



City of Kingston

Outside School Hours Programs

2019 Policy and Procedures

Service Details

LOCATION

34 Brindisi Street
Mentone 3194

ADDRESS

PO Box 1000
Mentone 3194

TELEPHONE

Before and After School Program	9581 4867
School Holiday Program	9581 4846

FAX

9581 4848

EMAIL

Before and After School Program Coordinator
sarah.atkins@kingston.vic.gov.au

Before and After School Program Administration
beforeandafterschoolprogram@kingston.vic.gov.au

School Holiday Program Coordinator
sarah.atkins@kingston.vic.gov.au

School Holiday Program Administration
schoolholidayprogram@kingston.vic.gov.au

WEB

Before and After School Program
www.kingston.vic.gov.au/beforeandafterschoolprogram

School Holiday Program
www.kingston.vic.gov.au/schoolholidayprogram



City of
KINGSTON

People with Management or Control

MANAGER FAMILY, YOUTH AND CHILDREN'S SERVICES
RESPONSIBLE EXECUTIVE OF ALL POLICIES (UNLESS STATED OTHERWISE)

Mark Patterson

mark.patterson@kingston.vic.gov.au

TEAM LEADER EARLY YEARS AND SCHOOL AGE CARE
SERVICE CONTACT

Jillian Jolliffe

jillian.jolliffe@kingston.vic.gov.au

COORDINATOR BEFORE AND AFTER SCHOOL PROGRAM
SERVICE CONTACT

Sarah Atkins

sarah.atkins@kingston.vic.gov.au

COORDINATOR SCHOOL HOLIDAY PROGRAM
SERVICE CONTACT

schoolholidayprogram@kingston.vic.gov.au

Regulatory Authority

DEPARTMENT OF EDUCATION AND TRAINING (DET)
South Eastern Victorian Region

POSTAL ADDRESS

PO Box 5 Dandenong 3175

LOCATION

165-169 Thomas Street Dandenong 3175

PHONE

8765 5600

FAX

8765 5784

Policy and Procedure Review

All policies are developed through consultation with Educators, families, children and management. All policies and procedures are reviewed annually

PROCESS FOR REVIEW

- All parents/guardians, children and Educators are invited to comment on and suggest changes to any policies and procedures, including any new policies to be introduced.
- The Outside School Hours Program Coordinators meet with the Team Leader of Early Years and School Aged Program to review the document with consideration to any suggestions made by parents/guardians, children and Educators.
- Changes to policies (or any new policies) must be approved by the Manager of Family Youth and Children's Services.
- Parents/guardians, Educators and children are informed of any changes.
- New policy document adopted.



Outside School Hours Program Philosophy

Kingston City Council Outside School Hours Program (incorporating Before and After School Program and School Holiday Program) aims to provide a quality care and education program to primary school aged children. Kingston's professional, experienced and committed team recognise the importance of middle childhood by providing a safe, stimulating and creative environment where all children and their families are respected for their individual needs, beliefs and ideals. Kingston strives to provide an environment that supports our culturally diverse community.

While encouraging initiative we endeavour to:

- Have an open and transparent partnerships with parents and families and provide opportunities for consultation
- Create responsive and inclusive environments that meet the needs of all children and families;
- Recognise individual needs, interests and diversity of all children who attend our service and plan and deliver programs accordingly;
- Provide a safe and fun environment for Educators and children where they will feel comfortable;
- Encourage the development of new skills;
- Seek support from the wider community in providing a program that enriches all parties involved; and
- Promote and support healthy active lifestyle choices for children and families.

Kingston Outside School Hours Program values the importance of play to encourage initiative and promote learning.



Family, Youth & Children's Services

Our Vision

A community, in which all families thrive; where children and young people are seen, heard and celebrated.

Our Purpose

Using an integrated approach, we partner with our community to improve the care, education, health and wellbeing of families, children and young people.

Our Guiding Principles

 Our services are **vibrant, engaging** and **optimistic**.

 We believe in the **inherent strength and diversity of families, children and young people** and ensure their voices are heard.

 We are **intentional** and **tenacious** in supporting families where children and young people are encountering vulnerability.

 We understand that sometimes it's not a 'level playing field' and everyone's situation is different; so **we tailor our approach**.

 We **value the insights and perspectives of others** and critically reflect on ourselves to do better.

 We are informed by current practice, data and research, and we **contribute to a professional learning community**.

 We are **prudent with our resources**, to provide best value for our community.

 Integration is essential, so we actively **work together to eliminate gaps**.

 Our success is determined by the strength of our **relationships**.

community inspired leadership

 kingston.vic.gov.au/families

Outside School Hours Programs Policies and Procedures

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(To be updated)

National Quality Framework

Quality Area 1

EDUCATIONAL PROGRAM AND PRACTICE

- Children's Curriculum, Planning and Programming
- Excursions, Routine Outings and Workshops
- Reflective Practice
- Respect for Diversity
- Technology and Digital Media



Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CHILDREN'S CURRICULUM, PLANNING AND PROGRAMMING POLICY

1. Purpose

Children learn through play and a plan is an important part of providing a professional Outside School Hours Program. Planning provides opportunities for Educators to think about practice, plan what to do in the program and consider new ideas. Educators are responsible for promoting the development of each child in their care.

Curriculum development, planning and programming is required under the Education and Care Services Regulations to meet the National Quality Standard and Early Years Learning Frameworks. As early years professionals there is also a responsibility to honour the ethical and moral obligations of the United Nations Rights of the Child and Early Childhood Code of Ethics as well as the individual services philosophy.

Curriculum development, planning and programming gives a starting point on which to base decisions about day to day practice. This includes decisions about the role of the Educators, how the environment is arranged and the development of relationships between all parties. It takes thoughtful planning to provide an environment for a child that is child focused, creative, flexible, peaceful and collaborative.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

The City of Kingston is committed to meeting National Quality Standards, advocating for the rights of children, promoting the value of play, recognising each child as an individual with unique needs, interest and strengths. We are committed to implementing inclusive programs that meet the child's daily needs. Educators offer an anti-bias approach to programming that is sensitive and inclusive of all children regardless of their age, gender, race, religion, language, ability, culture, national origin or social economic status. Time is spent evaluating the journey/experiences, the curriculum, permanent learning areas and how Educators will work towards personal teaching strategies and interactions.

Curriculum development, planning and programming are integral to the program and environment fostered at the City of Kingston Outside School Hours Programs, thus appropriate time must be allocated to its development and evaluation. Services have also adapted pedagogical theories from the Victorian and National Frameworks 2009 to support this.

It is acknowledged that Outside School Hours Program Educators have a range of qualifications, skills and knowledge which can affect how they plan and evaluate experiences. Educators also need to be mindful that children and their families are the most important sources of information about their interests and abilities.

Educators may have adopted philosophies and strategies from established programs such as Reggio Emilia, Montessori, Te Whariki or other emergent and competency-based curriculum.

Alternatively, they may have developed planning and evaluation practices that are a combination of various theories, which reflect values about how children play and learn and develop.

In 2011, the National Framework for School Aged Care (My Time Our Place) was implemented. It is designed to assist families and Educators to guide children's learning and development in the school aged setting.

Educators recognise the importance of time for children to experience the "here and now" in their lives, build and maintain relationships with others whilst engaging with life's joys and complexities; and meeting the challenges of everyday life.

The principles, practices and outcomes of the VEYLDF and My Time Our Place Frameworks describe the key elements of children's learning and development through play and leisure.

PRINCIPLES

- Secure, respectful and reciprocal relationships
- Partnerships
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice
- Practices
- Holistic approaches
- Responsiveness to children
- Learning through play
- Intentional teaching
- Learning environments
- Cultural competence
- Continuity of learning and transitions
- Assessment for learning

LEARNING OUTCOMES

- Children have a strong sense of identity (Identity).
- Children are connected with and contribute to their world (Community).
- Children have a strong sense of wellbeing (Wellbeing).
- Children are confident and involved learners (Learning).
- Children are effective communicators (Communication).
- These key elements underpin the philosophy, approach and practices of Educators in their everyday interactions with children and families and in the planning and delivery of a play and leisure-based curriculum.

GENDER EQUITY

Staff/Educators

- Promote positive, equal and respectful relationships between girls and boys.
- Challenge gender stereotypes and promote respect by:
 - Giving all children equal opportunities in the educational program and assuming they have equal abilities;
 - Inspiring all children to be equally strong, thoughtful and compassionate;
 - Showing children examples of women and men in non-stereotypical roles
 - Encouraging all children to talk about their thoughts and emotions; and
 - Modelling respectful and considerate behaviours e.g. not talking over others.

Discuss inclusion, fairness, equity and diversity at team meetings, in particular how the service is challenging gender stereotypes and promoting respect. Educators reflect on current practice and identify areas for improvement. Where applicable, information is included in the service's Quality Improvement Plan.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015 - www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Planning for Provisions, Provocations and Possibilities – Working within the Early Years Learning Framework, Joy Lubawy, 2010.
- Visions of Creativity, Joy Lubawy.
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Educators' Handbook, Parent Handbook, Child's Handbook.	Education and Care Services National Regulations 2012 and Amendments (Sep 2013) under the Education and Care Services National Law Act 2010
Policies: Excursions Routine Outings and Workshops, Reflective Practice, Respect for Diversity, Technology and Digital media, Safety and Accident Prevention, Child Safe Environment, Food Handling, Nutrition Beverages	Children's Services Amendment Act 2011
	Other documents:

and Dietary Requirements, Sun Protection and Sun smart, Supervision, Transporting Children, Water Safety, Interactions with Children, Record Keeping.	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards
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5. Procedure

STAFF/EDUCATORS

- Develop a curriculum/program to ensure that the individual needs of children are met. This is achieved by developing children's emerging interests, conversations with families, ideas and requests from children, program observations and discussions with the school community.
- A range of methods are used to gain information about children's skills, knowledge and attitudes, interests and developmental level in order to plan effectively.
- Learning objectives are developed for individuals and groups of children
- Programs provided ensure children are offered experiences that reflect cultural diversity, challenge, extend and engage the individual child and the group as a whole. Effective, holistic and innovative child focused program planning ensures the needs of the children, parents/guardians and Educators are all considered.

Methods of planning and documenting children's learning can include:

- Recording reflective information in documentation
- Reflective and responsive actions towards children's interests, ideas concepts and needs
- Exploration of environment and sustainable practices
- Ensures a mixture of natural and man-made resources are provided
- Opportunity to interact with others, encouraging friendships and relationships
- Opportunity for children to create their own play spaces indoors and outdoors
- Project Books for specific long term projects
- Portfolios for each child
- Personal reflective diaries
- Intentional teaching opportunities and practices

Planning programs will be;

- Built around routines, using a balance of both indoor and outdoor play experiences
- Balanced between going out and staying at program to explore the environment
- Inclusive of activities, which would normally be a part of the life of children during hours outside of school and/or care
- Varied, providing a variety of experiences and resources suited to the age and developmental ranges of the child

- Giving children the opportunity to use construction and manipulation, physical active play, develop language and literacy, critical thinking and expression through creative and imaginary play

CHILDREN'S CURRICULUM

Programs will be developed in consideration of the City of Kingston Children's Services Philosophy, and goals, the Victorian and National Frameworks and with consideration for current theory and best practice.

A range of experiences, such as music, visual arts, movement, language, literature, drama, maths, technology, science, health, safety, natural environments, equality and cultures will be provided. Experiences will focus on the process not the end product.

The program will provide an environment that is inclusive, provides freedom of choice, values and recognises the children's play as meaningful and provides opportunity for spontaneous learning and intentional teaching.

Intentional teaching may sometimes stem from a child's interest or that of a group of children. It may also simply come from an idea or be an intention of an Educator/s. It requires educators critically think about what they would like to explore further with the children, and the knowledge and skills they can impart.

By providing opportunity for children to use indoor and outdoor play spaces simultaneously children have the choice to explore and discover the program using both areas as an entire space.

The service recognises and acknowledges that Educators and families have varying knowledge and skills regarding children's play experiences, and that all stakeholder's opinions, ideas and comments are respected and valued.

The service is committed to maintaining open, positive lines of communication when collaborating with children, families, Educators and other agencies to meet the needs of children.

Professional development opportunities are provided through the year to support appropriate play and leisure opportunities.

EACH PROGRAM WILL

- Create a welcoming environment where all families are encouraged to participate in and contribute to children's learning and developmental experiences
- Actively engage with families in planning children's learning and development
- Provide feedback to families on their child's learning and development.
- Work collaboratively, share information and plan with all other Educators to ensure a holistic approach to children's learning and development
- Understand each other's practice, skills, expertise and make referrals when appropriate. Realise the significance of transitions from home to school, school to after school care, primary to secondary school and ensure that children are supported in the process and have an active role in preparing for these transitions
- Ensure that the capabilities, strengths and needs of every child and their family are understood, valued and respected and that every child has the best possible opportunities for success
- Identify areas where focused support or intervention is required to improve the child's learning and development

- Promote greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being
- Recognise bi or multilingualism as an asset and support the specific learning and development needs of children from culturally and linguistically diverse backgrounds.
- Develop learning programs that are responsive to children's differences and build on children's capabilities, strengths, interests, and knowledge
- Encourage children to explore, solve problems, communicate, think, create and construct and have fun
- Encourage child-led and adult-led play-based learning, as well as active Educator-led learning
- Use child focused program approaches to explicitly teach particular knowledge and skills
- Build on children's capabilities, strengths and experiences as essential elements of continuity and progression in learning
- Gather and analyse information about each child's progress from a wide range of sources to help assess and plan effectively
- Use these assessments to provide the best possible advice and guidance to both children and their families.
- Foster productive and positive relationships with children entrusted to care
- Create physical environments that support a range of learning opportunities, both indoors and outdoors and ensure a balance exists between indoor and outdoor play
- Recognise the connections between children's physical and social wellbeing and their learning and cognitive and intellectual development.
- Gather information that supports, informs, assesses and enriches decision making about appropriate professional practices
- Continually develop professional knowledge and skills to provide the best possible learning and development opportunities for all children
- Promote practices that have been shown to be successful in supporting children's learning and development and challenge and change those practices that have not achieved success.

DOCUMENTATION OF THE CHILDREN'S PROGRAM

All Educators contribute to documenting the children's program on a daily and weekly basis. Children contribute their ideas and interest both verbally and in the written context. Observations, notes, interpretation, planning of experiences, evaluation, Educator reflection and contributions from families are all documented to support a stimulating, engaging and meaningful curriculum.

Documenting children's learning will include

- What happened? (observations)
- What do we think about it? (interpretations)
- Where do we go to from here? (actions)
- What's next? (evaluation and future planning)
- There may be photos, artwork, conversations, celebrations and other special moments.

- Parent involvement is encouraged in participating in the daily program.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

EXCURSIONS, ROUTINE OUTINGS AND WORKSHOPS POLICY

1. Purpose

Indoor and outdoor environments and experiences support all aspects of children's learning and invite conversations between children, early childhood Educators, families and the broader community. They promote opportunities for sustained shared thinking and collaborative learning.

Educators can encourage children and families to contribute ideas, interest and questions to the learning environment. They can support engagement by allowing time for meaningful interactions, by providing a range of opportunities for individual and shared experiences, and by finding opportunities for children to go into and contribute to their local community.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

Excursions and routine outings occur when the children are taken outside the grounds of the Outside School Hours Program. Workshops are undertaken within the grounds of the Outside School Hours Program and are facilitated by other groups, companies or organisations under the supervision of program Educators. Excursions are outings that occur from time to time, such as a trip to the zoo. Routine outings are excursions which are conducted on a regular basis such as a weekly trip to the park.

Children need the opportunity to explore and investigate the world around them. This provides the foundations for ongoing learning and development. These experiences enable children to explore complex concepts, experiences and encourage thinking in a way they allows them to make sense of their community. However, Educators need to be mindful of the importance of children's rights to also evaluate risk factors.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and December 2015 - www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010

- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Department of Education and Training www.education.vic.gov.au/school/principals/spag/safety/pages/excursions.aspx Excursions Information retrieved 5th August 2019
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia
- City of Kingston Policies: **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Anaphylaxis (Severe Allergies in Children), Arrivals and Departures, Asthma (Treatment of an Asthma Attack,	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
Behaviour Guidance, Child Incident/Injury/Trauma/Illness, Child Leaves a Program without an Authorised Person, Child Missing from a Program, Child Safe Environment, Dealing with Medical Conditions including Anaphylaxis, Severe Allergies, Asthma, Diabetes & Epilepsy, First Aid, Incident, Injury, Trauma and Illness, Medication, Safety and Accident Prevention, Sun Protection and Sun smart, Supervision, Transporting Children, Treatment of a Sharps & Needle Stick Injury, Water Safety, Exposure to Environmental Extremes, Interactions with Children, Record Keeping and Retention	Other documents: My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- Educators/child ratio on excursions and routine outings will be:
- A minimum of 1 adult to 15 children (1:15) for excursions or less as assessed on the needs of the group
- There must be at least 1 qualified program Educator on all excursions and routine outings per 30 children (1:30)
- On an excursion to an area where the risk is deemed high, for example an event near water, adjustments will be made to the child/adult ratio. Please refer to our Water Safety policy for further information.

- Educators must ensure adequate precautions have been taken to protect children from harm or any hazard likely to cause injury at all times during excursions and routine outings.
- A risk assessment must be undertaken for any excursion before Educators can take children outside the Outside School Hours Program. The risk assessment is to be forwarded to the service Coordinator and Program Supervisor before the date of the proposed excursion for approval.
- When planning an excursion where there is a body of water a risk assessment will be undertaken at least 2 weeks in advance.
- A risk assessment must be undertaken for routine outings before Educators can take children outside the program and these are to be reviewed annually.
- Parents/guardians will be notified of an excursion at least one week in advance wherever possible. As outlined in Regulation 102(4) details on the excursion permission form will include:
 - the child's name; and
 - the reason the child is to be taken outside the premises; and
 - the date the child is to be taken on the excursion (unless the authorisation is for a regular outing); and
 - a description of the proposed destination for the excursion; and
 - the method of transport to be used for the excursion; and
 - the proposed activities to be undertaken by the child during the excursion; and
 - the period the child will be away from the premises; and
 - the anticipated number of children likely to be attending the excursion; and
 - the anticipated ratio of Educators attending the excursion to the anticipated number of children attending the excursion; and
 - the anticipated number of Educators and any other adults who will accompany and supervise the children on the excursion; and
 - That a risk assessment has been prepared and is available at the service.
 - Written authorisation from the parent/guardian or authorised persons must be received before a child is taken outside the Outside School Hours Program by completing an excursion or routine outing form by completing an excursion or routine outing authorisation form.
 - If forms are unsigned the child will be unable to attend.
 - The parent/guardian is required to drop their child/ren off at the agreed meeting place and time. If a child has not arrived by the time of departure, the excursion or routine outing will commence without them.
 - Educators must undertake regular head counts of children at the commencement, during and at the conclusion of the excursion or routine outing.

EDUCATORS MUST TAKE

- Signed excursion permission forms with them on the excursion or routine outing and count the children before, during and after the excursion.
- A mobile phone and a record of emergency contact information for every child on each excursion or outing.

- A first aid bag, medication and health action plans required by individual children e.g. Ventolin, EpiPen.
- Sun smart/Sun Protection policies must be adhered to.
- IPAD with Kiosk available

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

REFLECTIVE PRACTICE POLICY

1. Purpose

The Victorian and National Frameworks (VEYLDF EYLF, and My Time Our Place) for Australia acknowledge that reflective practice is a key principle which underpins high quality early childhood practice. Reflective practice is a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice. It is intended that all people who have invested interest in the care and education of children; including Educators and council management are able to demonstrate a lively culture of professional inquiry. O'Connor & Diggins (2002) define reflective practice as a cycle of ongoing learning that occurs when we take the time to “stop, think and change”.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

By engaging in reflective practice, Educators are more likely to experience an increase in knowledge and skill development, be more open to different ways to think about and understand things, and be more flexible and adaptable in their approaches. When everyone is involved in the process of reflection, it is more likely to result in an exchange of ideas, shared decision-making and positive partnerships. It also means Educators are more likely to learn, develop and strengthen their capacity as a team. This in turn leads to better outcomes for children, families and community.

Opportunities to reflect arise from a number of situations thus reflection can arise from times of uncertainty and struggle, as well as from breakthroughs and successes.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and amendments December 2015 - www.acecqa.gov.au accessed January 5th 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Reflective Practice Semann & Slattery on behalf of Children’s Services Central

- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Children’s Curriculum, Planning and Programming, Excursions, Routine Outings and Workshops,, Behaviour Guidance, Exclusion for Behavioural Reasons, Respect for Diversity, Technology and Digital Media, Code of Conduct, Interactions with Children, Communication, Enrolment and Orientation of Children and Families, Working with Aboriginal and Torres Strait Islander Families and Children	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- Educators and council management can use reflection for the following
- Reflecting on an aspect of the program that didn’t work well in order to consider what they may do differently in the future.
- Reflecting on elements of the program or practices that exceeded expectations in order to determine what worked well and what they might continue to do or build on in the future.
- Reflecting on questions in order to challenge thinking, consider things from different perspectives and examine the underlying beliefs, attitudes and values that guide ones thoughts and actions.
- Liaising with Kingston Pedagogical Leaders when issues arise relating to children’s learning which may include but not limited to: curriculum, equity, children’s wellbeing, partnerships with families and health & safety.
- Overarching questions to guide reflection include:
 - What are my understandings of each child?
 - What theories, philosophies and understandings shape and assist my work?
 - Who is advantaged when I work this way? Who is disadvantaged?
 - What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by?
 - What aspects of my work are not helped by the theories and guidance that I usually draw on to make sense of what I do?

- Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice?

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

RESPECT FOR DIVERSITY POLICY

1. Purpose

There are many ways of living, being and of knowing. Children are born belonging to a culture, which is not only influenced by traditional practices, heritage and ancestral knowledge, but also by the experiences, values and beliefs of individual families and communities. Respecting diversity means within the curriculum valuing and reflecting the practices, values and beliefs of families. Educators honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. They value children's different capacities and abilities and respect differences in families' home lives.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure all children have equal access to child care without discrimination. Where practicable provide support for families, children and Educators through affiliated support agencies and services. To provide a program that explores and appreciates similarities and differences in our society and respects diversity – "we are all different".

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Derman, Sparks (2004) *Antibias Curriculum: Tools for Empowering Young Children*, 2nd Ed. NAEYC
- Early Childhood Australia's Code of Ethics (2006). *Early Childhood Australia*, Watson, ACT.
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Communication, Enrolment and Orientation of Children and Families, Working with Aboriginal and Torres Strait Islander Families and Children, Mill Street School Holiday Program Enrolment and Access, Interactions with Children, Children's Curriculum, Planning and Programming, Excursions, Routine Outings and Workshops, Reflective Practice	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- Educators are encouraged to model non-sexist, non-racist behaviour and language.
- Educators support children through appropriate experiences to become more aware of commonalities between themselves and others, to value diversity.
- Educators show sensitivity to individual family needs, values and culture.
- Educators encourage families to share information to ensure children's needs are met.
- Children whose first language is not English are to have their first language recognised and fostered in an appropriate manner.
- Educators provide experiences that portray a range of peoples, abilities, cultures, gender and beliefs.
- Educators offer and encourage children to participate in all experiences with consideration of individual needs and interests.
- For Educators to adhere to the Australian Early Childhood Association Code of Ethics.
- To provide a range of materials and resources that explore diversity e.g. books, dolls, dress ups, posters, puzzles, musical instruments and a range of dramatic play props.
- Encourage the development in children of self-confidence and identity and healthy self-esteem.
- Support children to develop the ability to think critically and to recognise untrue or unfair images, comments or behaviour and to understanding that stereotyping and bias are hurtful.
- Encourage all children to express a wide range of feelings, including empathy for others.
- Children will be encouraged to participate in all aspects of the program and experiences provided.
- Encourage children to talk about the similarities and differences of people.
- Provide specific experiences that enable children and families to learn about race, class, gender and disability.

- Educators will have access to professional development opportunities, literature and other relevant support services.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

TECHNOLOGY AND DIGITAL MEDIA POLICY

1. Purpose

Television and digital media can be an effective form of introducing children to the wonders around them. If television and other digital media is used, Educators need to ensure it is, limited to acceptable periods of time during the child's day to maximise opportunities to explore other learning opportunities provided, is age appropriate and monitored, to ensure suitability.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure that all Educators are aware of the use and limits of Visual Media and Personal Technology Devices within the children's program.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services (2009). *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia
- Royal Children's Hospital Policy Brief – Television and Early Childhood Development No 16, 2009
- http://raisingchildren.net.au/articles/media_benefits.html Raising Children Network retrieved Jan 14th, 2016
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Children’s Curriculum, Planning and Programming, Excursions Workshops and Routine Outings.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

Visual viewing shall be:

- Age appropriate.
- For the child’s purpose.
- For the learning and development value of the child.
- Under the supervision of Educators
- Safe for children

Visual Media can include:

- DVD Movies
- Online Streaming
- Online Video Sharing Websites
- Television
- Gaming

Personal Technology Devices include:

- Portable Gaming Consoles/Devices
- School Laptop (netbook)
- Tablets
- Smart Phones (including cameras)

- Each program will be provided with a Kingston laptop for use by both Educators and children to record learning, research areas of children’s interest and source ideas/thoughts for play

and leisure experiences for the children's program. Children may use the program laptop for home work purposes where appropriate.

- Program Devices are stored in a secure location.
 - The program laptop is to remain on the program premises unless prior consent has been sought from the Coordinator.
 - Staff will ensure that appropriate parental locks and restrictions are placed on each of the program devices to ensure content is age appropriate to the children in the program
 - Wi-Fi connection is available at some program locations, others will have access to a 4G Sim that will provide internet access to the program. Educators are reminded that internet access is not to be used for personal purposes.
- Facebook, Twitter and other social media websites are not appropriate.
- Children will be supervised by Educators to ensure appropriate material is being viewed/accessed and all children have equal opportunity to use the technology devices.
- Previewing of online content: Where achievable Educators are to preview any content to be viewed by the children to determine suitability and relevance to the children's curriculum and learning.
- Types of online content
 - Apps
 - Websites
 - Music Libraries
 - Cloud based programs and databases
 - Online Games
- Access to the program enrolment database (QikKids) is possible from program laptops. If the database is accessed by staff at the program they are to use it to view information about the children only. Staff are not permitted to make changes to any of the data without prior consent from the Coordinator
 - When accessing the QikKids database, staff are to ensure that the material is kept confidential. Children and families at the program are not able to access this information
 - Staff must ensure that the QikKids database is logged out successfully when finished with.

STORAGE OF CHILD PERSONAL TECHNOLOGY DEVICES

- Each program will determine where the child's technology devices are to be stored. This can include:
 - ✓ In a secure location within the program
 - ✓ In the child's bag
- The program does not take responsibility for loss or damage of Personal Technology Devices that children bring to the program.

EDUCATOR PERSONAL PHONE USE

- Educators are unable to use their iPhones for messaging, Social Media or personal phone calls during program times unless required in an emergency.
- Educators are not permitted to use their mobile phones in the program unless under exceptional circumstances e.g. an emergency. The Educator will advise the Co-ordinator of the circumstances under which they need to use their personal phone.

IPADS AND OTHER DIGITAL DEVICES

- iPad and other digital devices, at the discretion of the program, may be used for homework purposes (during Before and After School Program hours) for short periods of time and only when they can be actively supervised by Educators in the after-school care program.
- Parents/families will be consulted regarding the use of digital devices during program hours.
- Usage time may be longer during School Holiday Program due to the longer hours that the program is in operation.

CAMERAS & SMART PHONE CAMERAS

- Each program will have at least one camera or smart phone camera to be used for program photographs
- Educators and children are encouraged take photos of learning to enhance documentation and support future play, leisure and learning opportunities
- Photo permission is sought upon enrolment to gain permission to take and display child's photo.

VISUAL MEDIA

- Educators discuss with children regarding what visual media will be watched or viewed and make joint decisions with the children about the period(s) of viewing time. Viewing time may vary in School Holiday Program due to the longer hours of care provided.
- If a child becomes distressed after a program, allow them to talk about what was seen, what they are feeling and why. Consider any links with something that is happening in the child's life or if the child is fearful that what they saw could happen to him. Talk calmly, show affection and follow up with some pleasant activity.
- YouTube and other online video sharing applications and websites are only allowed under the strict supervision of Program Educators.
- Previewing of video content: Educators are to preview any Visual Media to be viewed by the children to determine suitability and relevance to the children's curriculum and learning.

PLEASE NOTE

No responsibility is accepted by the program or Educators for loss or damage of personal digital media that children bring to the program.

National Quality Framework

Area 2

CHILDREN'S HEALTH AND SAFETY

- Administration of First Aid
- Anaphylaxis (Severe Allergies in Children)
- Arrivals and Departures
- Asthma (Treatment of an Asthma Attack)
- Behaviour Guidance
- Child Leaves a Program without an Authorised Person
- Child Missing from a Program
- Child Protection
- Child Safe Environment
- Children Not Collected from Care
- Children of Divorced or Separated Parents/Guardians and Third Party Court Orders
- Collection of Children Whilst Under the Influence of Alcohol or Drugs
- Dealing with Medical Conditions including Anaphylaxis, Severe Allergies, Asthma, Diabetes & Epilepsy
- Dealing with Infectious Diseases
- Emergency Management and Evacuation
- Management of Serious, Challenging Behaviours
- Food Handling, Nutrition, Beverages and Dietary Requirements
- Immunisation and Disease Prevention
- Incident, Injury, Trauma and Illness
- Personal Hygiene including Hand Washing
- Medication
- Safety and Accident Prevention
- Sun Protection and Sun smart
- Supervision
- Temporary Serious Injury or Disability
- Community Bus – Transporting of Children (Before and After School Program)
- Transporting Children
- Treatment of a Sharps & Needle Stick Injury
- Water Safety



Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

ADMINISTRATION OF FIRST AID POLICY

1. Purpose

All Educators employed by the City of Kingston must hold a minimum Level 2 in First Aid training. It is a legal obligation that in a duty of care relationship an individual must give first aid to any victim of illness or injury at that workplace. All Educators required to give first aid are to attend regular first aid training to maintain their level of first aid competence and to ensure that their qualifications remain current at all times.

The role of the first aider is to give emergency care that is:

- Prudent and reasonable in the circumstances
- In the best interests of the victim
- Based on skills and knowledge acquired during formal first aid training \
- Unlikely to make the victim's condition worse, or complicate the illness or injury (First Aid Emergency Handbook. 2015, pg. 74, 4th ed.)

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

First Aid policy is important not only for children, families and Educators, but relates to every person who enters the premises or uses the services equipment.

First aid is the care given to a victim of illness or injury until the arrival of an ambulance officer, nurse or doctor.

The four aims of first aid are to:

- Preserve life by keeping the victim safe and giving correct first aid.
- Protect the unconscious victim who may need correct positioning or resuscitation.
- Prevent the condition from worsening by giving lifesaving first aid.
- Promote recovery by controlling bleeding or giving resuscitation, as required. (First Aid Emergency Handbook. 2011, pg. 74, 4th Ed.)

The following incidents are examples of when first aid is required:

- life threatening injury or illness, such as loss of consciousness leading to respiratory or cardiac arrest

- choking and/or blocked airway
- allergic reaction, such as anaphylactic shock to nuts, egg or seafood injury to the head, back or eye bleeding or bone fracture
- high temperatures and febrile convulsions o asthma attack o burns (including sunburn)
- excessive vomiting leading to dehydration
- poisoning from either hazardous chemicals, substances, plants, snake or spider bites.

The service recognises that first aid responses to people suffering from emotional or psychological conditions are also important. The conditions can include:

- severe stress resulting from a workplace or personal situation
- anxiety attack
- emotional breakdown and loss of reasoning

It is understood that there is shared legal responsibility and accountability between, and a commitment by all persons to implement the services Administration of First Aid policy, procedures and practices.

The service also complies with the Education and Care Services National Law Act, National Regulations and best practice recommendations from recognised authorities.

3. References

- City of Kingston Policies: **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- National Framework: Department of Social Services (2009). *My Time Our Place: Framework for School Aged Care in Australia*. ACT: Commonwealth of Australia
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Tyler, E. (2011). *First Aid Emergency Handbook*. Gladesville NSW, Tyrrells Administration Trust
- <http://stjohn.org.au/first-aid-facts> - retrieved January 5th, 2016
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Excursions Routine Outings and Workshops, Accident Prevention, Anaphylaxis, Asthma, Child Incident Injury Trauma and Illness, Child Safe Environment, Death of a Child at a Program, Medication, Temporary Serious Injury or Disability, Treatment of a Sharps or Needle Stick Injury, Water Safety, Dealing with Medical Conditions..	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- All Educators are required to hold a current First Aid (Level 2) certificate and undertake annual CPR updates
- Copies of first aid qualifications for Educators are stored at the Outside School Hours Program office and at each program.
- First aiders (Educators) should be aware of standard precautions and understand the importance of minimising cross infection while providing a basic level of infection control.
- If an ambulance is required Educators will dial 000 for an ambulance, then phone the Service Coordinator and the Coordinator who will contact the parent or authorised person.
- On every occasion that first aid is administered

Educators:

- Administer first aid
- Complete the Incident, Illness, Trauma and Injury form. This form must be signed by the parent/guardian of the child and is kept on the child's file in the BAS Program. In the holiday program, the form remains on site for the duration of the holiday period and is then submitted to the office.
- In the case of a serious incident, complete the incident form, contact the Co-ordinator and advise them of what has happened (as soon as is practicable) and submit the form within 24hrs
- Support the Co-ordinator in the completion of all service forms, SolvSafety reporting and the provision of information for the DET serious incident notification. Contact COGENT on 1800 264 368 to log your incident.

Co-ordinator/Management:

- Ensure all relevant service documents are completed
- Enter the incident into SolvSafety within 24hrs in complying with Council OHS policy requirements
- In the case of a serious incident, notify the DET through the NQAITS within 24hrs and complete all required information.
- Determine whether the incident is Worksafe notifiable (as identified in SolvSafety), contact Work Safe immediately and follow the required procedures including written notification within 48hrs
- Inform the Team Leader of Early Years and School Aged Care who will in turn inform the Manager FY&C's
- All Educators have two first aid kits available for use in case of an emergency. One for the program and a portable kit for periods of outdoor play, all excursions and routine outings and emergency evacuations.
- If Educators are required to administer medication they will do so using the procedure described in the Medication policy.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

ANAPHYLAXIS (SEVERE ALLERGIES) IN CHILDREN POLICY

1. Purpose

To provide City of Kingston's Outside School Hours Program with clear guidelines to minimise the risk of an anaphylactic reaction and prepare for, and respond appropriately to an anaphylactic reaction in children who are in care

Educators have a duty of care for the health and wellbeing of children in care, including those with severe allergies. Outside School Hours Program will take all reasonable precautions to protect children from their allergens by ensuring Educators are well trained and practiced in the daily management of severe allergies, and in dealing with emergency situations when and if they arise. Educators will actively encourage all families who use the service to understand the needs of the anaphylactic and / or allergic child, and to play their part in ensuring these children are provided with a safe environment whilst in Outside School Hours Program.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

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

- providing, as far as practicable, a safe and healthy environment in which children at risk of anaphylaxis can participate equally in all aspects of the children's program and experiences
- Raising awareness about allergies and anaphylaxis amongst the community and children in attendance.
- actively involving the parents/guardians of each child at risk of anaphylaxis in assessing risks, developing risk minimisation strategies and management strategies for their child.
- ensuring community members and other relevant adults have adequate knowledge of allergies, anaphylaxis and emergency procedures.
- facilitating communication to ensure the safety and wellbeing of children at risk of anaphylaxis.

The aim of this policy is to:

- minimise the risk of an anaphylactic reaction occurring while the child is in the care of the children's service.

- ensure that community members respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an EpiPen.
- raise the community's awareness of anaphylaxis and its management through education and policy implementation.

