.familyassist.gov.au)
* Australian Government Family Assistance Office

# DELIVERY AND COLLECTION OF CHILDREN

**1 Rationale:**

All primary school aged children must be cared for, delivered and collected at Orrvale Primary School Outside School Hours Care (OSHC) by a responsible and authorised adult, parent or guardian. This policy must be adhered to at all times to ensure the safety and wellbeing of the children who attend the program.

**2 Aim**

2.1 Provide a procedure for dropping off and collecting children, which is clear and ensures the safety and wellbeing of all children in our care.

2.2 Ensure parents understand they are required to follow specific communication procedures to ensure we can provide high quality care of their children.

2.3 To meet industry standards and provide a high quality service to our Orrvale Primary School community.

1. **Hours of Operation**

3.1 After School Care will operate from 3.20pm to 6.00pm each school day. On the last day of terms 1, 2 & 3 the After School Care program will operate from 2.20pm to 6.00pm and on the last day of Term 4 it will not operate. Orrvale PS OSHC is only licenced to operate within these hours and therefore is not permitted to have children attend the program after 6.00pm. Non-compliance can result in programs loss of licence to operate.

1. **Drop Off**

4.1 Parents will provide the Program with a list of persons authorised to deliver and/or collect their child and will inform the staff of any changes to this list. Initially this notification will be made on the Program Enrolment Form. Refer also to ‘Family Law’ policy.

4.2 Where the children arrive from school the OSHC Staff will sign the child/ren. The parent/guardian sign the children out upon departure. The exact time of arrival and departure is to be recorded and the Attendance sheet signed with each child’s arrival and departure.

4.3 In the instance of a child leaving the Program temporarily for another activity within the school grounds (eg soccer training), they are to be signed out and in again by an authorised person as per the procedure outlined above.

**5 Collection**

5.1 Children must be collected by the closing time of the service. Orrvale Primary School OSHC closing time is 6.00pm on all days when operating. On the last day of Term 4 the will not operate.

5.2 The authorised person collecting the child must sign the attendance roll. Signing your child out of the program is a legal requirement under the *Education and Care Services National Law and Regulations 2010.*

5.3 The authorised person is to ensure that all their child’s belongings are collected from the service.

5.4 The authorised person must ensure that an OSHC Staff member is aware that they are taking the child from the service.

5.5 OSHC Staff are to be notified if the persons collecting the child are to be later than closing time of the service and the child will be notified.

5.6 If the child is to be collected by a person whose name is not on the Orrvale Primary School OSHC enrolment system as a person authorised to pick up the child, then the parents must have personally informed the school as well as the Nominated Supervisor prior to pick up. This change should be confirmed in writing by email. This email should state, parent/guardians permission to authorise this person to collect the child; authorised person’s name, date of birth and phone number; date this person is authorised to collect. The new authorised person picking up the child will need to provide photo identification to the OSHC Coordinator upon arrival to the program, prior to collecting the child.

5.7 The names and contact numbers of all people authorised to collect the child must be included in the enrolment information on the child’s Orrvale Primary School OSHC enrolment form.

5.8 The authorised person is required to give proof of identification (photo ID such as a driver’s license) to OSHC Coordinator if they have not seen them previously. Women wearing a burqa may be asked to remove the burqa in a private area in front of a female OSHC Staff member if identification is required. A copy of photo ID is to be obtained by OSHC Staff and placed on child’s file.

5.9 OSHC Staff will not release the child to anyone who is not authorised without prior consent from the child’s parent, guardian or a person who is authorised to collect.

5.10 If the service has not been notified and someone other than the parent or authorised person comes to collect the child, OSHC Staff will ring the parent to get his or her authorisation. The child will not be released from the service until written authorisation has been received. This authorisation should be provided in the form of an email to the OSHC Coordinator.

5.11 All persons collecting a child who are not on the child’s enrolment form must provide photo ID before entering the program.

5.12 Children will not to be released into the care of persons not authorised to collect the child, e.g. court orders concerning custody and access. If an unauthorised person is not willing to leave the premises without the child the OSHC Staff member are required to call the police.

5.13 Orrvale Primary School OSHC Coordinator or Nominated Supervisors are to ensure that the Authorised Nominee pick-up list for each child is kept up to date. It is our policy that we do not allow anyone under the age of 18 to collect children.

5.14 If the person collecting the child appears to be intoxicated, or under the influence of drugs, and OSHC Staff consider that the person is an unfit state to accept responsibility for the child, the OSHC Staff are to bring the matter to the person’s attention before releasing the child into their care. Wherever possible, such discussion is to take place in private with two OSHC Staff; one being the OSHC Coordinator and the other a OSHC Staff member, and without the child being present. OSHC Staff are to encourage the person collecting the child to contact another parent or Authorised Nominee from the enrolment form, inform them of the situation and request they collect the child as soon as possible. If the person refuses to allow the child to be collected by another Authorised Nominee or becomes aggressive, OSHC Staff are to then disengage with the person, ask them to leave Orrvale Primary School OSHC and inform the police of the circumstances, the person’s name and vehicle registration number.

5.15 OSHC Staff cannot prevent a parent from collecting a child unless this is directed by family court orders, but do have an obligation to try and persuade a parent to seek alternative arrangements if they consider the parent is in an unfit state to accept responsibility for the child. - In the event where there is an active court order, Orrvale Primary School OSHC must be previously provided with a copy of the current court order, in order to be able to act in accordance with the order.

5.16 Children may leave the premises in the event of an emergency, including medical emergencies. In this circumstance the child would be under the supervision of OSHC Staff and/or Emergency Services.

**6 Late Collection of Children**

If a child remains in the care of Orrvale Primary School OSHC after 6:00pm, a Penalty Fee will be applied to the families account, at the rate of $5.00 per 15 minutes or part thereof, per child.

If late pick-ups become a regular occurrence, the child(ren)’s place in the program will be reviewed.

**7 Uncollected Children Policy**

If a child/children are not collected before 6:00pm, two OSHC Staff members will remain with the child/children at the service and the following procedures must be adhered to:

7.1 At Closing Time i. Contact parent/carer, if no response then OSHC Staff are to contact authorised emergency contacts.

ii. OSHC Staff are to note details in Orrvale Primary School OSHC diary.

7.2 Fifteen (15) Minutes After Service Closure i. Continue to contact parent/carer and emergency contacts.

7.3 Thirty (30) Minutes After Service Closure i. If it has not been possible to arrange for the child to be collected, follow procedures for an abandoned child. Refer to Orrvale Primary School On-site Supervision Policy and Procedures. ii. Two OSHC Staff members will take the child to Shepparton Police Station.

 7.4 Inform the Director/School Principal of the situation.

Please note: Under NO circumstances are Orrvale Primary School OSHC Staff to take the child home or release them into the custody of an adult without the appropriate authorisation.

**Sources**

* National Quality Standard - Quality Area 2 - Children’s health and safety - http://www.acecqa.gov.au/childrens-health-and-safety
* National Quality Framework - Supervision http://www.education.vic.gov.au/Documents/childhood/providers/regulation/nqfsupervision.pdf
* Australian Child Protection Legislation - https://aifs.gov.au/cfca/publications/australian-child-protection-legislation

# TOBACCO, DRUG AND ALCOHOL

1. Any alcohol or controlled substances must be out of reach of children.
2. No illegal substances should be used/taken while children are in session.
3. No Smoking on or in school grounds.
4. Personal prescribed drugs must only be taken in accordance with doctor’s instructions.
5. Long term medication, which may affect the quality of care provided by a staff member, must be discussed with the OSHC coordinator on a case-by-case basis.
6. No person adversely affected by drugs, alcohol or illegal substances shall supervise or remain in the presence of any child/ren in the Service.
7. In the event of such an occurrence immediate contact must be made with the OSHC Program coordinator or Principal.

# EMERGENCY PROCEDURES

* **Emergency Management and Evacuation**
* **Emergency Service Contact**
1. Emergency phone numbers shall be displayed during session times.
2. An ‘Emergency Contacts’ list of local contacts (those within short travelling time to the OSHC Program) is to be kept with other emergency numbers and the children practiced in the situations that these numbers are to be used.
3. Evacuation procedures shall be practised on a regular basis (each term) with the OSHC Program children.

**Evacuation Procedure**

1. In the case of an emergency and evacuation is required, staff shall follow the emergency evacuation procedures:
* Collect mobile phone, attendance roll and emergency contact list
* Evacuate building to safe area on the school oval (Evacuation Area is at the south eastern corner of school oval, near southern goal posts on football oval).
* Call appropriate emergency service
* Keep students as calm as possible
* Return to OSHC Program room if emergency passes, or when the emergency services give the all clear.
* Record incident and action taken
1. In the case of an emergency parents are advised to contact the school on **58292 490** or **0403 292503**

**Incapacity of Staff Member**

1. As a single staff model staff regularly discuss procedures for the children to follow in the event that a staff member becomes hurt and/or incapacitated. These procedures will include:
* the location of emergency phone numbers
* Ring 000, including what to say if the children have to ring 000
* Contact numbers for:
* Assistant
* Principal
* Nearby parents who have agreed to be on hand in case of emergency
1. Children attending the OSHC Program will be instructed in the above procedure in the event that there is only one staff member on the premises.

**Injury to Child**

1. The OSHC Program staff shall provide first aid.
2. Where the child required further treatment, an ambulance shall be called.
3. Contact shall be made to parent/guardian on the enrolment form.
4. Notification to DET must occur within 24hrs by phone if a serious incident occurs requiring emergency services.

**Unwelcome Visitor/Parent/Intruders/Lockdown**

In the event of an unwelcome visitor eg. Non-custodial parent demanding to remove child, loiterer, aggressive person etc. OSHC Program staff shall:

* Immediately ensure that all children are inside the building and doors are locked,
* Request person to leave premises
* Phone police and an emergency contact and provide details if the person does not leave
* Contact custodial parent/legal guardian in the instance that person is non-custodial parent.

**Bush Fire**

1. Immediately ensure that all children are inside the building.
2. Ensure and doors and windows are closed.
3. Check all children are calm, look for any children with breathing concerns.
4. Call Fire Brigade on 000
5. Await instructions of Fire Officer in charge
6. Keep children and onlookers away from fire
7. Notify Principal/Senior Staff member/OSHC Program ‘Emergency Contact’.