DEFINITIONS

- Allergen: A substance that can cause an allergic reaction.
- Allergy: An immune system response to something that the body has identified as an allergen. People genetically programmed to make an allergic response will make antibodies to particular allergens.
- Allergic reaction: A reaction to an allergen. Common signs and symptoms include one or more of the following: hives, tingling feeling around the mouth, abdominal pain, vomiting and/or diarrhoea, facial swelling, cough or wheeze, difficulty swallowing or breathing, loss of consciousness or collapse (child pale or floppy), or cessation of breathing.
- Ambulance contact card: A card that the service has completed, which contains all the information that the Ambulance will request when phoned on 000. An example of this is the card that can be obtained from the Metropolitan Ambulance and once completed by the service it should be kept by the telephone from which the 000 phone call will be made.
- Anaphylaxis: Severe, rapid and potentially fatal allergic reaction that involves the major body systems, particularly breathing or circulation systems.
- Anaphylaxis medical management action plan: a medical action plan prepared and signed by a Registered Medical Practitioner providing the child's name and allergies, a photograph of the child and clear instructions on treating an anaphylactic episode. An example of this is the Australian Society of Clinical Immunology and Allergy (ASCI) Action Plan.
- Anaphylaxis management training: accredited anaphylaxis management training that has been recognised by the secretary of the Department of Education and Training Department of Education and Training and includes strategies for anaphylaxis management, recognition of allergic reactions, risk minimisation strategies, emergency treatment and practise using a trainer adrenaline auto-injection device.
- Adrenaline auto-injection device: A device containing a single dose of adrenaline, delivered via a spring-activated needle, which is concealed until administered.
- EpiPen®: This is one form of an auto-injection device containing a single dose of adrenaline, delivered via a spring-activated needle, which is concealed until administered. Two strengths are available, an EpiPen® and an EpiPen Jr®, and are prescribed according to the child's weight. The EpiPen Jr® is recommended for a child weighing 10-20kg. An EpiPen® is recommended for use when a child is in excess of 20kg.
- Adrenaline auto-injection device training: training in the administration of adrenaline via an auto-injection device provided by allergy nurse, Educators or other qualified professionals such as doctors, first aid trainers, through accredited training or through the use of the self-paced trainer CD ROM and trainer auto-injection device.
- Children at risk of anaphylaxis: those children whose allergies have been medically diagnosed and who are at risk of anaphylaxis.

- Auto-injection device kit: An insulated container, for example an insulated lunch pack containing a current adrenaline auto-injection device, a copy of the child's anaphylaxis medical management action plan, and telephone contact details for the child's parents/guardians/guardians, the doctor/medical and the person to be notified in the event of a reaction if the parent/guardian cannot be contacted. If prescribed an antihistamine may be included in the kit. Auto-injection devices are stored away from direct heat.
- Intolerance: Often confused with allergy, intolerance is a reproducible reaction to a substance that is not due to the immune system.
- No food sharing: The practice where the child at risk of anaphylaxis eats only that food that is supplied or permitted by the parent/guardian, and does not share food with, or accept other food from any other person.
- Communication plan: A plan that forms part of the policy outlining how the service will communicate with parents/guardians and Educators in relation to the policy and how parents/guardians and Educators will be informed about risk minimisation plans and emergency procedures when a child diagnosed at risk of anaphylaxis is enrolled in the service.
- Risk minimisation: The implementation of a range of strategies to reduce the risk of an allergic reaction including removing, as far as is practicable, the major sources of the allergen from the service, educating parents/guardians and children about food allergies and washing hands after meals.
- Risk minimisation plan: A plan specific to the service that specifies each child's allergies, the ways that each child at risk of anaphylaxis could be accidentally exposed to the allergen while in the care of the service, practical strategies to minimise those risks, and who is responsible for implementing the strategies. The risk minimisation plan should be developed by families of children at risk of anaphylaxis and administration Educators at the service and should be reviewed at least annually, but always upon the enrolment or diagnosis of each child who is at risk of anaphylaxis.
- Community: all adults who are connected to the children's service.
- Treat box: A container provided by the parent/guardian that contains treats, for example, foods which are safe for the child at risk of anaphylaxis and used at parties when other children are having their treats. Non-food rewards, for example stickers, stamps and so on are to be encouraged for all children as one strategy to help reduce the risk of an allergic reaction.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). Belonging Being & Becoming: The Early Years Framework for Australia. ACT: Commonwealth of Australia

- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). Victorian Early Years Learning and Development Framework. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Anaphylaxis Australia Incorporated www.allergyfacts.org.au - accessed 5th August 2019
- Australian Society of Clinical Immunology and Allergy Inc. (ASCIA) www.allergy.org.au accessed 5th August 2019
- Department of Education and Training (<http://www.education.vic.gov.au/school/teachers/health/Pages/anaphylaxisschl.aspx>) accessed 5th August 2019
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Administration of First Aid, Incident, Injury Trauma and Illness, Dealing with Medical Conditions, Death of a Child at a Program, Food Handling, Nutrition, Beverages and Dietary Requirements, Personal Hygiene inc. Hand Washing, Medication, Treatment of a Sharps or Needle Stick Injury.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Central Administration, Educators and Management will:

- as part of the enrolment process discuss this policy with parents/guardians. Parents/guardians of children who are at risk of anaphylaxis will be given a copy of the Anaphylaxis Policy and Dealing with Medical Conditions policy.
- ensure that all Educators have completed approved first aid and anaphylaxis management training, then at least every 3 years in accordance with Regulatory requirements.
- ensure that all Educators whether or not they have a child diagnosed at risk of anaphylaxis at the program, undertake training in the administration of the adrenaline auto-injection

device and cardio- pulmonary resuscitation every 12 months in accordance with regulatory requirements.

- conduct an assessment of the potential for accidental exposure to allergens while child/ren at risk of anaphylaxis are in the care of the service and develop a risk minimisation plan for the child/ren in consultation with Educators and the families of the child/ren
- ensure that practice of the adrenaline auto-injection device is undertaken on an annual basis.
- ensure that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the service without the device
- implement the communication strategy and encourage ongoing communication between parents/guardians and Educators regarding the current status of the child's allergies, this policy and its implementation
- display an Australasian Society of Clinical Immunology and Allergy Inc. (ASCIA) generic poster called Action Plan for Anaphylaxis in a key location at the program
- display an Emergency Contact card by the telephone or have the emergency numbers programmed into the mobile phone
- ensure that a child's individual anaphylaxis medical management action plan is reviewed and signed off by a registered Medical Practitioner every 2 years or whenever there are changes to it and inserted into the enrolment record for each child. This will outline the allergies and describe the prescribed medication for that child and the circumstances in which the medication should be used.
- ensure that all Educators are aware of the location of the anaphylaxis medical action plan and that a copy is kept with the auto-injection device kit and a copy of the medical action plan is kept at the program.
- In the case of an anaphylactic incident:

At the program Educators will:

- ensure a copy of the child's anaphylaxis medical management action plan is visible and known to the community

IN THE EVENT OF AN ANAPHYLACTIC INCIDENT (or suspected anaphylaxis incident):

Educators:

- follow the child's anaphylaxis medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis
- in the situation where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction
- Call an ambulance immediately by dialling 000
- Commence first aid measures
- Contact the parent/guardian
- Contact the person to be notified in the event of illness if the parent/guardian cannot be contacted when practicable.
- Contact the Coordinator when practicable

Following the Incident:

- Complete the Incident, Illness, Trauma and Injury form. This form must be signed by the parent/guardian of the child and submitted to the Co-ordinator within 24hrs for DET reporting and SolvSafety requirements
- Support the Co-ordinator in the completion of all service forms, SolvSafety reporting and the provision of information for the DET serious incident notification

Co-ordinator/Management:

- Ensure all relevant service documents are completed
- Enter the incident into SolvSafety within 24hrs in complying with Council OHS policy requirements. Alternatively, Contact COGENT on 1800 264 368 to log your incident.
- Notify the DET through the NQAITS within 24hrs and complete all required information.
- Determine whether the incident is Worksafe notifiable (as identified in SolvSafety), contact Work Safe immediately and follow the required procedures including written notification within 48hrs
- Inform the Team Leader of Early Years and School Aged Care who will in turn inform the Manager FY&C's

- Practice the administration procedures of the adrenaline auto-injection device using an auto-injection device trainer and "anaphylaxis scenarios" through regular attendance at approved training
- Ensure that an anaphylaxis medical management action plan signed by the child's Registered Medical Practitioner and a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management action plan) is provided by the parent/guardian for the child while at the program
- Ensure that the auto-injection device kit is stored in a location that is known to all Educators is easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat
- Ensure that the auto-injection device kit containing a copy of the anaphylaxis medical management action plan for each child at risk of anaphylaxis is carried by Educators accompanying the child when the child leaves the program e.g. on a routine outing or excursion.
- Regularly check the adrenaline auto-injection device expiry date. (the manufacturer will only guarantee the effectiveness of the adrenaline auto-injection device to the end of the nominated expiry month).

PROVISION OF FOOD AND COOKING EXPERIENCES

As food packaging often states, "may contain traces of nuts" or "may contain traces of nuts, egg or seed" This is to inform consumers that whilst the food itself may not contain this product, it may have been processed, produced or packaged on machinery or in the same factory or facility as other foods that contain the product.

Educators will:

- determine if they have any children in care on that day with a known allergen to the product
- speak to the child's parent/family and ask if the child can have the food item and/or participate in the cooking experience e.g.: Arrowroot or Sao biscuits, taco shells, chocolate chips.

Parents/guardians of children shall:

- follow procedures outlined in the communication plan
- inform Educators and administration Educators, either on enrolment or on diagnosis, of their child's allergies
- develop an anaphylaxis risk minimisation plan in consultation with the service
- provide the service with an anaphylaxis medical management action plan signed by a Registered Medical Practitioner giving written consent to use the auto-injection device in line with this action plan
- provide the program with a complete auto-injection device kit
- regularly check the adrenaline auto-injection device expiry date
- assist program Educators and administration Educators by offering information and answering any questions regarding their child's allergies
- notify program Educators and administration Educators of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes or at least every 2 years
- communicate all relevant information and concerns to program Educators, for example, any matter relating to the health of the child
- comply with the service's policy that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the program without that device.
- Provide an updated medical action plan at least every 2 years (unless there are changes before this time), in either case it must be signed off by a registered medical practitioner.

PREVENTATIVE MEASURES

Schedule 1 Risk minimisation plan

The following procedures should be developed in consultation with the parent or guardian and implemented to help protect the child diagnosed at risk of anaphylaxis from accidental exposure to food allergens.

In relation to the child at risk:

- This child should only eat food that has been specifically prepared for him/her
- Where the program is preparing food for the child, ensure that it has been prepared according to the parent's instructions
- Some parents/guardians will choose to provide all food for their child
- All food for this child should be checked and approved by the child's parent/guardian and be in accordance with the risk minimisation plan
- Water bottles, other drinks and lunch boxes, including any treats, provided by the parents/guardians/guardians for this child should be clearly labelled with the child's name

- There should be no trading or sharing of food, food utensils and containers with this child
- In some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all activities
- Parents/guardians should provide a safe treat box for their child
- Increase supervision of this child on special occasions such as excursions, workshops or routine outings

In relation to other practices at the Outside School Hours Program

- Ensure tables, and bench tops are washed down after eating
- Ensure hand washing for all children before eating and, if the requirement is included in a particular child's anaphylaxis medical management action plan, on arrival at the program
- Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children
- Educators should discuss the use of foods in activities with the parent/guardian of a child at risk of anaphylaxis and these foods should be consistent with the risk minimisation plan
- All children need to be closely supervised at meal and snack times and consume food in specified areas. To minimise risk children should not 'wander around' the /program with food
- Educators should use non-food rewards, for example stickers, for all children
- The risk minimisation plan will inform the programs food purchases and menu planning
- All parents/guardians will be asked not to send food containing specified allergens or ingredients as determined in the risk minimisation plan.

Enrolment Check List for Children at Risk of Anaphylaxis

- A risk minimisation plan is completed in consultation with the parent/guardian, which includes strategies to address the particular needs of each child at risk of anaphylaxis, and this plan is implemented.
- Parents/guardians of a child diagnosed at risk of anaphylaxis have been provided with a copy of the service's Anaphylaxis and Dealing with Medical Conditions policy.
- Anaphylaxis medical management action plan for the child is signed by the child's registered Medical Practitioner and is in a location known to all community members.
- A copy of the anaphylaxis medical management action plan is included in the child's auto-injection device kit.
- Adrenaline auto-injection device (within expiry date) is available for use at any time the child is in the care.
- Adrenaline auto-injection device is stored in an insulated container (auto-injection device kit), in a location easily accessible to adults (not locked away), inaccessible to children and away from direct sources of heat.
- All of the community are aware of each auto-injection device kit location and the location of the anaphylaxis medical management action plan.
- Educators who are responsible for the child/ren diagnosed at risk of anaphylaxis undertake accredited anaphylaxis management training, which includes strategies for anaphylaxis

management, risk minimisation, recognition of allergic reactions, emergency treatment and practise with an auto-injection device trainer, and is reinforced annually as part of the regulated and accredited CPR and EpiPen annual update undertaken by staff.

- The service's emergency action plan for the management of anaphylaxis is in place and all members of the community understand the plan.
- A treat box is available for special occasions (if relevant) and is clearly marked as belonging to the child at risk of anaphylaxis.
- Parent/guardian's current contact details are available.
- Information regarding any other medications or medical conditions (for example asthma) is available to members of the community.
- When food is prepared at the program, measures are in place to prevent contamination of the food given to the child at risk of anaphylaxis.
- Educators will eliminate the child's allergens from the program wherever possible.
- Special care will be taken to avoid cross contamination occurring at the program by providing separate utensils for children with allergies taking extra care when cleaning surfaces, toys and equipment, and ensuring strict compliance with the hygiene policies and procedures detailed in the Kingston Outside School Hours Program Policy Manual.
- Families are to be notified of any cooking experiences included in the Outside School Hours Program.
- Food containers or packages that contain potential allergy foods must not be used at the program including during art and craft or play experiences.
- Educators will ensure that no child who has been prescribed an EpiPen is permitted to attend the program without their EpiPen.
- Audits of first aid kits are undertaken every six months by an external specialised agency and the program is provided with documentation regarding the outcome of this audit including contents replenished.
- Educators check first aid kits every quarter. In Before and After School Program this occurs in the last week of the school term in preparation for the following term.
- Educators check children's medications including allergy medications, in the program on a daily basis when medication is not left at the program. The outcomes of this check will be documented on the Children's Medication Checklist form – kept with individual medications.
- When medication is left at the program, it is checked at the beginning of the term or School Holiday Program period to ensure it has not expired. This is also documented on the Children's Medication Checklist form.
- Application for Enrolment forms are updated annually to ensure correct details and current emergency contacts.

TRAINING

- Annual training will be provided for Educators in how to recognise an anaphylactic reaction. If there is a child enrolled who requires an EpiPen, anaphylaxis management training will be arranged for those Educators.
- There are a range of providers offering anaphylaxis training, including Royal Children's Hospital Department of Allergy, first aid providers and Registered Training Organisations. Ensure that where there is a child diagnosed at risk of anaphylaxis enrolled in the anaphylaxis management training undertaken is accredited.

- Contact details for resources and support
- Australasian Society of Clinical Immunology and Allergy (ASCIA), at www.allergy.org.au, provides information on allergies. Their sample Anaphylaxis Action Plan can be downloaded from this site. Contact details for Allergists may also be provided.
- Anaphylaxis Australia Inc., at www.allergyfacts.org.au, is a non-profit support organisation for families with food anaphylactic children. Items such as storybooks, tapes, auto-injection device trainers and so on are available for sale from the Product Catalogue on this site. Anaphylaxis Australia Inc. provides a telephone support line for information and support to help manage anaphylaxis. Telephone 1300 728 000.
- Royal Children's Hospital, Department of Allergy, at www.rch.org.au, provides information about allergies. Contact may be made with the Department of Allergy to evaluate a child's allergies and if necessary, provide an adrenaline auto-injection device prescription, as well as to purchase auto-injection device trainers. Telephone (03) 9345 5701.
- Royal Children's Hospital Anaphylaxis Advisory Support Line provides information and support about anaphylaxis to school and licensed children's services, Educators and parents/guardians. Telephone 1300 725 911.
- Department of Education and Training website at www.education.vic.gov.au/anaphylaxis provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

ARRIVALS AND DEPARTURES POLICY

1. Purpose

The safety of each child is of the utmost importance to all Educators in Kingston Outside School Hours Program and therefore it is critical to allow only authorised adults to access the children.

To comply with Australian Government regulations to ensure the safety and wellbeing of each child is maintained and for the safety and protection of children, the service enforces strict procedures regarding the arrival and departure of children.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

The policy aims to ensure the safety and wellbeing of each child is maintained with clear guidelines and procedures relating to arrivals and departures.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Australian Government, Department of Social Services *Child Care Handbook 2013 - 2014*
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
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Parent Handbook, Educators Handbook, Child Handbook. Policies: Communication, Record Keeping and Retention, Collection of Children whilst Under the Influence of Alcohol or Drugs, Transporting Children, Children Not Collected from Care, Children of Divorced or Separated Parents and Third Party Court Orders, Excursions Workshops and Routine Outings, Refusal and Acceptance of Authorisations, Emergency Management and Evacuation, Supervision.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care

5. Procedure

- Educators take responsibility for the child from when they enter and until they leave the care of the Outside School Hours Program
- Educators must ensure that a child cared for and educated by the program is not given into the care of any person other than;
 - a parent or guardian of the child
 - a person who has lawful authority to collect the children from care; or
 - a person who is authorised by the child’s parent or guardian or person who has lawful authority to collect the child as recorded on the child’s enrolment form; or
 - taken outside the premises of the program except by Educators e.g., excursion
 - when medical, hospital or ambulance care or treatment is needed or
 - another emergency
- If at any time the Parent/Guardian requires an unauthorised person to collect their child/ren, they must notify central administration Educators on 9581 4875 or 9581 4867 prior to pick up and wherever possible advise the Educators in writing. The nominated person must bring identification with them when collecting the child and the Educators must verify the nominated person’s identity.

ARRIVAL AND DEPARTURE

It is a regulatory requirement that parents/guardians or authorised person sign in to and out of the program by logging into QK Kiosk using their phone number as the unique passcode.

A child’s parent/guardian may authorise for their child to leave the program unaccompanied. This authorisation must be received in writing prior to the day that this is to occur.

Where a child attends an extra-curricular activity during the hours of the after-school care program parents/ guardians must complete the “Extra-Curricular Activity” authorisation form

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

ASTHMA (TREATMENT OF AN ASTHMA ATTACK) POLICY

1. Purpose

Asthma is a chronic health condition; it is one of the most common reasons for childhood admission to hospital. Correct asthma management will assist to minimise the impact of asthma.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

This Asthma Policy aims to:

- Raise the awareness of asthma amongst those involved with the Children's service
- Provide the necessary strategies to ensure the health and safety of all persons with asthma involved with the Children's service
- Provide an environment in which children with asthma can participate in all activities to the full extent of their capabilities
- Provide a clear set of guidelines and expectations to be followed with regard to the management of asthma.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010

- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Asthma Foundation Australia www.asthma.org.au accessed 14 Jan 2016
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Child Incident Injury Trauma and Illness, Dealing with medical Conditions, Environmental Health Hygiene and Safety, excursions Routine Outings and Workshops, Record Keeping and Retention, Medication, Administration of First Aid, Qualifications, Information Provision Professional Development and Training.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Asthma management should be viewed as a shared responsibility. To this end each of the key groups within City of Kingston Outside School Hours Program gives the following undertakings:

Administration Educators and Management will:

- Provide parents/guardians with a copy of the Asthma Policy and Dealing with Medical Conditions policy upon enrolment.
- Ensure that all Educators have completed accredited asthma training (Emergency Asthma Management) and that this training is current at all times.
- Identify children with asthma during the enrolment process.
- Provide an Asthma Action Plan to all parents/guardians of children with asthma upon enrolment. The completed Asthma Action Plan is to be given to Educators before the commencement of care.
- Complete a Risk Minimisation and Communication Plan in conjunction with the child’s parent and program Educators.
- Store Asthma Action Plans with the child’s enrolment record.
- Ensure that all Educators are informed of the children with asthma in their care.
- Formalise and document the internal procedures for emergency Asthma first aid.
- Encourage open communication between parents/guardians and Educators regarding the status and impact of a child’s asthma.

- Encourage Educators to promptly communicate any concerns to parents/guardians should it be considered that a child's asthma is limiting his/her ability to participate fully in all activities.
- In the case of a serious incident, the service must complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal
- Serious Incidents are to be entered into SolvSafety. Contact COGENT on 1800 264 368 to log your incident..
- Clarification is to be sought from the service Co-ordinator in consultation with the Team leader as to whether the incident is Worksafe notifiable and follow the appropriate procedures as required

Educators will:

- Ensure that they maintain current accreditation in Emergency Asthma Management (valid for three years).
- Ensure that they are aware of the children in their care with asthma.
- Ensure, in consultation with the parent/guardian, the health and safety of each child through supervised management of the child's asthma.
- Identify and, where practicable, minimise asthma triggers.
- Where necessary, modify activities in accordance with a child's needs and abilities.
- Ensure that all regular prescribed asthma medication is administered in accordance with the information on the child's written Asthma Action Plan and a medication form is completed.
- Promptly communicate, to the Coordinator or parents/guardians, any concerns should it be considered that a child's asthma is limiting his/her ability to participate fully in all activities.
- Promptly communicate to central administration any changes to the child's Asthma Action Plan.
- Ensure that children with asthma are treated the same as all other children.

Parents/guardians will:

- Inform central administration and program Educators, either upon enrolment or on initial diagnosis, that their child has a history of asthma.
- Provide all relevant information regarding the child's asthma via the Asthma Action Plan which is completed and signed off by the child's doctor.
- Provide an updated medical action plan at least every two years (unless there are changes before this time), in either case it must be signed by a medical registered practitioner.
- Ensure that their child has an adequate supply of appropriate asthma medication (including reliever) at all times.
- Ensure that their child has their own spacer device.
- Ensure that they comply with all requirements and procedures in relation to the Medication record.
- Communicate all relevant information and concerns to program Educators as the need arises e.g. if asthma symptoms were present last night.
- Ensure, in consultation with program Educators, the health and safety of their child through supervised management of the child's asthma.

Children will:

- Wherever practical, be encouraged to seek their reliever medication as soon as their symptoms develop.

MEDICAL INFORMATION – THE ASTHMA ACTION PLAN

Any parent of a child with asthma in your care is required to provide written information regarding the child's asthma either on enrolment or on diagnosis. Enrolment forms may ask the question 'Has your child ever had asthma'?

The Asthma Action Plan should include information such as:

- Signs and symptoms specific to the child's asthma
- A list of known triggers
- Medications taken on a regular basis when the child is 'well'
- The preferred method for treating deteriorating asthma, that is, an asthma attack
- What to do in an asthma emergency
- Name, address and telephone number of a 'person who is to be notified of any accident, injury, trauma or illness involving the child'
- Name, address and telephone number of the child's doctor

Cleaning of spacers

In the case of an emergency, program Educators will use the child's spacer (if they use one) otherwise the program will use a single use spacer as maintained in their first aid kit. Educators do not clean children's personal spacers.

*If any device is contaminated by blood, dispose of it safely and replace the device.

Self-Administration of Medication

A parent may authorise in writing for their child to administer their own medication when required in the case of an asthma attack. This written authorisation must accompany a completed medication form.

If a child develops signs of what appears to be an asthma attack, appropriate care must be given immediately. Regardless of whether the attack is mild, moderate or severe, treatment should commence immediately as delay may increase the severity of the attack and ultimately risk the child's life

IN THE EVENT OF AN ASTHMA ATTACK

Educators:

- follow the child's asthma medical management action plan
- in the situation where a child who has not been diagnosed as asthmatic, but who appears to be having an asthma attack follow the instructions below (as detailed on the asthma emergency flow chart)

- ✓ Step 1: Sit the child upright and remain calm to reassure them.
 - ✓ Step 2: Without delay shake a blue reliever puffer (inhaler) and give 4 separate puffs through spacer. Use one puff at a time and ask the child to take 4 breaths from the spacer after each puff.
 - ✓ Step 3: Wait 4 minutes. If there is no improvement repeat step 2.
 - ✓ Step 4: If still no improvement after a further 4 minutes - call an ambulance immediately (dial 000) and state clearly that the child is "having an asthma attack."
 - ✓ Continuously repeat steps 2 and 3 whilst waiting for the ambulance.
- Call an ambulance immediately by dialling 000
 - Commence first aid measures
 - Contact the parent/guardian
 - Contact the person to be notified in the event of illness if the parent/guardian cannot be contacted when practicable.
 - Contact the Coordinator when practicable

PLEASE NOTE:

- In an emergency the blue reliever puffer used may be the child's own, from the First Aid Kit or borrowed from another child.
- An overdose cannot be given following the steps outlined. However, it is important to note that some children may experience an increased heart rate or tremors, but these will pass quickly.

Following the Incident:

- Complete the Incident, Illness, Trauma and Injury form. This form must be signed by the parent/guardian of the child and submitted to the Co-ordinator within 24hrs
- Support the Co-ordinator in the completion of all service forms, SolvSafety reporting and the provision of information for the DET serious incident notification

Co-ordinator/Management:

- Ensure all relevant service documents are completed
- Enter the incident into SolvSafety within 24hrs in complying with Council OHS policy requirements. Contact COGENT on 1800 264 368 to log your incident. Cogent is an early intervention injury management system set up to support our staff report non-work and work-related injury or near miss.
- Notify the DET through the NQAITS within 24hrs and complete all required information.
- Determine whether the incident is Worksafe notifiable (as identified in SolvSafety), contact Work Safe immediately and follow the required procedures including written notification within 48hrs
- Inform the Team Leader of Early Years and School Aged Care who will in turn inform the Manager FY&C's

WHAT IF IT IS THE FIRST ATTACK OF ASTHMA

A problem that may be encountered is when a child suddenly collapses, or appears to have difficulty breathing, and is not known to have pre-existing asthma or other health problems. In this situation Educators should:

- ✓ Step 1: Call an ambulance immediately (dial 000) and state that the child is having breathing difficulty.
- ✓ Step 2: Administer 4 separate puffs of a blue reliever puffer via spacer. Use one puff at a time and ask the child to take 4 breaths from the spacer after each puff
- ✓ Step 3: Keep giving 4 separate puffs of a blue reliever puffer every 4 minutes until the ambulance arrives.
- The parents/guardians/guardians of any child who becomes ill at the program should be notified as soon as practicable.
- The Coordinator is notified on 95814846 or 95814847.
- This treatment could be lifesaving for a child whose asthma has not been previously recognised, and it will not be harmful if the collapse or breathing difficulty was not due to asthma. Reliever puffers are extremely safe, even if the child does not have asthma.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

BEHAVIOUR GUIDANCE POLICY

1. Purpose

Children face many challenges throughout their lives. Learning acceptable behaviour and being able to regulate their own behaviour in different social and emotional environments, or when interacting with their peers or adults, are some of those challenges.

Educators and families use appropriate strategies to guide children to recognise, manage and learn from their behaviour and express their emotions in positive, non-threatening and productive ways.

The City of Kingston is committed to promoting positive Behaviour Guidance as it:

- reflects the values, attitudes and current recommended strategies that promote positive play behaviour and patterns
- respects the importance of interactions and relationships between children, families and Educators
- seeks to understand why children behave in certain ways in specific circumstances
- promotes realistic play and behaviour limits that guide children's safety and security rather than curb their play experiences, curiosity or creativity
- defines clear and transparent caregiving strategies that communicate how behaviour guidance is implemented
- informs stakeholders about the procedures involved in behaviour guidance action plans and
- explains the service's commitment to professional development and utilisation of external agencies

The purpose of Behaviour Guidance is to:

- encourage acceptable forms of behaviour by using strategies that build children's confidence and self-esteem;
- provide children with support, guidance and opportunities to manage their own behaviour; and promote collaborative approaches to behaviour guidance
- provide children with support and guidance to show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others
- provide children with support, guidance and opportunities to manage change and cope with frustration and the unexpected
- provide children with opportunities, support and guidance to begin to initiate negotiating and sharing behaviour

We recognise and understand that a child's behaviour may be affected by:

- age, development and temperament;
- general health and wellbeing;
- diagnosed medical condition or disability
- relationships with their family;
- play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;
- Educators strategies and practices, which includes how those strategies are implemented;
- relationships with other children and stakeholders, such as students, volunteers and visitors;
- External factors, such as family, home life or peer group experiences, or media coverage of traumatic events.

Families and Educators display respect and empathy towards children when they label behaviour and not the individual child. This means that behaviour is managed, not children. Educators, other children and families should refrain from labelling a child's inappropriate or negative behaviour as 'naughty' or 'bad'. Similarly, traditional labels such as 'good boy' or 'good girl' identify the individual but not the positive behaviour.

The use of physical punishment by Educators as a behaviour guidance strategy is not acceptable under any circumstances.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

Helping children learn to manage their own behaviour can be a challenge for Educators due to different ages of children in the group, different family experiences, having to make decisions about reasonable limits and how to react when children's behaviour is unacceptable.

Behaviour guidance is part of your relationship and daily interactions with all children. Kingston Outside School Hours Program is committed to developing an environment which is secure, caring and stimulating for all children. A nurturing environment enhances children's feelings of self-worth creates a sense of belonging in the group and promotes co-operation and respectful interactions with each other. This policy includes the actions and attitudes of all Educators and children using Outside School Hours Program.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.

- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Department of Education and Training www.education.vic.gov.au Practice Notes PN6 Behaviour Guidance accessed 10sep 2013
- Department of Education and Training www.education.vic.gov.au Practice Notes PN7 Developing a Behaviour Guidance Policy accessed 14 Jan 2016
<http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcspracnotes.aspx>
- Storehouse, (2004) Dimensions. National Outside School Hours Program Council of Australia: New South Wales
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). Victorian Early Years Learning and Development Framework. State of Victoria.
- The Creative Curriculum for Outside School Hours Program 2nd Edition, Dodge, Rudick & Colker, 2009.
- Early Childhood Australia
http://www.earlychildhoodaustralia.org.au/feelings_and_behaviours/promoting_positive_behaviours/about_guiding_children.html accessed 14 Jan 2015
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Complaints and Grievances, Confidentiality, Communication, Support and Mentoring of Educators, Child Safe Environment, Child Incident Injury Trauma and Illness, OH&S, Supervision, Record Keeping and Retention, Management of Serious, Challenging Behaviours, Children’s Curriculum Planning and Programming, Safety and Accident Prevention, Reflective Practice, Child Protection, Code of Conduct, Interactions with Children.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

The term ‘behaviour guidance’ is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them learn to manage their own behaviour.

Children are active participants in the development, implementation and monitoring of their positive behaviour and should be consistently communicated with. It is important to inform families about the behaviour guidance policy when discussing guiding children's behaviour with them.

Where a child has specific behavioural needs an Individual Support Plan will be developed in consultation with all relevant stakeholders including the child.

ESTABLISHING RELATIONSHIPS AND INTERACTIONS

You help children learn to guide their behaviour when you;

- Help them feel secure and let them know that you are there to help them
- Let them know when they have done something positive
- Encourage them to use language to express their needs, wants and feelings
- Help them deal with conflict constructively, perhaps suggesting appropriate strategies
- Explain to children why their actions may not be acceptable. For example: It may be acceptable to throw a ball outside but not inside
- Offer materials, equipment and experiences that engage their interests
- Give them choices and let them make some decisions
- Respect their individual preferences for time away from the group, active play and quiet times
- Help them to feel good about themselves and to appreciate, care and respect others
- Talk to the child about their behaviour. Let them know that you trust them and encourage them to help others and remind others of rules and limits.

MINIMISING INFLUENCES

Consider what is influencing the child's behaviour. Try to put yourself in the child's place and ask yourself;

- Is the environment contributing to or creating the problem?
- Are my expectations appropriate?
- Am I being consistent?
- Is my mood contributing to my reaction?

ESTABLISHING LIMITS

- Involve children in establishing play and safety limits, and the consequences involved when limits are not adhered to.
- Use reflective questions to engage children to think about their practices and environment. Work collaboratively with children to help them develop limits and consequences, this reinforces ownership of the practices expected in the program.

- Defining limits in terms of a 'positive' instead of a 'negative' assists children to remember what to do rather than what not to do. For example, 'children walk inside' is preferable to 'children do not run inside'.
- Establishing limits depends on the developmental level of children. Some children require safety and guidance limits established for them by adults, while Educators can vary their communication style and language with other children to negotiate limit setting
- Involve children in establishing play and learning spaces in the environment including areas where children can find solace, peace and relaxation.
- Environments need active, loud and energetic play spaces balanced with passive, quiet and peaceful areas where children can make choices.
- Programs need to provide both types of spaces, especially for those children who recognise that they require time apart from their peers.

SUPPORT

- Educators provide opportunities for children to seek information that can assist them in dealing with their emotions.
- At times, children need to know where they can receive adult support and information that may not be delivered directly by program Educators. This could be from Kids Help Line on 1800 551 800.
- When talking to parents/guardians, be sure that you do so in ways that show that you are not trying to put blame or responsibility for the child's behaviour on them. It is important that Educators take responsibility for children's behaviour whilst in the program and work with all parties (children, parents, other Educators and other relevant individuals/organisations) to negotiate successful outcomes.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CHILD LEAVES PROGRAM WITHOUT AN AUTHORISED PERSON POLICY

1. Purpose

The safety and wellbeing of all children attending Outside School Hours Programs is of utmost importance.

To minimise risks to children who decide to leave the program unaccompanied by an authorised person, the following procedure needs to be adhered to by Educators.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

This policy aims to minimize the risk to child/children when they leave the program without adult supervision.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). Belonging Being & Becoming: The Early Years Framework for Australia. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). Victorian Early Years Learning and Development Framework. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Child Incident Injury Trauma and Illness, Child Safe Environment, Child Missing from a Program, Supervision, Safety and Accident Prevention, OH&S, Arrivals and Departures, Interactions with Children.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

Where a child leaves the program without an authorised person:

Educators will:

- If possible in terms of location and child/Educator's ratios, keep sight of the child and ask them to return to the group. Advise them if they don't comply their parents will be called to collect them.
- If possible take a mobile phone with you when you leave to approach the child (you may use your own mobile phone in this situation)
- If the child continues to leave the program, continue to follow the child if safe to do so and encourage them to return to the program.
- If the child still does not return, continue to follow if safe and contact the police using your mobile phone.
- If the child isn't within sight and there is someone in the school office, ask them to announce over the loudspeaker that the child must immediately report to the program.
- If the Educator is unable to locate the child, the Supervisor will then be required to contact the police on 000 and the parent/guardian. Follow the instructions given by the police.
- In the case where parents cannot be contacted, emergency contacts will be called. (Authorised emergency contacts are determined by the parent on the child's enrolment form)
- Contact the Coordinator or administration and inform them of the incident. If neither is available contact the Team Leader Early Years and School Age Care.
- Complete the Incident form and submit to the Co-ordinator within 24hrs
- Work with the Co-ordinator to complete the DET serious incident notification and SolvSafety reporting requirements.

Management will ensure that:

- Following the incident, that the service must complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Complete a SolvSafety incident report within 24hrs in complying with Council OHS policy. Contact COGENT on 1800 264 368 to log your incident.
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within a 48hr timeframe
- Inform the Team Leader of Early Years and School Aged Care who will in turn inform the Manager FY&C's

MANAGER FAMILY, YOUTH AND CHILDREN'S SERVICES

Mark Patterson

9581 4869

0417 326 791

TEAM LEADER EARLY YEARS AND SCHOOL AGE CARE

Jillian Jolliffe

9581 4858

0400 709 167

COORDINATOR BEFORE AND AFTER SCHOOL PROGRAM

Sarah Atkins

9581 4847

0438 129 286

COORDINATOR SCHOOL HOLIDAY PROGRAM

9581 4847

0438 129 286

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CHILD MISSING FROM A PROGRAM POLICY

1. Purpose

Establishing the whereabouts of a child/ren who are booked into the Before or After School Care or School Holiday Program but do not arrive and/or a child who has been signed in to a program whose whereabouts is unable to be determined must be immediately investigated by program Educators; to ensure the safety and well-being of all children booked into the Outside School Hours Program.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide clear guidelines in the instance that a child does not arrive into booked care or is missing after being signed in to the Outside School Hours Program.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Arrivals and Departures, Child Incident Injury Trauma and Illness, Child Safe Environment, Death of a Child at a Program, Supervision, Safety and Accident Prevention, Support and Mentoring of Educators, Interactions with Children.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

In the situation where children from school do not arrive at the program as expected;

- Confirm the child's attendance at school that day through the school office
- Ask the school office to announce over the loudspeaker that the child must immediately report to the after-school program
- If the child does not report to the program in 5 minutes Educators should then contact parent/guardian to confirm the child's whereabouts.
- Where the parent cannot be contacted, phone the Before and After School Program Administration team and Co-ordinator and ask them to contact the Authorised Emergency Contacts and the parents again.
- If at 4:00pm the child is not located, the police are to be contacted and advised that the child is missing.
- Follow the instructions given by the police.
- Notify the Team Leader and/or Manager of the current situation

In the case of a child missing from the Outside School Hours Program (where the child has been signed in by parent/guardian or educator)

Educators will:

- Search the school grounds and then attempt to contact parents/guardian
- If unable to locate a child and cannot contact parent/guardian, they must:
 - Inform other Educators of the situation
 - An Educator will contact the parent/guardian or authorised persons. If contact is not made or the child's whereabouts cannot be determined the police are notified.
 - Educators are to follow instructions of Police.

- Educator to contact program Coordinator and advise of situation
- Follow the instructions given by the Police

After the event:

- If police have attended the program, assist them with any further requirements
- Complete the Incident, Illness, Trauma and Injury form. This form must be signed by the parent/guardian of the child and submitted to the Co-ordinator within 24hrs
- Support the Co-ordinator in the completion of all service forms, SolvSafety reporting and the provision of information for the DET serious incident notification

Co-ordinator/Management:

- Ensure all relevant service documents are completed
- Enter the incident into SolvSafety (including details of police attendance where relevant) within 24hrs in complying with Council OHS policy requirement. Alternatively, contact COGENT on 1800 264 368 to log your incident.
- Notify the DET through the NQAITS within 24hrs and complete all required information.
- Determine whether the incident is Worksafe notifiable (as identified in SolvSafety), contact Work Safe immediately and follow the required procedures including written notification within 48hrs
- Inform the Team Leader of Early Years and School Aged Care who will in turn inform the Manager FY&C's

MANAGER FAMILY, YOUTH AND CHILDREN'S SERVICES

Mark Patterson

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TEAM LEADER EARLY YEARS AND SCHOOL AGE CARE

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- Document all actions undertaken including who you talk to, actions taken and the time of these events.
- This incident will need to be reported to DET

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CHILD PROTECTION POLICY

1. Purpose

Children have the right to feel safe (both physically and emotionally) always. The Children Youth and Family Act, 2005 requires many professionals to notify Child Protection (Department of Health and Human Services DHHS) if they suspect a child has been physically or sexually abused.

CHILD SAFE STANDARDS

The **Child Safe Standards** form part of the Victorian Government's response to the **Betrayal of Trust Inquiry** (the 2013 Parliamentary Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations). As such, organisations are required to fulfil their obligations in the reporting of incidents and allegations of child abuse (See ATTACHMENT1)

From 1 July 2015 a new criminal offense, failing to protect a child under the age of 16 from a risk of sexual abuse was introduced. Additionally, Victoria has introduced compulsory minimum standards that will apply to organisations that provide services for children to help protect children from all forms of abuse. The child safe standards form part of the Victorian Government's response to the Betrayal of Trust Inquiry. Organisations that provide services for children that are government funded and/or regulated are required to work towards compliance from 1 January 2016

Child and Family Information Referral and Support Teams (Orange Door) provide access to integrated family services and supports vulnerable families and children to receive early intervention and support before statutory involvement.

Teachers, doctors, nurses and police officers are mandated under the Children, Youth and Families Act 2005 to notify to Child Protection (Department of Human Services) of any children and young people under the age of 17 years who have suffered or are likely to suffer physical and/or sexual abuse.

Educators are not mandated to make a report/notification, however, notwithstanding our obligations under the law, we all accept that we have a duty of care to notify Child Protection (Department of Health and Human Services DHHS) or Orange Door if we are concerned that a child is being or has been abused or neglected.

Child abuse includes:

- Physical Abuse, which involves any non-accidental injury to a child by another person.
- Sexual Abuse, which occurs when an adult or someone bigger and/or older than the child uses power or authority over the child to involve the child in sexual activity.
- Emotional Abuse, which occurs when a child is deprived of care and attention, repeatedly rejected or frightened by threats in a way that affects their confidences, self-esteem and emotional wellbeing.
- Neglect, which is the failure to provide the child with the basic necessities of life, to the extent that the child's health and development are at risk.

- Domestic Violence, which involves exposure to domestic violence that can cause both physical and emotional harm to the child.
- Bullying, occurs when a child is deliberately and often repeatedly physically or emotionally hurt by a more powerful person.

Criminal Offences

In response to the Betrayal of Trust Report, the Victorian Government has introduced new criminal offences to protect children from sexual abuse:

Failure to disclose: This offence applies to all adults (not just professionals who work with children) who form a reasonable belief that another adult may have committed a sexual offence against a child under 16 years of age and fail to report this information to Victoria Police.

Failure to protect: This offence applies to a person in a position of authority within an organisation who:

- Knows of a substantial risk that a child who is under 16 years may become the victim of a sexual offence committed by an adult associated with that organisation (e.g. an employee, contractor, volunteer or visitor) whilst in the care and supervision of the organisation; and
- Fails to take reasonable steps to remove or reduce the risk.

City of Kingston Child Protection Reporting Protocol

Educators, staff, volunteers and students must follow the City of Kingston Child Protection Reporting Protocol (See Appendix – Child Protection Reporting Protocol) whenever there are any concerns for the safety or wellbeing of children related to parents/guardians or members of the community.

REPORTING SUSPECTED ABUSE AND NEGLECT

Any person who forms a reasonable belief that a child needs protection may report their concerns to Child Protection (DHHS) or Victoria Police.

Early Childhood and Primary school teacher are MANDATED under the Children Youth and Families Act 2005 and must make a report to Victoria Police and/or Child Protection (DHHS) or Orange Door of any child under the age of 18 who:

- **Has suffered or is likely to suffer physical and/or sexual abuse and;**
- **Their parents/guardians have not protected, or are unlikely to protect the child**

All Outside School Hours Educators are mandated to report and have a Duty of Care to act immediately and protect the safety and wellbeing of children in their care.

Where an allegation of abuse involves a staff member, Educator, Student or Volunteer, the service follows the *Allegations of Abuse by a Staff Member or Educator* and *Student and Volunteer Placement policies*.

Preventative Measures

- Volunteers, students, parents, guardians and other visitors to the service are not left with sole supervision of individual children or groups of children.
- The service identifies the potential for child abuse and develops and implements effective prevention strategies using the Child Protection Risk Assessment form.

- The service undertakes annual child safety reviews to identify the potential risks for abuse and responding to signs of child abuse using the Child Safety Review Checklist.
- Child safety is a regular component of team meetings. Different scenarios are discussed and unpacked e.g. how to report an allegation of abuse, handling a disclosure from a child and supporting vulnerable children and families. This ensures child safety remains at the forefront of our thinking and practice.
- The service develops cooperative relationships with appropriate services and/or professionals (including Orange Door) in the best interests of children and their families
- The service ensures that families are made aware of the support services available to them (such as Orange Door), and the assistance these services can provide.

Managing a Disclosure

It is very important to validate a child's disclosure, by listening to the child, taking them seriously and responding and acting on the disclosure by implementing the City of Kingston's reporting procedures.

Strategies include:

- Let the child talk about their concerns in their own time and in their own words
- Give them your full attention, the time and a quiet space in which to do this and be a supportive and reassuring listener
- Remain calm and use a neutral non-judgmental tone
- Comfort the child if they are distressed
- Record the child's disclosure using the child's words.
- Tell the child that telling you is the right thing to do and that what has happened is not their fault
- Let them know that you will act on this information and that you will need to let other people know so that they can help the child
- AVOID asking investigative or invasive questions which may cause the child to withdraw and may interfere with an investigation
- AVOID going over information repeatedly

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure all staff, educators and management are aware of the Child Protection law, Child Safe Standards and their obligations when child abuse is suspected.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia

- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Early Childhood Australia's Code of Ethics 2006 Early Childhood Australia, Watson ACT
- Southern Metropolitan Region - Child Protection Protocol (Incorporating Orange Door) June 2008
- State of Victoria, Children, Youth and Families Act 2005 - www.cyf.vic.gov.au retrieved 14 Jan 2016
- State of Victoria Working with Children Act 2005 - www.justice.vic.gov.au
- State of Victoria Children, Youth & Families Act 2005 – www.justice.vic.gov.au
- State of Victoria Child Wellbeing and Safety Act 2005 – www.justice.vic.gov.au
- United Nations Convention on the Rights of the Child 1989 - www.un.org retrieved 14 Jan 2016
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia
- www.dhs.vic.gov.au
- Child Safe Standards
<http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1>

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Children Not Collected from Care, Children of Divorced or Separated Parents/Guardians and Third-Party Court Orders, Collection of Children Whilst Under the Influence of Alcohol or Drugs, Incident/Injury/Trauma/Illness, Child Safe Environment, Incident Injury, Trauma and Illness, Complaints and Grievances.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards Child Wellbeing and Safety Act 2005 Children, Youth and Families Act 2005

5. Procedure

Educators/Staff

- Are informed of the Child Protection Law and support the implementation of the Child Safe Standards in their service (Appendix – Child Safe Standards)
- Undertake Child Protection training within 4 weeks of commencement either online through the DHHS website (at their own cost) or as provided by the service (cost covered by the service)
- Undertake the training every 2 years (as provided by the service and at the services cost) and renew this training at a 2-yearly interval before the date of expiry
- If unable to attend the renewal training as provided by the service, they must source and pay for their own training (online training through DHHS is accepted)
- Contribute to an organisational culture of child safety.
- Follow the Child Protection Reporting Protocol (See Appendix - Child Protection Reporting Protocol)
- Ensure that no child is subject to corporal punishment, or any form of discipline that is unreasonable in the circumstances as per *the Interactions with Children Policy*.
- Maintain confidentiality at all times as per the *Confidentiality Policy*
- Ensure that they have a current Working with Children Check and Police Check.
- Follow prescribed court orders relating to access of children at the service
- Discuss with children what it means to feel safe and be safe and help children to identify their feelings. This can be done through the use of suitable picture story books and through the use of role play.
- Ensure that children know who they can talk to if they are worried or feeling unsafe.
- Create an environment that protects children and minimises the risk to children using the service.
- Complete an Injury on Intake form when a child arrives with a visible injury (See Appendix – Injury on Intake)
- Ensure children's safety is maintained indoors/outdoors and on excursions
- Ensure active supervision of the children in care, and the environment they can access, is maintained at all times
- Ensure visitors, parents, students or volunteers are not to supervise children

When an Educator/Staff member forms a reasonable belief that a child is being abused or at risk of abuse (See Appendix – Recognising Abuse and Neglect) they will:

- Follow the Child Protection Reporting Protocol by:
 - Complying with the Children, Youth and Family Act 2005, Child Wellbeing and Safety Act 2005, Working with Children Act 2005 and the Child Safe Standards 2016
 - Immediately contact the Co-ordinator and report their concerns. The Co-ordinator in consultation with the Team Leader will determine what action is to be taken.
 - Recording all observations of unusual behaviour, changes in behaviour and physical signs which may indicate child abuse. (See Appendix – Record of Concern or Injury on Intake)
 - Take photographs of the injuries where appropriate to support the Record of Concern report.

- Co-operate fully with all parties (both internal and external) involved during any investigation.

Management:

The Team Leader Early Years and School Age Care will:

- Inform the Manager of Family Youth and Children's Services of the situation
- Provide support and guidance to staff
- Co-operate fully with all parties (both internal and external) involved during any investigation.

Allegations of Abuse by a Staff Member, Educator, Student or Volunteer

In the case of any *Allegations of Abuse of a Child by an Educator, Staff Member, Volunteer or Student*:

- It is immediately reported to the Co-Ordinator or Team Leader for further investigation
- the Team Leader will notify management and involve the Child Safety Officer 8541 9004 childsafekingston.vic.gov.au OR 1300 YOUTH SERVICES
- Child Protection (DHHS), Victoria Police and the Commission for Children and Young People are notified of the allegation

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CHILD SAFE ENVIRONMENT POLICY

1. Purpose

The purpose of this policy is to ensure that the:

- Staff/educators actively supervise children
- Indoor and outdoor environments are safe for children.
- Service acts to protect children from hazards, harm, injury and illness.
- Buildings, grounds and equipment are fit for purpose, safe, clean and well maintained.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

The City of Kingston Outside School Hours Program is committed to:

- Ensuring that all reasonable precaution is taken to protect children from any harm or hazard likely to cause injury.
- Undertaking daily indoor and outdoor environment safety checks.
- Removing or reducing hazards to children, Educators, Staff, families and visitors to the service.
- Following an equipment maintenance schedule to ensure safety and suitability
- Working in partnership with the host school to address any safety concerns or risks identified within the school buildings and grounds
- Implementing children's risk minimisation and communication plans to minimise or remove known allergens or triggers to children's health concerns as per the *Dealing with Medical Conditions Policy*

3. References

- Commission for Children and Young People <https://ccyp.vic.gov.au/child-safety/resources/reportable-conduct-scheme-information-sheets/#TOC-6>
- Victoria Police https://www.police.vic.gov.au/content.asp?Document_ID=2
- Child Protection <https://services.dhhs.vic.gov.au/child-protection>
- Early Learning Association Australia. Child Safe Environment Policy (Version 3).
- Early Learning Association Australia. Incident, Injury, Trauma and Illness Policy (Version 2).

- OH&S in Early Childhood Services. Accessed 19th July 2017. <http://bit.ly/2uHI723>
- Occupational Health and Safety Act 2004.
- Occupational Health and Safety Regulations 2017.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Royal Children’s Hospital (www.rch.org.au/safetyprogram) Retrieved Jan 14, 2016
- <http://www.families.sa.gov.au/pages/protectingchildren/CSEHome/?reFlag=1>
- Government of South Australia, accessed January 5th, 2016
- National Framework: Department of Social Services (2009) My Time Our Place: The National Framework for Outside School Hours Program in Australia. ACT: Commonwealth of Australia
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia
- Child Safe Standards
<http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1>

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
Policies: Children’s Curriculum Programming and Planning, Excursions Workshops and Routine Outings, Qualifications Information Provision Professional Development and Training, Record Keeping and Retention, Behaviour Guidance, Management Of Serious, Challenging Behaviours, Communication, Water Safety, Administration of First Aid, Support and Mentoring of Educators, Child Incident, Injury Trauma and Illness, Immunisation and Disease Prevention, Anaphylaxis, Asthma, Transporting Children, Emergency Management and Evacuation, Environmental Health Hygiene and Safety, Supervision, Sun Protection and Sun smart.	Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

Hazards in the Environment

Educators maintain a safe environment for children by:

- Completing a daily indoor and outdoor safety checklist

- This safety check is undertaken prior to the commencement of the program
- Recording any hazards, removing or reducing them if safe to do so or if not safe, reporting this to the school or the Outside School Hours Co-ordinator for immediate attention/rectification
- Regularly checking all equipment, resources and toys prior to use by children. New equipment is purchased to replace broken equipment.
- Educators set up indoor and outdoor areas safely with children's development, skills and abilities catered for.
- Storing all toys and equipment safely and appropriately when not in use. Equipment storerooms/cupboards must be maintained in a clean and safe manner at all times to ensure safe access for Educators and children.
- Outdoor areas are kept free of rubbish, hazardous waste and any other materials or items that have the potential to cause injury, accident or trauma to children (*checked during the daily safety check)

Safety in the Environment

- Children are supervised at all times. Educators work together to ensure children are consistently supervised and position themselves accordingly to the movements of the children in the indoor and outdoor environment
- Correct Educator to children ratios are maintained at all times
- Educators monitor the arrival and departure of children using Qikkids kiosk to ensure all children are signed in and out.
- Departures of children are communicated to all staff with the use of walkie talkies when children are engaged in an indoor/outdoor program
- Children can only leave the service premises:
 - When released to an authorised person as per the *Arrival and Departure of Children Policy*
 - During an excursion as per the *Excursions Routine Outings and Workshops policy*
 - During an emergency evacuation as per the *Emergency Management and Evacuation policy*
- The Before and After School program has immediate access to the school by telephone. During holiday program, there are school contacts that can be called when immediate rectification of an identified hazard is required.
- All visitors must sign in and out of the Visitors Register.

Excursions and Workshops/Incursions

- Incursion facilitators provide a copy of their WWCC and public liability insurance prior to being engaged by the service/program
- Risk assessments are undertaken for each excursion destination prior to the holiday period
- All children, Educators and assisting adults must wear a City of Kingston high visibility vest to ensure they are easily recognisable when on an excursion.
- Educators must take individual children's Medical Management Plans and medications on all excursions they are attending.

- Where the service requires transport for an excursion, transport for bussed excursions can only be provided by approved bus companies

*Where required by law. Buses with 12 or more seats including the driver do not require car restraints.

- Excursions sometimes require transport by train, in these situations a risk assessment is undertaken.

Children's Health and Safety

- As per the *Code of Conduct* policy, no form of corporal punishment or discipline unreasonable in the circumstances, is permitted at any time by Educators or Staff.
- As per the *Child Protection Policies*, Educators follow the City of Kingston Child Protection Reporting Protocol and the Allegation of Abuse Reporting Protocol whenever there are concerns for the safety or wellbeing of children.
- Where there is an injury to a child the service will follow the *Administration of First Aid Policy* and the *Incident, Injury, Trauma and Illness Policy*
- Educators administer and store all medication as per the *Administration of Medication Policy*
- As per the *Dealing with Medical Conditions Policy*
 - The service follows the Medical Management Plans of children with diagnosed medical conditions in the event of a reaction, attack or seizure detailed in the plan.
 - Children with a Medical Management Plan can only attend the service with the medication detailed in their plan. Medication can be kept at the service, otherwise it must accompany the child each time they attend the service.
 - The service implements the Risk Minimisation and Communication Plan for each child with a Medical Management Plan to minimise or remove known allergens or triggers (where possible), to decrease the likelihood of a reaction, attack, seizure or other medical event.
- As per the *Immunisation and Disease Prevention Policy* in the event of an infectious disease, the service:
 - Undertakes infection control measures to minimise the likelihood of cross infection and to prevent the spread of disease.
 - Follows the Minimum Exclusion Periods for Infectious Disease for children, Educators and Staff.
- As per the *Qualifications, Information Provision, Professional Development and Training policy* all Educators are required to have current First Aid, CPR, Child Protection, Emergency Asthma Management, Anaphylaxis Management and EpiPen training.
- Educators practice safe sleeping, rest and relaxation recommendations for all children as per the *Sleep Rest and Relaxation Policy*
- The service follows the current guidelines for sun protection measures as per the *Sun Protection and Sun Smart Policy*

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CHILD NOT COLLECTED FROM THE PROGRAM POLICY

1. Purpose

The following procedure ensures the safety of the child and their family by considering the many reasons why a child may not be collected from a service and guides Educators to take appropriate action.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To comply with state Government regulations and adhere to the safety and wellbeing of each child. Educators must make every effort to contact parents/guardians and emergency contacts for children not collected from care.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- State of Victoria, Children, Youth and Families Act (2005) www.cyf.vic.gov.au retrieved 14 Jan 2016

- National Framework: Department of Social Services (2009) My Time Our Place: The National Framework for Outside School Hours Program in Australia. ACT: Commonwealth of Australia
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Arrivals and Departures, Child Protection, Supervision, Interactions with Children, Record Keeping and Retention.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Educators:

- If Educators suspect a parent/guardian is late, they must keep a record of all actions and phone calls made with times, dates and discussions.
- If the parent has not arrived within 10 minutes of the program closing, Educators will contact the parent/guardian using information on the enrolment record.
- If the parent cannot be contacted, Educators will ring the emergency contact numbers advising them of the situation and request that the child be collected from program immediately.
- Educators will then contact the Before and After School Program Coordinator or School Holiday Program Coordinator on 9581-4847/0438129286 or 9581 4846/0419374704 and advise them of the situation.
- If neither the parent/guardian nor authorised person can be contacted, Educators will continue to call these numbers every 5 minutes for a period of 30 minutes.
- If no contact is made after 30 minutes, the local Police will be called. Inform the police of the situation and follow any instructions provided by them.
- Complete the Incident, Illness, Trauma and Injury form. This form must be signed by the parent/guardian of the child and submitted to the Co-ordinator within 24hrs
- Support the Co-ordinator in the completion of all service forms, SolvSafety reporting and the provision of information for the DET serious incident notification

Co-ordinator/Management:

- Contact the Police stating that the program continues to be unable to contact the parent/guardian or emergency contacts for the child and informing them of all actions taken up to this time. The Coordinator will then follow the advice given to them by the Police which may include contacting Child Protection
- Contact the Team Leader of Early Years and Before and After School Program and the Manager of Family Youth and Children's Services and advise them of the situation
- Ensure all relevant service documents are completed
- Enter the incident into SolvSafety within 24hrs in complying with Council OHS policy requirements or Contact COGENT on 1800 264 368 to log your incident. Cogent is an early intervention injury management system set up to support our staff report non-work and work-related injury or near miss.
- Notify the DET through the NQAITS within 24hrs and complete all required information.
- Determine whether the incident is Worksafe notifiable (as identified in SolvSafety), contact Work Safe immediately and follow the required procedures including written notification within 48hrs
- Inform the Team Leader of Early Years and School Aged Care who will in turn inform the Manager FY&C's

****At all times the child's welfare MUST be paramount. Ensure the least trauma to the child by not letting them overhear any conversations or experience any anxiety. Provide a meal for the child and appropriate play experiences. Constantly reassure the child****

Parent Responsibility

- Parents/guardians have a responsibility to provide emergency contacts who have the capacity to physically collect the child in an emergency
- Parents/guardians have a responsibility to pay any expenses incurred in deciding for care of their child.

TELEPHONE NUMBERS

Mordialloc Police station
9588 2988

Chelsea Police station
9772 1344

Moorabbin Police station
9556 6565

Cheltenham Police Station
9583 9767

Child Protection Crisis Line

1300 655 795

13 12 78

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CHILDREN OF DIVORCED OR SEPARATED PARENTS/GUARDIANS AND THIRD-PARTY ORDERS POLICY

1. Purpose

Outside School Hours Program requires additional information when caring for children of divorced or separated parents/guardians as access arrangements need to be known to implement the order according to the court and parental requirements.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure court order access arrangements are implemented for the wellbeing and safety of the child/children.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- State of Victoria, Children, Youth and Families Act (2005) www.cyf.vic.gov.au retrieved 14 Jan 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Enrolment and Orientation of Children and Their Families, Communication, Code of Conduct, Confidentiality, Record Keeping and Retention, Children Not Collected from Care.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

If a parent/guardian advises they have separated from their partner and they do not wish their ex-partner/third party to be allowed to pick up the child, the following advice is to be given:

- Unless a Court Order is in place Educators cannot stop the natural father or mother from entering the premises to either visit or pick a child up from the program. Each parent has the right to exchange information about the child with the service.

Should the ex-partner arrive to collect the child/ren,

Educators will:

- Inform them of the other partner's wishes
- If the ex-partner still insists on taking the child/ren, release the child/ren after confirming the ex-partners identity
- Contact the other partner to advise them of what has happened

COORDINATOR BEFORE AND AFTER SCHOOL PROGRAM

Sarah Atkins
9581 4847
0438 129 286

COORDINATOR SCHOOL HOLIDAY PROGRAM

Sarah Atkins
9581 4847
0438 129 286

If a court order is in place:

- Educators must adhere to the conditions set out in the order at all times.
- The service must have a current copy of the Court Order in the child's file.
- Copies of all court orders are sighted by the Coordinator of Outside School Hours Program and/or Coordinator of School Holiday Program and stored securely.
- Should the person on the court order arrive at the program, Educators will inform them of the proposed consent orders and immediately contact the parent/guardian responsible for the child to:
 - Obtain permission for release.
 - Get them to come to the program and resolve the problem.
 - Contact the Coordinator and advise them of the situation
- If at any time the person on the court order or any party becomes aggressive and other children, Educators, parents/guardians or adults in the program are put in danger they are to be given the child.
- Educators contact the Police immediately on 000 and advise them of the situation
- Contact the custodial parent and advise them on the situation
- Contact the Coordinator

Following the incident:

Educators:

- Complete the Incident, Illness, Trauma and Injury form. The record of the incident should include:
 - description of the person who took the child
 - time child was taken
 - description of car, taxi, registration number, direction taken, etc.
 - description of any noticeable behaviour of emotional response from the child
 - any information that may help the Police
- This form must be signed by the parent/guardian of the child and submitted to the Co-ordinator within 24hrs
- Support the Co-ordinator in the completion of all service forms, SolvSafety reporting and the provision of information for the DET serious incident notification

Co-ordinator/Management:

- Ensure all relevant service documents are completed
- Enter the incident into SolvSafety within 24hrs in complying with Council OHS policy requirements. Contact COGENT on 1800 264 368 to log your incident.
- Notify the DET through the NQAITS within 24hrs and complete all required information.
- Determine whether the incident is Worksafe notifiable (as identified in SolvSafety), contact Work Safe immediately and follow the required procedures including written notification within 48hrs

- Inform the Team Leader of Early Years and School Aged Care who will in turn inform the Manager FY&C's

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

COLLECTION OF CHILDREN WHILST UNDER THE INFLUENCE OF ALCOHOL AND DRUGS POLICY

1. Purpose

A child's welfare is paramount, and Educators have a duty of care to ensure they are safe at all times.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To prevent children leaving the Outside School Hours Program with adults suspected of being under the influence of alcohol or drugs.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1National Framework: Department of Social Services (2009). Belonging Being & Becoming: The Early Years Framework for Australia. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). Victorian Early Years Learning and Development Framework. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Department of Education and Training (DET) (2011). Child Protection and Mandatory Reporting - <http://www.education.vic.gov.au/healthwellbeing/safety/childprotection/childprotection.htm>
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

- Child Safe Standards
<http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1>

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Communication, Arrivals and Departures, Record Keeping and Retention, Child Protection.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

Educators:

If it is believed by Educators that a parent or adult has come to collect a child under the influence of drugs and/or alcohol the following steps will be taken:

- Educators will discuss their concerns with the parent/adult and suggest the following:
- A family member, partner or friend be contacted to collect both child and adult and stay with them;
- Encourage the parent/adult to take a taxi and arrange for another adult to meet them at the program and stay with them.
- If the parent is unhappy with these suggestions, insists on taking the child, or becomes aggressive and Educators feel threatened, Educators will release the child.
- Educators will endeavour to take details of the car – registration, make and colour and call the Police on 000, as this is a legal matter and must be reported to them.
- Educators will document all details of the above situation including names, dates, times and actions taken by them.
- Contact the Co-ordinator and inform them of the situation
- Complete the Incident Accident Injury and Trauma form and submit to the Co-ordinator within 24hrs

Co-ordinator/Management:

- Will advise the Team Leader of Early Years and School Aged Care, who will inform the Manager of FY&Chn's services

- Will advise DET of the incident within 24hrs
- Make an incident report into SolvSafety within 24hrs. Contact COGENT on 1800 264 368 to log your incident.
- Determine if the incident is Work Safe notifiable, contact them if required and complete all required actions.
- If Educators need debriefing, support or advice after an event, counselling can be accessed through the City of Kingston's Employee Assistance Program.
- Inform the Team Leader of Early Years and School Aged Care who will in turn inform the Manager FY&C's

TELEPHONE NUMBERS

Mordialloc Police station	9580 1022
Chelsea Police station	9772 1344
Moorabbin Police station (24hr)	9556 6565
Cheltenham Police Station	9583 9767

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

DEALING WITH INFECTIOUS DISEASES POLICY

1. Purpose

To minimize and limit the spread of infection within the Children's Service.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide both Educators and parents with a clear procedure to follow when dealing with infectious or communicable diseases.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- The Australian Immunisation Handbook, 10th Edition, 2013.
<http://www.health.gov.au/internet/immunise/publishing.nsf/Content/Handbook10-home>
- Staying Healthy in Child Care, 5th Edition, retrieved 14 Jan 2016
- http://www.nhmrc.gov.au/files/nhmrc/publications/attachments/ch55_staying_healthy_child_care_5th_edition_0.pdf
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia
- School Exclusion Table Victorian Government Department of Health 2009

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Confidentiality, Communication, Record Keeping and Retention, Enrolment and Orientation of Children and Families, Treatment of a Sharps and Needle Stick Injury, Administration of First Aid, Incident Injury Trauma and Illness, Immunisation and Disease Prevention, Personal Hygiene including Hand Washing,	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Sometimes children and adults (including Educators) need to be away from the program for the safety of others. This is called exclusion. The exclusion period is the minimum period to be away from the program. However, a child or Educator may need to stay away longer than the exclusion period to recover from an illness.

Children and adults who have an infectious disease must be excluded from the service for the recommended period of time. Refer to the School Exclusion table (2013) Department of Health, Victoria, Australia.

Recommended exclusion periods are based on the time that a person with a specific disease or condition might be infectious to others.

Recommended non-exclusion means there is not a significant risk of infection to others. A person who is not excluded may still need to stay at home because they do not feel well.

A medical certificate is required before the excluded child or adult can return to the service.

Parents are required to notify the service as soon as possible if their child is diagnosed with an infectious disease.

The Education and Care Services National Regulations 2012, requires a children's service to notify all parents if there is an occurrence of an infectious disease. Fact sheets can be found in School Exclusion table 2009, Department of Health, Victoria, Australia.

Children who are not immunised may be required to be excluded from the service in the event of a disease outbreak, until such time as it is under control. This may occur even if the child is well.

The NHMRC (National Health and Medical Research Council) states that a child care service should inform their local public health unit (in Victoria this being the Department of Human Services) of the following conditions:

- Diarrhoea (if several children in one group are ill)
- HIB – Haemophilus Influenza Type B
- Hepatitis A
- Hepatitis B (recent illness only)
- Measles
- Meningococcal infection

- Parvovirus B19
- Pertussis
- Roseola (if 2 or more children in one group are ill)
- Scarlet fever
- TB

When the service becomes aware of any of the above conditions, the Coordinator must contact the Department of Health Communicable Diseases and Prevention Control Unit on 1300 65 11 60

The Team Leader of Early Years and Before and After School Program and The Manager of Family Youth and Children's Services must also be contacted.

The service maintains detailed records of the infectious disease/illness in a confidential manner

The Department of Human Services will advise and assist in relation to:

- Informing Educators and families
- Tracing the source of the infection
- Assisting in appropriate control measures e.g.: vaccines, exclusion, education, infection control practices.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CHILD PROTECTION POLICY

1. Purpose

Kingston Outside School Hours Program supports children with medical conditions to be safely and actively involved in their programs. When determining a programs capacity to support a child with a medical condition consideration is given to:

- the complexities of the medical condition
- the level of care the child would require
- the professional knowledge and skill base of Educators
- the needs of the broader group
- expectations of Educators and
- information/support from other specialist agencies

Educators will work with families to minimise the risk of exposure of children to foods, allergens, environmental factors and other substances, which may trigger allergies, asthma or anaphylaxis in children. Educators will ensure that any medical condition that they are notified of (e.g.: Epilepsy, Diabetes or other) is managed appropriately and in the best interests of the child.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide all stakeholders with clear procedures in dealing with medical conditions

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.

- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standards
- www.asthmafoundation.org.au accessed 14 Jan 2016
- Diabetes Australia www.diabetesaustralia.com.au Resources/Brochures--Booklets1 - retrieved 14 Jan 2016
- Anaphylaxis Australia - www.allergyfacts.org.au accessed 14 Jan 2016
- www.diabetesaustralia.com.au Diabetes Action Plan retrieved 14 Jan 2016
- <http://www.epilepsyfoundation.org> –seizure action plan template. Retrieved Jan 14, 2016
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Record Keeping and Retention, Enrolment and Orientation of Children and Families, Communication, Environmental Health Hygiene and Safety, Qualifications Information Provision Professional Development and Training, Administration of First Aid, Medication, Child Incident Injury Trauma and Illness, Food Handling, Nutrition, Beverages and Dietary Requirements, Personal Hygiene including Hand washing.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- Parents have access online and in the program to a copy of the Dealing with Medical Conditions policy, and any other specific policies and forms relating to their child’s medical condition (e.g.: asthma or allergy action plan and risk minimisation plan) at the time of enrolment. If a child has more than one diagnosed medical condition, then a risk minimisation plan must be completed for each condition.
- Parents must provide information on the enrolment form regarding their child’s health, medications, medical condition(s), their doctor’s name, address, phone number, emergency contact names and phone numbers.
- Parents must also complete an action plan approved and signed by their doctor on enrolment and prior to the child commencing care.

- A new action plan (from a registered medical practitioner) is required as a minimum, every 2 years. At any time when there are changes to the child's condition or treatment, a new action plan is to be signed off by a medical practitioner and provided to the service.
- All action plans are to be accompanied by a risk minimisation plan. A written action plan (including a risk minimisation plan and communication plan) for the known medical condition should include:
 - signs & symptoms to be aware of
 - any specific monitoring required
 - any specific medication/treatment required
 - what meals and snacks are required including food content, amount and timing
 - what activities and exercise the child can or cannot do
 - Whether the child is able to go on excursions and what provisions are required.
 - What action to take, including emergency contacts for the child's doctor and family, or what first aid to give.
- Action plans must be completed, and copies provided to the service before care can commence. These forms are to be displayed in a prominent place in the program.
- Medication forms must be completed in situations where medication is required either as part of the management of the condition or in an emergency.
- Parents and Educators will facilitate and support ongoing communication between all parties in regard to the medical status of the child as means of ensuring the ongoing safety and wellbeing of the child.
- A risk minimisation plan will be developed for times that the child is in care, in consultation with parents, Educators and administration staff. This plan will nominate where the medication is to be kept (if relevant).
- Educators will undertake regular training to manage these medical conditions as recommended by the relevant authorities.
- Educators will ensure regulations and other guidelines are adhered to when administering medication and treatment in emergencies. The Medication form and Incident Injury Trauma and Illness form must be completed and current in these situations, including being signed by the child's parents.
- Parents must ensure that where their child is diagnosed with a medical condition and their child requires medication, that the medication is provided to the program and is within its expiry date. Children without the correct, in-date medication are unable to attend the program

In an emergency

Educators will:

- Dial 000 for an ambulance
- Administer first aid or emergency medical aid according to the child's health action plan, or a doctor's instructions.
- Notify the Program Coordinator on 9581 4846 or 9581 4847 or after hours on 0438 129 286 or 0419374704.
- Notify the child's parents/family.

- Stay with the child until medical assistance arrives.

Following the incident

- Complete the Incident Injury Trauma and Illness form and submit to the Co-ordinator within 24hrs

Management will:

- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Enter the incident into SolvSafety within 24hrs in complying with Councils OHS policy. Contact COGENT on 1800 264 368 to log your incident. the appropriate procedures as required within 48hrs
- Inform the Team Leader of Early Years and School Aged Care who will in turn inform the Manager FY&C's

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

EMERGENCY MANAGEMENT AND EVACUATION POLICY

1. Purpose

The need to establish procedures that outline how an emergency will be managed to ensure the safety and wellbeing of children and adults in the event of an emergency and meet Occupational Health and Safety legislation. An emergency can be a daunting experience; sometimes people feel confused and a loss of control. This is compounded when services do not spend time preparing children and Educators for the possibility of an emergency occurring or believe certain emergencies will never happen.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide a simple procedure everybody in the Outside School Hours Program can follow to remove children as safely, quickly and calmly as possible in the event of an emergency.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- City of Kingston Recovery Action plan (Community Services – Rob Crispin)
- Program Fire Safety website (www.programfiresafety.com.au) accessed January 5th, 2016

- Department of Humans Emergency Management Branch (2010) Children in Acute Emergency situations
- Metropolitan Fire Brigade www.mfb.org.au accessed January 5th, 2016
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Support and Mentoring of Educators, Major Life Event, Communication, Record Keeping and Retention, OH&S, Child Incident Injury Trauma and Illness, Anaphylaxis, Asthma, Dealing with Medical Conditions, Administration of First Aid, Child Safe Environment, Water Safety, Qualifications Information Provision Professional Development and Training	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- All programs must have current Emergency and Evacuation floor plans displayed at all exit points to which the children have access. These must be visible for all visitors, highlight the main exits and identify a meeting point outside the premises.
- All programs must have a fully charged operating mobile telephone and walkie talkies.
- All programs have a list of emergency and administrative telephone numbers next to the landline telephone and entered into their mobile phone including;
 - Ambulance 000
 - Police 000
 - Fire Brigade 000
 - Poisons Information 13 11 26
 - DET 24hr Emergency details 9589 6266 Contact the Coordinator as soon as practicable on 9581 4846 or 0419 374 704 or 9581 4847 or 0438 129 286.
- All programs have an Emergency Management Plan (EMP). This is kept in the emergency evacuation pack. Staff are to attend Emergency Management Training as recommended on the training calendar

EMERGENCY DRILLS

- Emergency drills are undertaken at each program a minimum of every 3 months. These drills are documented on the Emergency Drill Record form. A copy of the drill record form is to be forwarded to the Coordinator at the end of every term or School Holiday Program period.