**Fire**

1. Check source of fire
2. Unless fire is small, evacuate all children to school oval
3. If possible, put out fire (only if can be done safely)
4. Call Fire Brigade on 000
5. Await instructions of Fire Officer in charge
6. Keep children and onlookers away from fire
7. Notify Principal/Senior Staff member/OSHC Program ‘Emergency Contact’.

**Bomb Threat**

1. Telephone Police on 000
2. Evacuate all children to school oval
3. Wait for instructions from Police
4. Notify Principal/Senior Staff member/OSHC Program ‘Emergency Contact’

**Chemical Spills/Toxic Emissions/Gas Leaks**

1. When alerted, check source of disaster.
2. Evacuate all children well away from disaster area, to school oval
3. Call Fire Brigade on 000
4. Wait for instructions from Fire Brigade.
5. Notify Principal/Senior Staff member/OSHC Program ‘Emergency Contact’

**FULL DETAILS OF ANY OF THE ABOVE INCIDENTS AND ACTION TAKEN SHALL BE RECORDED AND FILED.**

**Note: DET must be notified within 24hrs of a serious incident where emergency services are required.**

**Sources**

• Education and Care Services National Regulations 2011

• Education and Care Services National Law Act 2010

• Work Health and Safety Regulation 2011

• Australian Standards for portable fire extinguishers and fire blankets.

• **National Quality Standard** QA2: Children’s Health and Safety

• Orrvale Primary School Emergency Management Plan

# PHYSICAL ENVIRONMENT

**Facilities**

1. The program will be based within the school buildings and grounds.
2. The indoor space available for the program is the STEAM building, a space in excess of 300m2.
3. The outdoor space available for the program includes the BBQ and grassed area outside the STEAM building, the lawn and playground area adjacent to the carpark and school ovals - a space in excess of 1 ha.
4. The shaded playground area and the STEAM building shall be used for outdoor activities in hotter weather.
5. The Co-ordinator will have access to other school facilities, such as phone, sports equipment and computers
6. Children who are not attending the program who are in the school grounds will be excluded from the areas required for those attending the program.
7. OSHC children and staff are to use the toilets and hand-washing facilities inside the STEAM building.
8. Toilets are provided for boys and girls and disable access
9. Storage facilities are provided within the OSHC/Multipurpose room.

**Equipment**

1. A range of equipment is available to ensure that the developmental needs of the children in care can be properly met and facilitate a balanced learning program including the development of the children’s fine and gross motor skills and social interactions.
2. Provision of equipment is based on programming to meet the outside school hours developmental needs of children.
3. As well as equipment purchased specifically for the program, the Co-ordinator has access to school classroom equipment and sports equipment.
4. Equipment purchases are made subject to approval from the Principal and, if necessary, the School Council. An allocation for equipment purchases is made within the Service’s annual budget.

**Maintenance and repairs**

1. OSHC Program staff shall ensure that all equipment is in good working order, that repairs are reported, and equipment removed from children’s access until fixed.
2. Staff report the above matters to the OSHC School committee representative who shall decide the appropriate action for repair and/or replacement.

**Telephone Access**

The school telephone system is available for use by program staff as well as a mobile phone which is to be taken outside during outdoor activities.

**Sources**

* Guide to the National Quality Standard ACECQA (2011)
* Guide to the Education and Care Services National Law and the Education and Care Services
* National Regulations ACECQA (2011)
* EYLF – Belonging Being Becoming (2009)

# FAMILY LAW AND ACCESS

1. Staff will undertake training (as available and appropriate) for high-risk situations.
2. Parents/Guardians are required to inform the Service of any orders under the Family Law Act, in relation to children attending the program.
3. Parents/Guardians must provide the program with a current copy of orders, to ensure that the staff can legally abide by these orders.
4. Parents/Guardians should provide a list of people who are allowed contact with the child.
5. Parents/Guardians should inform the program immediately they believe a court order may be violated.
6. If a person not entitled under any Family Law Act Orders arrives to collect the child (and the staff have a copy of the order), staff will advise the person that they have a legal obligation to refuse to hand over the child to that person.
7. If that person insists on taking the child, the staff member should:
* Discourage the person and explain the program’s policy and legal obligations.
* If possible, contact the parent/guardian who has parental responsibility.
* Make every effort to contact the police for attendance before the child is removed.
1. If the person is still insistent on removing the child and the staff consider that their safety and/or the safety of children are at risk:
* The staff should allow the child to depart with that person.
* Telephone the police and the parent who has parental responsibility immediately or any emergency contacts if parent is unavailable.
* Record full details of the person, incident, including a description of any vehicle used, registration number of the vehicle, etc.
* Notify the Program Committee or Principal with all relevant details as soon as circumstances allow.
1. In extreme circumstances staff may need to consider emergency procedures such as those for evacuation/hostage situations etc. (Refer Emergency Procedures Policy).

**Custody/Court Orders**

1. Parents

All parents have powers and responsibilities in relation to their children, which can only be changed by a court order. Lawful authority is not affected by the relationship between the parents, such as whether or not they have lived together or are married. A court order, such as under the Family Law Act, may take away the authority of a parent to do something or may give it to another person.

1. Guardians

A guardian of a child also has lawful authority. A legal guardian is given lawful authority by a court order. The definition of “guardian” also covers situations where a child does not live with his or her parents and there are no court orders. In these cases the guardian is the person the child lives with who has day to day care and control of the child.

* Court Orders Relating to the Child

Parents should notify the program if there are any court orders regarding the powers and responsibilities of the parents in relation to the child or access to the child. If there are any such orders, they should bring the original court order/s for staff to see and a copy to attach to the enrolment form.

Parents should also notify the program if these orders:

1. Change the powers of a parent/guardian to:
* authorise the taking of the child outside the service by a staff member of the service
* consent to the medical treatment of the child
* request or permit the administration of medication to the child
* collect the child AND/OR
1. Give these powers to someone else.

**Sources**

* Victorian Legal Aid
* Children’s Services Adviser - Department Education and Early Childhood

# FINANCE

**Fee structure**

See separate sheet for current details of fee structure.

**Budget**

1. The program will endeavour to operate on a break-even basis.
2. The program staff will be paid at the appropriate rate as specified by the DE&T.
3. The fee structure will be reviewed regularly and provided to parents using the program.

**Fees**

1. OSHC fees are set by the School Council and reviewed annually.
2. Accounts for childcare will be fortnightly in arrears and sent out to parents on a fortnightly basis.
3. Payment is to be made to the School Bursar personally, through the Fees Box (located outside school office) or paid through the BSB account. The payment slip on the bottom of the account is to be included with the payment. Parents paying at the OSHC Program shall be directed to pay fees directly into the Fees Box as the OSHC Program staff are not required to handle fee collection.
4. Fees are required to be paid within 14 days of issue of statement.
5. Parents/guardians are encouraged to inform the Program Committee, School Bursar or Principal of problems they are encountering with the payment of fees. The above will endeavour to establish a suitable arrangement for payment of fees.
6. All debtors exceeding 28 days will receive a reminder (sticker/notice) on the next invoice.
7. If a debtor cannot make a payment, but is willing to develop a payment schedule that is acceptable to the Program Committee, then the matter will go no further.
8. If the debt is not paid within 14 days, an invoice shall be issued with a notice of cancellation by a specified date. This notice shall be signed by the School Principal and the School Council President.
9. If payment is not received care shall cease and the place allocated to another child.
10. In the instance where payment is made by cheque, and the cheque has been dishonoured, parents are required to pay all costs associated with this process.
11. All accounts are to be cleared at the end of each year/prior commencement of care in the New Year. Failure to do so may jeopardise the child’s place for that New Year.
12. Receipts will contain a statement of the number of allowable absences used to date in the current financial year

**Fee for late pick‑ups**

A penalty fee of $5 per 15 minutes per child will apply if children are not collected by 6:00pm.

**Childcare Benefit (CCB)**

1. Information about the Federal Government Childcare Benefit (CCB) Scheme is available from the Family Assistance Office. Families can phone 136150 or can apply online ([www.familyassist.gov.au](http://www.familyassist.gov.au)).
2. It is the responsibility of the parent/guardian to ensure that a Childcare Benefit application is lodged within 7 days of the commencement of care. Failure to do so will result in the full fee being charged from the date of care commencing.
3. It is the family’s responsibility to ensure their Childcare Benefit information is current with the Family Assistance Office.

**CRN Number OSHC Program**

The CRN for Orrvale Primary School OSHC program is **XXXXXXXXXXXXXXX**.

**Sources**

* Department of Education and Training
* **Child Care Services Handbook**
* **Child payment team**
* FAO – Centrelink
* Community Child Care – Melbourne
* [www.familyassist.gov.au](http://www.familyassist.gov.au)
* Australian Government Family Assistance Office

# DEALING WITH COMPLAINTS POLICY

**Policy**

To provide opportunities for consultation, evaluation and review of the service operation and delivery of the education and care program and deal with complaints diligently and confidentially.

**Background**

Our OSHC values the feedback of educators, staff, families and the wider community in helping to create a service that meets regulation and the needs of enrolled children and their families. We encourage open communication through opportunities to respond and feedback on the program. A component of this feedback is the ability to put forward a complaint and have this managed appropriately with due consideration for accountability and quality improvement.

**Relevant Legislation**

* Children (Education and Care Services National Law Application) Act 2010
* Education and Care Services National Regulations 2011: 168, 173, 176

**Links to National Quality Standard**

* Processes are in place to ensure that all grievance and complaints are addressed, investigated fairly and documented in a timely manner.