- Each program follows the drill/training schedule as outlined in the Emergency Management Plan (EMP)
- The following procedures are detailed in the Emergency Management Plan (EMP)

PROCEDURES FOR EMERGENCIES

ON-SITE EVACUATION PROCEDURE

If it is unsafe for children, Educators and visitors to remain inside the building, the children's service will be evacuated. The Incident Controller (Chief Warden) on site will take charge and determine who does what (activate your Incident Management Team).

Educators:

- Call 000.
- Inform emergency services of the nature of the emergency (e.g. "There is smoke in the building").
- If the decision to evacuate on-site is made, evacuate Educators, children and visitors out of the building to the designated area within the school grounds as indicated in the Emergency Action plan
- Take the IPAD (with QK Kiosk), roll summary and your Emergency Kit/First Aid kit.
- Once at assembly area, check all children, Educators and visitors are accounted for.
- Wait for emergency services to arrive or provide further information.
- Following the incident, complete the Incident Injury illness and Trauma form and submit to the Co-ordinator within 24hrs

Co-ordinator/Management will:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FYC
- Contact parents/guardians when practicable after everyone has been accounted for and in a safe environment
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council Policy. Alternatively, contact COGENT on 1800 264 368 to log your incident. Cogent is an early intervention injury management system set up to support our staff report non-work and work-related injury or near miss.
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

OFF-SITE EVACUATION PROCEDURE

If it is unsafe for children, Educators and visitors to remain inside the building, the children's service will be evacuated. The Incident Controller (Chief Warden) on site will take charge and determine who does what (activate your Incident Management Team).

Educators:

- Call 000 from mobile
- Inform emergency services of the nature of the emergency (e.g. "There is smoke in the building").
- If the decision to evacuate off-site is made, determine which off-site assembly point you will evacuate Educators, children and visitors to.
- Evacuate Educators, children and visitors to EITHER Assembly Point A or B as indicated on the evacuation map in the EMP
- Take the IPAD, roll summary and your Emergency Kit/First Aid kit.
- Once at assembly area, check all children, Educators and visitors are accounted for.
- Wait for emergency services to arrive or provide further information.
- Following the incident, complete the Incident Injury illness and Trauma form and submit to the Co-ordinator within 24hrs

Co-ordinator/Management will:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FYC
- Contact parents/guardians when practicable after everyone has been accounted for and in a safe environment
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council policy either by the staff member or by contacting COGENT on 1800 264 368
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

FIRE

Educators:

- Report the fire immediately to the Incident Controller (Program Supervisor)
- Remain calm and activate the fire alarm (if you have one) or blow the whistle.
- Phone 000 to notify the fire brigade.
- Extinguish the fire (only if safe to do so).
- Phone Coordinator on 9581 4847/4846 OR 0438 129 286/0419 374 704
- If threat exists, take the IPAD, collect the roll summary and evacuation kit and evacuate children and adults present to the evacuation point deemed to be safe
- Check children, Educators, visitors and contractors are accounted for.
- Wait for advice from Fire Brigade/Emergency Services before returning to the building.

- Following the incident, complete the Incident Injury illness and Trauma form and submit to the Co-ordinator within 24hrs

Co-ordinator/Management will:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FYC
- Contact parents/guardians when practicable after everyone has been accounted for and in a safe environment
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council policy
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

LOCKDOWN PROCEDURES (e.g. Armed Offender – external)

The following lockdown procedures will be used when an external and immediate danger is identified, and it is determined that the children should be secure inside the building for their own safety.

Educators:

- Incident Controller activates the Incident Management Team.
- Announce the lockdown and provide instructions to Educators e.g. close internal doors and windows, sit below window level etc.
- Call Victoria Police on "000"
- Check that all external doors are locked.
- Complete a roll call to ensure all children, Educators and visitors are accounted for.
- If available, allocate Educators to be posted at locked doors to allow children, Educators and visitors to enter if locked out.
- Call Coordinator on 9581 4847/4846 OR 0438 129 286/0419 374 704 and inform of situation.
- Ensure a telephone line is kept free.
- Keep main entrance as the only entry point. It must be constantly monitored, and no unauthorised people allowed access.

AFTER THE EVENT

- Wait for approval from Police (or Emergency Services) to unlock doors and collection of children by parents.
- Ensure any children, Educators or visitors with medical or other needs are supported.
- Council will follow up with any children, Educators or visitors who need support.
- Complete the Incident Injury illness and Trauma form and submit to the Co-ordinator within 24hrs

- Further support will be provided by Kingston's Employee Assistance program (E.A.P.)
- Debrief for all Educators and other affected by incident.

Co-ordinator/Management will:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FYC
- Contact parents/guardians when practicable after everyone has been accounted for and in a safe environment
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council policy
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

HOSTAGE SITUATION

The following procedure will be used when an internal immediate danger is identified, and it is determined that children should be removed from buildings for their safety.

Educators:

- Incident Controller activates Incident Management Team.
- If safe to do so contact police on "000"
- Collect IPAD, roll summary and emergency kit.
- If safe to do so, evacuate children from building to one of the offsite assembly points.
- Contact Coordinator on 9581 4847/4846 OR 0438 129 286/0419 374 704 and advise them of the situation.
- Check that children, Educators and visitors are all accounted for.
- Wait for directions from police/emergency services to return to the program.
- If you are in a threatening situation and cannot leave the premises:
- Try to stay calm
- If safe to do so, converse with Educators via walkie talkie (if they are outside) and ask them to contact police on 000/012
- Reassure children and others present
- Try to minimise any situation that may aggravate the intruder

ACTIONS AFTER HOSTAGE SITUATION

Educators:

- Ensure any children, Educators or visitors with medical or other needs are supported.

- Complete the Incident Injury illness and Trauma form and submit to the Co-ordinator within 24hrs
- Council will follow up with any children, Educators or visitors who need support.
- Further support will be provided by Kingston's Employee Assistance program (E.A.P.)
- Debrief for all Educators and other affected by incident.

Co-ordinator/Management will:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FYC
- Contact parents/guardians when practicable after everyone has been accounted for and in a safe environment
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council policy
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

NATURAL DISASTER (e.g. severe storm, flood)

The following procedure will be considered when an event takes place outside of the program and emergency services determine the safest course of action is to keep children and Educators inside the building until the external event is handled.

Educators:

- Incident Controller activates the Incident Management Team.
- Move all children, Educators and visitors to the designated indoor area of the program.
- Obtain emergency kit.
- Notify Coordinator on 9581 4847/4846 OR 0438 129 286/0419 374 704
- Municipal Emergency Coordination Centre is (MECC) operational during emergency.
- During a severe storm, remain in the building and keep away from windows. Restrict the use of telephone landlines to emergency calls only.
- Ensure a telephone line is kept free.
- Stay in contact with emergency services and follow any advice/directions.

Co-ordinator/Management will:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FYC
- Contact parents/guardians when practicable after everyone has been accounted for and in a safe environment
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs

- Incident is to be entered into SolvSafety within 24hrs in complying with Council policy
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

BUSHFIRES/GRASS FIRES

Educators:

- Identify which building(s) need to be evacuated in the case of a fire. Phone 000 to notify the Fire Brigade.
- Follow the advice of the Fire Brigade. E.g. stay indoors or evacuate to your external assembly point.
- Phone Coordinator on 9581 4847/4846 OR 0438 129 286/0419 374 704
- Municipal Emergency Coordination Centre is (MECC) operational during emergency.

If staying indoors:

- Collect the IPAD, roll summary and emergency kit.
- Undertake a roll call and check that all children, Educators and visitors (including contractors) are accounted for.
- Listen to local radio for bushfire/weather warnings and advice.
- Ensure Educators/children do not hinder Emergency Services or put themselves at risk by going near damaged buildings or trees.
- Pandemic
- Be aware of DET Pandemic Incident Response Procedures (the Influenza Pandemic Actions at Appendix D).
- Ensure basic hygiene measures are in place including the display of hygiene information.
- Provide convenient access to water and liquid soap and/or alcohol-based sanitiser.
- Educate Educators and children about covering their cough and effective hand washing to prevent the spread of germs.
- Municipal Emergency Coordination Centre is (MECC) operational during emergency.
- Stay alert and follow the instructions of DET and the Department of Health (including the Chief Health Officer).

After the event:

- Complete the Incident Injury illness and Trauma form and submit to the Co-ordinator within 24hrs

Co-ordinator/Management will:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FYC

- Contact parents/guardians when practicable after everyone has been accounted for and in a safe environment
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety
- within 24hrs in complying with Council policy
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

MEDICAL EMERGENCY

Educators:

- Follow DRSABCD
- Check for any threatening situation and remove or control it (if safe to do so).
- Remain with the casualty and provide appropriate support
- Call '000' for an ambulance
- Designate someone to meet and direct the ambulance to the location of the casualty.
- Try not to leave the casualty alone unless emergency help arrives.
- Do not move the casualty unless exposed to a life threatening situation.

After the event:

- Complete the Incident Injury illness and Trauma form and submit to the Co-ordinator within 24hrs

Co-ordinator/Management will:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FYC
- Contact parents/guardians when practicable after everyone has been accounted for and in a safe environment
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council policy
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

BOMB

Educators:

- Do not touch any suspicious objects found.

- Contact police on 000/012
- Contact Coordinator on 9581 4847/4846 OR 0438 129 286/0419 374 704
- Collect the IPAD, roll summary and evacuation kit
- Evacuate children and others present from immediate danger.
- Wait for advice from police/emergency services.

After the event:

- Complete the Incident Injury illness and Trauma form and submit to the Co-ordinator within 24hrs

Co-ordinator/Management will:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FYC
- Contact parents/guardians when practicable after everyone has been accounted for and in a safe environment
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council policy
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

CHEMICAL/GAS SPILL (on site)

Educators:

- Collect the IPAD, roll summary and evacuation kit
- Evacuate all children and others present from immediate danger.
- Phone the Fire Brigade on 000/012
- Contact Coordinator on 9581 4847/4846 OR 0438 129 286/0419 374 704
- Wait for further advice from the Fire Brigade.
- Turn off gas supply (if possible)
- If it's a gas leak onsite, notify your gas provider (number can be found on the emergency numbers and key contacts page).
- Evacuate Educators, children, and visitors (including contractors) to:
- Municipal Emergency Coordination Centre is (MECC) operational during emergency.

After the event:

- Complete the Incident Injury illness and Trauma form and submit to the Co-ordinator within 24hrs

Co-ordinator/Management will:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FYC
- Contact parents/guardians when practicable after everyone has been accounted for and in a safe environment
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council policy
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

EQUITY AND INCLUSION POLICY

1. Purpose

The purpose of this policy is to ensure:

- There are opportunities for all children and families to participate in the service.
- All children, parents/guardians, Educators, Staff and visitors are treated equitably.
- Families experiencing vulnerability are supported by the service.

These procedures apply to all Staff/Educators and Council Management within the City of Kingston.

2. Policy Statement

The Outside School Hours service is committed to:

- Providing an inclusive and welcoming environment for all children, parents/guardians, Educators, Staff and visitors.
- Celebrating and valuing diversity, equity, inclusion and fairness.
- Ensuring that all Educators, Staff, volunteers and students adhere to the Code of Conduct at all times.
- Promoting and modelling gender inclusive behaviours and practices.
- Supporting children and families experiencing vulnerability to access:
 - Care and education
 - Additional support services and funding where appropriate.
- Promoting the cultural safety, participation and empowerment of Aboriginal children and children with culturally and/or linguistically diverse backgrounds.
- Promoting the safety, participation and empowerment of children with a disability.

DEFINITIONS

Word/Term	Definition
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Vulnerability	A broad term that can include (but is not limited to) families and children experiencing disability, a medical condition, a developmental or behaviour concern, an emotional need (resulting from trauma, abuse or grief), culturally and linguistically diverse families, Aboriginal and Torres Strait Islander families, diverse family structures, financial hardship, family displacement (due to war or refugee status), isolation, family violence, children at risk of abuse and neglect, mental illness, family separation or divorce.
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3. References

- Early Learning Association Australia. Inclusion and Equity Policy (Version 2).
- DET. A Guide to Special Child Care Benefit. Accessed 31st January 2018. <http://bit.ly/2Fwrbf3>
- National Framework: Department of Education, Employment and Workplace Relations (2009). *Belonging Being & Becoming: The Early Years Framework for Australia.* ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Early Childhood Development and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework.* State of Victoria.

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Staff Handbook, Children’s Handbook, Student/Volunteer Information Handbook. Policies:	Education and Care Services National Regulations 2012, under the Education and Care Services National Law Act 2010 Children’s Services Amendment Act 2011 Charter of Human Rights and Responsibilities Act 2006 Equal Opportunity Act 2010 Disability Act 2006 Racial and Religious Tolerance Act 2001
	Other documents:

5. Procedure

General

- As per the Code of Conduct policy, all Educators, Staff, volunteers and students promote an inclusive environment by:
 - Providing an open, welcoming and supportive environment that promotes positive interactions.
 - Treating all children, families, Educators, Staff, volunteers, students and visitors with respect, including listening to and valuing their ideas and opinions.
 - Developing positive relationships based on mutual trust, equity and fairness.
 - Contributing to an environment that is free from discrimination, bullying and harassment.
 - Respecting children’s individual abilities, needs, cultural practices and beliefs.

- The service promotes an inclusive and welcoming environment by ensuring that:

- The enrolment process is fair and equitable and facilitates access for all children as per the service's Enrolment and Orientation of children and families and Priority of Access and Waiting List policies.
- All children, families, visitors, Educators, Staff, volunteers and students are not discriminated against on the basis of their age, gender, race, culture, vulnerability, religion, language, sexuality, ethnicity, ability, medical condition, economic status, family structure, lifestyle, political beliefs or national origin.
- They are compliant with current legislation including the [Charter of Human Rights and Responsibilities Act 2006](#), *Equal Opportunity Act 2010*, *Disability Act 2006* and *Racial and Religious Tolerance Act 2001*.
- They advocate for children's rights, including their right to be safe and their right to access quality early childhood education.
- They create a sense of belonging for all children, families, Educators and Staff by valuing and respecting diverse identities, backgrounds, experiences, skills and interests and providing opportunities for them to be represented at the service e.g. through the educational program and displays
- Educators are encouraged to access professional development to promote a positive understanding of diversity, inclusion, fairness and equity. As per the Qualifications Information Provision, Assistance and *Professional Development Training Policy*

Educators and Staff will:

- Adhere to the Code of Conduct policy at all times.
- Sign the Code of Conduct Acknowledgement prior to commencement at the service. *Any breaches of the Code of Conduct are addressed in accordance with the procedure outlined in the Code of Conduct policy
- Develop warm, responsive and trusting relationships with children.
- Maintain the rights and dignity of children at all times.
- Provide opportunities for children to develop a sense of belonging by ensuring each child's culture is represented and celebrated in the educational program.
- Promote the cultural safety, participation and empowerment of Aboriginal and Torres Strait Islander children and children with culturally and/or linguistically diverse backgrounds by:
 - Developing an understanding of kinship systems and community histories and dynamics.
 - Supporting children to feel pride about their personal identity by:
 - Positively representing their culture, traditions and heritage in the educational program.
 - Encouraging conversations with children that explore diversity, equity, inclusion and fairness.
 - Using children's home languages verbally and visually within the service as much as possible.

- Building relationships with Aboriginal and Torres Strait Islander families and communities based upon respectful and culturally appropriate professional connections.
 - Identifying key stakeholders within communities and work in partnership with significant community members and Aboriginal and Torres Strait Islander service providers.
 - Working collaboratively with agencies and support organisations to provide quality outcomes for children and families.
- Promote the safety, participation and empowerment of children with a disability by providing opportunities for children to:
 - Participate in all areas of the educational program.
 - Achieve success in the educational program.
 - Develop positive relationships with other children and Educators.
 - Observe children and people with disabilities represented positively throughout the service.
- Encourage all children to participate in all aspects of the program, with consideration of their individual needs and interests.
- Model culturally sensitive behaviour and language.
- Promote positive, equal and respectful relationships between all children.
- Consider how a proposed excursion or incursion is inclusive of all children regardless of their abilities, additional needs or medical conditions
- Ensure that there are opportunities for a child/child to participate in any activity, exercise or excursion that is appropriate and in accordance with their Risk Minimisation and Plan as per the *Dealing with Medical Conditions Policy*
- Monitor their own interactions for bias and reflect regularly on behaviours displayed with children, families and other Educators.
- Discuss inclusion, fairness, equity and diversity at team meetings, how the service is challenging gender stereotypes and promoting respect. Educators reflect on current practice and identify areas for improvement. Where applicable, information is included in the service's Quality Improvement Plan.
- Will refrain from grouping children by gender e.g. "All the girls can put their hats on", or "All the boys can go wash their hands" and use alternatives such as "Everyone wearing blue can go wash their hands", or "Everyone whose name begins with M can go find their hat".
- Model gender inclusive language e.g. addressing the group as "Everyone" or "Friends" instead of "Guys" or "Boys and girls".
- Challenge gender stereotypes and promote respect by:
 - Giving all children equal opportunities in the educational program and assuming they have equal abilities;
 - Inspiring all children to be equally strong, thoughtful and compassionate;
 - Showing children examples of women and men in non-stereotypical roles;
 - Encouraging all children to talk about their thoughts and emotions; and

- Modelling respectful and considerate behaviours e.g. not talking over others.

Educational Program and Practice

- Develop an educational program that:
 - Is reflective of the service's values, beliefs and philosophy, and embraces the principles of fairness, equity, diversity and inclusion.
 - Promotes inclusion and challenges prejudice, stereotyping and bias e.g. presenting alternative gender roles, people with disabilities in non-traditional roles
 - Provide experiences that portray a range of people, abilities, cultures, gender and beliefs.
 - Provide a range of materials and resources that explore diversity and reflect the families in the service and the wider community e.g. books, dolls, dress ups, posters, puzzles, musical instruments, art materials and dramatic play props.
 - Provides opportunities for children to develop positive relationships with each other.
 - Contributes to children developing a strong sense of identity and wellbeing. Explores and appreciates similarities and differences and values and celebrates diversity
 - Encourages all children to express a wide range of feelings, including empathy for others.
 - Supports reflective practice to consider what can be done differently to:
 - Promote inclusion, diversity, equity and fairness; and
 - Ensure that children and families feel valued and respected and that their contributions are welcomed.

Concerns for a Child's Inclusion

Where there are concerns with a child's development, the Educator/Staff member and/or Co-ordinator in collaboration with parents/guardians will work together to develop an inclusion support plan for the child.

Where required:

- Outside agencies and other relevant professionals will be consulted with parent/guardian written consent
- The service will provide additional training for Educators.

Partnerships with Families

- The service acknowledges that parents/guardians are the primary influence on children's learning and development and seek to work in partnership to meet the needs of each child.
- Educators and the service develop collaborative relationships with families by:
 - Providing a welcoming and inclusive environment that encourages family involvement and participation in the educational program.

- Engaging in open and shared decision making with parents/guardians about their child.
- Actively seeking to work in partnership with parents/guardians to enhance children's learning, development and behaviour outcomes.
- Maintaining regular contact with parents/guardians in relation to their child's learning and development. The service promotes partnerships with families by:
- Engaging in open, honest and respectful conversations with parents/guardians.
- Showing sensitivity to individual family needs, values and culture.
- Learning about and respecting the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. Educators value children's different capacities and abilities and respect differences in families' home lives.
- Responding to the needs and concerns of parents/guardians, and providing support and guidance, where appropriate.
- Providing information to families about the support available to assist children and families, including (but not limited to):
 - Koorie Early Childhood Support
 - Inclusion Support Services
 - Language Services
 - Early Intervention Services
 - Disability Services
 - Family Support Services
- Ensuring confidentiality is maintained at all times as per the *Confidentiality Policy*

Supporting Vulnerable Children and Families

- Where it is identified that a child and/or family is experiencing vulnerability, the service will:
 - Adhere to the: Enrolment and Orientation of Children and Families and Priority of Access and Waiting List policies
 - Consider suitability for Special Child Care Benefit (temporary financial hardship, or child at risk)
 - Meet with the parent/guardian to determine:
 - a. The vulnerability or vulnerabilities faced by the family.
 - b. If there are any risk issues e.g. court orders, children with disabilities requiring additional equipment to access the service safely etc.
 - c. The level and type of support already being accessed (where applicable).
 - d. The level and type of support required and/or planned/requested.
 - e. If additional orientation processes are required
 - f. If there are any agencies or support organisations (including other City of Kingston services) that can aid

- g. Written parent/guardian permission must be sought prior to any outside agencies being contacted
- h. If the child/family is eligible for any funding that could facilitate the child's inclusion at the service e.g. for specialised equipment or additional Educators; or support the family e.g. respite services, home visits etc.
- i. If Educators require any additional training prior to the child commencing/continuing at the service.
- j. If any additional equipment, materials or resources are required to facilitate inclusion of the child.

The Coordinator must ensure that:

- Relevant staff and Educators are aware of the child's individual circumstances, needs and support processes currently in place and planned for the child.
- The educational program is appropriate for the child's individual needs, in consultation with staff and the Educator
- The child's inclusion plan is reviewed regularly
- The Educator and staff work collaboratively with the child, parents/guardians, applicable agencies and support organisations (including contributing to any Inclusion Support Plans or other management plans) to facilitate the inclusion of the child and/or positive outcomes for the child and family.
- Educators are encouraged to utilise other City of Kingston departments e.g. Family Support, Maternal and Child Health to achieve this.
- The service maintains up to date knowledge of relevant government initiatives and support agencies and organisations that fund the inclusion of and provide support and assistance to vulnerable families.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

SCHOOL HOLIDAY PROGRAM ENROLMENT AND ACCESS AND INCLUSION POLICY

1. Purpose

The purpose of this policy is to:

1. Provide a fair and transparent framework for the allocation of places in the Kingston School Holiday Programs;
2. Ensure the Kingston School Holiday Programs support inclusiveness, including for children with disability;
3. Ensure that any child attending the School Holiday Program is supported with the correct ratio of staff to children as per their assessed needs, where that can be reasonably accommodated.

2. Scope

This policy applies to Kingston City Council's school holiday programs, currently offered at Chelsea and Southmoor Primary Schools.

3. Policy Statement

Kingston's school holiday programs operate under the Education and Care National Regulations and the National Quality Framework.

The service is also required to meet the Commonwealth Government's Priority of Access Guidelines as a condition of eligibility for Child Care Subsidy.

The School Holiday Program Enrolment Access and Inclusion Matrix at Attachment 1 has been developed to enable the Priority of Access Guidelines to be applied to children enrolling in our programs.

The matrix also considers the need to prioritise the enrolment of children attending partner schools, and those residing in, or with a connection to, the City of Kingston.

In addition to the above, Council is required to comply with legislation including the Equal Opportunity Act, Victorian Charter of Human Rights and Responsibilities, and the Racial and Religious Tolerance Act.

This legislation, in summary, requires Council's programs to be as inclusive wherever reasonably practicable of children with medical conditions, disabilities, challenging behaviours, and those who are at risk of abuse or neglect.

We must, however, maintain an approach to service provision that meets the requirements of the Education and Care National Regulations and the National Quality Framework.

The wellbeing and safety of all children enrolled in our programs should be the highest priority at an education and care service. Additionally, it is important that educators are providing care in an environment that supports their physical and mental wellbeing. Educators should feel safe in their work environment, consistent with Council's responsibilities under Occupational Health & Safety legislation.

The capacity of our programs to manage risks to the health and wellbeing of children participating in the programs, and our educators, must therefore be carefully scrutinised (particularly where a prospective child's additional needs or challenging behaviours contribute to that risk).

To ensure we maintain the quality of our program, provide safety and wellbeing for children and educators, and include children with additional needs as far as possible, we have assessed our operational capacity to support children with additional or challenging needs in our programs, in a way that will support their needs while also protecting the right of other children to benefit from the program without risk to their health and wellbeing.

This assessment considers the additional support that can be reasonably provided within our programs, including by accessing Inclusion Support funding, will ordinarily be as follows

- 2 x places for children diagnosed with a medical condition and requiring 1:1 ratio of staff support; (for those children funded through the NDIS with a support worker and that are assessed as suitable to participate in the program) Please note* The School Holiday Programs are accommodated in shared school facilities; specialised change rooms and bathroom facilities are not generally available.
- 16 x places for children diagnosed with a medical condition or with significant challenging behaviours but not requiring individual support in the program. 1:8 ratio of staff support;
- Remaining places for children who do not have additional needs (standard baseline of 1:15 ratio of staff support).

In accordance with equal opportunity legislation, all applications for enrolment by a child with a disability or other protected attributes will be decided on the merits. However, in considering the program's capacity to make reasonable adjustments to provide additional support for children with additional needs, the above capacity guidelines will be considered.

4. Application of this Policy

Families are required to submit child enrolment forms prior to the specified closing date. Enrolments requested after the closing date cannot be guaranteed a place.

Families who have children with additional support needs, such as due to a disability or challenging behaviours, are required to submit enrolment forms (and supporting information) four weeks prior to the program commencement date, to ensure that supporting information and resources can be assessed and allocated.

Parents / guardians are to complete and sign the appropriate and current enrolment form, attaching any medical action plans, custody orders, child profiles and other relevant information.

Following the closing date for enrolments, the prioritization process outlined above will be applied. The prioritization process will be applied separately to the 2 x 1:1 available places and the 16 x 1:8 available places.

The program Coordinator will undertake a needs and support assessment of children to determine what ratio of staff would best meet their needs. The assessment process may include telephone consultation, meetings, liaison with schools and disability service providers, and review of any behaviour support plans.

With parental consent, a disability service provider or school may provide information such as a behaviour support plan or child profile to ensure a consistent approach by staff in the program. The assessment of the support required by a child within the context of the SHP is solely at the discretion of the Outside School Hours Management team or its delegate.

The Priority Assessment Framework described above will be applied to all applications received prior to the closing date. If there are remaining vacancies after the place allocations have been made, the late application will be considered based on the order they were received.

Program allocations are determined based on the Kingston program Coordinator's assessment and is solely at the discretion of the City of Kingston Management Team or its delegate.

When a School Holiday Program Place is available:

Successful families will be notified of the allocated place. Payment will be taken once enrolment are confirmed. A receipt/statement is emailed out to confirm days booked. New families will be issued all relevant information including Parent and Child Handbooks. Existing families will be issued with any new or updated information.

When a School Holiday Program Place is not available:

Families will be notified that a place has not been allocated. Where possible, alternative service options will be suggested.

5. References

Education & Care Services National Law and Regulations;

National Quality Framework;

Commonwealth Government Priority of Access Guidelines;

Equal Opportunity Act 2010;

Victorian Charter of Human Rights and Responsibilities Act 2006;

Racial and Religious Tolerance Act;

Disability and Discrimination Act 1992;

Racial Discrimination Act 1975;

UN Convention on the Rights of the Child;

Child Wellbeing and Safety Act 2005;

Local Government Act 1989;

Victorian Early Years Learning and Development Framework;

Dardee Boorai – the Victorian Charter of Safety and Wellbeing for Aboriginal Children and Young People 2008.

School Holiday Program Enrolment and Access - Priority Matrix

	Special consideration	A child at risk of serious abuse or neglect	A child of parents whom satisfy section 14 of the Family Assistance Act*	Any other child
Students attending the host school	S1	1.a	2.a	3.a
	none	1.b	2.b	3.b
Residents of the City of Kingston	S1	4.a	5.a	6.a
	none	4.b	5.b	6.b
Parents / families working in the City of Kingston	S1	7.a	8.a	9.a
	none	7.b	8.b	9.b
Other parents / families	S1	10.a	11.a	12.a
	none	10.b	11.b	12.b

Special consideration (S1):

- o Children of Aboriginal and Torres Strait Islander families
- o Children in families which include a person with a disability
- o Children in families on lower incomes
- o Children in families with a non-English speaking background

* A child of a single parent who satisfies, or of parents who both satisfy the work / training / study test under section 14 of the Family Assistance Act.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

FOOD HANDLING, NUTRITION, BEVERAGES AND DIETARY REQUIREMENTS POLICY

1. Purpose

Food habits and attitudes towards food begin at an early age. Healthy nutrition will assist to prevent health problems and dental disease in later life. Meal times provide great opportunities for developing children's independence, social skills and teach them about healthy eating. Carefully considering meal and snack time routines and planning them effectively can ensure that they are positive and rich learning experiences.

The Food Handling, Nutrition, Beverages and Dietary Requirements policy reflects the following concepts, to

- promote a child's normal growth and development;
- promote appropriate food choices, quantities and physical activity; and
- Regularly review children's physical growth.

City of Kingston Outside School Hours Program plays an important role in meeting the nutritional needs of children whilst in care.

2. Policy Statement

This policy is consistent with the current 'Australian Dietary Guidelines (2013). When providing food to children in care, the menu should reflect a wide variety of nutritious foods, such as:

- plenty of vegetables, legumes and fruits;
- cereals (preferably wholegrain), which include breads, rice, pasta and noodles;
- lean meats, poultry and fish (or protein alternatives);
- dairy products, which includes milk, cheese, yoghurts;
- plenty of opportunity to drink water;
- foods containing calcium and iron, and low in salt; and
- Moderate amounts of sugars and foods containing added sugars or artificial sweeteners.

Meal and snack times are a great time for children to practice their self-help skills and learn about safe food handling practices. Educators must take all reasonable precautions to protect children, families and themselves from the spread of disease and infection by ensuring safe and hygienic food handling procedures are consistently followed.

Children have the opportunity to learn about different foods and meal time practices. Children can experience foods from diverse cultures, particularly those of the children in care and the local community. You may consider celebrating important days and holidays that children's families celebrate, many of which involve traditional foods and family recipes.

3. References

- National Framework: Department of Social Services (2009). Belonging Being & Becoming: The Early Years Framework for Australia. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). Victorian Early Years Learning and Development Framework. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Australian Government National Health and Medical Research Council Dietary Guidelines for all Australians www.nhmrc.gov.au accessed 14 Jan 2016
- Department of Health www.health.vic.gov.au/foodsafety accessed 14 Jan 2016
- Food Standards Australia New Zealand www.foodstandards.gov.au accessed 14 Jan 2016
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Personal Hygiene including Hand washing, Anaphylaxis, Dealing with Medical Conditions, Child Safe Environment, Environmental Health and Hygiene.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

- The Outside School Hours Program must have safe, hygienic facilities for the preparation, storage, heating and cooking of food for children including the food preparation areas and eating areas. There must be suitable eating arrangements for children and food and beverages offered to the children being cared for at frequent and regular intervals
- The refrigerator must be maintained at a temperature of 5°C or lower
- Refrigerate prepared food promptly, do not leave at room temperature and all food stored in the refrigerator must be covered. Cooked food must be stored on a shelf above raw food
- Cooked food must reach a temperature of 70°C or more for more than a 2-minute period. Reheated food must reach a temperature of 60°C or more

- Special attention to dietary concerns or special requirements should be considered when caring for children with particular attention to health problems, allergies, religious beliefs or preferred foods
- Children must have access to fresh drinking water at all times
- Before children participate in cooking experiences, parents must be informed of the experience
- The food must be nutritious, varied and adequate in quantity, and appropriate to the children's growth, cultural and developmental needs
- Before preparing or serving food all surfaces must be cleaned and sanitised free from germs and bacteria. Hands must be washed in warm soapy water before handling food
- When setting up the environment, consider the amount of space you have available in the meal area. Ensure there is enough room for children to move around safely.
- Serve fruit on a platter and provide small tongs for children to serve themselves
- Provide a jug of water so children can pour their own drinks
- Encourage children to open their own containers, food packets and to unwrap their sandwiches
- Educators will encourage parents/guardians to provide health food options. Potato chips, sweets, chocolate and treats are not encouraged.
- Snack times shall be encouraged so that excessively long periods between meals do not occur

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

IMMUNISATION AND DISEASE PREVENTION POLICY

1. Purpose

Immunisation is what happens in your body after you have had a [vaccination](#). The vaccine, which contains inactivated or weakened viruses or bacteria (or parts of them), stimulates your immune system so that it can recognise and protect you from future infection (i.e. you become immune to the infection). system can rapidly respond and prevent the person becoming ill.

Immunisation also protects other people who are not immunised, such as children who are too young to be immunised, or people whose immune systems did not respond to the vaccine. This is because the more people who are immunised against a disease, the lower the chance that a person will ever come into contact with someone who has the disease. The chance of an infection spreading in a community therefore decreases if a large proportion of people are immunised, because the immune people will not become infected and can protect the vulnerable people; this is known as 'herd immunity'.

Disease Prevention: The way that children interact with each other and with adults in education and care services means that diseases can quickly spread in a variety of ways. Children may have close contact with other people through play or spending time together, sharing toys and materials or they may not always cover their coughs or sneezes. Because some germs can survive on surfaces, children may touch a contaminated surface, then put their hands in their mouth and become infected. If a child has an ill sibling at home, they could also be incubating the illness, and risk bringing germs from home into the education and care service.

Immunisation is a simple, safe and effective way of protecting children against harmful diseases that can cause serious health problems and sometimes death.

The health of children is paramount, and the aim is to increase immunisation rates in the community. The choice not to vaccinate on the grounds of vaccination objection is neither supported by public health policy or medical research.

This is a public health issue and the Government has determined that whilst parents have the right to decide to not vaccinate their children, if they are doing so as a vaccination objector, their decision will mean they are no longer eligible for assistance in the form of CCS or the FTB Part A end of year supplement.

From 1 August 2019, children of all ages will meet immunisation requirements to be eligible to receive the FTB Part A end of year supplement and child care payments. Vaccination objection (formerly conscientious objection) is no longer a valid exemption category from these requirements.

Children are able to meet immunisation requirements where they are up to date with their early childhood immunisations or have a medical exemption (as approved by their general practitioner) or in very limited circumstances, a Secretary's exemption. Children who are not immunised and do not have a valid exemption will not be able to receive these payments. (Note: Does not apply for children aged under 12 months for the FTB Part A supplement only.)

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

- To ensure all Educators and parents are aware of the importance of disease prevention.
- To ensure all parents and Educators are aware of their rights and responsibilities if they choose not to have their child immunised.
- To ensure Educators are aware of their responsibilities when an outbreak occurs.
- Whether or not a person becomes ill in an education and care service depends on three things:
 - The type of germ—some viruses, such as measles and rotavirus, are very infectious. Others, such as hepatitis B, hepatitis C and human immunodeficiency virus (HIV) are very difficult to spread in education and care services.
 - The opportunity for transmission—germs have a greater chance of spreading if, for example, there are inadequate hand-washing facilities, or ill children are not excluded from the education and care service.
 - The person's immunity—people who have been immunised against a particular disease, or who have had that disease before, are unlikely to become ill if they come in contact with the disease. People who have not been immunised, or who do not have natural immunity to that disease, have a much higher risk of becoming infected and developing the disease.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th, 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- State Government of Victoria, Australia Department of Health, National Immunisation Program schedule
- www.health.vic.gov.au/immunisation/factsheets/schedule-victoria.htm retrieved 14 Jan 2016
- Hours Care in Australia. ACT: Commonwealth of Australia
- www.nhmrc.gov.au Guidelines and Publications retrieved Sep 16, 2013, *Staying Healthy in Child Care* 5th Edition 5th Edition, retrieved 14 Jan 2016
- www.betterhealth.vic.gov.au/ accessed 14 Jan 2016
- www.medicareaustralia.gov.au – accessed 14 Jan 2016
- Immunisation Register 1800 653 809
- Immunisation Information Line 1800 671 811
- Kids Uni @ Uni Centre – www.unicentre.uow.edu.au Jan 14, 2016

- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia.
- <https://www.humanservices.gov.au/health-professionals/news/changes-immunisation-requirements-starting-1-january-2016> - accessed 12th Feb 2016
- <https://www.humanservices.gov.au/health-professionals/services/medicare/australian-childhood-immunisation-register-health> - accessed 12th Feb 2016

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Confidentiality, Communication, Record Keeping and Retention, Enrolment and Orientation of Children and Families, Treatment of a Sharps and Needle Stick Injury, Administration of First Aid, Incident Injury Trauma and Illness, Immunisation and Disease Prevention, Personal Hygiene including Hand Washing, Dealing with Infectious Diseases.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Immunisation

- Parents who wish to enrol their child are required to provide evidence of their child’s immunisation record.
- Parents are required to present the child’s immunisation record at the time of enrolment and as required when updates are completed.
- This information allows children at risk of catching a vaccine preventable disease to be identified if there is a case of that disease at the service.
- An Immunisation History Statement provided by the Australian Childhood Immunisation Register (ACIR) is a valid immunisation record.