**Key Resources**

* VIC Ombudsman (2004) ‘Effective Complaint Handling’.
* VIC Ombudsman (2009) ‘Complaint Handling Kit’

**Goals**

We will:

* Provide opportunities for consultation, evaluation and review of the service operation and delivery of the education and care program;
* Develop a process for making and managing complaints;
* Communicate the option and process of making a complaint;
* Handle complaints diligently and confidentially

**Practice**

**Procedure for Parents**

Parents should direct any concerns that they have regarding the Outside School Hours Care Program to:

* the Program Co-ordinator in the first instance. If the concern is unresolved then to,
* the Principal, in writing. If there is still no resolution, then to
* the School Council, in writing. If there is still no resolution, then
* School Council/Principal shall seek assistance from the Regional Office of DET to come to an appropriate resolution.
1. As the Program is run separately to the school program, parents need to direct concerns to the above, and not the classroom teachers.
2. Concerns regarding Children’s Services Regulations can be directed to:

Quality Assessment and Regulation Division

150 Bridge Street East
Benalla Vic 3671
(PO Box 403 Benalla Vic 3671)
(03) 5771 4471
email: hume.qar@edumail.vic.gov.au

**Procedures for Children**

Children should direct any concerns that they have regarding the OSHC Program to:

1. the Program Coordinator in the first instance
2. the Program Coordinator in the second instance with support of a parent/guardian
3. the Principal, in writing. If there is still no resolution, then to
* the School Council, in writing. If there is still no resolution, then School Council/Principal shall seek assistance from the Regional Office of DET to come to an appropriate resolution.

As the Program is run separately to the school program, children and parents need to direct concerns to the above, and not the classroom teachers.

**Procedure for Staff**

Staff should direct any concerns that they have regarding the operation of the Outside School Hours Care Program, or Committee decisions, to:

1. a member of the OSHC Sub-Committee,
2. the Principal, in writing. If there is still no resolution, then to
* the School Council, in writing. If there is still no resolution, then School Council/Principal shall seek assistance from the Regional Office of DET to come to an appropriate resolution

DET must be notified by telephone within 48hrs – (followed by written notification as soon as possible) after a complaint is made if complaint alleges:

* Health, safety or wellbeing of any child in the service may have been compromised
* A contravention of the Act or Regulations

# HOURS OF OPERATION

1. The program runs in the STEAM Building Monday to Friday from 3.20pm till 6.00pm.
2. On the last day of the school term, the program will run between 2.20pm and 6.00pm.
3. The program does not run during school holidays or Pupil Free days.

**Sources**

1. Department of Education and Training
2. Community Child Care – Melbourne

# HEALTH, HYGIENE AND SAFE FOOD

Children will be cared for in a manner that supports safe, clean and hygienic health management.

1. Staff will adhere to and model appropriate hygiene procedures (as per below) and encourage other adults in the Program to do likewise.
2. Children will be encouraged to follow simple hygiene guidelines as modelled by staff and other adults in the Service:
* Wash hands with soap after toilet
* Wash hands with soap before and after handling/eating food.
* Wash hands with soap after outdoor play
* Wash hands with soap after handling animals
* Wipe running noses
* Flush toilet after use
* Not eating food items, which have fallen on the floor or been otherwise contaminated.
* Not sharing drink or eating utensils.
* Not sharing hairbrushes, combs, clips, etc.
1. A supply of facial tissues will be easily accessible to staff and children in the Service at all times.
2. Staff will ensure that children are offered water after each meal/snack to rinse their mouth for dental hygiene purposes.
3. Tables shall be sanitised before and after snack time.
4. A supply of disposable gloves will be easily accessible to staff to use as required eg. in the OSHC cupboard, first aid kit etc.
5. Staff will ensure that the building, equipment and furnishings are maintained in a clean, hygienic condition at all times.

**Sources**

Greater Shepparton City Council

* **Family and Children Services Management**
* **Department of Health**

Department Education and Early Childhood

* **Children’s Services Adviser**
* **Department of Communication Diseases – Public Health Division**
* **The Blue Book- Infectious Diseases Unit Department Human Services**

Dental Health Services Victoria

* **Health Promotion Unit**

Goulburn Valley Food Safety Services

Staying Healthy in Child Care Book – Government Information Shop

# INCIDENT, INJURY, TRAUMA AND ILLNESS

1. The health and safety of children in education and care services is the responsibility of all approved providers and educators. Policies and procedures (including documented records) must be in place to effectively manage the event of any incident, injury, trauma and illness that occurs in the program by law.
2. The approved provider nominated supervisor and educators will consider the development of children’s wellbeing as paramount to the educational philosophy of the service. All educators will be aware of the development of wellbeing, and children’s emerging capabilities, and plan the program accordingly.
3. Approved Providers will:
* Notify the Regulatory Authority of any serious incident at the education and care service, the death of a child, or complaints alleging that the safety, health or wellbeing of a child was, or is, being compromised.

**Nominated Supervisors will:**

* Ensure that educators are rostered so that at least one educator who holds a current approved first aid qualification is present at all times that the children are being educated and cared for by the service;
* Ensure the service holds the correct number of first aid kits required, suitably equipped, and maintained;
* Ensure that all staff are aware of the completion of appropriate records in the event of any incident, injury, trauma or illness to children whilst in the care of the service, and that this information is completed no later than 24 hours after the incident occurred;
* Make staff aware of the appropriate accessibility for approved officers and families to these records and the appropriate storage of these records according to regulatory requirements;
* Complete an audit of the Injury, incident, trauma and illness reports to reflect on the effectiveness of the procedures in place at the service;
* Give staff access to appropriate up to date information, or professional development on the management of incidents; and make certain that all staff have access to the Regulations and Law and are aware of their responsibilities under these ensuring that this occurs as part of staff induction or orientation to the service and that position descriptions reflect this responsibility.

**Educators will:**

* Ensure that all children have opportunities to engage in experiences that enhance their sense of wellbeing and allow children to develop a sense of assessing risks for themselves as appropriate;
* Consider the planning of the physical environment and experiences, ensuring that the spaces are safe;
* Thoughtfully group children to effectively manage supervision and any potential risks to children’s health and wellbeing;
* Respond to children in a timely manner. Provide reassurance and ensure children’s emotional and physical wellbeing is paramount at all times;
* Seek further medical attention for a child if required;
* Be aware of the signs and symptoms of illness/trauma, and update their understanding as part of their ongoing professional development;
* Be aware of individual children’s allergies and immunisation status and use this knowledge when attending/responding to any incident, injury or illness;
* Respond to children showing signs of illness and begin monitoring the symptoms of the child and recording as appropriate. Educators will contact the child’s authorised person to inform them of the illness signs, or to request the collection of the child;
* In response to a child registering a high temperature, follow procedures for temperatures, and complete the incident, injury, trauma and illness record as required;
* Maintain appropriate work health and safety standards when attending to children’s injuries and applying first aid;
* Ensure that hazardous items are inaccessible to children; and
* Be involved in regularly reviewing and discuss policy and procedure and consider any improvements that need to be made to this policy.

**Families will:**

* Be informed of policies and procedures upon enrolment with regards to first aid, illness whilst at the service, and exclusion practices, including immunisation status and illnesses at the service.
* Inform the service of their child’s particular requirements, and provide any relevant paperwork to the service, such as immunisation status, letters from a medical professional etc.
* Be notified of any incident, injury, trauma, or illness as soon as is practicable, but no later than 24 hours after the noted incident, and will be provided with a copy of the report.

**Sources**

* Guide to the National Quality Standard ACECQA (2011)
* Guide to the Education and Care Services National Law and the Education and Care Services
* National Regulations ACECQA (2011)
* EYLF – Belonging Being Becoming (2009)
* Refer to ‘Emergency Procedures’

# IMMUNISATION AND DISEASE PREVENTION

1. It is highly recommended that all children attending the OSHC Program have received all immunisations recommended for their age. On the enrolment form parents/guardians are required to provide immunisation information about their child/children. Where a child is not immunised and there is an outbreak, parents will be offered the option of withdrawing the child from care for the period of the outbreak.
2. In a case of an outbreak of Diphtheria, Measles, and Whooping cough unimmunised children will be excluded according to the requirements sent out in Communicable Disease Exclusion Chart
3. For families to be eligible for Child Care Benefit, the Family Assistance Office (FAO) requires details of a child’s immunisation and will only offer the subsidy if the child is up to date with immunisation or the parent has substantiated non-immunisation with written documentation. It is the parents’ responsibility to ensure that this information is provided to FAO.

**Sources**

* Greater Shepparton City Council
* Family and Children Services Management
* Department of Health
* Communicable Disease Exclusion Chart: Scheduled 6 Health (Infectious Diseases)
* Regulations 2001
* Children Services Act 1996
* Children Services Regulations 2009

# SLEEPING & REST REQUIREMENTS POLICY

All children have individual sleep and rest requirements. Our objective is to meet these needs by providing a comfortable, relaxing and safe space to enable their bodies to rest. This environment will also be well supervised ensuring all children feel secure.

**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 needs for sleep, rest and relaxation. |
| 2.2 | **Safety** | 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. |

**Quality Area 3: Physical Environment**

|  |
| --- |
|  |
| 3.1 | **Design** | The design of the facilities is appropriate for the operation of a Service. |
| 3.1.2 | **Upkeep** | Premises, furniture and equipment are safe, clean and well maintained. |

**Education and Care Services National Regulations**

|  |
| --- |
| Children (Education and Care Services) National Law |
| 81 | Sleep and Rest |
| 103 | Premises, furniture and equipment to be safe, clean and in good repair |
| 105 | Furniture, materials and equipment |
| 110 | Ventilation and natural light |
| 115 | Premises designed to facilitate supervision |
| 168 | Education and Care Service must have policies and procedures |

**PURPOSE**

Our Service will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. The risk of Sudden Infant Death Syndrome (SIDS) will be minimised by following practices and guidelines set out by health authorities.

If a family’s beliefs and requests are in conflict with current recommended evidence-based guidelines, our Service will need to determine if there are exceptional circumstances that allow for alternate practices.

Our Service will only approve an alternate practice if we are provided with written advice and contact details of a registered Medical Practitioner accompanied by a risk assessment and risk minimisation plan for individual children.

Our Service has a duty of care to ensure children are provided with a high level of safety when sleeping and resting and that every reasonable precaution is taken to protect them from harm and hazard. In meeting the Service duty of care, it is a requirement that all Educators implement and adhere to this policy to ensure we respect and cater for each child’s specific needs.

**SCOPE**

This policy applies to children, families, Educators, staff, students, volunteers and visitors of the Service.

**IMPLEMENTATION**

Children have different sleep, rest and relaxation needs. Children of the same age can have different sleep patterns, which Educators and staff need to consider within the Service. As per Standard 2.1 (element 2.1.1) of the National Quality Standard, each child’s comfort must be provided for and there must be appropriate opportunities to meet each child’s sleep, rest and relaxation needs.

Our Service defines ‘rest’ as a period of inactivity, solitude, calmness or tranquility, and can include a child being in a state of sleep. Considering the busy and energetic nature of children’s day, we feel that it is important for children to participate in a quiet/rest period during the day in order to rest, relax and recharge their body. Effective rest and sleep strategies are important factors in ensuring a child feels secure and safe in an early childhood environment.

Our Service will consult with families about their child’s individual needs, ensuring they are aware of the different values and parenting beliefs, cultural or opinions associated with sleep requirements.

**Management will ensure:**

* Reasonable steps are taken to ensure that the needs for sleep and rest of children being educated and cared for by the Service are met, having regard to the ages, developmental stages and individual needs of each child.
* There are adequate numbers of cots and bedding available to children that meet Australian Standards.
* All cots sold in Australia must meet the current mandatory Australian Standard for Cots (AS/NZS 2172), and should carry a label to indicate this.
* All portable cots sold in Australia must meet the current mandatory Australian Standard for children’s portable folding cots, AS/NZS 2195, and should carry a label to indicate this.
* Sleep and rest environments are safe and free from hazards.
* Areas for sleep and rest are well ventilated and have natural lighting.
* Supervision windows are kept clear to ensure safe supervision of sleeping children.

**A Nominated Supervisor / Responsible Person will:**

* Take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the Service are met, having regard to the ages, development stages and individual needs of the children.
* Maintain up to date knowledge regarding safe sleeping practice and communicate this information to Educators and families.
* Ensure that sleeping infants are closely monitored and that all sleeping children are within hearing range and observed. This involves checking/inspecting sleeping children at 10 minute intervals, and ensuring they are always within sight and hearing distance of sleeping and resting children so that they can easily monitor a child’s breathing and the colour of their skin.
* Negotiate sleep and rest routines and practices with families to reach agreement on how these occur for each child at the Service.
* Ensure Educators and staff receive information and training to fulfil their role effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these, and any changes that are made over time.
* Ensure that children’s safety is always the first priority.
* Ensure children who are sleeping or resting have their face uncovered at all times.
* Ensure that the sleep and rest environment is free from cigarette or tobacco smoke.

**Educators will:**

* Consult with families about children’s sleep and rest needs.
* Be sensitive to each child’s needs so that sleep and rest times are a positive experience.
* Ensure that beds/mattresses are clean and in good repair.
* Ensure beds and mattresses are wiped over with warm water and neutral detergent or vinegar between each use.
* Ensure that bed linen is clean and in good repair.
* Ensure bed linen is used by an individual child and always washed before use by another child.
* Arrange children’s beds and cots to allow easy access for children and staff.
* Create a relaxing environment for sleeping children by playing relaxation music, reading stories, cultural reflection; turning off lights and ensuring children are comfortably clothed.
* Ensure the environment is tranquil and calm for both Educators and children.
* Sit near children encouraging them to relax and listen to music. Remember that children do not need to be “patted” to sleep. By providing a quiet, tranquil environment, children will choose to sleep if their body needs it.
* Maintain adequate supervision and maintain Educator ratios throughout the sleep period.
* Assess each child’s circumstances and current health to determine whether higher supervision levels and checks may be required.
* Communicate with families about their child’s sleeping or rest times and the Service policy regarding sleep and rest times.
* Respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment. Conversations with families may be necessary to remind families that children will neither be forced to sleep nor prevented from sleeping. Sleep and rest patterns will be recorded daily for families.
* Encourage children to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing.
* Ensure children rest/sleep head to toe to minimise the risk of cross infection.
* Monitor the room temperature to ensure maximum comfort for the children.
* Ensure that each child’s comfort is provided for.
* Ensure there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
* Ensure that children who do not wish to sleep are provided with alternative quiet activities and experiences, whilst those children who do wish to sleep are allowed to do so, without being disrupted. If a child requests a rest, or if they are showing clear signs of tiredness, regardless of the time of day, there should be a comfortable, safe area available for them to rest (if required). It is important that opportunities for rest and relaxation, as well as sleep, are provided.
* Consider a vast range of strategies to meet children’s individual sleep and rest needs.
* Respond to children’s individual cues for sleep (yawning, rubbing eyes, disengagement from activities, crying etc.).
* Acknowledge children’s emotions, feelings and fears.
* Develop positive relationships with children to assist in settling children confidently when sleeping and resting.

# INCLUSION, DIVERSITY and EQUITY

* **Additional Needs**
* **Cystic Fibrosis**
* **Epilepsy**
* **HIV and AIDS**
1. All children shall have access to the OSHC Program regardless of income, additional needs, cultural background or disability.
2. Staff shall respect the diversity of children’s backgrounds and abilities and accommodate individual needs of each child.
3. Staff shall facilitate an environment that is free from bias and prejudice for children, adults and staff.
4. Staff will offer programs that are based on individual needs and in consideration of gender, cultural background, additional needs and/or disability.
5. Staff will model anti-bias and gender equity attitudes and behaviours.
6. Staff will correct any incorrect and inappropriate assumptions from children and/or other staff. Explanations shall be given in regard to what is unfair about such attitudes/behaviours displayed.
7. Staff shall discuss with children options for anti-bias play and promote inclusion in all areas of the program for all children.
8. Resources shall reflect the diversity within the Community.
9. Staff shall protect the child/adult who has been treated unfairly.
10. Staff will encourage the participation of parents/guardians to monitor their child’s progress and develop strategies for the child on a continuing basis.
11. Staff will liaise with other agencies as appropriate to ensure positive outcomes for each child.
12. Additional needs should be identified, and support sought by a recognised professional (e.g. Specialist Children’s Services, Inclusion Support personnel, Paediatrician).
13. Where additional support/funding is required to ensure inclusion in the Service every effort will be made to seek such support/funding prior to the child commencing care.
14. For children with additional needs all persons involved, including parent(s), child (if appropriate) staff, and appropriate specialist support shall be consulted and included in decision making.

**Sources**

* Community Child Care – Melbourne
* Ethnic Council – Shepparton
* **Children’s Services Resources Development Officer (CSRDO’s)**
* Scope Early Years Developmental Program – Shepparton
* **Inclusion Support Facilitators**
* [www.culturaldiversity.vic.gov.au](http://www.culturaldiversity.vic.gov.au)
* Cultural Diversity Events
* [www.gowrie~melbourne.com.au](http://www.gowrie~melbourne.com.au)
* Lady Gowrie Child Centre
* [www.fka.com.au](http://www.fka.com.au)
* FKA Multicultural Resource Centre

# INFECTIOUS DISEASES

1. The Program will at all times follow proper Infection Control procedures, as outlined below, to minimize the risk of transmission of infectious diseases.
2. All staff will receive basic education on Infectious Diseases and preventative strategies and will have access to further information and support service as required.
3. Parent/Guardians must notify the OSHC Program staff of any infectious disease nominated on the Department of Education for school children chart. Children are to remain away from the OSHC Program according to the guidelines.
4. If any child contracts an infectious disease, a notice will be displayed in a prominent position in the OSHC room. Further information about the disease will be available from staff.
5. Children found to be sick during the day will be isolated from other children, kitchen, food storage area and food preparation areas to prevent air borne bacteria/viruses from coming into contact with any of the above. Parents/emergency contacts will be notified to pick up the child in question. All details will be recorded on the Illness Record that must be signed, timed and dated when the child is collected.
6. Children with HIV/AIDS will not be excluded.

**Infectious Diseases Exclusion**

The infectious diseases exclusion times will be as set out in the Schools Exclusion List as in Appendix.

**Sources**

* Greater Shepparton City Council
* Family and Children Services Management
* Department of Health
* Department Education and Early Childhood
* Children’s Services Adviser
* Exclusion from Schools and Children’s Centre Table
* Goulburn Valley Food Safety Services
* Staying Healthy in Child Care Book – Government Information Shop

#  Dealing with Medical Conditions Policy

**RATIONALE**

OSHC will facilitate effective care and health management of children with acute episodes of illness and medical emergencies.

**PURPOSE**

Medical conditions are not limited to asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis. In many cases these can be life threatening. Our service is committed to a planned approach to the management of medical conditions to ensure the safety and well-being of all children at this service. Our service is also committed to ensuring our educators are equipped with the knowledge and skills to manage situations to ensure all children receive the highest level of care and to ensure their needs are considered at all times. Providing families with ongoing information about medical conditions and the management conditions is a key priority.

**RELEVANT LEGISLATION**

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011: 90, 91, 94

**GOALS**

Our education and care service will minimise the risks around medical conditions of children by:

* Collaborating with families of children with diagnosed medical conditions to develop an action plan for their child;
* Informing all staff, including casual staff, and educators, of all children diagnosed with a medical condition and the action plan procedures for these;
* Providing all families with current information about identified medical conditions of children enrolled at the service with strategies to support the implementation of the action plan;
* Ensuring all children with diagnosed medical conditions have a current action plan that is accessible to all staff; and
* Ensuring all staff are adequately trained in the administration of emergency medication.

**PRACTICES**

**The Nominated Supervisor will:**

* Ensure that any parent with a child enrolled at the service that has a specific health care need, allergy or other relevant medical condition is provided with a copy of this Medical Conditions policy;
* Inform parents of the requirement to provide the service with a medical management plan of their child’s condition;
* Collaborate with families of children with medical conditions to develop a risk minimisation plan to ensure the child’s safety and wellbeing:
* to ensure that the risks relating to the child’s specific health care need, allergy or relevant medical condition are assessed and minimised; and
* 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
* 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
* 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
* 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;
* Ensure that all staff and educators are aware of the medical management plan and risk minimisation plan;
* Ensure that staff are adequately trained in procedures contained in the medical management plan;
* Inform other families enrolled at the school of the need to prohibit any items which may present a hazard to children with diagnosed medical conditions.