The Australian Childhood Immunisation Register (ACIR) maintains immunisation records for children up until their seventh birthday. You can obtain an ACIR Immunisation History Statement for your child by calling 1800 653 809.

Parents need to provide the service with an Immunisation History Statement provided by the Australian Childhood Immunisation Register (ACIR).

The service must have quick access to immunisation records to determine who has not been immunised. If there is a case of a vaccine preventable disease, and your child has not been fully immunised for that disease, they may be excluded from the program for a period of time.

CATERING FOR CHILDREN WITH OVERSEAS IMMUNISATION RECORDS

Overseas immunisation schedules often differ from the schedule recommended in Australia and a child may require extra vaccinations to be up to date with the Australian schedule.

Parents are responsible for having their child’s overseas immunisation record transcribed onto the Australian Childhood Immunisation Register (ACIR), if your child is less than seven years of age.

A medical practitioner, registered nurse, registered midwife, enrolled nurse, or a person authorised by the state/territory Health Officer may transcribe overseas immunisation records.

EXCLUSION

- Whilst the service actively encourages each child, Educator and family member using the service to be immunised, we recognise that immunisation is not compulsory in Outside School Hours Programs.
- If a child's immunisation record is not provided upon enrolment this will be documented on the child's file.
- If the child has not been immunised against certain diseases, then the child will be recorded as being not fully immunised by the service.
- If there is a case of a vaccine preventable disease at the service and your child has not been immunised/their records indicate they have not been immunised, they may be excluded from the service for a period of time or until evidence of immunisation in an approved record is provided.
- If a child is not fully immunised and has been in contact with someone with a vaccine preventable disease outside of the service, they may need to be excluded from the service for a period of time.
- It is the responsibility of families to inform the service that their child has come into contact with someone with a vaccine preventable or infectious disease.
- If you cannot provide an immunisation record for your child, you may provide a statutory declaration stating either that your child has been immunised or that you don't know if your child has been immunised for each disease on the schedule.
- To be fully immunised your child needs to have received all vaccines recommended for their age as part of the National Immunisation Program (NIP). Homeopathic immunisation is not recognised.

To determine when a person should be excluded

- identify whether the symptoms or a diagnosed illness have an exclusion period
- refer to the National Health Medical Research Council (NHMRC) for the recommended minimum periods of exclusion
- Advise the parents or Educator when they may return to the education and care service.

IMMUNISATION RELATED PAYMENTS FOR PARENTS

- Child Care Subsidy (CCS)
- The subsidy applies to children who are fully immunised or have an approved exemption from immunisation. This initiative ensures parents are reminded of the importance of immunising their children at each of the milestones.
- For parents to receive the subsidy without their child being fully immunised your healthcare provider needs to certify that:
 - your child has a medical reason not to have a particular vaccination; or
 - your child has had a disease and has a natural immunity;
 - the child is on a catch-up schedule or
 - a particular vaccine is unavailable.

More information regarding payment and immunisation status can be found on the Department of Human Services website:

<https://www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register>

Parents are responsible for payment of fees while their child is excluded under all circumstances.

CONSCIENTIOUS OBJECTION

From the 1st of August 2019 the Governments changes have come into effect with children of all ages required to be up-to-date with their childhood immunisations or lose eligibility for these payments, with exemptions granted only for medical reasons.

Conscientious objection is no longer an exemption category for families who choose not to immunise their children. This means that for those parents who have unimmunized children due to conscientious objection are not applicable to Child Care Subsidy (CCS). If parents are currently receiving any of these payments and are due to be impacted by the changes, the Family Assistance Office will contact you prior to any payments being cut off.

The Service is able to continue to provide care to unimmunised children, however if these children are enrolled, parents who have not met the immunisation requirements will be liable to pay the full costs of their child care.

EDUCATORS IMMUNISATION

It's recommended by the NHMRC that Educators be immunised against:

- Hepatitis A & B
- MMR (measles, mumps, rubella) – considered immune if born before 1966
- Pertussis (Whooping Cough)
- Influenza
- Chicken pox

Council recognises the importance of Educators immunisations and offers all of the above vaccinations to their Educators.

Councils immunisation department maintains records of all Educators vaccinations and provides a mobile service if required to these Educators.

Educators who are not immunised will be excluded from the service during an outbreak of an infectious disease.

DISEASE PREVENTION

The most important ways to break the chain of infection and stop the spread of diseases are:

- effective hand hygiene
- exclusion of ill children and Educators
- Immunisation.
- cough and sneeze etiquette
- appropriate use of gloves
- Effective environmental cleaning.

EFFECTIVE HAND HYGIENE

Hand hygiene is one very effective way to control the spread of infection. Hand hygiene is a general term that refers to washing hands with soap and water or using an alcohol-based hand rub.

Hands can play an important role in the spread of infection. The best way to prevent the transmission of disease is through effective hand hygiene. This can be done with soap and water, which removes both dirt and germs from the hands; or by using an alcohol-based hand rub, which reduces the number of germs on the hands.

Please also refer to: Dealing with Infectious Diseases policy, Personal Hygiene including Hand washing policy and the Environmental Health Hygiene and Safety policy.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

INCIDENT, INJURY, TRAUMA AND ILLNESS POLICY

1. Purpose

The purpose of this policy is to outline all steps to be taken to ensure the safety of all children in care, and to outline the first aid steps to be taken in the event of an incident, injury, trauma, illness or death at the service.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

In the event of Educators, parents/guardians or children experiencing trauma, illness accident, injury or a death there must be sound management to prevent any aggravation of the situation.

Such incidents may include:

- A child who becomes unwell whilst in care
- Serious illness/injury/trauma to a child and/or Educators requiring medical attention and or hospitalisation
- A child who is missing or who cannot be accounted for while in care
- Death of a child
- Trauma resulting from a natural disaster
- Any incident resulting in stress/trauma and requiring counselling

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th, 2016

- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Better Health Channel - Child safety, Reducing Injuries
- http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Child_safety_reducing_injuries accessed 14 Jan 2016
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Child Safe Environment, Dealing with Medical Conditions, Administration of First Aid, Interactions with Children, Qualifications Information Provision Professional Development and Training, Anaphylaxis, Asthma, Child Protection, Emergency Management and Evacuation, Excursions Workshops and Routine Outings, Water Safety, Environmental Health and Hygiene, Temporary Serious Injury or Disability, Record Keeping and Retention, Treatment of a Sharps and Needle Stick Injury.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Whilst all reasonable precautions should be taken to avoid injury, in the event of a child being injured, it is paramount appropriate first aid is applied and medical treatment is sought where necessary.

In the case of a serious injury or illness, Educators are not to diagnose or treat the condition apart from carrying out the appropriate first aid procedures. Diagnosis and treatment are the responsibility of the ambulance officer or medical practitioner in attendance

REGULATIONS

- Educators must maintain current First Aid qualifications including Anaphylaxis training, asthma training and annual CPR updates.
- Educators must ensure there is a suitably equipped first aid kit kept at the program that is easily recognisable and readily accessible to Educators and inaccessible to children
- Educators must ensure that a suitably equipped, easily recognisable portable first aid kit is taken when outdoors at the venue and on all routine outings and excursions
- Any incident requiring attendance by emergency services or a medical practitioner is prescribed as a serious incident and Educators must notify the Coordinators soon as is practicable to ensure the relevant paperwork is completed including a Notification of a Serious Incident to DET within 24hrs

TREATMENT OF THE CHILD

In the case of a minor injury

Educators:

- Immediately apply first aid
- Advise the Parent/Guardian when the child is collected from care
- When practicable complete the Incident, Injury, Trauma and Illness record.
- If a child suffers a head or facial injury (e.g. Eyes, nose, mouth, teeth etc.) even if deemed to be minor, notify parents/guardians and the Coordinator immediately
- Ensure the parent or guardian with whom the child resides is notified as soon as practicable as but no later than 24 hrs after the occurrence.
- Complete the Incident, Injury, Trauma and Illness form
- Educators must ensure that arrangements are made to collect the child/ren from the program as soon as practicable if it is necessary in the interest of the health, safety or wellbeing of the child or other children in care.

In the case of a serious incident, injury, trauma or illness

Educators:

- Immediately apply first aid
- Seek medical attention or emergency services as soon as possible
- Contact the Parent/Guardian and the Coordinator
- Ensure the child is kept under adult supervision until the child's Parent/Guardian or other responsible person takes charge of the child or the situation.
- Contact the Co-ordinator and inform them of the situation as soon as practicable
- Complete the Incident, Injury, Trauma and Illness form

In the case of a child becoming ill Educators should:

- Make the child comfortable and provide a quiet space for the child
- Contact the parent/guardian and request that the child be collected from care
- If an infectious disease is suspected, follow the Infectious Diseases and Immunisation and Disease Prevention policy.
- Complete the Incident, Injury, Trauma and Illness form

AN UNRESPONSIVE CHILD (Death of a Child)

Educators:

- On finding child, commence first aid – E.A.R. – C.P.R.
- Contact Ambulance and Police immediately providing details.
- Remove other children from the immediate area.

- Contact the program Coordinator 95814847 / 0438129286 (Before and After School Program) or 9581 4846 / 0419374704 (School Holiday Program).
- Complete the Incident Injury Trauma and Illness form immediately providing accurate details of times, Educators on duty, actual incident, other children who may have been witnesses etc.
- At the earliest possible time a counselling debriefing program will be organised by The City of Kingston for the parents of the child, Educators and other parents and children of that program.

Co-ordinator/Management:

- Contacts the Team Leader Early Years and School Aged Care 95814858 / 0400709167
- Contacts the Manager of Family, Youth and Children's Services on 9581 4869 / 0417326791
- The General Manager and CEO will be informed of the situation.
- A decision will then be made as to who will speak to the parents and where parents will be informed of the death.

Council:

- As soon as it is appropriate and where deemed necessary, Council management will complete a formal investigation of the incident and document circumstances.
- If applicable, a debriefing session will be arranged for all parties involved within 24 hours of the incident occurring. For Educators, this will be arranged through Councils Employee Assistance Program.
- Any media response to a critical incident will be the responsibility of the media spokesperson within the City of Kingston as per the City of Kingston Media Policy.
- Privacy of parties involved will be maintained at all times.

NOTIFICATIONS AND RECORDS

Educators:

In any of the above-mentioned cases,

- Will complete the Incident, Injury, Trauma and Illness form and submit to the Co-ordinator within 24hrs
- Work collaboratively with the Co-ordinator/Management to provide any further information about the incident and complete any further documentation

Co-ordinator/Management:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FY&C
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council OHS policy. Alternatively, contact COGENT on 1800 264 368 to log your incident.
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

MEDICATION POLICY

1. Purpose

Administering medication to a child should be considered a high-risk practice. Authority must be obtained from a parent or legal guardian before Educators administer any medication (prescribed or non-prescribed).

Families place a high level of trust and responsibility on Educators when they are administering medication to children, or observing older children self-administer. Services should ensure that their policy and practices regarding medications meet legislative requirements and seek additional medical advice or opinion as needed.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

- To ensure the health and safety of children when administering required medication.
- Ensuring that the administering of medication meets the requirements of the Education and Care Services National Regulations.
- The City of Kingston Medication policy reflects the following principles:
 - Safe principles and practices to administer medication
 - Hygiene practices
 - An acute attention to detail
 - The maintenance of accurate records
 - Up to date professional development knowledge of administering techniques
 - First aid qualifications
 - Licensing and/or legislative requirements
 - Recommended advice and practices from a medical source
 - Open communication between Educators, families and children
 - The accountability of Educators when administering medication.

Educators will administer medication based on the following principles:

- The correct child
- The correct medication
- The correct dose
- The correct method

- The correct date and time

These basic principles are the first steps in ensuring that medication is administered safely to any person and should be documented by the parent or legal guardian before administering medication to a child. Educators should check a medication’s expiry date before administering it to a child.

DEFINITIONS

- Medication - The term ‘medication’ can be defined either as prescribed or non-prescribed. For the purpose of this policy, ‘prescribed’ medication is:
 - authorised by a health care professional
 - Dispensed by a pharmacist with a printed label, which includes the name of the child being prescribed the medication, the medication dosage and expiry date.
 - Medication that does not meet the criteria for prescribed medication, can be considered non-prescribed. This includes over-the-counter medication; medication dispensed by a naturopath, homeopath or considered complementary or alternative such as vitamins and cultural herbs or remedies.
 - Examples of prescribed medication include antibiotics; Ventolin for asthma; or Ritalin for Attention-Deficit Hyperactivity Disorder.
 - Examples of non-prescribed medication include topical or antifungal creams for eczema; paracetamol; ibuprofen or antihistamine for an allergy.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Australian Government National Health and Medical Research Council Dietary Guidelines for all Australians www.nhmrc.gov.au accessed 14 Jan 2016
- Australian Government, *Staying Healthy in Childcare* 5th Edition. www.nhmrc.gov.au accessed 14 Jan 2016
- Care for Kids -safely Administering Medication – 14 Jan 2016
- <http://www.careforkids.com.au/childcarenews/2010/august/medication.html>
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
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<p>Parent Handbook, Educators Handbook, Child Handbook.</p> <p>Policies: Administration of First Aid, Communication, Record Keeping and Retention, Anaphylaxis, Asthma, Dealing with Medical Conditions, Support and Mentoring of Educators, Qualifications Information Provision Professional Development and Training, Safety and Accident Prevention, Treatment of a Sharps and Needle Stick Injury, Refusal and Acceptance of Authorisations.</p>	<p>Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013</p> <p>Children’s Services Amendment Act 2011</p> <p>Other documents:</p> <p>My Time Our Place National Framework for School Aged Care</p> <p>The Early Years Learning Framework for Australia</p> <p>ACECQA – National Quality Standards</p>
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5. Procedure

- It is understood by Educators, children and families that there is a shared responsibility between the service and other stakeholders that the Medication policy and procedures are accepted as a high priority.
- Medication can only be administered when the medication form has been fully completed and signed by the child’s parent or legal guardian. If any information given is incorrect, medication will not be given
- Whilst in care, children must not be introduced to any medication due to possible side effects such as an allergic reaction
- Medication must be in the original container with the original label. It must state the child’s name, dosage, time to be given, date of prescription and date of expiry. It must also be accompanied by a pharmacist’s label or doctor’s written instructions
- Medication must be stored appropriately, in a secure place inaccessible to children
- Medication must be given to program Educators by the Parent/Guardian on arrival
- The parent/guardian must provide written permission for all medication to be administered, by completing the Medication Form when the medication is required
- The medication is measured as per the details for the required dose on the medication form, checked by a second Educator and then administered to the child. The name of the child, time and dose of medication given is recorded and then signed by both Educators on the medication form as evidence that the medication has been administered as requested.
- Educators check children’s medications including allergy medications, in the program on a daily basis when medication is not left at the program. The outcomes of this check will be documented on the Children’s Medication Checklist form – kept with individual medications.
- When medication is stored at the program, it is checked at the beginning of the term or School Holiday Program period to ensure it has not expired. This is also documented on the Children’s Medication Checklist form.
- Medication forms are to be kept by the program for the duration of the School Holiday Program period or for year in Before and After School Program then forwarded to the Coordinator.
- Each child is to have their own separate Medication Form
- Non-prescription medication can only be administered if a parent/guardian has completed and signed the medication form and provided specific instructions for its dispensation

- All naturopath medication needs to have a label from the naturopath with the child's name, date, dosage, name of medication, ingredients, date of issue and date of expiry
- Medication required on an on-going basis must have an action plan or detailed information that is reviewed regularly at a period of time set by the prescribing doctor
- Medication authorisation at enrolment or at the time the medication is being prescribed
- If Educators have any concerns about a request to administer medication, they must consult with the parent/guardian and/or the Coordinator. If the concern is raised outside of office hours, Educators can contact the program Coordinator on 0438 129 286 (Before and After School Program) or 0419 374 704 (School Holiday Program).
- The Coordinator reserves the right to contact a health care professional if there are any concerns about administering medication to a child even when written authorisation is given by the parent or guardian
- Medication is administered to a child by Educators or in some cases, with parental or guardian consent (completion of a medication form), medication can be self-administered by a school age child. When medication is being self-administered, children are supervised by the Educators and a medication form is signed off by both Educators and parent/guardian.
- Administration of invasive, complex or injected medications must be organised in conjunction with the Coordinator and will only occur if Educators are agreeable to do so and is fully informed of the requirements.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

MANAGEMENT OF SERIOUS, CHALLENGING BEHAVIOURS POLICY

1. Purpose

The purpose of this policy is to ensure there are clear guidelines in managing inappropriate behaviours exhibited by children in the education and care program.

2. Policy Statement

The Outside School Hours program has a duty of care and responsibilities to:

- a) ensure the safety, health and wellbeing of children, staff, families and visitors to the program is not compromised
- b) the school in the use of a shared facility including any property damage that may occur a result of inappropriate behaviour

If a child exhibits inappropriate behaviour, behaviour which threatens the safety and wellbeing of any child or other person in the program or causes property damage, then the child may be excluded temporarily or in some cases permanently.

We are committed to inclusion and supporting the health, wellbeing and positive outcomes for every child and exclusion is only implemented when all other avenues have been explored.

3. References

- Department of Education
<https://www.education.vic.gov.au/school/parents/behaviour/Pages/discipline.aspx>
- Early Childhood Australia (ECA) accessed August 2018
http://www.earlychildhoodaustralia.org.au/feelings_and_behaviours/promoting_positive_behaviours/about_guiding_children.html
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Definitions

Inappropriate Behaviour	Any behaviour which threatens the safety, health or wellbeing of another individual
Behaviour Management Plan	A written plan developed with the input of all relevant stakeholders including strategies to manage the inappropriate behaviours and support the child's inclusion in the program
Suspension	A period of time that the child is unable to attend the program
Exclusion	A child is unable to return to the program

5. Related Documents

Internal policies & documents:	Federal Legislation:
Policy – Behaviour Guidance Policy	Education and Care Services National Regulations 2012, Education and Care Services National Law 2010 and Amendments Sept. 2013
Appendix – Behavior Incident Report Form (to be developed)	Other documents:
Appendix – Behaviour Support Plan (to be revised/developed)	My Time Our Place National Framework for School Aged Care
Appendix – Inappropriate Incident letter template (to be developed)	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

6. Procedure

7.1 General

7.2 First Inappropriate Incident

7.3 Second Inappropriate Incident

7.3 Third Inappropriate Incident

7.1 General

- Educators will discuss all instances of inappropriate behaviours exhibited with the child's parents/guardians
- All instances of inappropriate behaviour will be documented on the Behaviour Incident Report form (Appendix....) and the parent/guardian will be asked to sign that they have been informed of and read the incident report form
- The service will investigate all possibilities and options before taking the steps to suspend or exclude a child from the service, providing that the safety, health and wellbeing of any other individual at the program is not at risk

7.2 First Inappropriate Incident

- The incident of inappropriate behaviour is documented on the Behaviour Incident Report form (Appendix....)
- Staff discuss the incident with the child's parents/guardians ask them to sign that they have been informed of and read the incident report form
- The Co-ordinator is informed of the incident and liaises with the Team Leader Early years and School Age Care
- If any child, staff member or other individual attending the program is at immediate risk, the child is to be collected
- The Co-ordinator of the program will contact the parent/guardian requesting immediate collection
- If the parent/guardian is unable to attend, they must contact an authorised person to collect the child from the program

- The service may request a meeting with the parents/guardians, staff (and the child, if deemed appropriate) to discuss strategies and supports to be put in place. This will be documented in the form of a Behaviour Support Plan (Appendix....)
- During this meeting, parents/guardians are encouraged to share information regarding any other support services they/the child may be linked in with e.g. specialist support services, psychologist
- Following the meeting, a letter will be sent to the parents/guardians summarising the outcomes of the discussion and the actions to be taken moving forward (Appendix....)
- Depending on the behaviours exhibited in this first instance, the parents/guardians may be informed of the child's immediate suspension from the program or the possibility of future suspension/exclusion should the behaviours continue
- The service will inform the school of the incident and the strategies/supports to be implemented to manage the behaviours moving forward

7.3 Second Inappropriate Incident

- The second incident of inappropriate behaviour is documented on the Behaviour Incident Report form (Appendix....)
- Staff discuss the incident with the child's parents/guardians ask them to sign that they have been informed of and read the incident report form
- The Co-ordinator is informed of the incident and liaises with the Team Leader Early Years and School Age Care
- If any child, staff member or other individual attending the program is an immediate risk, the child is to be collected
- The Co-ordinator of the program will contact the parent/guardian and inform them of the incident that has occurred requesting immediate collection
- The Team Leader will brief the Manager of Family Youth and Children Services
- A second meeting will be requested with the parents/guardians, staff, (and the child, if deemed appropriate) and other relevant support services to discuss the incident
- The Behaviour Support Plan will be referred to during this meeting
- Following the meeting, a letter will be sent to the parents/guardians (Appendix....) summarising the outcomes of the discussion and the actions to be taken by the service including details of the child's suspension (where applicable), the duration of the suspension and expected return date to the program
- The service will inform the school of the incident and the actions to be taken

7.4 Third Inappropriate Incident

- The third incident of inappropriate behaviour is documented on the Behaviour Incident Report form (Appendix....)
- Staff discuss the incident with the child's parents/guardians ask them to sign that they have been informed of and read the incident report form
- The Co-ordinator is informed of the incident and liaises with the Team Leader Early Years and School Age Care

- If any child, staff member or other individual attending the program is an immediate risk, the child is to be collected
- The Co-ordinator of the program will contact the parent/guardian and inform them of the incident that has occurred requesting immediate collection
- The Team Leader will brief the Manager of Family Youth and Children Services
- A further meeting will be requested with the parents/guardians to discuss the incident in detail and the actions to be taken by the service which may include the child's immediate exclusion from the program
- Following the meeting, a letter will be sent to the parents/guardians (Appendix....) summarising the outcomes of the discussion including details of the child's exclusion from the program
- The service will inform the school of the incident and the actions to be taken

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

PERSONAL HYGIENE INCLUDING HAND WASHING POLICY

1. Purpose

When groups of children play and learn together, illness and disease can spread from one child to another. Therefore, a high standard of environmental and personal hygiene is necessary to avoid infectious diseases being spread through person to person contact and through contact with contaminated surfaces.

This service is committed to protecting all stakeholders by adopting appropriate procedures for dealing with infectious diseases, whilst also respecting the rights of individual privacy through the implementation and monitoring of simple hygiene and infection control strategies to prevent and protect against this risk of disease and illness

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

One of the most effective ways of preventing the transmission of disease is to maintain a high level of personal hygiene.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th, 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standards
- Australian Government Health and Medical Research Council. *Staying Healthy in Child Care 5th Ed Preventing infectious diseases in child car*; retrieved 14 Jan 2016
- <http://www.nhmrc.gov.au>
- Better Health Channel – Hand washing accessed Jan 14, 2016
- http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/handwashing_why_its_important
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Environmental Health Hygiene and Safety, Food Handling Nutrition beverages and Dietary Requirements, Infectious Diseases, Safety and Accident Prevention.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children's Services Amendment Act 2011
	Other documents: My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Personal hygiene is the practice of keeping oneself and one's living and working condition clean to prevent disease and to maintain good health. The daily habit of ensuring cleanliness and a hygienic lifestyle will help prevent future health care issues.

HAND WASHING

Educators and children will wash their hands using the recommended hand washing procedure outlined in Staying Healthy in Childcare (National Health and Medical Research Council 5th Edition 2013)

How to wash hands

- Wet hands with water
- Use liquid soap and running water
- Wash your hands thoroughly while counting slowly from 1 to 15
- Rinse your hands while slowly counting from 1 to 15
- Turn off the tap
- Dry hands well with fresh paper towel or hand dryer

When to wash hands

- On arrival (this reduces new germs being introduced to the program)
- Before handling food
- Before eating
- After removing gloves
- After going to the toilet
- After cleaning up blood, faeces or vomit
- After wiping a nose
- Before giving medication
- After handling garbage

- After playing outside
- Before going home (this prevents taking germs home)
- Sanitiser will be provided as an alternative when running water is not available or difficult to access. E.g. excursion.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

SAFETY AND ACCIDENT PREVENTION POLICY

1. Purpose

To minimise the risk of accidents and injuries to children attending Outside School Hours Program

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

All children attending the program are provided with opportunity to explore both indoors and outdoors. Supervision of children must always be a priority especially with challenging equipment and activities. Challenging activities and experiences are offered to develop and encourage children's developmental areas as well as to broaden skills. All activities and experiences are to be provided in a safe environment.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th, 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Preventing Injury Practice Resource – Raising Children Network, http://raisingchildren.net.au/articles/preventing_injuries.html retrieved Jan 14, 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Austral

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Administration of First Aid, Arrivals and Departures, Supervision, Child Safe Environment, Transporting Children, Water Safety,	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

Educators:

- Educators/Child ratios to be observed at all times
 - At the program site 1 Educator to 15 children
 - On excursion 1 Educator to 15 children or as assessed
 - Excursions (water) 1 Educator to 5 children

- Children are to be supervised at all times both indoors and outdoors.
- Take all reasonable precautions to provide and maintain an environment that is safe to the health of Educators and children. The environment is to be arranged to help minimise the risk of injury to Educators, children and families.
- All equipment (including outdoor climbing equipment) is to be checked on a program-by-program basis for damage and cleanliness. Damaged equipment is to be withdrawn from usage and replaced.
- Daily scans and environmental checklists are completed in both the indoor and outdoor environments on a daily basis. These checklists are kept on site.
- Cleaning and poisonous substances will be clearly labelled and stored in a secure, orderly manner that is inaccessible to children.
- Active supervision is required by Educators to ensure the safety of the children.
- Educators should avoid activities which distract them from supervision e.g. long phone conversations, administration tasks.
- If Educators have to move away from supervision, they must ensure another Educator replaces them.
- Educators must move around to ensure the best view of an area and not stand with their backs to the children.
- Educators are not to spend extended time in the kitchen or performing administration tasks when they should be in the main area with the children.

Co-ordinator/Management:

In the event of a serious incident:

- Inform the Team Leader Early Years and School Aged Care of the serious incident who will inform the Manager FY&C's
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council OHS policy. Alternatively, contact COGENT on 1800 264 368 to log your incident.
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

- All accident/injury documents are kept for seven years on file. Then this information will be stored at Council for 21 years.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

SLEEP REST AND RELAXATION POLICY

1. Purpose

The purpose of this policy is to provide clear guidelines for the implementation of safe and comfortable rest and sleep practices for school aged children at each of our Outside School Hours programs.

2. Policy Statement

The City of Kingston Outside School Hours Programs are committed to:

- Providing children with flexible rest and sleeping arrangements that respond to individual needs, safety and comfort.
- Ensuring that adequate supervision is maintained while children are sleeping or resting, including maintaining Educator-to-child ratios.
- Complying with Safe Sleeping legislative requirements (as relevant), standards, recommendations and current best practice.

3. References

- Education and Care National Regulations, Regulation 81
<http://www.education.vic.gov.au/Documents/childhood/providers/regulation/NationalRegs0614.pdf>
- ACECQA. Safe sleep and rest practices from October 2017. Accessed 15th September 2017. <http://www.acecqa.gov.au/Safe-sleep-and-rest-practices>
- Red Nose. Safe Sleeping. Accessed 15th September 2017. Accessed 15th September 2017. https://rednose.com.au/downloads/Safe_Sleeping_Brochure.pdf

4. Related Documents

Internal policies & documents:	Federal Legislation:
Children's Curriculum, Planning and Programming, Interactions with Children, Accident, Injury, Trauma and Illness, Reflective Practice, Supervision	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

Sleep and Rest Procedures

- Educators provide for all school aged children:
 - A range of opportunities for rest and relaxation throughout the day.
 - A quiet area or space that includes suitable furniture (for example couch, floor pillows) and other items such as blankets, cushions etc. to support each child's comfort should they feel the need to rest or sleep
 - Equipment is checked regularly to ensure safety and cleanliness
 - Quiet areas both indoors and outdoors that allow children to take time out and engage in calm and restful activities.
- Educators will engage in open communication with parents/guardians with regard to a child's request or need for rest/sleep whilst at the program

Supervision and Safety

- Children must be adequately supervised always during rest or sleep periods.
- Educators supervise children during sleep and rest periods to ensure their head and face remain uncovered.
- Educator-to-child ratios are maintained at all times, including during sleep and rest times.
- Educators ensure that all reasonable precautions are taken to protect children from any harm or hazard likely to cause injury during sleep.
- Educators are familiar with safe rest and sleeping practices and communicate these to families should the family have particular requests regarding their child's rest/sleep during the day.

Parent/Guardian Responsibilities

- Parents/guardians are responsible for:
 - Discussing their child's relaxation and sleep requirements and practices with Educators prior to commencing at the program, and when these requirements change.
 - Communicating to Educators if their child's sleep has been disturbed during the night or an event that has occurred that may affect/change the day's routine.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

SUN PROTECTION AND SUN SMART POLICY

1. Purpose

A balance of ultraviolet radiation (UV) exposure is important for health. Too much of the sun's UV can cause sunburn, skin and eye damage and skin cancer. Exposure to the sun's UV during childhood and adolescence is associated with an increased risk of skin cancer in later life. Too little UV from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health.

This Sun Smart policy provides guidelines to:

- Ensure all children, educators and staff have some UV exposure for vitamin D.
- Ensure all children, educators and staff are well protected from too much UV exposure by using a combination of sun protection measures whenever UV levels reach 3 and above.
- Ensure the outdoor environment is sun safe and provides shade for children, educators and staff.
- Ensure children are encouraged and supported to develop independent sun protection skills.
- Support duty of care and regulatory requirements
- Support appropriate OHS strategies to minimise UV risk and associated harms for educators, staff and visitors.

Kingston Outside School Hours Program has a duty of care to ensure that all persons are provided with a high level of sun protection during the hours of the services' operation.

In meeting the service's duty of care, it is a requirement under the Occupational Health & Safety Act that management and Educators implement and endorse the services Sun Protection policy, and ensure a level of protection to all persons who access the service's facilities and/or programs.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

It is understood by Educators, children and families that there is a shared responsibility between the service and other stakeholders that the Sun Protection policy and procedures are accepted as a high priority.

A healthy balance of exposure to the sun's UV radiation is important for everyone's health. Too much UV can cause sunburn, skin and eye damage and skin cancer. Too little UV from

the sun can lead to low vitamin D levels. Vitamin D regulates calcium levels in the blood. It is also necessary for the development and maintenance of healthy bones, muscles and teeth.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Better Health Channel www.betterhealth.vic.gov.au accessed 14 Jan 2016
- Sun Smart Victoria www.sunsmart.com.au accessed 14 Jan 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Excursions Workshops and Routine Outings, Environmental Health and Hygiene, Water Safety, Qualifications Information Provision Professional Development and Training, Children’s Curriculum Planning and Programming, child Safe Environment, Extreme Heat Conditions, Exposure to Environmental Extremes.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- Kingston Outside School Hours Program adheres to the sun protection recommendations as outlined by the Anti-Cancer Council for Outside School Hours.
- All Educators, staff, children and families will follow the procedures outlined in this policy.
- Educators and children are encouraged to access the daily local sun protection times at sunsmart.com.au or on the free SunSmart app.
- A combination of sun protection measures are used for all outdoor activities during the sun protection times (whenever UV levels reach 3 and above), typically from **September to the end of April** in Victoria.

- Where possible, active, outdoor sun safe play is encouraged throughout the day.

Healthy physical environment

1. Seek shade (QA 1, 2, 3, 4, 5, 6)

A shade audit is conducted regularly to determine the current availability and quality of shade. Management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area.

The availability of shade is considered when planning all outdoor activities and excursions.

Children are encouraged to choose and use available areas of shade when outside.

Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.

Healthy social environment

2. Slip on sun protective clothing (QA 1, 2, 4, 5)

When outside, children are required to wear loose fitting clothing that covers as much skin as possible. Clothing made from cool, densely woven fabric is recommended. Tops with elbow length sleeves, and if possible, collars and knee length or longer style shorts and skirts are best. If a child is not wearing sun-safe clothing (e.g. a singlet top or shoestring dress) they will be required to choose a t-shirt/shirt to wear over the top before going outdoors. This also includes rash vests or t-shirts for outdoor swimming.

3. Slap on a hat (QA 1, 2, 4, 5)

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

4. Slop on sunscreen (QA 1, 2, 4, 5)

Children must provide their own SPF 30 or higher broad spectrum, water resistant sunscreen.

AND / OR

The service supplies SPF 30 or higher broad spectrum, water resistant sunscreen for staff and children's use.

Sunscreen is applied at least 20 minutes before going outdoors and reapplied every TWO hours if outdoors.

Strategies are in place to remind children to apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).

5. Slide on sunglasses [if practical] (QA 1, 2, 4, 5)

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

Learning and skills (QA 1, 2, 4, 5, 6)

Displays the SunSmart policy for parents / carers, and discusses it with the children

Regularly reinforces SunSmart behaviour through correspondence with families via the notice board and displays, and through children and staff activities

Ensures information about the SunSmart policy is included in parent handbooks and other important documentation sent to families.

Engaging children, educators, staff and families (QA 2, 3, 4, 3, 6, 7)

Educators, staff and families are provided with information on sun protection and vitamin D through family newsletters, service handbook, noticeboards and the service's website.

When enrolling their child, families are:

- Informed of the service's SunSmart policy
- Asked to provide a suitable sun protective hat, covering clothing and sunscreen for their child
- Required to give permission for educators to apply sunscreen to their child
- Encouraged to practice SunSmart behaviours themselves when at the service

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

- wear a suitable sun protective hat, covering clothing and, if practical, sunglasses when outside apply sunscreen
- seek shade whenever possible

Relevant documents / Links

- National Early Years Learning Framework (EYLF)
- Victorian Early Years Learning and Development Framework (VEYLDF)
- Building Quality Standards Handbook (BQSH): Section 8.5.5 Shade Areas (Oct 2011)
- Get Up & Grow: Healthy eating and physical activity for early childhood (Section 2) 2009
- Radiation Protection Standard for Occupational Exposure to Ultraviolet Radiation (2006)
- Safe Work Australia: Guidance Note for the Protection of Workers from the Ultraviolet Radiation in Sunlight (2008)
- AS 4685.1: 2014 Playground equipment and surfacing – General safety requirements and test methods

Legislation and Standards

- Occupational Health and Safety Act 2004
- Children's Services Act 1996
- Children's Services Regulations 2009
- Child Wellbeing and Safety Act 2005 (Vic) (Part 2: Principles for children)

Managing the physical environment

The peak UV radiation periods are 11am-3pm during daylight saving and 10am-2pm at other times of the year. Outdoor activity will be limited during these times or when UV levels are 3 and above.

Educators will utilise the shaded areas of the outdoor environment for play and plan outdoor play experiences before 10am and after 2pm (before 11am and after 3pm daylight saving hours)

Each program utilises the SunSmart UV App to determine the current UV status to make an informed decision about whether outdoor play is suitable

SHADE PROVISION, OUTDOOR PLAY AND OUTDOOR PLAY EQUIPMENT

- Educators will consider the availability of shade when planning and programming for outdoor play experiences and excursions.
- Outdoor equipment that is not fixed will utilise the shaded areas of the outdoor environment at all times of the day.
- Educators will continually assess the shade coverage of the outdoor play environment and seek avenues to improve the conditions if required.
- Educators will plan and program for outdoor play experiences and excursions during non-peak UV radiation hours of the day.
- Outdoor play equipment that is fixed will be monitored for usability throughout the day by Educators.

PROTECTIVE BEHAVIOUR AND PRACTICES

Hats

- All children and staff must wear a hat when outdoors.
- It is recommended that a sun protective hat adequately covers the face, back of the neck and ears.
- Children who do not have a hat will be asked to play indoors, however this may not always be possible. Therefore, children without hats will be restricted to shaded areas when outdoors if children cannot be supervised indoors.