**Communication and display of medical information**

**The Nominated Supervisor will:**

* Ensure all medical management and risk minimisation plans are accessible to all staff;
* Ensure that all plans are current and kept up to date;
* Develop a communication plan to ensure that parents can communicate any changes to the medical management plan and risk minimisation plan;
* Update the communication plan as needed.

**Educators and staff will:**

* Ensure they are aware of enrolled children with medical conditions and be familiar with the medical management and risk minimisation plans of each child diagnosed with a medical condition;

**Management of asthma and anaphylaxis**

**The Nominated Supervisor will:**

* Ensure that all staff are adequately trained in the management of asthma and anaphylaxis, and that training includes identifying medical emergencies;
* Ensure that all staff are adequately trained in the administration of emergency medication such as the Epi-Pen or asthma medication.
* Ensure that the appropriate measure are put in place to minimise risk of child with Asthma and/or anaphylaxis.

**Educators and staff will:**

* Be alert to the immediate needs of children who present with symptoms of anaphylaxis and asthma;
* Administer emergency medication in accordance with their training, as required.
* Documentation and record keeping

**The Nominated Supervisor will:**

* Provide a copy of the Medication Record to medical staff in the event further medical intervention is required.
* Educators and staff will:
* Complete a Medication Record when a child receives emergency medication;
* Will provide parents with a copy of the Medication Record.

# FOOD, NUTRITION AND BEVERAGE

1. The Service will display a list of foods that children may consume.
2. A high standard of hygiene will be observed when food is stored, handled and prepared for the children’s consumption.
3. All food on the premises intended for consumption is to be protected at all times from contamination.
4. Staff will list individual children’s food allergies and consult this when planning activities involving food.
5. Nutritional needs of children will be catered for while they are attending the Service. Nutritional afternoon snacks will be provided.
6. Food and drink provided by the Service will be consistent with the Australian Dietary Guidelines for children.
7. Children’s individual needs and quantity will be respected and accommodated.
8. Cultural food difference will be respected and appropriately offered to all children.
9. The Service will cater for children with specific dietary needs, for health or medical reasons, will have their requirements made known to everyone responsible for preparing or serving food to them.
10. The Service will encourage children to broaden their food knowledge and sample varied foods.
11. No child will be forced to eat what they do not want. No child will be bribed to eat one food before or after another.
12. There will be no withholding of food and drink as a method of behaviour management, or as a bribe or incentive.
13. Children will be encouraged to assist in the serving and clearing of food and drink.
14. Parent education will be provided to improve nutrition knowledge. Parents and children are encouraged to participate in the menu planning, food preparation and presentation.
15. Children will have access to water whenever at all times.
16. No hot drinks are to be taken into the rooms by staff. Staff will only have cold drinks while in the children’s rooms

**Food Handling Procedures**

Staff will adhere to and model the above procedures and encourage children to do so where appropriate. As well as the guidelines implemented under the Hygiene Policy the following guidelines will be implemented in regard to Food Handling:

* All food preparation areas will be cleaned and sanitised before and after food preparation
* Staff will wash hands effectively before preparing, handling, serving and eating food
* Staff will wear gloves when preparing food
* Children will use tongs for food at afternoon tea
* Staff will ensure that tables are sanitised prior afternoon tea or food activities
* Staff will ensure that children wash hands before and after afternoon tea and/or handling food
* Staff will ensure that all drinking and eating utensils are washed thoroughly between uses
* Staff will follow hygiene practices as per the Hygiene Policy eg washing hands after using the toilet, after outdoor play, after handling animals etc.

Staff will follow the guidelines set out in the Service’s Food Safety Program.

**Sources**

* Food Safety Standards – Australian New Zealand Food Authority (ANZFA)
* Service Food Safety Plan
* Greater Shepparton City Council
* **Family and Children Services Management**
* **Occupational Health and Safety Manual**
* **Department of Health**
* Dental Health Services Victoria
* **Health Promotion Unit**
* **Oral Health Promotions: A resource Pack for Children’s Services**
* Goulburn Valley Food Safety Services
* [www.dhs.vic.gov.au/phb/foodsafety/index.htm](http://www.dhs.vic.gov.au/phb/foodsafety/index.htm)

# WORK HEALTH AND SAFETY

1. A healthy and safe working environment is vital to the successful functioning of the OSHC Program. Promotion and maintenance of a safe working environment is a responsibility shared by all.
2. OH&S matters are to be discussed at staff and OSHC Committee meetings.
3. Matters are to be resolved at Committee level and/or referred to the school OH&S staff representative.
4. Issues relating to OH&S eg. building works being conducted at the school, will be communicated to all staff.
5. All accidents and incidents will be investigated and reported.
6. WorkCover and rehabilitation issues are to be referred to the Principal.
7. Victorian WorkCover Authority field officers are welcome at the school. Any resulting Improvement Notices or Prohibition Notices will be complied with and reported immediately to the DEET Occupational Health and Safety Unit.

**Manual handling**

Manual handling is the most successful way of reducing hazards in the workplace. Manual handling means “lifting, lowering, pushing, pulling, carrying, moving, holding or restraining an object, animal or person”.

Staff are encouraged to use common sense and not take unnecessary risks when handling large/heavy objects. Staff are to undertake the following measures:

* To seek assistance when lifting heavy/large objects/moving equipment
* To avoid twisting when lifting or stretching over to lift
* To keep objects as close to the body as possible
* Feet are to be placed in a striding position
* Knees are to be bent when lifting and prepared to move in a forward direction when lifting
* To transfer heavy items to smaller containers to reduce weight.

**Sources**

* Greater Shepparton City Council
* Family and Children Services Management
* Occupational Health and Safety Manual

# ORIENTATION FOR CHILDREN

1. Parents and children are encouraged to visit their Program to meet with Staff and discuss relevant issues prior to application for a place.
* An Information Package shall be supplied, and this shall contain:
* Parent Handbook
* Enrolment Form
* Child Background Form
* Child Profile Form
* Multicultural Form
* Family Skills Sheet
* CCB information.
1. Once a position has been confirmed, an orientation plan will be discussed and implemented to meet the needs of the child and family.
2. Staff will endeavour to obtain knowledge and understanding of the child, his/her background, interests, likes and dislikes to assist in the settling process.

**Sources**

Community Child Care – Melbourne

Scope Early Years Developmental Program – Shepparton

* Inclusion Support Facilitators

# PARENTAL INTERACTION AND INVOLVEMENT IN THE SERVICE

1. Parents are encouraged to become actively involved in the program by:
* Providing feedback on their child’s involvement
* Commenting on the program and providing suggestions
* Contributing materials eg craft, junk/recyclable materials etc.
* Becoming actively involved on the Sub-Committee
* Attending Sub-Committee meetings
* Having access to the program at all times.
1. Children are encouraged to become actively involved in the program by:
* Providing feedback on an informal basis as they undertake the program and activities
* Provide suggestions of requested activities on the bottom of the Program or in the Suggestion Box
* Evaluating the Program on the Child Evaluation Sheet
* Involvement with group discussions and/or informal discussions with staff
* Contributing materials and activities eg craft, junk/recyclable materials, CDs, games etc.

# PARTICIPATION AND ACCESS

* All children will have equal opportunity to access the after school care program.
* Staff will offer programs that are based on individual and group needs, and in consideration of gender equity, cultural background, social needs and/or disability.
* Staff will encourage input and participation by all parents/families to ensure equal access for all children.
* Staff will encourage the participation of parents/guardians to monitor their child’s progress and develop strategies for the child on a continuing basis.
* Where additional support/funding is required to ensure access to childcare, every effort will be made to seek such support/funding prior to the child commencing care.

**Priority of access**

Places are allocated according to Priority of Access Guidelines which are set by the Commonwealth Government. Therefore, places shall be allocated according to the following:

**Priority 1:** a child at risk of serious abuse or neglect

**Priority 2:** a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under Section 14 of the A New Tax System (Family Assistance) Act 1999

**Priority 3:** any other child

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

* Children in Aboriginal and Torres Strait Islander families
* Children in families which include a disabled person
* Children in families on low incomes
* Children in families from culturally and linguistically diverse backgrounds
* Children in socially isolated families
* Children of single parents

School children shall also be given priority over those children who have not commenced school.

Orrvale Primary School children shall also be given priority over children attending other primary schools within the priorities and categories set down in the above guidelines.

Where there are no vacant places, a child placed under a lower priority may be required to alter their booking to provide a place for a higher priority child eg. Priority 1. This may involve reducing the hours/days of care or shifting the day of care or utilising casual bookings only. **Families will receive 2 weeks notice should this have to happen.**

**Sources**

* Department of Education and Training
* Child Care Services Handbook
* Child payment team
* FAO – Centrelink
* Community Child Care – Melbourne
* Ethnic Council – Shepparton
* Children’s Services Resources Development Officer (CSRDO’s)
* Scope Early Years Developmental Program – Shepparton
* Inclusion Support Facilitators
* [www.familyassist.gov.au](http://www.familyassist.gov.au)
* Australian Government Family Assistance Office
* [www.culturaldiversity.vic.gov.au](http://www.culturaldiversity.vic.gov.au)
* Cultural Diversity Events
* [www.gowrie~melbourne.com.au](http://www.gowrie~melbourne.com.au)
* Lady Gowrie Child Centre
* [www.fka.com.au](http://www.fka.com.au)
* FKA Multicultural Resource Centre

# EDUCATION, CURRICULUM AND LEARNING

**Excursions**

**Environmental Sustainability**

**National Quality Framework**

**Physical Activity Promotion**

1. The program will be based on the National Quality Framework and will incorporate activities and experiences which take into account the children’s changing needs in the areas of physical, cognitive, creative, language, social and emotional developments. The program will promote physical activity through sport and games.
2. The program will foster an environment, which accepts equal rights and provides equal opportunities for all children.
3. The program will reflect cultural diversity and promote understanding and acceptance of different cultures, including the Aboriginal and Torres Strait Islander culture.
4. Parental and community involvement will be encouraged in the development of the program through input and use of available skills and resources.
5. The program will be implemented through the use of professional skills and by coordinating the efforts of staff and parents.
6. The staff will collaborate and communicate with each other as to the aims and requirements of the program and delegate duties as required.
7. An outline of the program will be on display in the OSHC room with additional information being provided to parents through staff/parent interaction (such as verbal discussion, parent involvement in activities) and newsletters.
8. Individual portfolios will be kept on each child and available to parents on request.
9. The information from these individual records will be treated within the guidelines of the ‘Confidentiality of Records/Information’ policy in a confidential manner.
10. Evaluation of the program will be an on-going process, to review objectives and strategies and to aid future planning.

**Excursions**

As this program has parents arriving at varying times, there will be no excursions undertaken away from the school as part of program activities.

**Environmental Sustainability**

Our educators will promote an open-ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

* connecting children to nature through art and play and allowing children to experience the natural environment through using natural materials like wood, stone sand and recycled materials and plants including native vegetation.

**The Role of Educators**

Our educators will model sustainable practices by embedding sustainability into all aspects of the daily running of our service operations including:

* recycling materials for curriculum and learning activities
* minimising waste and effectively using service resources
* turning off equipment and lights when not in use
* incorporating water wise strategies ensuring taps are turned off and leaks fixed.
* Giving the food scraps to families with chickens at school.

**Sources**

* Community Child Care – Melbourne
* Ethnic Council – Shepparton
* Children’s Services Resources Development Officer (CSRDO’s)
* Scope Early Years Developmental Program – Shepparton
* Inclusion Support Facilitators
* [www.gowrie~melbourne.com.au](http://www.gowrie~melbourne.com.au)
* Lady Gowrie Child Centre
* [www.fka.com.au](http://www.fka.com.au)
* FKA Multicultural Resource Centre

# PRIVACY AND CONFIDENTIALITY

**Record Keeping and Retention**

1. All information provided to the Program regarding the child and the family will be treated in strict confidentiality and within the guidelines of the Information Privacy Act 2000 (Vic.) and the Health Record Act (2001)
2. All records will be stored in a secure, lockable place.
3. Attendance records must be kept, listing the name (including surname), time of arrival and time of departure of each child. The person dropping off and picking the child up must sign both places where applicable. (See ‘Delivery and Collection’ Policy).
4. Accident, injury, illness or medication records must be kept listing:
* Accidents or injuries received by a child or any illness that becomes apparent while attending the Centre.
* All action undertaken by staff in relation to the accident, injury, illness or medication
* Parent/Guardian’s signature.
* Date and time.

**The above records are to be held until child is twenty-four (24) years of age.**

1. Enrolment records will be reviewed on an annual basis and records will be destroyed if a child has not attended for a period of one year.
2. Developmental Records will be given to parent/guardian in person when staff are notified of a child leaving the service. No records will be posted. If parent/guardians are unable to collect records in person, those records will be destroyed after the child has not attended the service for one year.
3. Childcare Benefit (CCB) notices and all relevant documentation eg. parent statements, records for allowable absences etc. are required to be kept for a period of 3 years as per the requirements of the Family Assistance Office.
4. Program Plans may be kept for up to 2 years, therefore enabling assessment for Accreditation purposes.
5. Records will only be available to:
* OSHC Staff
* School Principal
* Parents (those pertaining to their own child)
* Child Protection, Department of Human Services
* Police (subject to Police business)
* Solicitors and/or Court upon issue of subpoena of records.
1. Disposal/destruction of records will be in accordance with the requirements of the Victorian Public Records Act 1973.

**Sources**

* Guide to the National Quality Standard ACECQA (2011)
* Guide to the Education and Care Services National Law and the Education and Care Services
* National Regulations ACECQA (2011)
* Child Protection
* Victoria Police
* Sexual Officers and Child Abuse Unit – Shepparton Police

# STAFFING

**Continuity of Education and Care**

**Lock Up**

**Governance**

**Staffing Arrangements**

**Communication Plan**

Staff are employed under the conditions set out by the Department of Education and Early Childhood Development’s ‘School Council Employees other than School Services Officers’.

**Staff Qualifications**

* All staff will have qualifications/experience as required under the Children (Education and Care Services National Law Application) Act 2010
* Education and Care Services National Regulations 2011
* All staff will have a current Police Check and Working with Children Check.
* The Staff will have Level 2 First Aid qualification including Anaphylaxis training
* The responsible person must have a current first aid certificate, Anaphylaxis training and annual CPR training.

**Continuity of Education and Care**

The Orrvale OSHC doesn’t require relievers to provide breaks as the program only runs for 2.5 hours per night. When more than 15 children are in the program a regular assistant is used to support learning in the centre.

Staff Ratios

The Orrvale OSHC has been approved by the Department of Family and Community and Indigenous Affairs to operate as a Single Staff Model:

* The ratio will be 1 member of staff to 15 children, with a maximum of 45 children present at any one time.
* No excursions are to be undertaken; all activities are school based.
* An additional staff member may be called in if deemed necessary.

**Job descriptions**

All staff are provided with Position Descriptions. The staff will carry out the duties as detailed in the relevant position description.

**Recruitment**

* The Program Sub-Committee will liaise with other school and authorities running similar programs with a view to building a database of available staff, for both long term and short-term availability.
* When a position within the program staff becomes vacant, the program committee will advertise in the local press and/or school newsletter for a replacement. Relief staff may be appointed individually.
* Applicants shall be selected for interview based on their ability to meet the key selection criteria in the position description.
* A new staff member cannot commence until a **current** original police check, Working with Children Check and First Aid Certificate has been sighted by the Principal.
* The committee will manage the selection process and make a recommendation to the School council or representative.

**Staff induction**

1. Prior commencement the new staff member shall be provided with the following
* Letter of appointment setting out terms and conditions of employment
* Position description
* Staff handbook, including information on grievance procedures and OSHCQA
* Service Policy Book
* Parent Handbook
1. An Induction Checklist shall be carried out within the orientation period and signed off by the Principal
2. The new staff member shall be double up with the staff member who is leaving/another staff member to allow appropriate handover
3. The new staff member shall be introduced to children, staff and other families
4. The Coordinator or Committee member shall indicate the key aspects of the staff handbook that the new staff member is to read prior commencement with the children. The new staff member is expected to then read all sections of the staff handbook within a fortnight of starting work and the policy book and parent handbook within one month of commencement.

**Determining the Responsible Person Present**

* Orrvale P.S OSHC will have a responsible person physically present at OSHC at all times.
* The Education and Care Services National Law determines that a responsible person must be physically present at a school-based service at all times that a service operates.
* A responsible person will be on the premises at all times, and 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.
* There must be a Responsible Person in charge of the service and physically present at all times.
* The Responsible Person is placed in day to day charge of the service in accordance with the National Regulations.

**The Approved Provider will:**

1. Ensure the Nominated Supervisor has a clear understanding of the role of the responsible person.
2. Ensure that the responsible person is appropriately skilled and qualified
3. Ensure a responsible person is physically present at the school at all times when the OSHC is operating.
4. The name of the responsible person will be displayed on the Parent Information Board in the OSHC room.
5. Develop rosters in accordance with the availability of responsible persons, school operation and attendance patterns of the children

**Educator Meetings**

The service will hold regular meetings with the coordinator before care begins. In the meeting educators may:

* raise concerns
* negotiate solutions for any grievances.
* receive, share and discuss new information.

In regard to the decision-making process:

* if a decision cannot be reached about an issue the Nominated Supervisor will make an informed decision or
* if there is insufficient information an educator will be chosen by the Nominated Supervisor to research the issue.
* all decisions made will be made on a trial basis and their effectiveness will be discussed at the next meeting.

**Lock Up**

The nominated supervisor will;

* Check the premises indoors and outdoors to ensure that no child remains on the premises after the service closes.
* Review the children’s attendance record to ensure all children have been signed out.
* Turn off lights and heating/air-conditioning.
* Ensure all clipboards are returned to the OSHC cupboard.
* Set alarm and lock doors.

If a child has not been signed out the responsible person will;

* If possible, ask educators if the child was collected.
* Immediately conduct a search of the premises, indoors and outdoors to locate the unaccounted child.
* Contact the child’s parents if the child is not located.
* Contact the principal and the police
* Document a missing child incident by the national authority ACECQA at [***http://files.acecqa.gov.au/files/templates***](http://files.acecqa.gov.au/files/templates)*.*
* Notify the regulatory authority within 24 hrs.

**Staff Training and Support**

The program committee will ensure that the staff have access to appropriate training sessions. An amount will be set aside in the annual budget to cover the costs of these sessions.

**Staff Meetings**

Staff will be required to attend regular OSHC staff meetings. The Coordinator is also expected to attend OSHC meetings with the principal and provide a report at each meeting. Other staff are invited to attend Committee meetings.

**Termination of staff**

Notice of 2 weeks shall be provided where services of staff are no longer required.

**Volunteers**

* Volunteers may be used within the OSHC Service but they must provide a current police check, working with Children check and appropriate references.
* Volunteers must not be left alone with children or a group of children.
* All volunteers will be advised of issues such as safe work practices and confidentiality by the OSHC staff
* Volunteers will work under the supervision of OSHC staff.
* Volunteers on an ongoing basis shall be provided with and expected to read and abide by the Services polices and practices
* A staff record will be available for the student and volunteer that includes their full name, address, date of birth and the date and hours of participation.

The OSHC coordinator and/or Principal must be informed of any concerns/issues with volunteers

**Governance**

* The School Council is responsible for the direction of the Orrvale PS OSHC and its effectiveness and works to ensure the School is conducted within all relevant legal requirements.
* It is important for the legal and effective functioning of the School that School Council members understand their role/s and are aware of their responsibilities.
* This policy applies to all members of School Council and is for the information of the Nominated Supervisor and staff and families using the service.
* Orrvale Primary School is a government school and operates an Outside School Hours Care Program for parents requiring care.
* The School Council and Principal undertake a great deal of responsibility. The School Council makes all legal, ethical, financial, employment, planning and policy making decisions. Its responsibility is total.
* The School Council is elected by parents and family members and provides a way for users of our service to have a say in what happens at the school. It is also a way for parents to participate in the management of the OSHC.
* The School Council members are elected at a meeting of people who use the OSHC and don’t use it. This meeting is the Annual General Meeting (A.G.M.) , which is held in March each year. The committee is generally elected for a two year term.