Clothing

- Loose fitting and closely woven fabrics assist in protecting children from exposure to the sun.
- It is recommended that shirts have a collar to protect the nape of the neck and long sleeves to protect arms.
- Longer style tops and shorts are acceptable items of clothing to protect children from the sun.
- Sleeveless shirts, dresses and singlets are not considered as appropriate clothing to protect children from the sun. Children may need to change their clothing or not be allowed to access outdoor play.

Sunscreen

- SPF 50+ broad-spectrum water-resistant sunscreen is to be applied to exposed skin of children.
- Permission will be sought at enrolment from the family for sunscreen to be applied.
- Sunscreen must be applied before commencing outdoor play (or as per manufacturer's instructions).
- Sunscreen must be reapplied before recommencing outdoor play (or as per manufacturer's instructions) – after a two-hour period has lapsed.

- Some children may present with an allergic reaction to sunscreen. In this situation, the program will stop applying the sunscreen, notify the family and request that a hypoallergenic sunscreen be supplied by the family for the child to use.
- Children will be encouraged to apply sunscreen themselves under the supervision of Educators

EYE PROTECTION

- Kingston Outside School Hours Program supports the use of a sun protective hat to protect eyes from UV radiation.
- If sunglasses are worn when persons are outdoors, the service recommends that sunglasses meet the Australian Standards AS/NZS 1067:2003 with a category number 2, 3 or 4.
- Sunglasses not labelled with Australian standards codes are considered toys and do not provide sun protection. In the same way, sunglasses with a category number of 0 or 1 are considered fashion spectacles and do not provide adequate protection against UV radiation.

Maintaining hydration levels

- Children's body/water ratio mass is significantly different than from adults, therefore the risk for dehydration from outdoor play and hot weather is high and can be dangerous.
- Water will be offered/available to children throughout the day regardless of indoor or outdoor play settings.
- Children are to bring in water bottles from home and are encouraged to access water to drink throughout the day.

Role modelling by Educators, students and volunteers

- Children learn through example and role modelling is an important strategy in Outside School Hours Program to maintain Quality Standards.
- Educators, students and volunteers must comply with the Sun Protection policy as per the Occupational Health & Safety Act.
- Educators must wear a sun protective hat and clothing, apply SPF30+ broad spectrum sunscreen, and seek shade whenever possible when supervising outdoors or facilitating children's play experiences and excursions.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

SUPERVISION POLICY

1. Purpose

Supervision is one of the most important care giving skills required by Educators. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing groups of children of varying ages, and an understanding of child development including theories about how children play.

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

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

Outside School Hours Program is committed to complying with the Education and Care Services National Regulations and Quality Standards in maintaining supervision of children at all times.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- <http://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotessuperv.pdf> DET - accessed 14 Jan 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Transporting Children, Child Safe Environment, Water Safety, Student and Volunteer Placements, Code of Conduct, Record Keeping and Retention, Behaviour Guidance, Excursions Workshops and Routine Outings, Children's Curriculum Planning and Programming, Reflective Practice, Emergency Management and Evacuation, Sun Protection and Sun Smart.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- Educators are responsible for personally supervising the children in their care at all times.
- Educators are required to work collaboratively to ensure that the indoor and outdoor environments are adequately supervised.
- Ensuring overall supervision is maintained to all areas at all times requires:
 - Thought to the positioning of Educators in the environment.
 - The development of skills that enable effective scanning of the environment
 - Listening when children play
 - Observing children to ensure interactions, exploration and behaviour are appropriate e.g. language, physical contact
 - Knowledge of the environment and its potential risks
 - Eliminating potential risks e.g. areas of the indoor/outdoor environment that can be difficult to see
 - Thought in the development and set up the environment
 - Knowledge of the children in care and understanding how groups of children interact and play together
 - The promotion of open-ended play and learning experiences
 - Consideration in setting play limits with children
 - Children's arrival and departure times
 - Planning when on excursions or routine outings especially when the use of public facilities will be required
 - Planning when transporting children
 - Communication between Educators, informing one another to ensure adequate supervision is maintained at all times.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

TEMPORARY SERIOUS INJURY OR DISABILITY POLICY

1. Purpose

As a service and reflected in our philosophy, our intention is to include all children in our program; however, this may not always be possible. In the event of a temporary serious injury or disability of a child (e.g.: broken bones, stitches, operation), consideration must be given to the individual child, their needs, Educator training, skills and capacity and the needs of the other children in care. This enables us to make an informed decision regarding return to care.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide all parties with a clear procedure to facilitate a child's return to care after a temporary serious injury or disability.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- City of Kingston Occupational Health and Safety Policy
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook.	Education and Care Services National Regulations 2012, under the Education and Care

Policies: Communication, Qualifications Information Provision Professional Development and Training, Incident Injury Trauma and Illness, OH&S, Personal Hygiene including Hand washing, Supervision, Transporting Children, Child Safe Environment, Safety and Accident Prevention.	National Law Act 2010 and Amendments Sep 2013
	Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

Temporary serious injury or disability can include the following:

- Broken limb
- Sprain or strain
- Stitches
- Head injury
- Any injury where the child cannot get around independently (incapacitated in some way)
- Any injury that requires increased care by the Educators
- It is important to remember that Educators are not health care professionals and therefore may be unable to care for children with a specific temporary injury or disability.

The decision for a child to return to care will be made with input from

- the child's parent(s)
- the family's medical practitioner/treating doctor
- the Educators and
- the Coordinator of the program

The final decision regarding a child returning to care lies with the Coordinator and Team Leader, with consideration given to:

- An assessment of the Occupation Health and Safety risk to Educators when required to care for the child with the temporary injury or disability.
- Educator's thoughts and judgement regarding their ability to support the child's return to care.
- The potential impact on the other children and families in care, including the number of other children and their ages, and their individual needs.
- The equipment, resources and materials available to support the provision of high quality care.
- If it is determined that the child can be supported to return to care, the situation will then be closely monitored by the program Educators and the Coordinator with consideration given to:
 - The child's self-care skills
 - The child's ability to participate in the program e.g.: mobility
 - The number of hours the child is booked into care

- The impact of care requirements on Educators, the child with the temporary injury or disability and the other children in care
 - The program's ability to transport the child on an outing or excursion
- The Coordinator, in consultation with the Team Leader makes the final decision as to a child's impending return to care.
- In the event that the program is unable to care for the child, the child can only return to care with a medical clearance from a doctor and it can be clearly determined that there is no further risk to the child, the other children in care or Educators.
- If medication is required, please refer to our Medication Policy.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

TRANSPORTING CHILDREN POLICY

1. Purpose

Children registered with City of Kingston Outside School Hours Program are to be transported in a manner that ensures safety and protection at all times and to minimise the likelihood of risks when transporting children.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

The Outside School Hours Program aims to minimize the likelihood of risks when transporting children.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- http://raisingchildren.net.au/articles/pedestrian_safety.html Raising Children Network – accessed 14 Jan 2016
- www.roadsafetyeducation.vic.gov.au accessed Jan 14 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia
- Vic Roads <https://www.vicroads.vic.gov.au/safety-and-road-rules/vehicle-safety/child-restraints/children-aged-between-4-to-7-years> accessed August 2019

4. Related Documents

Internal policies & documents:	Federal Legislation:
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Parent Handbook, Educators Handbook, Child Handbook. Policies: Excursions Workshops and Routine Outings, Children's Curriculum Planning and Programming, Arrivals and Departures, Child Safe Environment, Safety and Accident Prevention, Supervision, Water Safety, Interactions with Children.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- At the time of enrolment parents signed consent is sought giving permission to transport their child/ren.
- Educators should always use the same route when transporting or walking children to and from the program so that they can be found easily in an emergency
- Where transportation of children is required, Council Community Buses/vehicles or an Approved Provider shall be utilised. Children are not to be transported in Educator's cars.
- Where a bus seats 12 or less people (including the driver) all children under the age of 7 are required to sit in a booster seat.
- When children are going on a routine outing or excursion there is a roll call before departure and a head count. Head counts are also undertaken during and at the conclusion of the excursion or outing.
- All children are required to arrive for excursions at the agreed time to ensure timely departure. If children are not present, the excursion will commence without them.
- Approved bus companies will transport the children attending a School Holiday Program while on excursions.
- In the instance of a breakdown of a Council bus, the driver will contact the Community Buses Team Leader to arrange for alternative transportation i.e. another Council bus or vehicle.
- Children will be supervised whilst in transit.
- Any transport costs for excursions will be included in the cost of the excursion fee/booking fee

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

TREATMENT OF A SHARPS & NEEDLE STICK INJURY POLICY

1. Purpose

To provide clear guidelines in the event of a sharps or needle stick injury and to minimise the risk of infection

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure all Educators are aware of the risks and procedures when dealing with a sharp or needle injury.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- <http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Needlestickinjury> - Managing a Needle stick Injury accessed Jan 14 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: OH&S, Record Keeping and Retention, Excursions Routine Outings and Workshops, Administration of First Aid, Child Safe Environment, Infectious Diseases, Personal hygiene including Hand washing, Safety and Accident Prevention, Supervision, Water Safety.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Educators/Staff:

Disposal of sharps

When disposing of sharps please follow the procedure below:

- Use pliers or other suitable instrument to pick up syringe.
- Syringe is then to be placed in the biological hazard waste container (each program has one).
- Hazard waste container is to be taken to a Kingston customer desk for disposal.

In the event of a needle stick injury, employees/educators should follow these procedures:

- Encourage the wound to bleed freely.
- Thoroughly wash the area with warm soapy water.
- Cover with a sterile dressing.
- Report the injury to your supervisor immediately after the above procedure has been completed.
- Arrange through the supervisor to complete an incident form
- A serious incident report will be completed and forwarded to DET within 24 hours of the incident occurring.
- The incident must also be entered into SolvSafety.
- Worksafe will be notified.
- Own doctor or your supervisor can assist you to seek appropriate medical aid to have blood taken for testing for Hepatitis B, Hepatitis C and HIV antibodies.
- The supervisor will request the cooperation through the Medical Officer of Health or Occupational Health and Safety Team Leader that the person if known who had used the needle to also have a blood test for Hepatitis B, Hepatitis C and HIV antibodies.
- Follow up blood tests will be taken every 3 months for 12 months after the date of the injury.

- To alleviate any concerns if requested the injured worker will have counselling made available to him/her on the risks associated with the injury, the availability of Hepatitis B vaccination and the need to report any illnesses, which may subsequently develop.
- Refer to Human Resources Policy No: HR25, Preventing Infectious Diseases in the Workplace.

Co-ordinator/Management:

- Inform the Team Leader Early Years and School Aged Care of the incident who will inform the Manager FY&C's
- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council OHS policy. Alternatively, contact COGENT on 1800 264 368 to log your incident.
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

WATER SAFETY POLICY

1. Purpose

Educators must take all reasonable precautions to maintain children's safety in and around water. A high level of vigilance is critical in relation to water safety and children's access to water hazards. Educators should take every safety measure to identify the risks and to document and implement risk minimization strategies that protect children from water related accidents. In relation to excursions taking place near or in water e.g.: beaches, pool, rivers, a sanctuary; a detailed risk assessment will have been conducted prior to the excursion.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

Drowning is one of the leading causes of death for children aged 5-14 years. Other water hazards in relation to child injuries and illnesses are but not limited to: toilets, wading pools, spas, bathtubs, fish ponds, fountains, dams, creeks, lakes and beaches.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- <http://www.kidsalive.com.au> – accessed 14 Jan 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
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Parent Handbook, Educators Handbook, Child Handbook. Policies: Administration of First Aid, Child Safe Environment, Safety and Accident Prevention, Transporting Children, Qualifications Information Provision Professional Development and Training.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Educators must:

- Ensure that all water carrying vessels that can reasonably present a drowning hazard for children are supervised at all time that water is present within them.
- Ensure that children are encouraged to safely explore the properties of water whilst also building water safety messages into their activities and learning opportunities.
- Minimise water waste and reinforce the water conservation message by ensuring that only such water as is required to undertake a programmed water play activity is placed within the vessel. We will reflect the appropriate environmental water-wise message when water play activities are planned.
- Ensure that all water carrying vessels that can reasonably present a drowning hazard for children are emptied at the end of each water play activity.
- Ensure that all water carrying vessels that can reasonably present a drowning hazard for children are stored in a manner to prevent the inadvertent collection of water through natural causes such as rain.
- Ensure that all water carrying vessels are emptied and allowed to dry thoroughly at the end of each water play activity to prevent the build-up of potentially harmful bacteria and mould.
- Ensure children thoroughly wash and dry their hands following hand washing procedures after water play activity to reduce the risk of cross infection.
- Educator/child ratio on excursions that include a body of water will be assessed according to the risks, identified as part of an excursion risk assessment.
- This assessment will be undertaken in advance of the excursion with consideration given to:
 - group dynamics
 - needs of individual children
 - parents being advised of the proposed outing
 - the completion of permission forms and
 - Approval by the Coordinator.
- Ratios will be increased in situations where the risk assessment has identified a higher risk to children's safety and wellbeing. E.g. the size of the body of water, the number of entry points to the water or a child with additional needs.
- Final approval of the water excursion remains with the Coordinator of the service.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

EXTREME HEAT CONDITIONS POLICY

1. Purpose

This policy will provide guidelines regarding measures to be undertaken to ensure the safety and comfort of children, Educators, parents and other visitors within the Outside School Hours Program environment, particularly during periods of extreme heat. In the event that a safe environment cannot be maintained, procedures will be followed in considering and acting in the best interests of all parties. This policy is to be read in conjunction with the City of Kingston Exposure to Environmental Extremes policy.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents, children and visitors within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

The health, safety and wellbeing of children, Educators and visitors will be considered first and foremost in the delivery of our Before and After School Program and School Holiday Programs. We are committed to providing a safe environment free of potential hazards associated with extreme weather conditions likely to cause harm or injury to individuals and groups.

This policy aims to protect children, Educators and visitors in the outside school care setting during days or periods of extreme weather so far as is practicable and to minimise the effects of heat and sun exposure through the implementation of control measures.

The National Quality Standards require services to take “every reasonable precaution to protect children from harm and hazards likely to cause injury” (2.3.2)

The Education and Care Services National Regulations Part 4.3, Physical Environment, Regulation 110 makes reference to ventilation and natural light, specifically:

“The Approved Provider of an education and care service must ensure that the indoor spaces used by children at the education and care service premises are well ventilated have adequate natural light and are maintained at a temperature that ensures the safety and wellbeing of all children”.

3. Definitions

- Extreme Heat: Temperatures that hover 10 degrees or more above the average high temperature for the municipality and last for several days are defined as extreme heat.
- Signs of heat exhaustion: weakness, nausea and /or giddiness, pale appearance and breathlessness. Heat exhaustion is a serious condition that can develop into heat stroke
- Heat Stroke occurs when a child’s body temperature rises too quickly. This happens because the body loses its ability to sweat and is not able to cool down enough to maintain a healthy temperature. If severe enough, it can cause damage to the body’s organs and has the potential to be fatal.

4. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Victorian Government Health Information http://www.health.vic.gov.au/environment/emergency_mgmnt/heat_stress.htm retrieved 14 Jan 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia
- Department of Human Services - www.health.vic.gov.au/hacc/pdf/heatwave_power_outage.pdf retrieved 14 Jan 2016

5. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Children’s Curriculum Planning and Programming, Excursions Workshops and Routine Outings, Administration of First Aid, Exposure to Environmental Extremes, Food Handling, Nutrition, Beverages and Dietary Requirements, Incident Injury Trauma and Illness, OH&S, Safety and Accident Prevention, Sun Smart, Record Keeping and Retention, Kingston Heat Wave Plan.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards Work Safe Victoria – Working in Heat guidance notes Department of Health – Staying Healthy in the Heat

6. Procedure

In relation to extreme weather events, the service will take its lead predominantly from information provided by the Department of Education and Training (DET), the Victorian Health Department, the Metropolitan Fire Brigade (MFB) and local authorities including the City of Kingston.

RESPONSIBILITIES OF THE SERVICE AND EDUCATORS

The Coordinator will:

- Be responsible for ensuring that the cooling requirements of each service are adequate and maintained at an acceptable temperature.
- Purchase portable fans as required for services with and without air conditioning and in consideration of the physical indoor space.
- Provide digital thermometers for each program to monitor and record temperatures.
- Ensure that every program has an emergency kit containing a torch, fully charged mobile phone or telephone that that will work without electricity
- Liaise with the Principal or other authorised representative of the school sites where the programs are being provided to ensure all parties are aware of our services' policy, its guidelines and procedures to be followed in the event of extreme heat conditions.
- Where possible, in collaboration with the school determine a suitable secondary space that can be used in periods of extreme heat.
- Make contact via phone with each program on a daily basis to discuss the conditions of the education and care environment.
- Visit programs (during periods of two or more days of extreme heat/consecutive high temperatures) to make an assessment of the appropriateness of the learning environment.
- Ensure the Manager of Family Youth and Children's Services is kept informed of all matters relating to the provision of care of children including information received from DET and other authorities and any concerns relating to this in maintaining a suitable environment.
- Review existing sites (in consultation with program Educators and school representatives) on an annual basis undertaking a "Heat Risk Assessment" (copy attached) to ensure ongoing suitability of the education and care environment.
- Assess any new program sites prior to licensing procedures in consideration of this policy.

Note: The control measures implemented will be dependent on the nature of the program environment including whether or not air conditioning is operational, other site conditions and the temperature levels recorded at the site.

Educators will

- Monitor all children for signs of heat exhaustion or heat stroke.
- Encourage children to drink water and consume food/snacks at regular intervals.
- Provide opportunities for discussion with children on self-care during extreme heat.
- Record temperatures at regular intervals throughout the day.
- Give consideration to the activities planned for the children in the indoor and outdoor environment and make modifications where required.
- Minimise heat and direct sunlight in the indoor environment by closing doors, blinds and curtains where possible – control the environment.

Educator's self-care should include

- Utilising air conditioning systems or fans provided in the program.
- Drinking plenty of fluids (especially water).

- Taking opportunities to sit with children in passive activities.

In situations when Educators need to go outdoors, they should ensure the risks to their own health and safety are controlled by:

- Wearing appropriate personal protective equipment including an appropriate hat, sunglasses, shoes and covering up in tight knit but loose fitting breathable clothing to encourage air circulation.
- Applying sunscreen of SPF 50+ or higher prior to going outside.
- In the event that air conditioning may break down or there is a power outage
- Supervisors are to contact the Coordinator and advise them of the situation.
- Monitor environmental conditions and temperatures to ensure effective control measures are implemented so as not to endanger the health and safety of children, Educators or visitors at the program.
- The Coordinator will immediately advise the Manager of Family Youth and Children's Services and together make an assessment as to the ongoing suitability of the education and care environment.
- In the situation where the health, safety and wellbeing of children, Educators and visitors cannot be maintained, a decision will be made as to the appropriate action to be taken. This may include closure of the program.

Parents are asked to

- Send their children in appropriate clothing for hot weather conditions – e.g. tight knit and loose fitting shorts, skirts, t-shirts or summer dresses with sleeves and suitable footwear that allows for air flow, heat to be released from the child's body and easy removal of these items if needed.
- Pack food/snacks in insulated containers with a freezer brick or frozen water.
- Provide a drink bottle filled with water that can be refilled during the day.

CHILDREN'S PROGRAM/CURRICULUM

- Children should be kept inside in an air conditioned and/or cool environment.
- Where programs do not have air conditioning, portable fans will be provided for use and be operational for the duration of the program.
- Children will be encouraged to drink plenty of fluids, especially water.
- Children's bags will be stored indoors on days of extreme heat as they often contain food for the child to consume during the program.
- Children should have the opportunity to participate in a range of indoor activities ensuring individual and group needs are met through passive and active experiences.
- Water and ice based activities will be included in the children's play opportunities and experiences.
- Children's participation in strenuous or stressful physical activities should be limited and monitored by Educators.
- Excursions planned in the outdoor environment will be cancelled or changed and alternative arrangements made where possible e.g. an outing to the zoo may be changed to an excursion to the movies.
- If children need to go outdoors, risks to their health, safety and wellbeing will be controlled by:

- Wearing appropriate clothing including a wide brimmed hat, shoes and covering up in tight knit but loose fitting clothing in accordance with Sun Smart policies and procedures.
- Applying sunscreen of SPF 15 or higher prior to going outside in accordance with Sun Smart policies and procedures.

CLOSURE OF A PROGRAM

The decision to close a program will be made by the Manager of Family, Youth and Children's Services after undertaking a risk assessment of the situation, looking at possible alternatives and receiving advice and guidance from senior management and other relevant bodies.

Such a decision can have a significant impact on families and will therefore require open communication between all stakeholders during this process.

The Coordinator will ensure that all parents are contacted and asked to collect their child/ren.

Where parents are unable to collect their child/ren, they will continue to be cared for by program Educators that who will endeavour to keep them as comfortable as possible until the time of collection by the parent or other authorised person.

Educators will be guided by the Coordinator and advised as to what information they are to provide to families in regard to the program's closure and re-opening.

The Coordinator will ensure the regulatory authority and relevant government agencies such as DET are notified of closure and re-opening as soon as practicable.

DECISION GUIDELINES

The Coordinator of Before and After School Program and Coordinator of School Holiday Program have the responsibility for ensuring the policies are implemented by relevant Educators and have day to day oversight of the policies and their functioning.

Policy development and review is carried out annually by the service with feedback from Management, Educators, parents and children.

Kingston OSHP Heat Risk Assessment – May 2019

NAME OF PROGRAM:	HAZARDS IDENTIFIED	CURRENT PRACTICES	RISK ASSESSMENT (USE MATRIX)	ELIMINATION/CONTROL MEASURES	ACTIONS	OUTCOMES
St Pats		X1 internal air conditioner	N/A		Water games, spray bottles and cold cloths available for children. Children to have unlimited access to drinking water	
Southmoor		Air conditioning	N/A		Water games, spray bottles and cold cloths available for children. Children to have unlimited access to drinking water	
Chelsea		Air Conditioning	N/A			

Clarinda		Air Conditioning	N/A		Water games, spray bottles and cold cloths available for children. Children to have unlimited access to drinking water	
Le Page		Air Conditioning	N/A		Water games, spray bottles and cold cloths available for children. Children to have unlimited access to drinking water	

RISK MATRIX ASSESSMENT

	Insignificant	Minor	Moderate	Major	Catastrophic
Almost certain	Moderate	High	High	Extreme	Extreme
Likely	Moderate	Moderate	High	Extreme	Extreme
Possible	Low	Moderate	High	High	Extreme
Unlikely	Low	Low	Moderate	High	High
Rare	Low	Low	Low	Moderate	High

National Quality Framework

Area 4

EDUCATOR ARRANGEMENTS

- Code of Conduct
- Incapacity or Unavailability of Program Educators
- Major Life Event
- Occupational Health and Safety
- Qualifications, Information Provision, Professional Development and Training
- Recruitment, Selection and Induction of Educators
- Educator Annual Review
- Educator Uniforms
- Educator Arrangements
- Student and Volunteer Placements
- Support and Mentoring of Educators



Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CODE OF CONDUCT POLICY

1. Purpose

The purpose of this policy is to:

- Provide a set of standards and behaviours for all staff, Educators, volunteers and students to adhere to at all times they are caring for and educating children.
- Provide clear guidelines for any breach of the Code of Conduct.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

The Code of Conduct sets the standards of behaviour, which each individual is expected to demonstrate toward all stakeholders including:

- Clients (children, parents/guardians, guardians and families.)
- Educators
- Management
- Associated Agencies, and
- At all times while working under the licence of the City of Kingston Outside School Hours program

City of Kingston Outside School Hours Program is committed to promoting a respectful, fair and ethical work environment for Educators with every individual accountable for their own behaviour.

3. References

- Commission for Children and Young People
- <https://ccyp.vic.gov.au/child-safety/resources/reportable-conduct-scheme-information-sheets/#TOC-6>
- Victoria Police https://www.police.vic.gov.au/content.asp?Document_ID=2
- Child Protection <https://services.dhhs.vic.gov.au/child-protection>
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.

- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Early Childhood Australia Code of Ethics (2006) Early Childhood Australia, Watson, ACT.
- <http://www.health.qld.gov.au/qhpolicy/docs/pol/gh-pol-113.pdf> Sample policy
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia
- Child Safe Standards
<http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1>
- The Privacy and Data protection Act 2014
- The Health Records Act 2001 (Victoria)

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Communication, Enrolment and Orientation of Children and Families, Educators Annual Review, Support and Mentoring of Educators, Behaviour Guidance, Complaints and Grievances, Confidentiality, Interactions with Children, Death of a Child at a Program. City of Kingston: <ul style="list-style-type: none"> • Information Privacy Policy 2015 • Privacy Statement – Generic (06/32350) • Photo Permission Form – (11/24798) • Code of Conduct Policy & Guidelines 	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

The Code of Conduct

- Establishes standards of behaviour to be followed and defines how individuals are expected to behave towards:
 - Each other;
 - The children in their care;
 - Families at the service;
 - Visitors to the service; and
 - Other organisations and individuals in the community.
- Aims to protect:

- Children and reduce any opportunities for abuse, harm or discrimination to occur.
- Educators/Staff, volunteers and students and reduce any opportunities for discrimination, harm or bullying to occur.
- Applies to all Educators/Staff, volunteers and students at the service.
- Forms part of the induction process for all new Educators/Staff, volunteers and students as per the *Student and Volunteer Placements Policy* and Recruitment, Selection and Induction of Educators policy
- Is regularly discussed at staff meetings to reinforce expectations.
- All Educators/Staff, volunteers and students must adhere to the Code of Conduct whenever they are:
 - Caring for and educating children; and
 - Representing the City of Kingston in the community

Code of Conduct Acknowledgement

- As per the *Recruitment, Selection and Induction of Educators Policy* and the *Student and Volunteer Placements Policy*, prior to caring for and educating children;
 - All Educators/Staff, volunteers and students must:
 - Read and understand the Code of Conduct
 - Read and understand the Code of Conduct policy
 - Sign the Code of Conduct Acknowledgement

Breaches of the Code of Conduct

Reporting Breaches

- All Educators/staff, volunteers and students must:
 - Intervene where they witness another Educator, staff member, volunteer or student breaching the Code of Conduct
 - Immediately report all breaches of the Code of Conduct to the Coordinator or Team Leader,
- In the case of any *Allegations of Abuse of a Child by an Educator, Staff Member, Volunteer or Student*:
 - Discuss the concern in person or by phone with the Child Safety Officer 0417 320 043
 - Email the Child Safety Officer on childsafes@kingston.vic.gov.au
 - And provide details of your concern including the name of the staff member, volunteer or student and the child involved (if known)
 - Child Protection (DHHS), Victoria Police and/or the Commission for Children and Young People will be notified of the allegation as necessary

Investigation of Breaches

All breaches will be investigated by the Coordinator (or Team Leader where applicable) as per the City of Kingston Disciplinary Policy (see attached)

- The Coordinator (or Team Leader)
 - Ensures the Educator, Staff Member, volunteer or student is provided with additional support and understands:

- The importance of the Code of Conduct
 - The consequences of any further breach of the Code of Conduct
-
- Where a formal investigation is undertaken:
 - The Educator/staff members employment may be suspended for the duration of the investigation as per the City of Kingston Disciplinary Policy (14/42224)
 - The volunteer or student's placement and/or shifts may be suspended for the duration of the investigation as per the *Student and Volunteer Placements Policy*

Whenever caring for and educating children, or when representing the City of Kingston in the community, all Educators/staff, volunteers and students must adhere to the following Code of Conduct:

1. Appropriate Behaviours

All Educators/Staff, volunteers and students promote a welcoming and inclusive environment by:

- Treating all children, families, Educators, Staff, volunteers, students and visitors with respect, including listening to and valuing their ideas and opinions.
- Respecting the cultural, religious and political differences of others.
- Providing an open, welcoming and supportive environment that promotes positive interactions.
- Providing programs that promote inclusion and celebrate diversity.
- Promoting the cultural safety, participation and empowerment of Aboriginal children and children with culturally and/or linguistically diverse backgrounds.
- Promoting the safety, participation and empowerment of children with a disability.
- Developing positive relationships based on mutual trust, equity and fairness.
- Engaging in open and honest communication with others.
- Maintaining the privacy and confidentiality of all children and families as per the *Confidentiality and Privacy Policy*
- Valuing each other's professional experience and knowledge and using it as a resource.
- Undertaking all duties in a competent, responsible and timely manner.
- Contributing to an environment that is free from discrimination, bullying and harassment.

The service promotes a welcoming and inclusive environment by responding to and investigating all:

- Complaints and grievances as per the *Complaints and Grievances Policy*
- Breaches of this code as per *the Code of Conduct Policy*

2. Relationships with Children

All Educators, Staff, volunteers and students develop positive relationships with children by:

- Respecting children's individual abilities, needs, cultural practices and beliefs.

As per the *Interactions with Children Policy*

- Providing a safe, predictable, inclusive and welcoming environment for children.
- Spending meaningful time with children as individuals or within a group.

- Providing opportunities for children to develop self-reliance, self-esteem and a sense of belonging at the service.
- Providing opportunities for children's voices to be heard.
- Working in partnership with families to best meet the needs of each child.
- Adhering to the behaviour guidance strategies (as per the Behavior Guidance and Management of Inappropriate Behaviors policies) whenever they are guiding or redirecting children's behaviour.
- Always remaining calm, gentle, patient and reassuring, even when children strongly express distress, frustration or anger.

3. Child Safety

All Educators, Staff, volunteers and students are responsible for promoting the safety and wellbeing of children by:

- Maintaining correct Educator-to-child ratios at all times as per the *Staffing Arrangements Policy*
- Ensuring children are adequately supervised at all times as per the *Supervision Policy*
- Encouraging children to undertake activities of a personal nature for themselves e.g. toileting and changing clothes.
- As per the *Child Safe Environment Policy*
 - Taking every reasonable precaution to protect children from harm and any hazard likely to cause injury.
 - Taking responsibility for their own safety and the safety of others.
- Releasing children to authorised persons as per the *Arrivals and Departures Policy*

As per the *Child Protection Policies*

- Following the City of Kingston Child Protection and Allegations of Abuse reporting protocol whenever there are concerns for the safety or wellbeing of children.
- Contacting Child Protection and the police on 000 in an emergency situation where it is believed that there is an immediate risk to a child
- Taking all reasonable steps to protect children from any form of abuse.
- Ensuring that children know who they can talk to if they are worried or feeling unsafe.
- Listening and responding to the views and concerns of children, particularly if they are disclosing that they or another child has been abused and/or are worried about their safety or the safety of another child.

The service promotes the safety and wellbeing of children by:

- As per the *Recruitment, Selection and Induction of Educators policy* ensuring all Educators/staff:
 - Hold a current Working with Children Check
 - Undertake a successful National Criminal History Record Check every three years.
- As per the *Student and Volunteer Placement policy*:

- Ensuring all volunteers and students hold a current Working with Children Check and police check (if over the age of 18 years)

4. Inappropriate Behaviours

All Educators, staff, volunteers and students must not:

- Discriminate against any person on the basis of age, gender, race, culture, vulnerability, religion, language, sexuality, ethnicity, ability, medical condition, economic status, family structure, lifestyle, political beliefs or national origin.
- Express personal views on cultures, race or sexuality in the presence of children.
- Engage in open discussions of a mature or adult nature in the presence of children e.g. personal social activities.
- Use inappropriate or oppressive language in the presence of children.
- Disclose any personal or sensitive information to any person other than as per the *Confidentiality and Privacy Policy*
- Engage in any activity that brings the service or the City of Kingston into disrepute.
- Harass, bully or discriminate against any Educator, staff member, volunteer or student as per the *City of Kingston Workplace Bullying Policy*.

5. Relationships with Children

All Educators/staff, volunteers and students must not:

- Seek to embarrass, belittle, intimidate, scare or threaten a child.
- Develop 'special' relationships with specific children or show favoritism through the provision of gifts or inappropriate attention.
- Exchange personal contact details with children.
- Engage in rough physical games, or any form of rough physical contact.
- Engage in any form of corporal punishment or discipline unreasonable in the circumstances, including but not limited to isolation, humiliation, intimidation or negative labelling.

6. Child Safety

All Educators/staff, volunteers and students must not:

- Put children at risk of abuse or harm e.g. leaving children unattended.
- Initiate unnecessary physical contact with children or do things of a personal nature that children can do for themselves e.g. toileting or changing clothes.
- Release children to any unauthorised person as per the *Arrivals and Departures Policy*
- Ignore or disregard any concerns, suspicions or disclosures of child abuse.
- Make any untrue or improper allegations against any other person.
- Leave children in the care of a family member, another child's parent/guardian, student, volunteer or visitor.

7. Out of Hours Care of Children

- To ensure professional boundaries can be maintained, private out of hours care arrangements between City of Kingston employees and families are prohibited.

CODE OF CONDUCT ACKNOWLEDGEMENT



The Code of Conduct sets the standards of behaviour, which each individual is expected to demonstrate towards all stakeholders including:

- Clients (children, parents/guardians, and families.)
- Outside School Hours Educators and Staff
- Management
- Students
- Volunteers
- Associated Agencies, and
- At all times while working under the licence of the City of Kingston Outside School Hours Service.

Prior to caring for and educating children, all Educators, staff, volunteers and students must:

- Read and understand the Code of Conduct
- Read and understand the Code of Conduct policy
- Sign the Code of Conduct Acknowledgement as outlined below

Acknowledgement

I (name) , have read and understood the
Code of Conduct policy as provided to me on (date).

I commit to abiding by the Code of Conduct policy and fulfilling my responsibilities as outlined in it whilst working for the City of Kingston.

I understand that the service will address any breach of this code, and that any serious breach could lead to disciplinary or legal action.

Name:

Signature: Date:

Witness name: Position:

Witness Signature: Date:

Please note: this acknowledgement will be stored in your individual file

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

INCAPACITY OR UNAVAILABILITY OF PROGRAM EDUCATORS POLICY

1. Purpose

On the occasion where Outside School Hours Program Educators are unable to work at a program, appropriate steps are taken to support alternative care arrangements. Educators may be unavailable for a variety of reasons which may include sickness, holidays, professional development, and a medical condition or for personal reasons.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure Educators follow appropriate procedure in the event that they are unable to work at a program.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
Policies: Complaints and Grievances, Record Keeping and Retention, Code of Conduct, Communication, Educators Annual Review, Incident Injury Trauma and Illness, Major Life Event, Educator Arrangements, Qualifications	Children's Services Amendment Act 2011
	Other documents:

Information Provision Professional Development and Training.	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards
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5. Procedure

- Educators must notify the Coordinator as soon as possible if affected or incapacitated by illness or injury to themselves or another member of the household, and they are unable to fulfil their work obligations
- The Coordinator will organise for another Educator to work on that day by contacting all available casual Educators.
- In the event that there is no other program Educators available, agency Educators will be requested, or an Educator from the Outside School Hours Program office/coordination team will work in the program.
- It is an expectation that all casual OSHC staff work a minimum of 25 shifts per financial year to maintain their employment with Council.

EDUCATORS HOLIDAYS AND ANNUAL LEAVE

In Outside School Hours Program, it is requested that Educators advise the Coordinator (where possible) at least a week in advance of any leaves requirements.

In School Holiday Program, Educators availability is requested well in advance to ensure Educators coverage during these periods.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

MAJOR LIFE EVENT (STAFF) POLICY

1. Purpose

Situations may arise where Educators are experiencing a major life event which may affect their ability and capacity to work with children and families. The City of Kingston is committed to supporting Educators through this period however it may become apparent that the Educator for an unspecified time period, are not able to be assessed as a 'fit and proper person' for the care and education of children.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

A major life event can be defined as being any major change in a person's circumstances that affects interpersonal relationships and/or work related leisure or recreational activities. Major life events can be usual as in not unexpected and therefore not evoking stress or unusual being unexpected and commonly associated with stress.

Major life events can include but are not limited to death of a family member/close friend, separation, divorce, illness, loss of job etc. It is important to note that when major life events occur, individuals are likely to manage and cope in very diverse and complex ways.

The City of Kingston is committed to ensuring that all Educators are appropriately supported and resourced where possible to assist in ensuring that the National Quality Framework are able to be maintained at all times to ensure best outcomes for children.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Stress and life events during childhood and adolescence: Bruce E. Compass, University of Vermont USA (2012)
- Taking care of yourself and your family (2008), John Ashfield, Beyond Blue www.beyondblue.org.au

- www.grief.org.au
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Code of Conduct, Incapacity or Unavailability of Program Educators, Support and Mentoring of Educators, Determining the Responsible Person Present, Record Keeping and Retention.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards COK Return to Work policy and guidelines

5. Procedure

The City of Kingston provides an Employment Assistance Program (EAP) which provides confidential assistance, counselling and referrals for those who have personal or work related problems and is designed to provide early, minimal intervention.

- EAP Councillors are professionals contracted by the City of Kingston from an independent agency to provide impartial and confidential support to Kingston Educators.
- Information concerning Educators' personal, behavioural or health problems will be treated by the councillor in an absolutely confidential manner, unless otherwise agreed by the signed consent of the Educators.
- All Educators have access to the City of Kingston's Employment Assistance Program (EAP)
- Educators will be supported and resourced where possible to assist in supporting themselves, children (age/stage appropriate) and families move through major life events.
- The service will ensure strategies are not generic and that they are in fact relevant to each individual's circumstances and could include such things as books, information sheets, training sessions, counselling etc.
- The Coordinator and Manager Family Youth and Children's Services and/or the Department of Education and Training may require Educators to obtain a medical assessment to ensure that they are psychologically and physically able to return to work or to remain at work and able to perform their role in accordance with legislation, policies and procedures.
- The City of Kingston's Return to Work policy will be tailored to the individual Educator and operational needs of the service.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

OCCUPATIONAL HEALTH AND SAFETY POLICY

1. Purpose

Our health and safety responsibilities are integral to the way we do business. We are committed to continual improvement in our health and safety performance.

Ensuring these responsibilities are met requires a commitment by all parties and a process of consultation to maintain a working environment that is safe and without risk to the health of all Educators and children in care.

*Adapted from Kingston's Occupational Health and Safety policy

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, volunteers, visitors, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide a clear procedure regarding Occupational Health and Safety in the workplace.

3. References

- City of Kingston policies – **15/42213(V1)** Enterprise Wide Risk Management Policy, **15/50830(V3)** Enterprise Wide Risk Management Procedure, **06/36163** OHS Incident Reporting and Investigation Policy
- https://www.SolvSafety.com.au/portal/form_add.aspx?numReference=1&numFormNumber=1
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- City of Kingston, Occupational Health and Safety policy 2010.
- City of Kingston internal website - <http://kccintra/> accessed 14 Jan 2016

- Worksafe Victoria, www.worksafe.vic.gov.au accessed 14 Jan 2016
- Occupational Health & Safety Act 2004 www.legislation.vic.gov.au Accessed 14 Jan 2016
- <http://www.worksafe.vic.gov.au/laws-and-regulations/occupational-health-and-safety> Worksafe accessed 14 Jan 2016
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Refer to Kingston intranet for details of all related Council policies http://kccintra/ Refer to OSHC policy manual contents page for all relevant policies.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- Educators will be provided with appropriate occupational health and safety training and information will be disseminated to all Educators, contractors and visitors to our workplace.
- Measurable objectives and targets will be set. This involves developing, implementing and maintaining standards and systems, complying with relevant standards and legal requirements and reporting on this.
- Educators will consult and engage all stakeholders to build relationships based on honesty, openness and mutual trust and share responsibility for meeting the goals of our health and safety policy.
- The service will identify, assess and manage all risks to maintain the purpose and intent of this policy.
- Risk assessments will be undertaken as a means of identifying any health and safety risks to Educators or children in the program e.g. before an outing or excursion.
- Occupational health and safety goals will have succeeded when our objectives are achieved and valued by Educators and the community in which we work.

Educators:

- Report any health and safety risks or hazards to the Co-ordinator.

Co-ordinator/Management

- Assess the likelihood of risk and possible controls. If possible remove the identified risk develop a risk minimisation plan, and inform Educators / stakeholders.

- Complete all relevant service documents and lodge a 'Notification of Serious Incident' to the DET, through the NQAITS portal within 24hrs
- Incident is to be entered into SolvSafety within 24hrs in complying with Council OHS policy. Alternatively, contact COGENT on 1800 264 368 to log your incident.
- Determine whether the incident is Worksafe notifiable and follow the appropriate procedures as required within 48hrs

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

QUALIFICATIONS, INFORMATION PROVISION, PROFESSIONAL DEVELOPMENT AND TRAINING POLICY

1. Purpose

Outside School Hours Program is committed to supporting all Educators in the attainment of formal qualifications and participation in professional development and training, enabling them to positively contribute to the provision of a quality children's service.

Information provision, professional development and training opportunities allow Educators to develop and enhance their professional skills and knowledge, and maintain an understanding of current industry practice.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure all Educators have access to current Information and professional development training opportunities. Information and training should reflect current industry best practice and meet the interest and needs of all Educators in line with personal and regulatory requirements.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- <http://acecqa.gov.au/Educators-and-providers1/qualifications> ACECQA accessed 14 Jan 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Support and mentoring of Educators, Recruitment Selection and Induction of Educators, Record Keeping and Retention, Educators Annual Review, Sun Protection and Sun Smart, Asthma, Anaphylaxis, Dealing with Medical Conditions, Administration of First Aid, Children's Curriculum Planning and Programming.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- The provision of information and training to Educators can be facilitated in many ways including but not limited to:
 - During program visits
 - Telephone contact
 - Attendance at Educators meetings
 - Mentoring sessions
 - Written communication – including newsletters, emails and other reproducible resources
 - Attendance at formal training facilitated by external organisations and professional bodies
 - Training and professional development will be developed in conjunction with the approved budgetary limit

- A training calendar will be designed for the year and distributed to all Educators
- All Educators are to follow the Code of Conduct policy whilst attending professional development as they are representing the City of Kingston.
- Educators are encouraged to share feedback regarding training attended. This can be through newsletters, Educators meetings, informal catch ups or networking.
- Educator feedback is sought to inform future planning.
- Compulsory training and certificates include;
 - A minimum of Certificate 3 Children's Services (regulatory)
 - Working with Children Check every 5 years (regulatory)
 - Anaphylaxis every 3 years (regulatory)
 - Epipen Training annually or with First Aid (regulatory)
 - Asthma every 3 years (regulatory)
 - Back Care every 2 years
 - Child Protection (within 4 weeks of employment) then every 2 years
 - CPR annually or with First Aid HLTAID004 (regulatory)

- | | |
|-------------------------|----------------------------|
| ○ First Aid HLTAID004 | every 3 years (regulatory) |
| ○ Food Safety & Hygiene | every 3 years |
| ○ Police Check | every 3 years |

EDUCATOR MEETINGS

Highly recommended training:

- National Quality Framework sessions and any additional training as identified by the service.
- As well as the above training, Educators are involved in professional development evenings relating to a variety of topics including child development, behaviour guidance, professionalism, programming etc.

EXPIRY OF TRAINING QUALIFICATIONS

If at any time the compulsory (regulated) training requirements expire;

- Educators are unable to work until this training is undertaken and evidence of successful completion is provided.
- If educators do not attend training as scheduled by Council they are required to source and attend training at their own cost. Staff are not paid for their time to undertake this training.

ATTENDANCE AT TRAINING

In unforeseen circumstances, where you cannot attend a training session, please contact Central Administration on 9581 4875.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

RECRUITMENT, SELECTION AND INDUCTION OF EDUCATORS POLICY

1. Purpose

Successful recruitment, selection and induction of Educators is dependent on many elements, one of which being the incumbent possessing the skills, the knowledge and qualities that will enable them to provide quality child care for school aged children. This has been determined as an essential prerequisite combined with other selection criteria including an interview process, Police Check, Working with Children Check, first aid training and minimum qualification requirements.

The service itself must have a transparent, supportive and professional process when recruiting, selecting and inducting new Educators.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide a transparent procedure for the recruitment, selection and induction of Educators.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia
- City of Kingston internal website - <http://kccintra/> accessed 14 Jan 2016
- Child Safe Standards
<http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1>

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: All policies relate to this policy.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Recruitment and Selection

- The service advertises for new Educators using Kingston’s website and online Job Websites.
- The prospective candidate lodges an application for the position via Council’s online portal “My Connect.” This application requires the candidate to upload/share/complete:
 - Contact details
 - Resume
 - Cover Letter
 - Address the Key Selection Criteria
- The coordinator of the service will review the application and determine whether the candidate is suitable and will require a phone screen – these staff are short listed.
- The coordinator then contacts all shortlisted staff to conduct a phone interview. This phone interview is designed as initial contact with the educator to ensure they meet the minimum requirements of the role they have applied for.
- From The phone interview the coordinator determines whether they will be suited to a face-to—face interview.
- If shortlisted, an interview time is determined for the prospective Educator.
- During this interview, the applicant will be provided with information and an overview of the Before and After School Program and School Holiday Program and given an opportunity to ask questions about the role. This interview may consist of a group interview
- The prospective Educator will be notified if they have been successful to proceed to the next stage.
- Selection of new Educators follows satisfactory completion of:
 - Interview process
 - Referee checks
 - Police Check and Working with Children Check
 - The relevant qualifications and training
 - Compulsory Health and Functionality Test (medical check)
- Once the candidates have completed the above and are deemed successful in their role the following procedure occurs:

- An EARN form and other relevant paperwork is completed via “My Connect” by the coordinator.
- The Educator will be given an induction package that contains:
 - ✓ Induction checklist
 - ✓ Letter of offer for all positions that the applicant is being
 - ✓ Educators, Parent, Child and Student/Volunteer Handbook
 - ✓ Commencement forms (including OH&S information and Code of Conduct)
 - ✓ Policy Manual
 - ✓ Relevant Program procedures
 - ✓ My Time Our Place Framework, National Quality Standards and Education and Care Services National Regulations
 - ✓ The Letter of Offer will reflect a 6 month probationary period.

ORIENTATION AND INDUCTION

- The Coordinator will spend time with the new Educator ensuring all relevant information is provided, understood and the opportunity to answer any questions is provided
- When possible, a “primary” program will be determined for the Educator to commence their employment where they will spend time working in the one program to support their sense of belonging, development of skills, knowledge and processes and to understand the expectations of the program
- The new Educator will:
 - be introduced to all Educators working in Outside School Hours Program via email welcoming them to the program
 - be informed of the program numbers and Educator requirements
 - be given information as to how Educators are supported by the service and management
 - visit the main office, be taken on a tour and introduced to all staff based at Mentone including the Manager of Family Youth and Children’s Services
 - be offered a “shadow shift” in both the Before and After School Program and School Holiday Program which allows them to simply shadow other Educators to gain an insight into the day to day running of the program
 - have regular scheduled catch ups with the Coordinator where their progress is discussed along with any questions they may have about their role or the service
 - Pair with a fellow Educator (a “buddy”) preferably the program’s 2IC or a person who would normally step up in the absence of the Supervisor or 2IC, who will be the immediate point of contact for the Educator and will provide support and mentoring to them
 - be provided with detailed documentation stating the roles, responsibilities and expectations of Educators at each program to ensure they understand their role as part of an effective and professional team

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

MYKAD (EDUCATORS ANNUAL REVIEW) POLICY

1. Purpose

The annual review gives Educators the opportunity to highlight achievements, evaluate their own work practices and receive feedback from their fellow team members and Coordinator on their performance and set goals for the next twelve months. This process supports the acquisition of new skills, knowledge and professional development.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide a clear procedure regarding the Educators annual review process.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: All policies relate to the Educators Annual Review policy.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:

	<p>My Time Our Place National Framework for School Aged Care</p> <p>The Early Years Learning Framework for Australia</p> <p>ACECQA – National Quality Standards</p>
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5. Procedure

The two-way MYKAD review process recognises efforts and achievements, assesses performance and allows for the negotiation of a plan to help employees to develop further. With employees receiving regular and clear feedback via constructive conversations and cultural performance indicators, Kingston will have the right people, in the right place, with the right skills to ensure continued organisation strength that meets our community's expectations.

MYKAD reviews performance against four specific areas:

- Values and Behaviours – assessing performance against the guiding values and behaviour of Kingston
- Compliance – assessing performance and adherence to Kingston's standards, regulations and policies
- Technical Skills/Position Responsibilities – assessing performance against the specific technical skills required to undertake the position or the position responsibilities (as identified in the position description)
- MYKAD Plan Objectives – assessing performance against MYKAD plan objectives as defined by both yourself and the employee during the previous review
- Reviews are undertaken annually with Educators at the time of their anniversary
- Objectives and goals set during this review are revisited on a regular basis during the 12 month period. This can be by means of telephone conversations, face to face contact, emails and program visits
- Educators who are employed on a casual basis but who work infrequently will participate in a formal conversation to discuss achievements, challenges and goals for the coming 12 months.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

EDUCATOR UNIFORM POLICY

1. Purpose

All Educators working in Outside School Hours Program are visible ambassadors for the City of Kingston and as such should present a neat and professional image to the public at all times. The uniforms provided and worn by program Educators will provide the necessary protection against hazards and a high standard of presentation.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

All Educators have a duty and responsibility to take care of and wear the uniform provided in a professional manner. Compliance with the requirement to use the uniform as set out in this policy is a condition of employment.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- City of Kingston (2005) Personal Protective Equipment and Clothing Policy - www.kingston.vic.gov.au
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
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<p>Parent Handbook, Educators Handbook, Child Handbook.</p> <p>Policies: Code of Conduct, Extreme Heat Conditions, Excursions, Routine Outings and Workshops, Sun Protection and Sun smart, Qualifications, Information Provision, Professional Development and Training.</p>	<p>Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013</p> <p>Children’s Services Amendment Act 2011</p> <p>Other documents:</p> <p>My Time Our Place National Framework for School Aged Care</p> <p>The Early Years Learning Framework for Australia</p> <p>ACECQA – National Quality Standards</p>
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5. Procedure

Uniforms

- All Educators will be issued with base uniform items for both summer and winter conditions, consistent with the requirements of this policy.
- The provision of additional pieces to the base uniform will be at the discretion of Council and will depend on the hours of employment.
- Uniform items on issue shall remain the property of the City of Kingston. The person to whom they are issued is responsible for its care and maintenance. Where loss has arisen out of neglect or misuse, but not including fair wear and tear, City of Kingston may seek reimbursement from Educators responsible for clothing damaged. All uniform items in useable condition will be returned to your place of employment upon ceasing employment.

Eye Protection

- Educators wear their own sunglasses when outdoors.

Foot Protection

- Educators are required to wear appropriate footwear ‘which minimizes risk to injury’. Footwear is to have closed heel and toe.

Sun Protection

- Maximum protection (50+) sunscreen will be provided and should be worn on exposed skin by all Educators working outdoors when exposure to ultraviolet radiation is foreseeable.
- Sunscreen should be applied to all exposed areas, including the face, at least every two hours, whenever working outdoors. Sun smart hats must be worn in accordance with the programs Sun Protection policy.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

EDUCATOR/STAFF ARRANGEMENTS POLICY

1. Purpose

To ensure that Educator to child ratios, as per the Education and Care Services National Regulations are maintained at all times.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide clear guidelines for the employment and rostering of Educators.

3. References

- <https://www.education.vic.gov.au/childhood/providers/regulation/Pages/edchildratios.aspx> accessed August 2019
- <https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations> accessed August 2019
- National Framework: Department of Social Services (2009). Belonging Being & Becoming: The Early Years Framework for Australia. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). Victorian Early Years Learning and Development Framework. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard <https://www.acecqa.gov.au/nqf/national-quality-standard> accessed August 2019
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
Policies: Governance and Management, Record Keeping and Retention, Determining the Responsible Person Present, Interactions with Children, Qualifications, Information Provision, Professional Development and Training,	Children's Services Amendment Act 2011
	Other documents:

Recruitment, Selection and Induction of Educators, Educators Annual Review, Children's Curriculum, Planning and Programming, Excursions Routine Outings and Workshops.	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards
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5. Procedure

Number of Educators and Minimum Qualifications

- The ratio is 1 educator to 15 children
- At least 50 per cent of required educators must have (or be enrolled in and studying towards) an approved diploma level qualification which meets Victorian requirements for working with children over preschool age.
- All other required educators must:
 - have (or be enrolled in and studying towards) an approved certificate III level (or above) qualification which meets Victorian requirements for working with children over preschool age, or
 - enroll in that qualification no more than 6 months after commencing work with children.
- Supervision outdoors/indoors must be maintained at all times. Each group must have at least one Educator outside at all times.
- Closer supervision may be required for climbing activities, especially around higher equipment. Educators should be aware of the capabilities of children in the program and encourage them to assess the risk in their learning to determine limits and suitable boundaries
- Educators should be able to see most, if not all children within the group therefore should position themselves appropriately to ensure adequate supervision and quality interactions.
- Educators must advise each other when they are moving from one area to another e.g. indoors to outdoors

EDUCATIONAL LEADER

The service has designated in writing a suitably qualified and experienced individual appointed as the Educational Leader who is responsible for leading the development and implementation of educational programs in the service.

EDUCATORS ILLNESS OR ABSENCE

In the case of an Educators absence, replacement Educators who hold an equivalent qualification or an existing Educator with an equivalent qualification will step up into the role and Educators to child ratios will be adhered to. Please refer to Incapacity or Unavailability of Program Educators policy for further information.

EDUCATOR ROSTERS

A weekly roster is sent to staff. This roster details where each team member is working for the coming week.

VOLUNTEERS AND STUDENTS

- Volunteers and students who are present in the program must have a current Volunteer Working with Children Check and a Police Check.
- At all times will be supervised by an employee of the service.
- Volunteers and Students are not considered in the Educator to child ratios in the delivery of the program.
- Volunteers and students will not be responsible for children at any time that they are in attendance at the program.
- Please see Student and Volunteer Placements policy for further information.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

STUDENT AND VOLUNTEER PLACEMENTS POLICY

1. Purpose

The purpose of this policy is to ensure there are clear procedures for the participation of volunteers and students at the service.

To ensure that the placement of students and volunteers supports and enhances service delivery.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

Kingston Outside School Hours Program recognises that student placements are important for the training and development of future early childhood and middle childhood Educators and so will offer placements to students studying early and middle childhood and other related courses.

Kingston also recognises that the lives of individuals and communities are improved by the positive impact of volunteering and in turn empowers individuals through improved skills, knowledge, personal development and increased community awareness.

3. References

- Commission for Children and Young People <https://ccyp.vic.gov.au/child-safety/resources/reportable-conduct-scheme-information-sheets/#TOC-6>
- Victoria Police https://www.police.vic.gov.au/content.asp?Document_ID=2
- Child Protection <https://services.dhhs.vic.gov.au/child-protection>
- Department of Justice <http://www.justice.vic.gov.au/workingwithchildren/> accessed May 2019
- www.volunteeringvictoria.org.au/resources/factsheets
- Australian Criminal Intelligence Commission <https://www.acic.gov.au/our-services/national-police-checks> accessed August 2019
- www.education.vic.gov.au/workplacelearning/workexperience Accessed May 2019
- <http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1> Child Safe Standards accessed August 2019
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations www.acecqa.gov.au accessed May 2019
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- City of Kingston HR policy 24 Student Work Experience and Work Placements.
- City of Kingston HR policy 37 Code of Conduct

4. Related Documents

Internal policies & documents:	Federal Legislation:
Student and Volunteer Handbook, Student and Volunteer Registration Form, Volunteer Expression of Interest Form, Application for Student Placement Form	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
Policies: Code of Conduct, Communication, Media, Qualifications Information Provision Professional Development and Training, OH&S, Record Keeping and Retention, Complaints and Grievances, Confidentiality, Child Protection, Supervision, Sun Protection and Sun smart, Child Safe Environment, Educator Arrangements, Children’s Curriculum Programming and Planning.	Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

The City of Kingston Outside School Hours service will provide placements for students with priority given to students studying:

- Diploma/Bachelor/master’s Degree in E.C or Teaching (e.g. Bachelor of Education – Primary)
- TAFE students studying Certificate III and Diploma level courses;
- High school students undertaking work experience
- VET course placement
- Courses that are unrelated to child care e.g. Nursing / Social Work, are assessed on an individual basis

Students and Volunteers are expected to abide by the requirements of the Education and Care Services National Regulations, National Quality Standards and all service policies.

If unwell, students and volunteers are required to contact the Co-ordinator (9581 4847 Before and After School Program and 9581 4846 Holiday Program)

Educators and Staff:

- Provide a welcoming environment for volunteers and students.
- Role model appropriate practice as per service policies and procedures.
- Ensure that volunteers or students are never left alone with a child or group of children.
- Ensure the health, safety and wellbeing of children at the service is protected at all times as per service policies and procedures.

Volunteers and Students can expect:

- A safe and well-managed workplace.
- Meaningful work experience with appropriate direction, supervision and training. The Supervising Educator/staff member will provide appropriate feedback as per the student's work placement and as required.
- Recognition for their contribution.

Where applicable, the service will seek written permission from parents/guardians to allow students or volunteers to observe their child as part of their studies/placement. Identifying information e.g. names will be removed, or codes used to protect the child's privacy. Photos of the children are not permitted.

If the volunteer or student has a medical condition, they must provide the following for each day they are at service:

- Action Plan (where applicable).
- Relevant medication.
- Risk Minimisation and Communication Plan (where applicable). If there is no documented plan, they must have a discussion with the Coordinator about what their triggers/allergens are and the steps to be taken in the event of a reaction, attack or seizure related to their medical condition.
- Details of emergency contacts

Child Protection

Students and volunteers are provided with the services Child Protection policies and informed of their obligations under these policies.

In the case of any *Allegations of Abuse of a Child by an Educator, Staff Member, Volunteer or Student*:

- It is immediately reported to the Co-Ordinator or Team Leader for further investigation
- the Team Leader will notify management and consult with the Child Safety Officer 8541 9004 childsafes@kingston.vic.gov.au
- Child Protection (DHHS), Victoria Police and/or the Commission for Children and Young People are notified of the allegation as necessary

Occupational Health and Safety

- Students and volunteers are supervised by program staff during their placement.
- Students and volunteers are required to sign in and out each day for insurance and occupational health and safety purposes
- Students and volunteers are advised to inform the Co-ordinator of any accident or injury incurred during their placement to ensure all relevant internal processes including entry into SolvSafety and notification to Work Safe (where applicable) can be undertaken within 48hrs.

Student Placements

Student placements are offered at our programs when the following criteria are met:

- The school/university provides the service with student names and requested placement dates
- The Co-ordinator of the service determines suitability of the requested placement dates

- If conducive to the service, all relevant paperwork from the secondary school or tertiary institution is received and signed off
- If the student is over the age of 18yrs; completion of a national police check through City of Kingston People Support
 - People Support send an email MyKAD to the student, who completes the fit2work consent form online.
 - The Student submits their online form and supporting documents in accordance with the Australian Criminal Intelligence Commission (ACIC) requirements to People Support who review these documents to ensure suitability
 - People Support process the online form and submit the check.
 - Upon receipt of the police check, People Support forward this to the Outside School Hours service for their records.
- Provision of a volunteer Working with Children Check

The Co Ordinator will:

- Maintain a student file containing all relevant documentation
- Confirm the placement with the student/student's school or training organisation by email.
- Email the school/student the following information:
 - Application for Student Placement Form
 - Student Registration form
 - Student & Volunteer Handbook
 - Code of Conduct
 - Code of Conduct Acknowledgement
 - Policy Manual
 - An appointment time for their induction
- The induction will cover the following:
 - Tour of the service, including a visit to the program/s where the placement will be undertaken
 - Discussion of:
 - The service's expectations of students, including the Code of Conduct and who they will report to/seek advice or assistance from
 - Child Safe Standards and child protection reporting protocols
 - Service Policies
 - Occupational Health and Safety
 - Evacuation procedures including emergency exits
 - What is expected of them whilst on placement
 - Questions the student may have about their placement

Prior to the student's first day at a program they will be allocated a primary "Supervisor" (usually the program Supervisor) who will:

- Provide the student with direction, supervision and training.
- Oversee the student's programming/other requirements as per their training organisation or school requirements.

- Where applicable, sign off on their attendance and provide feedback regarding their participation at the service.

Participation of Volunteers

Volunteers are engaged by the service when the following criteria have been met:

- Completion of a Volunteer Expression of Interest Application form <https://www.kingston.vic.gov.au/Community/Volunteer/Volunteer-Expression-of-Interest-Application>
- Details of two (2) referees provided
- Completion of a national police check through City of Kingston People Support (if the individual is over the age of 18 years)
 - People Support send an email to the volunteer who completes the fit2work consent form online.
 - The volunteer submits their online form and supporting documents in accordance with the Australian Criminal Intelligence Commission (ACIC) requirements to People Support who review these documents to ensure suitability
 - People Support process the online form and submit the check.
 - Upon receipt of the police check, People Support forward this to the Outside School Hours service for their records.
- Provision of a volunteer Working with Children Check.(linked to the service)

Where all information can be provided, and the volunteer is deemed suitable for the role, the Coordinator will:

- Maintain a volunteer file containing all relevant information
- Provide the volunteer with the
 - Volunteer Registration form
 - Volunteer/Student Handbook.
 - Volunteer/Student Induction Checklist
 - Undertake an induction with the volunteer

The induction will cover the following:

- Tour of the service, including a visit to the program/s where the individual is to volunteer
- Discussion of:
 - The service's expectations of volunteers including the Code of Conduct and who they will report to/seek advice or assistance from
 - Child Safe Standards and child protection reporting protocols
 - Service Policies
 - Occupational Health and Safety
 - Evacuation procedures including emergency exits
 - What is expected of them whilst on placement
 - Questions the student may have about their placement

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

SUPPORT AND MENTORING OF EDUCATORS POLICY

1. Purpose

Research shows that support for Educators early in their career is critical in building their confidence and skill and helping them develop their identities as Educators of young children. Mentoring of Educators helps to build a culture of support, reciprocity and collaboration. It is critical in enhancing leadership skills and career options.

Equally as important is the opportunity for long term Educators to feel supported and mentored during times of change, the acquisition or upgrading of formal qualifications and in their own reflective practices.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

Supporting the work of Educators and their professional learning through mentoring can improve practice and build capacity to create rich education and care programs for children.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia
- http://www.mindtools.com/pages/article/newCDV_24.htm Mentoring in the Workplace, accessed 14 Jan 2016

4. Related Documents

Internal policies & documents:	Federal Legislation:
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<p>Parent Handbook, Educators Handbook, Child Handbook.</p> <p>Policies: Code of Conduct, Children’s Curriculum Programming and Planning, Record Keeping and Retention, Behaviour Guidance, Qualifications Information Provision Professional Development and Training, Reflective Practice, Major Life Events, Interactions with Children, Educators Annual Review.</p>	<p>Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013</p> <p>Children’s Services Amendment Act 2011</p> <p>Other documents:</p> <p>My Time Our Place National Framework for School Aged Care</p> <p>The Early Years Learning Framework for Australia</p> <p>ACECQA – National Quality Standards</p>
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5. Procedure

- It is important that every Educator feels valued and respected in their workplace and is offered support and mentoring when needed.
- All Educators are encouraged to have a “voice”, sharing their thoughts, perspectives and ideas, to participate in robust conversations and make decisions that impact on their working environment.
- Support and mentoring can be offered in a number of ways:
 - 1:1 conversation
 - feedback about performance
 - delegation of roles and opportunities (not normally offered within their role e.g. acting arrangements)
 - timely recognition for a job well done
 - team meetings
 - formalised coaching and mentoring sessions
 - emails and telephone calls
 - provision of resources and materials
 - regular visits to programs
 - opportunities to work alongside other program Educators
 - new Educators are paired up with a more experienced Educator

Educators will be provided with training and support in relation to current industry trends, Regulatory and National Quality Frameworks and other areas identified between individual Educators and the Coordinator.

National Quality Framework

Area 5

RELATIONSHIPS WITH CHILDREN

- INTERACTIONS WITH CHILDREN



Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

INTERACTION WITH CHILDREN POLICY

1. Purpose

Interactions with children are underpinned by our professional philosophy, the City of Kingston Children's Services Philosophy, the Early Childhood Code of Ethics, Early Years Learning Framework for Australia and the United Nations Rights of the Child. Harmony between the way that families and Educators raise children is an important dimension aimed at enhancing child wellbeing.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

We believe that any interaction between a child and Educator can have a profound effect on the child's self-esteem and overall development. A secure and consistent relationship through a secure environment develops a child's sense of connection and belonging.

Each child will be recognised as an individual with unique needs, interests and strengths. Relationships and interactions will convey respect and understanding and facilitate opportunities for children to play, learn and thrive in their environment. Relationships with children are responsive and respectful and promote children's sense of security and belonging. Through this we hope to pass on the same values and attitudes to the children in their own future interactions.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- (ECA Code of Ethics) *Australasian Journal of Early Childhood* Vole 36 No 4 December 2011
- http://www.earlychildhoodaustralia.org.au/learning_and_teaching/relationships/Educators_child_interactions.html

- http://www.gowrievictoria.org.au/Portals/12/Documents/Professional%20Development/SGLP/Educators%20Interactions%20and%20Relationships_Dec12.pdf
- Self-Guided Learning Package accessed 20 Sep 2013
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Code of Conduct, Arrivals and Departures, Communication, Children's Curriculum Programming and Planning, Record Keeping and Retention, Behaviour Guidance, Management Of Serious, Challenging Behaviours, Reflective Practice, Enrolment and Orientation of Children and Families. Q.A. 2 Policies – Children's Health and Safety.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

In implementing this policy we adhere to the following key points for reference and guidance:

National Quality Standards (February 2018)

Standard 5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
Element 5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Element 5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
Standard 5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships

Element 5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
Element 5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Education and care Services must have a policy and procedure for Interactions with children, including the matters set out in Regulations 155 and 156.

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that (Regulation 155):

- Encouraged children to express themselves and their opinions
- Allows children to undertake experiences that develop self-reliance and self-esteem.
- Maintains the rights and dignity of each child.
- Enables Educators to provide children with positive guidance and encouragement towards acceptable behaviour
- Has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

The approved provider of an educational and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at the service. (Regulation 156) (1)

Furthermore

- Educators and the Coordinator develop guidance strategies that demonstrate respect and understanding of individual children when they strive to recognise and understand why each child may behave in a certain way, or why behaviour may occur in particular circumstances or at specific times of the day.
- Having supportive relationships with Educators enables children to develop confidence in their ability to express themselves, work through differences, learn new things and take calculated risks.
- Children have their dignity and rights maintained at all times, specifically excluding any child management techniques that include punishment that humiliates, frightens or threatens them.
- The program is focused on the development of consistent, predictable relationships which allow for Educators and children to spend time together involved in experiences relevant to individual exploration and development.

National Quality Framework

Area 6

PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

- Care Arrangements in Before and After School Program
- Care Arrangements in School Holiday Program
- Communication
- Enrolment and Orientation of Children and Families
- Working with Aboriginal and Torre Strait Islander Families and Children



Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CARE ARRANGEMENTS IN BEFORE AND AFTER SCHOOL PROGRAM POLICY

1. Purpose

Care arrangements in Before and After School Program are different for each family according to their individual needs. These arrangements can change over time, some children attend on a full time basis, others on a part time basis and some require only casual care arrangements.

Regardless of their care requirements, all parties need a transparent process and clear understanding of the procedures when enrolling children and when determining the ongoing care requirements of any child and their family.

This policy is to be read in conjunction with the Enrolment and Orientation of Children and Families policy and the Priority and Access policy.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide parents, families and Educators with a transparent procedure when enrolling children and determining ongoing care arrangements in the Before and After School Program.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- <http://DSS.gov.au/child-care--handbook> CCMS Child Care Handbook 2012-2013 accessed 20 Sep 2013
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Communication, Enrolment and Orientation of Children and Families, Working with Aboriginal and Torres Strait Islander Families, Code of Conduct, Dealing with Medical Conditions, Anaphylaxis, Asthma, Children Not Collected from Care, Children of Divorced or Separated Parents/Guardians and Third Party Court Orders, Collection of Children Whilst Under the Influence of Alcohol or Drugs, Immunisation and Disease Prevention, Complaint and Grievances, Interactions with Children, Governance and Management, Mill Street School Holiday Program Enrolment and Access, Payment of Fees, Priority of Access and Waiting List, Record Keeping and Retention, Confidentiality.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

PERMANENT BOOKED CARE IN BEFORE AND AFTER SCHOOL PROGRAM

- Families indicate their intention to use the Before and/or After School Care Program on particular days by completing the Enrolment Form. (this can be on a paper form or via the online enrolment system)
- Central administration processes the Application for Enrolment according to the Enrolment and Orientation of Children and Families policy. Once this is complete and the days of care are confirmed with the parent this becomes the child's Permanent Booked Care.
- Permanent Booked Care can be any combination of days across the week in Before and/or After School Care.
- Fees are payable by the family on days of Permanent Booked Care regardless of attendance.
- Fees will not be charged when Permanent Booked Care falls on Public Holidays or other days when the service is not operating including school camp.
- If a child is going to be absent on a day of Permanent Booked Care, parents are to advise central administration as far in advance as possible either online or by phone.
- Central administration will then notify the relevant program of these absences.
- The child will be marked as absent on the program roll.
- Central administration will then advise any families on the waiting list that there is a vacancy.
- Families requiring changes to Permanent Booked Care must notify central administration on the Changes to Permanent Booked Care Form. One week's notice (five working days) is required. This form can be obtained from central administration, online from Kingston's website or at the program. This can also be done via the online portal by 'requesting a new recurring booking' that would replace the current permanent booking.
- Central administration will approve the relevant changes to permanent booked care for the child/ren, notify the relevant program and forward the original form to the program to go on file with the child's Enrolment Form.

- Families wanting to discontinue Permanent Booked Care must notify central administration in writing (email preferred) on the Notice of Discontinuation Form. One weeks' notice (five working days) is required. This form can be obtained from central administration, online from Kingston's website or at the program.
- Central administration will discontinue care for this child/ren from the nominated date, notify the relevant program and forward a copy of the form to the program to go on file with the child's Enrolment Form. The original will be kept on file by central administration.
- Families who give less than one week's notice (5 working days) of discontinuing care will be required to pay one week's full fee in lieu of notice. Child Care Subsidy cannot be applied to fees paid in lieu of notice.
- Permanent bookings made in advance can only be made two (2) weeks in advance of the expected commencement date (with the exception of New Year enrolments).
- In the instance that a child does not arrive on a day of Permanent Booked Care please see Child Missing from a Program policy.

PLEASE NOTE: If a child is absent on their final day(s) of care, Child Care Subsidy is not payable, and the FULL FEE must be paid by the parent/family.

CASUAL BOOKINGS

- To make a casual booking, parents must ensure they have enrolled their child/ren with the OSHC Program following the Enrolment and Orientation policy.
- Parents of children with Permanent Booked Care are welcome to use the program casually on days other than their Permanent Booked Care when vacancies are available.
- Once the child/ren is enrolled and the parent requires care on a particular day or days they can request a casual day by:
 - Calling Central Administration
 - Email Central Administration
 - Using the "My Family Lounge" smart phone app
 - Log into their My Family Lounge online account and use the casual booking calendar
 - Choose the dates of care required, select the program and save changes.
- If families choose not to book through My Family Lounge they must call or email their request for a casual position to central administration to find out if vacancies exist for the day/s required.
- Once a casual booking is made, this booking can be cancelled but only on a day preceding the booked day of care. If the child is not in attendance on the day of casual booked care, the family will be charged a casual absence fee.
- Casual bookings cannot be accepted more than two weeks in advance.
- Parents must contact central administration if their child/ren are going to be absent from care.
- If there is a vacancy available, central administration will make the booking for the requested day/s applying the Casual Fee.
- Central administration will add the child to the attendance roll and then notify the program of the casual attendances.
- Once notified, the child will appear on QK Kiosk (digital sign in) Educators at the program will confirm that there is an Enrolment Form, health action plans and any other required paperwork on file for the child/ren attending as a casual.

- If there are no vacancies available central administration will notify the parent/guardian and place the child/ren on a waiting list. When a vacancy becomes available, both the parent and the program will be advised that the child/ren are now able to attend.
- If, for unforeseen circumstances, care is required at Before School Care the following day and it is after office hours, parents can
 - call the program supervisor up until 6.15pm that day or after 6.45am on the morning care is required. The program supervisor will advise if there are any vacancies.
 - In this situation parents are asked to notify central administration of their child/rens attendance at the program (via phone or email)
 - Log into their 'My Family Lounge' account (via mobile phone app or web) and book their child into care using the casual booking calendar.