Briefly the School Council is responsible for;

* Being the Provider of the OSHC under national regulations;
* Appointing a Nominated Supervisor for the service (who may also be the Director);
* Being an employer;
* Undertaking strategic planning for the service;
* Being responsible for governance;
* Managing the services finances and funding;
* Being responsible for compliance to legislation.

**Responsibilities of the Provider**

In order to provide a children’s service in VIC you must have a licence. When a children’s service is managed by a School Council/Principal, the incorporated body or association is the Provider of the service.

The Provider of a children’s service is responsible for ensuring that:

* The conditions and requirements of the Children (Education and Care Services National Law Application) Act and Education and Care Services National Regulations are met at all times, including the number of children the service is licensed for;
* The service employs a suitably qualified Nominated Supervisor (usually the Director);
* The Nominated Supervisor is the person nominated and approved as responsible for the day to day management of the service, daily operation of the programs and the supervision of the staff;
* The service engages suitable staff that will meet the needs of the service and licensing requirements;
* Staff child ratios are met at all times;
* The premises and equipment are adequate, clean and well maintained;
* The service is effectively and efficiently managed.

**Communication Plan**

To allow effective communication and consultation to take place with educators/staff the Nominated Supervisor will use various methods of communication including:

* direct conversations.
* phone communication
* educator meetings.
* other forms of written communication eg letters, notices, emails.
* educator appraisals and reviews.

**Sources**

* Education and Care Services National Regulations 2011
* Children (Education and Care Services National Law Application) Act 2010
* VIC Department of Fair Trading and other relevant legislation such as Cooperatives Act 1992, and Associations Incorporations Act 1984.

# RELATIONSHIPS WITH CHILDREN

* To encourage warm nourishing relationships between children and educators that support and view children as strong, powerful, competent, complex and full of possibilities.
* The relationship between educators and children is perhaps the most important aspect of a service. Secure, respectful and reciprocal relationships are one of the basic principles of Belonging, Being and Becoming: The Early Years Learning Framework that provides a vision for the children’s learning at OSHC. Relationships between educators and children can have an impact on other relationships and can dictate the mood of the group, or the whole OSHC environment.
* Children need positive relationships with adults that they can trust and who respond to them. This is the basic foundation that they need in order to feel good about themselves and their being in the world, and secure enough to take pleasure in actively exploring and learning about themselves, people and things around them.
* Children continually are learning communication and social skills. The way in which educators relate and interact with them and to other people in the OSHC is an important source of information about how they should communicate and interact with others.
* Therefore, these adults should relate to children in a positive way which responds to each child’s individual needs and enables the child to develop the ability to relate in a similar positive way to others. Children also need adults who actively teach them communication skills, by relating to them in ways which build upon their existing and emerging social and interactive communication skills, and by providing them with opportunities, and activities to exercise and develop these skills.

**Source**

* Children (Education and Care Services National Law Application) Act 2010
* Education and Care Services National Regulations 2011: 155, 168

# EDUCATOR AND MANAGEMENT

**Staff Code of Conduct**

1. The Approved Provider, Nominated Supervisor, educators, staff members, volunteers and students will uphold the following ethical conduct principles at all times, and promote positive interactions within the Service and the local community.
2. Commitment to our Service philosophy and values, including the promotion of a meaningful connection to the NQF and best practice in early childhood education in partnership with our families
3. Effective, open and respectful two-way communication and feedback between employees, children, families and management
4. Honesty and integrity in all interactions between children, families, employees and managers
5. Consistency and reliability in all exchanges with children, families, employees and managers
6. Commitment to a workplace which values and promotes the safety, health and wellbeing of employees, volunteers, children and families.
7. Commitment 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.

**The Approved Provider, Nominated Supervisor, educators, staff members and volunteers will:**

* ensure their work is carried out efficiently, economically and effectively. They will act in a professional and respectful manner at all times while at work, giving their full attention to the Service responsibilities and adhering to all Service policies, procedures, laws and regulations.
* act honestly and exercise diligence in all Service operations. They will 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.
* consider all relevant facts and make decisions or take actions fairly, ethically, consistently and with appropriate 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 our 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
* comply with our Privacy and Confidentiality Policy when dealing with confidential information and records
* report (suspected) breaches of the code of conduct to a manager, preferably in writing.
* include children and families in the decision-making process.
* refrain from using abusive, derogatory or offensive language.

**Examples of Appropriate Educator Interactions**

* positive, trustworthy and co-operative relationships with team members.
* respectful, courteous and empathetic communications and behaviours.
* complying with Service grievance procedures and resolving workplace conflicts where possible directly with the person concerned, and never through gossip or by including people who are not involved in the issue.
* valuing cultural differences, diverse viewpoints, and unique contributions.
* looking for and supporting educators’ strengths not weaknesses.
* sharing professional resources, knowledge and information.
* supporting others to meet their professional development goals and needs.
* recognising the professional achievements of others.
* sharing information, experiences and expertise about children and families at the Service with team members to enhance children’s learning and development.
* actively participating in regular meetings at the Service to discuss professional issues and problems.
* updating team members about meeting outcomes or workplace issues if they have been absent.
* sharing the workload equitably with team members.

**The Approved Provider, Nominated Supervisor, educators, staff members and volunteers will not:**

* 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 will not support those who do this.
* accept an offer of money, regardless of the amount.
* seek or accept a bribe.
* acquire personal profit or advantage because of their position (eg through the use of Service information).
* convert any property of the Service to their own use unless properly authorised.
* approach other employees , managers or visitors directly on individual matters that don’t concern them.
* 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. Confidential information will only be accessed by authorised persons for the purpose intended.
* engage in or support any action in breach of our Technology Usage Policy or Social Networking Usage Policy, including the use of communication media to search for, download, access, transmit or store any material of an offensive, obscene, pornographic, threatening or abusive nature.
* drink alcohol or use illicit substances on the Service’s premises or come to the Service under their influence.
* smoke on the Service’s premises including in the car park.
* show favouritism towards any child.

**Families, visitors and children will:**

* treat all children at the service equally and respectfully.
* report any suspicious behaviour to the Nominated Supervisor or Approved Provider and encourage a safe and supportive Service environment.
* respect the rights, dignity and worth of every person, regardless of their abilities, gender, religion or cultural background.
* refrain from bullying, harassing or discriminating against any child or adult at the Service.
* respect the decisions of educators and staff members and teach children (if adults) to do likewise.
* tell an educator (if a child) or the Approved Provider or Nominated Supervisor if we see a any instances of bullying, harassment or discrimination at the Service.
* cooperate and follow classroom rules.
* listen to educators’ instructions and follow them.
* control our emotions and talk to an educator (if a child) if we are feeling upset.
* speak to an educator (if a child) or the Approved Provider or Nominated Supervisor if we are worried, concerned or have a grievance about something.

**Families and visitors will not:**

* not drink alcohol or use illicit substances while on the service’s premises or come to the Service under their influence.
* not smoke on the service’s premises including in the car park.

**Management Responsibilities**

In our service the Nominated Supervisor are responsible for:

* supporting the Nominated Supervisor, Certified Supervisor, Educational Leader , Room Leaders and educators in their role.
* keeping all service families up to date with relevant issues.
* recruiting and selecting educators and other staff members.
* ensuring educators and staff members have the correct qualifications.
* ensuring educator ratio and qualification requirements are met.
* ensuring all educators and staff understand their responsibilities under the education and care law and regulations, the National Quality Standard, the Early Years Learning Framework.
* developing the service policies and ensuring all educators follow our policies and procedures.
* ensuring all educators, staff, visitors and volunteers are aware of and comply with our Code of Conduct
* investigating and managing grievances from educators, staff members, families or volunteers (including incidents of workplace bullying) in accordance with our Grievance Guidelines.
* implementing effective communication and consultation procedures with educators and staff members about workplace issues.
* promoting the diverse skills and achievements of educators and staff (eg at educator meetings, through regular feedback, by sharing information with families and the community through notices and newsletters.)
* providing or organising appropriate information, instruction, training or supervision to educators and staff
* maintaining the financial viability of the Service.
* The Approved Provider or Nominated Supervisor will ensure the safety, health and wellbeing of all children by:
* ensuring visitors are only allowed entry to the service if they can be adequately identified. Tradespeople, business representatives and early intervention specialists or professionals, or support workers provided by early childhood agencies, must carry appropriate identification. Family members and family friends who, for example, attend service events or assist with learning activities may be identified by the parents of children at the service.
* requiring all visitors to sign in and out of the service for work health and safety and child protection reasons
* ensuring visitors, including long term visitors, are never left alone with any children being educated and cared for. Visitors will be supervised by educators or staff members at all times
* ensuring visitors have or obtain a child protection clearance if required by the child protection law before being allowed entry to the service http://www.workingwithchildren.vic.gov.au/
* ensuring specialists or professionals engaged to support a child are only allowed to visit and engage with the child if written authorisation has first been obtained from the child’s parents. Authorisation may form part of an education or support plan.

**Professional Development and Performance Management**

We employ caring, loyal and capable educators who bring a high skill level, appropriate qualifications and a wide and varying amount of experiences to help implement our curriculum and philosophy. To maintain our commitment to quality education and care, we will implement a performance appraisal process.

**Performance Management/Appraisal**

The Nominated Supervisor / Childcare coordinator will complete a performance appraisal for all educators and staff every 12 months. The educator or staff member and the Nominated Supervisor / Childcare Coordinator will agree on a mutually acceptable date at least 2 weeks prior to the appraisal meeting.

The appraisal process will be used as a tool:

* to ensure educators and staff are aware of their duties and responsibilities.
* to discuss the level of performance expected. (The appraisal process is the best way to show evidence of continued poor work performance and allows formal written warnings to occur if necessary.)
* for identifying professional development and training needs.
* The appraisal meeting will be linked to the educator’s job description and will include:
* an appraisal of the educator’s performance in relation to their job description.
* review and if necessary clarification of the job role and its expectations.
* self assessment of performance by the educator or staff member.
* two way feedback between the Nominated Supervisor/ Childcare Coordinator and educator or staff member.
* discussion of future opportunities within the position.
* discussion on an action plan for further training.
* feedback about how the appraisal process could be improved.

**Training**

The Nominated Supervisor will ensure that funds are set aside for training and development needs in the annual budget. Training will be provided on an equitable basis to all educators and staff and may include:

* mentoring by appropriate educators/staff
* in-house workshops run by an external trainer
* external workshops, seminars etc.
* formal TAFE, college of University courses.
* on-the-job training (eg through changes in role or through exchange of information between educators/staff).
* educator and management exchanges between services.
* provision of appropriate resources (books, movies, documentaries etc).

# SUN SMART

1. The Program will require children to wear hats, which protects the face, neck and ears whenever they are outside from September 1st to April 30th. Parents are to provide a broad rimmed hat for their child/ren for the OSHC Program.
2. Spare hats are available for children to use at the service.
3. If a hat is not available, staff will organise a play area in/under shade and children will be restricted to this shaded area.
4. SPF 15 (or higher), broad spectrum, water – resistant sunscreen will be provided for staff and children’s use as necessary. With parent’s permission, staff will apply sunscreen to children before outdoor play from September 1st to April 30th.
5. Activities will be scheduled for shaded or undercover areas during times of high risk.
6. Staff and parents will act as role models by:
* Wearing appropriate hats and clothing outdoors;
* Using SPF 15 (or higher) sunscreen for skin protection;
* Seeking shade whenever possible for outdoor activities.
1. Learning about the sun and how to protect skin from the sun will be incorporated into programmed activities.
2. The Sun Smart policy will be reinforced in a positive way through parent newsletters, notice boards and meetings.
3. Staff and parents will be provided with educational material on sun protection.

**Sources**

* Sun Smart – Anti Cancer Council: Victoria

# WAITING LIST

1. Where a vacancy is unavailable, parents shall be asked to provide details to the OSHC Coordinator who will place the child on the waiting list.
2. The parent will be contacted should a vacancy become available.
3. Waiting lists shall be reviewed on a regular basis. Parents may be contacted requesting that they confirm that care is still required.
4. When a vacancy occurs in the Program a place will be offered to the first child on the Waiting List according to:
* The date of when the name was placed on the waiting list
* Priority of access guidelines
* Whether the child is already attending the Program
* Whether the child has a sibling already attending the Program.

**Sources**

* Department of Education and Training
* Child Care Services Handbook
* Child payment team

# WATER SAFETY POLICY

Orrvale PS OSHC will prevent child accidents and illnesses relating to water hazards.

The safety and supervision of children in and around water is of the highest priority. This relates to water play, excursions near water, hot water, drinking water and hygiene practices with water in the OSHC environment. Children will be supervised at all times during water play experiences.

Children’s safety and wellbeing will:

* be protected in and around water through supervision and prevention; and
* be promoted through the availability of clean, hygienic water for play and drinking

To prevent child accidents and illnesses relating to swimming and wading pools and other water hazards the Nominated Supervisor will;

* Provide guidance and education to educators, staff and families on the importance of children’s safety in and around water
* Ensure work, health and safety practices incorporate approaches to safe storage of water and play.

To prevent child accidents and illnesses relating to swimming and wading pools and other water hazards, the school and staff will;

* Closely supervise children near any water at all times, never leave children alone near any water.
* Teach children about staying safe in and around water.
* Buckets of water used during cleaning after craft or throughout the day are to be filled immediately before use, supervised by an adult while in use, and emptied immediately and cleaned thoroughly after use.
* Provide clean drinking water at all times. The water will be supervised to ensure that it is safe and hygienic for consuming. Water containers will be securely sealed. At the end of each day the water container will be emptied and cleaned thoroughly.
* At all times, when children are present, there must be at least one contact staff member with a current approved first aid qualification, on the premises. It is best practice for all contact staff to hold current approved First Aid Certificates. All contact staff are required to keep first aid qualifications up to date. The school will cover the costs of this staff training.

**Evaluation**

* Supervision and access to water within the service is managed effectively by staff to ensure children remain safe and healthy

**Source**

* Children (Education and Care Services National Law Application) Act 2010
* Education and Care Services National Regulations 2011: 168
* Work Health and Safety Act 2011
* Australian Standards for swimming pool safety
* National Health and Medical Research Council: www.nhmrc.gov.au
* Pool and Water Safety: www.kidsafe.com.au

# POLICY AND PROCEDURE REVIEW

This Policy document will be reviewed annually. Families, children, staff and management will be consulted and have opportunity to provide feedback in the process of this review.

School Council will ratify this policy document annually.

**Policy and procedure review**

The policies of the OSHC program guide and describe the main processes, functions and operations of the program. The development and review of policies should therefore have an agreed process so that various stakeholders are part of the consultation and review process.

1. The policies describe the aims and implementations of the operations and directions of OSHC.
2. The process of considering OSHC policies will be managed by the nominated supervisor, will be a continuous cycle, and will use a transparent and consultative process.
3. All policies will use the OSHC policy layout including the following elements: Orrvale Primary School OSHC, policy name, implementation, evaluation and cycle review time.
4. When developing a new policy, the nominated supervisor will consult with the OSHC coordinator in order to draft the initial policy statement. The draft policy will then be circulated for comment to the appropriate committee/s, staff members, and finally to the School Council for ratification.
5. Policies will be developed taking into account the National Quality Framework.
6. An index of policies including a review schedule, with the coordinator reviewing policies annually and the School Council ratifying policies every second year.
7. Changes as a result of policy developments and / or reviews will be widely advised to the OSHC staff and families.
8. All staff will have opportunities to provide input into any policy development or review process.
9. The focus of all OSHC policies must remain the needs of students and OSHC operations.
10. Any concerns relating to the structure of the OSHC program must be directed to the nominated supervisor or School Council.

**Sources**

* ACECQA – National Quality Framework

# APPENDIX

Department of Education Schools Exclusion List

Sources for Policy Book

# SCHOOLS EXCLUSION TABLE

| Condition | Exclusion of Cases | Exclusion of Contacts |
| --- | --- | --- |
| Amoebiasis (Entamoeba histolytica) | Exclude until there has not been a loose bowel motion for 24 hours. | Not excluded. |
| Campylobacter | Exclude until there has not been a loose bowel motion for 24 hours. | Not excluded. |
| Chickenpox | Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children. | Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded. |
| Conjunctivitis | Exclude until discharge from eyes has ceased. | Not excluded. |
| Diarrhoea | Exclude until there has not been a loose bowel motion for 24 hours. | Not excluded. |
| Diphtheria | Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later. | Exclude family/household contacts until cleared to return by the Secretary. |
| Hand, Foot and Mouth disease | Exclude until all blisters have dried. | Not excluded. |
| Haemophilus influenzae type b (Hib) | Exclude until at least 4 days of appropriate antibiotic treatment has been completed. | Not excluded. |
| Hepatitis A | Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness. | Not excluded. |
| Hepatitis B | Exclusion is not necessary. | Not excluded. |
| Hepatitis C | Exclusion is not necessary. | Not excluded. |
| Herpes ("cold sores") | Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible. | Not excluded. |
| Human immuno-deficiency virus infection (HIV/AIDS) | Exclusion is not necessary. | Not excluded. |
| Impetigo | Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing. | Not excluded. |
| Influenza and influenza like illnesses | Exclude until well. | Not excluded unless considered necessary by the Secretary. |
| Leprosy | Exclude until approval to return has been given by the Secretary. | Not excluded. |
| Measles\* | Exclude for at least 4 days after onset of rash. | Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility. |
| Meningitis (bacteria - other than meningococcal meningitis) | Exclude until well. | Not excluded. |
| Meningococcal infection\* | Exclude until adequate carrier eradication therapy has been completed. | Not excluded if receiving carrier eradication therapy. |
| Mumps\* | Exclude for 9 days or until swelling goes down (whichever is sooner). | Not excluded. |
| Pertussis\* (whooping cough) | Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment. | Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment. |
| Poliomyelitis\* | Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery. | Not excluded. |
| Ringworm, scabies, pediculosis (head lice) | Exclude until the day after appropriate treatment has commenced. | Not excluded. |
| Rubella (german measles) | Exclude until fully recovered or for at least four days after the onset of rash. | Not excluded. |
| Salmonella, Shigella | Exclude until there has not been a loose bowel motion for 24 hours. | Not excluded. |
| Severe Acute Respiratory Syndrome (SARS) | Exclude until medical certificate of recovery is produced. | Not excluded unless considered necessary by the Secretary. |
| Streptococcal infection (including scarlet fever) | Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well. | Not excluded. |
| Tuberculosis | Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious. | Not excluded. |
| Typhoid fever (including paratyphoid fever) | Exclude until approval to return has been given by the Secretary. | Not excluded unless considered necessary by the Secretary. |
| Verotoxin producing Escherichia coli (VTEC) | Exclude if required by the Secretary and only for the period specified by the Secretary. | Not excluded. |
| Worms (Intestinal) | Exclude until there has not been a loose bowel motion for 24 hours. | Not excluded. |

# SOURCES – POLICY BOOK

The following are a range of other sources that staff/Committee members/School staff have accessed to in the development of a number of policies within this Policy Book:

National Council for Accreditation Council

* Sydney office
* OSHC Quality Assurance Handbook

Childcare Networks

* Local OSHC Network
* Regional Childcare Centre Network
* State OSHC Committee Network- Melbourne

Local Councils Network - Regional Areas and Melbourne networks

Maternal Child Health Nurse network – Shepparton

GV Community Health Service – Shepparton

Dietician – GV Base Hospital

Goulburn Ovens Institution Tafe

Local Primary and Secondary School Network

Local General Practitioners

Local Pharmacists

**Web Sites Sources**

[www.familyassist.gov.au](http://www.familyassist.gov.au)

Australian Government Family Assistance Office

[www.allergy.org.au](http://www.allergy.org.au)

ASCIA Clinical Allergists and Immunologists in Australia and New Zealand

[www.education.vic.gov.au](http://www.education.vic.gov.au)

Department of Education and Training

[www.gowrie~melbourne.com.au](http://www.gowrie~melbourne.com.au)

Lady Gowrie Child Centre