CHILDREN ARRIVE AT A PROGRAM WITHOUT A BOOKING

(But are enrolled on the system)

- If a child/ren arrives at the Before School Care program without a booking and there are available places, accept the child into the program.
- Ensure the parent/guardian signs the child/ren in and remind them that they are required to contact central administration in the future for all care requirements.
- If a child/ren arrive at the program without a casual booking and there are no available places, do not accept the child into the program.
- Let the parent/guardian know that there are no available places and remind them of the policy for booking casual care.
- If a child/ren arrive at the After School Care program without a casual booking and there are available places accept the child into the program.
- Confirm that a current Enrolment Form, health action plans and all their required paperwork is on file at the program for the child.
- If there is a current enrolment form on file, contact the parent/guardian and advise them that their child/ren are in your care and remind them to call central administration prior to their child's arrival at the program in future.
- If central administration has not included the child on QK Enrol, use a paper attendance roll and add the child with a sign in time.
- Educators must contact central administration by 5pm that day to advise of additional casual attendances.
- The casual fee will be charged to that parent/family.
- If a child/ren arrive at the After School Care program without a casual booking and there are no available places, accept the child into the program.
- Check for a current Enrolment Form and other required paperwork for the child and contact the parent/guardian. Advise the parent/guardian that their child/ren are in your care.
- Remind the parent/guardian of the casual booking policy. Then advise them that no places are available and that they must collect their child/ren immediately.
- If the parent/guardian is unable to collect their child/ren immediately they must arrange for an emergency contact or authorised person to collect the child/ren immediately.
- If the parent/guardian is not contactable proceed straight to emergency contacts/authorised persons for collection to collect the child/ren immediately.

- If a child arrives at the program and it is found that they do not have an enrolment form or a booking, contact central administration and request any contact numbers that may be held on file from a previous enrolment form for that child/ren either in the Before and After School Program or School Holiday Program.
- Contact the parent/guardian or emergency contacts for immediate collection of the child.
- If neither the program nor central administration holds any contact numbers on file for the child/ren contact the school office, advise them of the situation and request they contact the parents or emergency contacts for someone to pick up the child immediately. Due to privacy laws the school will not be able to give out contact numbers of child/rens parent/guardians or emergency contacts.
- Ask the school to call you back with the name of the person who will be collecting the child. This person will be required to show evidence of their identity with photo I.D.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CARE ARRANGEMENTS IN SCHOOL HOLIDAY PROGRAM POLICY

1. Purpose

To provide parents, families and Educators with a transparent procedure when enrolling children and determining ongoing care arrangements in the School Holiday Program.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

Families are required to submit child enrolment forms prior to the specified closing date for the upcoming holiday period. Enrolments requested after the closing date cannot be guaranteed a place. Families who have children with additional support needs are required to submit enrolment forms four weeks prior to the program commencement date to ensure that supporting information and resources can be assessed and allocated.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- <http://DSS.gov.au/child-care--handbook> CCMS Child Care Handbook 2012-2013 accessed 20 Sep 2013
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
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<p>Parent Handbook, Educators Handbook, Child Handbook.</p> <p>Policies: Communication, Enrolment and Orientation of Children and Families, Working with Aboriginal and Torres Strait Islander Families, Code of Conduct, Dealing with Medical Conditions, Anaphylaxis, Asthma, Children Not Collected from Care, Children of Divorced or Separated Parents/Guardians and Third Party Court Orders, Collection of Children Whilst Under the Influence of Alcohol or Drugs, Immunisation and Disease Prevention, Complaint and Grievances, Interactions with Children, Governance and Management, Mill Street School Holiday Program Enrolment and Access, Payment of Fees, Priority of Access and Waiting List, Record Keeping and Retention, Confidentiality.</p>	<p>Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013</p> <p>Children’s Services Amendment Act 2011</p> <p>Other documents:</p> <p>My Time Our Place National Framework for School Aged Care</p> <p>The Early Years Learning Framework for Australia</p> <p>ACECQA – National Quality Standards</p>
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5. Procedure

- Families indicate their intention to use the School Holiday Program on particular days by completing the Application for Enrolment Form and booking form.
- Central administration processes the Application for Enrolment Form according to the Enrolment and Orientation of Children and Families policy. Once this is complete and a receipt/statement is posted out to confirm days booked and the payment received, these days become Booked Care.
- Fees apply on days of Booked Care regardless of attendance.
- If a child is going to be absent on a day of Booked Care, parents are to advise the program or central administration as far in advance as possible.
- If central administration has been informed of the absence, they will then notify the relevant program of these absences.
- The child will be marked as absent on the program roll and the absence will be counted as an Allowable or Approved Absence. Child Care Subsidy will still be applied to the fees for the absence if the family is eligible for Child Care Subsidy.
- A change in personal circumstances does not automatically grant families the right to change their Booked Care. Changes to Booked Care must be approved by central administration.
- Presentation of a medical certificate means that an absence from care will be counted as an Approved Absence. It does not entitle the family to a refund or credit.
- Families requiring additional days must contact central administration who will check for availability on the days requested. If places are available central administration will book the child in and secure payment before the child is able to attend the program on that day.
- ALL bookings including additional days must be made through central administration at the Mentone office.

CHILDREN ARRIVE AT A PROGRAM WITHOUT AN ENROLMENT OR BOOKING

If a child/ren arrive at the program without an enrolment and booking program Educators must direct the family to central enrolment at the Mentone office to complete the enrolment process

including bookings and payment in line with the Enrolment and Orientation of Children and Families policy.
Program Educators cannot, under any circumstances, accept a child/ren into the program if they do not have a booking.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

COMMUNICATION POLICY

1. Purpose

To ensure children successfully transition and settle into the Outside School Hours Program. Daily interactions with children and their families provide opportunities to share information and knowledge about each child. This information can be utilised to plan in a way that responds to the child's strengths, interests, culture and builds on what they have learned before.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure children successfully transition and continue to develop in Outside School Hours Program families and Educators need to develop strong, supportive relationships. Active, open two way communication between all parties is vital.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Victorian Privacy and Data protection Act 2014
- City of Kingston Social Media policy – Intranet, accessed on 5 Sep 2013
- http://raisingchildren.net.au/articles/communicating_with_parents_the_basics.html Raising Children Network accessed 14 Jan 2016
- http://www.education.vic.gov.au/Documents/school/principals/community/ts2comteacher_s.pdf Communicating - Tips and Ideas for Teachers accessed 20 Sep 2013
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: All Out of School Hours policies apply to this policy. City of Kingston:	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
<ul style="list-style-type: none"> • Information Privacy Policy 2015 • Privacy Statement – Generic (06/32350) • Photo Permission Form – (11/24798) • Code of Conduct Policy & Guidelines 	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Communication with Families

- Educators use a range of communication methods to ensure effective communication occurs with families attending the program. Some of the methods used by the program may include newsletters, notices, formal meetings and informal daily contact.
- Educators will:
 - Greet families when they arrive and leave from a program.
 - Inform parents/guardians of the daily activities and routine or special outings
 - Assist the child to settle and say good bye to their family
 - At the end of the day, endeavour to provide feedback to the families on how their child's day was. For example: Information about the child's friendships, something the child told you or a game or experience they enjoyed.
 - It is important that either party raises any questions at an appropriate time. This should ensure everyone's right to privacy and will attribute a suitable amount of attention and time can be given to the discussion
 - All programs are required to have an operational mobile phone with appropriate connection to a mobile telephone network. Mobile phones must be:
 - ✓ Fully charged at all times
 - ✓ Programmed with the telephone number of emergency services, central administration, Educators and the Coordinator
- Phone numbers checked and updated on a regular basis or when notified of any changes to numbers
- Mobile phones must be taken on all excursions and routine outings, emergency evacuations – anytime children are taken away from program venue
- Regular, open, honest communication is central to successful relationships and care arrangements.

Communication between Educators

- Educators will follow the services Code of Conduct policy.
- Educators will keep each other informed in a timely manner of any organisational matters which impact on their work as soon as is practicable.

- Educators meetings will be utilised to ensure all Educators have an opportunity to work together and that consistent messages are being passed on to all team members.
- Program Educators will ensure they have effective communication systems in regard to the program, children's changing needs, health issues and any incidents that have occurred.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

ENROLMENT AND ORIENTATION OF CHILDREN AND FAMILIES POLICY

1. Purpose

To ensure all children and their families have a smooth transition into the Out of School Hours program.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

For families and children to have relevant information regarding the enrolment and orientation process into the Outside School Hours Program. *

This policy is to be read in conjunction with the *School Holiday Enrolment and Access and Inclusion policy

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- <http://www.pscalliance.org.au/wp-content/policies/psca-enrolment-and-orientation.pdf> Enrolment and Orientation policy retrieved 14 Jan 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
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Parent Handbook, Educators Handbook, Child Handbook.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
Policies: All service policies apply to this policy.	Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

Enrolment

- The parent/guardian may express their interest in using the program by accessing the Kingston website, visiting or phoning Council’s Mentone office and speaking to central administration
- If the parent/guardian chooses to move forward with an enrolment, central administration will provide them with a copy of the Application for Enrolment Form or direct them to the Kingston website where they can create an online account and enrol via the online portal ‘My Family Lounge’
- Forms can also be posted, faxed, emailed to the interested parent/guardian.
- Parents/guardians are to complete and sign the Enrolment form with supporting documentation. This may include the enrolment form, immunisation details, custody or court order, photo permission and children’s health information.
- For any child with a diagnosed medical condition, e.g. asthma, anaphylaxis, diabetes etc., a risk management and communication plan must be completed in addition to the health action plan.
- For children with a disability or additional needs, an assessment will be made by the Coordinator in consultation with program Educators regarding the program’s capabilities to provide quality care for that child in an inclusive environment. A “Child Profile” form will be completed as part of the enrolment process. In some cases, a representative from KU Children’s Services (Inclusion Support Agency) or other specialist service and/or the parents of the child will be asked to participate in this process. Please see Respect for Diversity policy for further information.
- Each child in care must have their own enrolment form.
- Central administration will use the enrolment process to gather all relevant paperwork in relation to the child and their family to ensure a full and comprehensive profile.
- The interpreter service will be utilised where necessary to ensure that a family can communicate effectively with program Educators and other members of the service.
- In School Holiday Program parents/guardians return the completed paperwork and full payment of fees due for the School Holiday Program period to central administration via email or post during the specified enrolment period.
- Once the enrolment process is complete, Central Administration will check the information provided, site and make a copy of the immunisation record
- Only if all details are complete, can the enrolment process proceed.

- Five (5) business days are required to complete internal administration processes, care is unable to proceed before this time in the Before and After School Program

WHEN CHILDCARE PLACES ARE AVAILABLE

Before and After School Program

- The enrolment is processed by central administration that advises parents/guardians of availability of childcare places and confirms starting date of care.
- New families will be issued all relevant information including Parent and Child Handbooks. Existing families will be advised of new or updated information.
- Program Educators are notified of a new enrolment and copies of all enrolment documentation are forwarded to them.

School Holiday Program

- The enrolment is processed by central administration. A receipt/statement is emailed to confirm days booked and payment received.
- New families will be issued all relevant information and directed to our website.
- Existing families will be issued with any new or updated information.

WHEN CHILDCARE PLACES ARE UNAVAILABLE

Before and After School Program

- Central administration will process the enrolment, placing the child on a waiting list and the Parent/Guardian will be notified when places are unavailable.

School Holiday Program

- Central enrolment will notify the Parent/Guardian, offering other available days or venues.

For both new and existing families' central administration will explain, where necessary, the Parent/Guardian's responsibilities in registering with and keeping their details up to date with the Family Assistance Office in order to have Child Care Subsidy applied to their fees.

An enrolment form must be completed annually by all families for all OSHC Programs. For School Holiday Program, a booking form will be completed prior to each School Holiday Program

On completion of the enrolment process, the enrolment form and all other relevant paperwork will be forwarded to the venue site for use by program Educators in the day to day running of the program.

All School Holiday Program enrolments must be processed by central administration. No enrolments/bookings will be taken on site.

ORIENTATION OF CHILDREN AND FAMILIES

In both Before and After School Program and School Holiday Program:

- The child and their family are welcome to visit the program they will be attending prior to commencement of care to meet Educators and familiarise themselves with the venue. At this time or at commencement of care, program Educators will show the child and family around the venue, introduce other Educators and talk briefly about routines, activities, rules and guidelines followed in the program.

- Educators can answer any further questions parents/guardians may have at this time.
- Educators may also use this time to ask the parent/guardian relevant questions that will assist them in providing quality care to their child.
- If any additional assistance is required for the orientation process or for ensuring quality care for the child and their family the Coordinator or central administration will arrange this. This assistance may include language support or additional Educators for a child with additional needs or a disability.

On the first day of care

- Educators will invite the child to join in an activity and introduce them to other children to help them settle in.
- The parent/guardian is welcome to call the program at any time to ensure their child is settling in or to ask any further questions. The Coordinator is also available to answer any questions parents/guardians may have.
- Program Educators will continue to liaise with families, central administration and the Coordinator to ensure continued quality of care for all families.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

SCHOOL HOLIDAY PROGRAM ENROLMENT AND ACCESS AND INCLUSION POLICY

1. Purpose

The purpose of this policy is to:

4. provide a fair and transparent framework for the allocation of places in the Kingston School Holiday Programs;
5. ensure the Kingston School Holiday Programs support inclusiveness, including for children with disability;
6. ensure that any child attending the School Holiday Program is supported with the correct ratio of staff to children as per their assessed needs, where that can be reasonably accommodated.

This policy applies to Kingston City Council's school holiday programs, currently offered at Chelsea and Southmoor Primary Schools.

2. Policy Statement

Kingston's school holiday programs operate under the Education and Care National Regulations and the National Quality Framework.

The service is also required to meet the Commonwealth Government's Priority of Access Guidelines as a condition of eligibility for Child Care Subsidy.

The School Holiday Program Enrolment Access and Inclusion Matrix at Attachment 1 has been developed to enable the Priority of Access Guidelines to be applied to children enrolling in our programs.

The matrix also considers the need to prioritise the enrolment of children attending partner schools, and those residing in, or with a connection to, the City of Kingston.

In addition to the above, Council is required to comply with legislation including the Equal Opportunity Act, Victorian Charter of Human Rights and Responsibilities, and the Racial and Religious Tolerance Act.

This legislation, in summary, requires Council's programs to be as inclusive wherever reasonably practicable of children with medical conditions, disabilities, challenging behaviours, and those who are at risk of abuse or neglect.

We must, however, maintain an approach to service provision that meets the requirements of the Education and Care National Regulations and the National Quality Framework.

The wellbeing and safety of all children enrolled in our programs should be the highest priority at an education and care service. Educators should feel safe in their work environment, consistent with Council's responsibilities under Occupational Health & Safety legislation.

The capacity of our programs to manage risks to the health and wellbeing of children participating in the programs, and our educators, must therefore be carefully scrutinised (particularly where a prospective child's additional needs or challenging behaviours contribute to that risk).

To ensure we maintain the quality of our program, provide safety and wellbeing for children and educators, and include children with additional needs as far as possible, we have assessed our operational capacity to support children with additional or challenging needs in

our programs, in a way that will support their needs while also protecting the right of other children to benefit from the program without risk to their health and wellbeing.

This assessment considers the additional support that can be reasonably provided within our programs, including by accessing Inclusion Support funding, will ordinarily be as follows

- 2 x places for children diagnosed with a medical condition and requiring 1:1 ratio of staff support; (for those children funded through the NDIS with a support worker and that are assessed as suitable to participate in the program) Please note* The School Holiday Programs are accommodated in shared school facilities; specialised change rooms and bathroom facilities are not generally available.
- 18 x places for children diagnosed with a medical condition or with significant challenging behaviours but not requiring individual support in the program. 1:8 ratio of staff support;
- Remaining places for children who do not have additional needs (standard baseline of 1:15 ratio of staff support).

In accordance with equal opportunity legislation, all applications for enrolment by a child with a disability or other protected attributes will be decided on the merits. However, in considering the program’s capacity to make reasonable adjustments to provide additional support for children with additional needs, the above capacity guidelines will be considered.

3. References

- Education & Care Services National Law and Regulations;
- National Quality Framework;
- Commonwealth Government Priority of Access Guidelines;
- Equal Opportunity Act 2010;
- Victorian Charter of Human Rights and Responsibilities Act 2006;
- Racial and Religious Tolerance Act;
- Disability and Discrimination Act 1992;
- Racial Discrimination Act 1975;
- UN Convention on the Rights of the Child;
- Child Wellbeing and Safety Act 2005;
- Local Government Act 1989;
- Victorian Early Years Learning and Development Framework;
- Dardee Boorai – the Victorian Charter of Safety and Wellbeing for Aboriginal Children and Young People 2008.

4. Related Documents

Internal policies & documents:	Federal Legislation:
	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Other documents:
	My Time Our Place National Framework for School Aged Care

	<p>The Early Years Learning Framework for Australia</p> <p>ACECQA – National Quality Standards</p>
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5. Procedure

Families are required to submit child enrolment forms prior to the specified closing date. Enrolments requested after the closing date cannot be guaranteed a place.

Families who have children with additional support needs, such as due to a disability or challenging behaviours, are required to submit enrolment forms (and supporting information) four weeks prior to the program commencement date, to ensure that supporting information and resources can be assessed and allocated.

Parents / guardians are to complete and sign the appropriate and current enrolment form, attaching any medical action plans, custody orders, child profiles and other relevant information.

Following the closing date for enrolments, the prioritization process outlined above will be applied. The prioritization process will be applied separately to the 2 x 1:1 available places and the 18 x 1:8 available places.

The program Coordinator will undertake a needs and support assessment of children to determine what ratio of staff would best meet their needs. The assessment process may include telephone consultation, meetings, liaison with schools and disability service providers, and review of any behaviour support plans.

With parental consent, a disability service provider or school may provide information such as a behaviour support plan or child profile to ensure a consistent approach by staff in the program. The assessment of the support required by a child within the context of the SHP is solely at the discretion of the Outside School Hours Management team or its delegate.

The Priority Assessment Framework described above will be applied to all applications received prior to the closing date. If there are remaining vacancies after the place allocations have been made, the late application will be considered based on the order they were received.

Program allocations are determined based on the Kingston program Coordinator's assessment and is solely at the discretion of the City of Kingston Management Team or its delegate.

When a School Holiday Program Place is available:

Successful families will be notified of the allocated place. Payment will be taken once enrolment are confirmed. A receipt/statement is emailed out to confirm days booked. New families will be issued all relevant information including Parent and Child Handbooks. Existing families will be issued with any new or updated information.

When a School Holiday Program Place is not available:

Families will be notified that a place has not been allocated. Where possible, alternative service options will be suggested.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

WORKING WITH ABORIGINAL AND TORRES STRAIT ISLANDER FAMILIES AND CHILDREN POLICY

1. Purpose

City of Kingston recognises the importance of reconciliation and acknowledges the detrimental and lasting effects of past government policies on the lives of Aboriginal and Torres Strait Islander families and communities. We are committed to working collaboratively with families, communities and all of its partners to build on existing Aboriginal and Torres Strait Islander families' strengths so their children can reach their full potential.

Children's learning and development is advanced when they feel people care about them and where they can succeed. Families also need to be valued and respected, as well as included in the new environment.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure that Educators and program decisions and actions result in the delivery of respectful, culturally appropriate, care and educational programs to all Aboriginal and Torres Strait Islander children and families.

3. References

- www.snaicc.org.au – Secretariat of National Aboriginal and Islander Childcare, accessed 14 Jan 2016
- Early Childhood Australia's Code of Ethics 2006 Early Childhood Australia, Watson ACT
- State of Victoria, Children, Youth and Families Act 2005 - www.cyf.vic.gov.au retrieved 14 Jan 2016
- State of Victoria Working with Children Act 2005 - www.justice.vic.gov.au
- State of Victoria Children, Youth & Families Act 2005 – www.justice.vic.gov.au
- State of Victoria Child Wellbeing and Safety Act 2005 – www.justice.vic.gov.au
- United Nations Convention on the Rights of the Child 1989 - www.un.org retrieved 14 Jan 2016
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016

- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Children’s Curriculum, Planning and Programming, Excursions Routine Outings and Workshops, Reflective Practice, Respect for Diversity, Interactions with Children, Enrolment and Orientation of Children and Families, Communication.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
	Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care
	The Early Years Learning Framework for Australia
	ACECQA – National Quality Standards

5. Procedure

The service acknowledges

- The safety, wellbeing and best interests of a child are paramount and all interactions with a child will be respectful.
- Every Aboriginal and Torres Strait Islander child has a right to be safe and to live in a stable, secure and culturally appropriate environment.
- Aboriginal and Torres Strait Islander families have the primary responsibility for the upbringing, protection and development of their children and the preferred way of ensuring a child’s wellbeing is through the support of the child’s family.
- Extended family relationships are the core of Aboriginal and Torres Strait Islander kinship systems. These kinship systems, of grandparents, aunts, uncles, siblings and members of the community, will guide and support children through their lives.
- Aboriginal and Torres Strait Islander children have an inherent right to know their own family and culture and to stay connected with their family, community, culture and spirituality.

Educators will

- build relationships with Aboriginal and Torres Strait Islander families and communities based upon respectful communication and culturally appropriate professional connections
- identify key stakeholders within communities and work in partnership with significant community members and Aboriginal and Torres Strait Islander service providers
- work collaboratively with government and non-government agencies to provide quality outcomes and curriculum to children and families in care.

National Quality Framework

Area 7

LEADERSHIP AND MANAGEMENT

- Allegations of Abuse by Staff Member or Educator
- Complaint and Grievances
- Confidentiality
- Determining the Responsible Person Present
- Governance and Management
- Media
- Payment of Fees
- Priority of Access and Waiting List
- Record Keeping and Retention
- Refusal and Acceptance of Authorisations
- Allegation of Abuse by a Staff Member or Educator



Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

ALLEGATION OF ABUSE BY STAFF MEMBER OR EDUCATOR POLICY

1. Purpose

To ensure there is a clear process to protect children should there be an allegation made against an Educator or member of Council staff, and ensure child safety and a process of natural justice.

CHILD SAFE STANDARDS

The **Child Safe Standards** form part of the Victorian Government's response to the **Betrayal of Trust Inquiry** (the 2013 Parliamentary Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations). As such, organisations are required to fulfil their obligations in the reporting of incidents and allegations of child abuse (See ATTACHMENT1)

From **1 July 2017**, the **Commission for Children and Young People** administered a 'reportable conduct scheme' in Victoria. The scheme improves oversight of how organisations respond to allegations of child abuse and child-related misconduct by workers and volunteers.

The benefits of the reportable conduct scheme include:

- identifying individuals who pose a risk to children, but do not have criminal records, and enabling them to be excluded from working with children
- independent oversight of responses to allegations of child abuse and child-related misconduct against workers and volunteers in organisations
- building the capacity of organisations to respond appropriately and effectively to allegations of child abuse and child-related misconduct.

Under the scheme, the Commission for Children and Young People have the power to:

- monitor organisations investigations of abuse or misconduct and report on trends,
- share information with key organisations, such as the Working with Children Check Unit and certain professional registration bodies, to improve child safety,
- inquire into the safety systems of organisations engaged in child-related work, and
- share relevant information to better protect children from the risks of abuse.

The **Commission for Children and Young People** will be the oversight body for the Child Safe Standards from 1 May 2019.

These procedures apply to all Educators, staff, volunteers, Team Leaders and Managers within the City of Kingston Family Youth and Children's Services.

2. Policy Statement

To ensure all staff and management are aware of the Child Protection law and their obligations when child abuse is suspected.

3. References

- Child Safe Standards
<http://www.education.vic.gov.au/childhood/providers/regulation/Pages/chilsafestandards.aspx>
- Commission for Children and Young People
<http://www.cyp.vic.gov.au/child-safe-standards/index.htm>
- National Framework: Department of Social Services (2009). Belonging Being & Becoming: The Early Years Framework for Australia. ACT: Commonwealth of Australia
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Early Childhood Australia’s Code of Ethics 2006 Early Childhood Australia, Watson ACT
- Southern Metropolitan Region - Child Protection Protocol (Incorporating Orange Door) June 2008
- State of Victoria, Children, Youth and Families Act 2005 –
- www.cyf.vic.gov.au retrieved 14 Jan 2016
- State of Victoria Working with Children Act 2005 - www.justice.vic.gov.au
- State of Victoria Children, Youth & Families Act 2005 – www.justice.vic.gov.au
- State of Victoria Child Wellbeing and Safety Act 2005 – www.justice.vic.gov.au
- United Nations Convention on the Rights of the Child 1989 – www.un.org retrieved 14 Jan 2016
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
City of Kingston Disciplinary Policy	Education and Care Services National Regulations 2012, under the Education and Care Services National Law Act 2010
City of Kingston Code of Conduct	Children’s Services Amendment Act 2011
Child Wellbeing and Safety Act 2005	Other documents:
Children, Youth and Families Act 2005	The Early Years Learning Framework for Australia
Working with Children Act (2005)	ACECQA – National Quality Standards
Crimes Amendment (Protection of Children) Act 2014	

5. Procedure

- Whenever there are any concerns for the safety or wellbeing of children related to any Educator, staff Member, volunteer or student, all parties have a responsibility to ensure that all allegations of suspected child abuse are reported to the service Co-Ordinator or Team Leader.
- The Co-Ordinator/Team Leader will inform the Manager of FY&C Services

- The General Manager and CEO will be informed of the allegations
- The Child Safety Officer will be informed (8541 9004 or via email childsafe@kingston.vic.gov.au)
- All allegations of suspected abuse are documented using the Record of Concern- Allegation of Abuse form

The Child Safety Officer will:

- Assess the report in conjunction with the Manager of FY&C services
- Determine the most appropriate action.
- Ensure confidentiality is maintained of the:
 - Child;
 - Person who makes the report;
 - Person the report is made about; and
 - Content of the report.

The Manager will:

- Determine what external bodies need to be notified depending on the nature of the allegation (Victoria Police, DHHS, and Commission for Children and Young People)
 - a. On 000 if the child is in imminent or immediate danger;
 - b. The Sexual Offences and Child Abuse Investigation Team (SOCIT) on 9556 6128 for allegations of sexual abuse; or
 - c. Cheltenham Police Station on 9583 9767 for all other allegations of abuse.
 - d. Notify DET on 8765 5787.
 - e. Complete and submit a report to DET within 24 hours.
 - f. Notify the General Manager and CEO.
- Where a formal investigation is undertaken by Victoria Police:
 - Suspend the Educator or Staff Member's contract/employment for the duration of the investigation as per the City of Kingston Disciplinary Policy and Educators Agreement.
 - Suspend the volunteer or student's placement and/or shifts for the duration of the investigation

The service will:

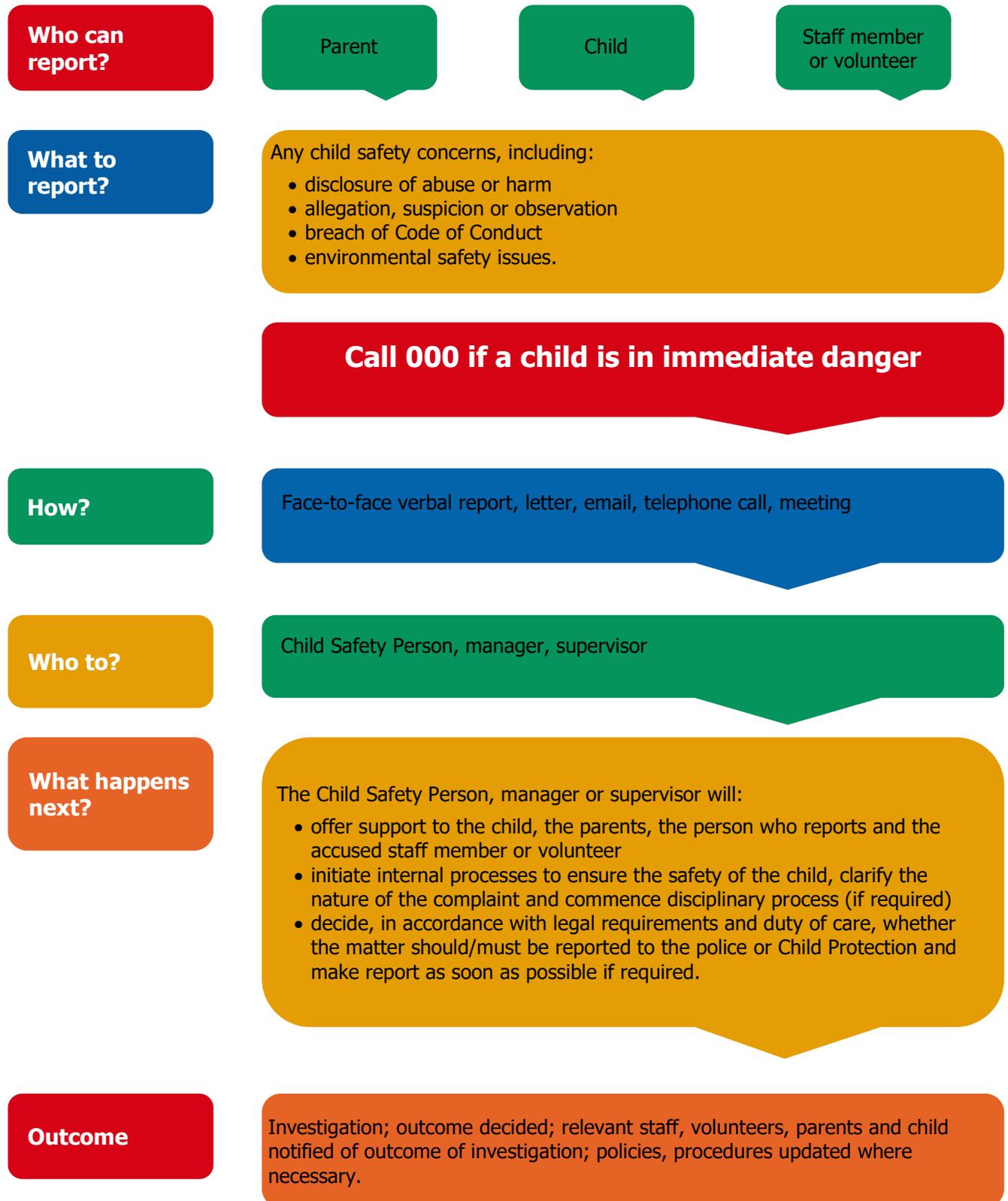
- Cooperate fully with the Victoria Police investigation team and assist in the investigation process.
- Provide support to the child and their family, and to other educators, Staff, volunteers and students including providing or referring counselling services were required.
- Where the allegation of abuse involves an Aboriginal child, a child from a culturally and linguistically diverse background, or a child with a disability, the service will seek additional support from the following organisations:
 - Aboriginal child: DET Koorie Education Coordinator Ph: 8765 5600
 - Culturally diverse child: FKA Children's Services Ph: 9428 4471
 - Child with a disability: MOIRA Ph: 8552 2222

- Take steps to ensure the child feels safe and supported whilst attending the service.
- Ensure all Educators, Staff, volunteers and students maintain confidentiality as per the *Confidentiality Policy*. No part of the allegation or investigation can be discussed with other Educators, Staff, volunteers, students or families at any time.

Following an Investigation

- Following the completion of the investigation undertaken by police a decision will be made about the continuing contract/employment of the Educator, Staff Member, volunteer or student as per the City of Kingston Disciplinary Policy, the Educators Agreement and the *Student and Volunteer Placements policy*.
- Where an Educator, Staff Member, volunteer or student is found to have committed an act of child abuse their contract/employment will be terminated immediately as per the City of Kingston Disciplinary Policy, the Educators Agreement and the *Student and Volunteer Placements policy*.
- The Child Safety Officer will notify relevant Educators, Staff, volunteers, students, children and parents of the outcome of the investigation and steps taken by the service (e.g. termination of employment).
- Where an allegation of abuse is found to be false, the Educator, Staff Member, volunteer or student will be supported to return to the service. A return to work plan will be made in conjunction with the Educator, Staff Member, volunteer or student and the Coordinator and Team Leader. Additional support such as counselling services may be offered.

Flowchart: CHILD SAFETY REPORTING PROCESS



For more information on the Child Safe Standards visit <http://www.ccyp.vic.gov.au/> or see A GUIDE FOR CREATING A CHILD SAFE ORGANISATION

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

COMPLAINTS AND GRIEVANCES POLICY

1. Purpose

Parents are encouraged at all times to discuss with Educators their child's development, the program and procedures at the service. We hope that all families using Outside School Hours Program feel that Educators are approachable in regard to complaints and/or concerns raised with them.

This policy aims to provide clear guidance for making a complaint.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide a simple procedure that parents of the program can follow to ensure a resolution to any concerns and/or complaints they may have.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- <http://www.education.vic.gov.au/Documents/school/principals/community/addressparentsconcern.pdf> Addressing parents' concerns and complaints effectively: policy and guides accessed 14 Jan 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
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Parent Handbook, Educators Handbook, Child Handbook. Policies: All service polices may apply to this policy.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children’s Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- Complaints and/or concerns may be received by the service either in a verbal or written manner.
- The parent/guardian is encouraged to speak directly with program Educators or central administration depending on the details of the complaint.
- Many complaints can be addressed through discussion with the program Educator, however on occasions complaints may be escalated.
- A request is made for the complaint to be put in writing and forwarded to the Mentone office.
- The complaint is brought to the attention of the Coordinator.
- Educators will advise that they are documenting details of the complaint/concern at the time of the discussion.
- If the matter is not resolved after speaking to program Educators or central administration, parents are advised to contact the service Coordinator on 9581 4847 or 9581 4846.
- If after discussion with the service Coordinator, parents are not satisfied, they can contact the Team Leader of Early Years and School Age Care on 9581 4858. Should there continue to be dissatisfaction parents can contact the Manager of Family, Youth and Children’s Services at the City of Kingston, Mentone Office on 9581 4869.
- If an outcome has not been reached to your satisfaction after discussion with the manager, you can go through Kingston’s internal complaints process.
- Complaints and Grievances may also be reported to the Department of Education and Training on 8765 5787.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

CONFIDENTIALITY POLICY

1. Purpose

Confidentiality and privacy require that all parties must ensure that information is restricted to those who genuinely need to know and that those people should only be told as much as they need to know and no more. For example, some people may need to know of the issue so that they can provide advice, but not of the identities of the persons involved.

Personal information is protected by the Privacy Act. The Privacy Act contains rules on how National and Victorian Government agencies and private sectors organisations are allowed to collect and handle your information.

The Privacy Act regulates how personal information is handled. For example, it covers:

- How personal information is collected
- How it is then used and disclosed
- Its accuracy
- How securely it is kept
- Your general right to access that information
- A range of sensitive and private matters are often discussed between parents/guardians and program Educators. All information relating to children, parents/guardians and Educators within the City of Kingston Outside School Hours Programs will be kept strictly confidential.
- To ensure all information relating to the above-mentioned parties is kept in a confidential manner.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure all information related to parents, children and Educators will be kept strictly confidential.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th 2016

- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- CCMS Child Cares Handbook 2012-2013
- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013
Policies: Respect for Diversity, Child Protection, Children of Divorced or Separated Parents/Guardians and Third Party Court Orders, Collection of Children Whilst Under the Influence of Alcohol or Drugs, Death of a Child at a Program, Management Of Serious, Challenging Behaviours, Code of Conduct, Major Life Event, Communication, Enrolment and Orientation of Children and Families, Working with Aboriginal and Torres Strait Islander Families and Children, Complaint and Grievances.	Children’s Services Amendment Act 2011
	Victorian Legislation:
	The Privacy and Data Protection Act 2014 The Health Records Act 2001 (Vic)
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

- All program Educators, central administration and the Coordinator of the service will adopt a professional understanding towards confidentiality.
- Any discussions or dealings between families and program Educators will not be discussed with Educators from other programs or families.
- Educators will not discuss children with other families or in front of other children.
- Educators will never divulge any family information to other families or Educators who work at a different program.
- All information obtained about a child in care is strictly confidential and will never be discussed with anyone except the parent/guardian of the child and the service Coordinator except in the instance where the parent/guardian gives written consent for this information to be shared with other parties.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

DEBT COLLECTION POLICY

1. Purpose

Fees are paid by the parent/guardian to the service for care provided in the Before and After School Program and School Holiday Program. Outstanding debts will be managed in line with Kingston's debt collection policy.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide a clear procedure for parents and Educators regarding non-payment of fees for care provided to families in Before and After School Program and School Holiday Program.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- Australian Government, Department of Social Services (DSS) CCMS Child Care Handbook 2012-2013. www.DSS.gov.au
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Governance and Management, Complaints or Grievances, Communication, Confidentiality, Record Keeping and Retention,	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011

Enrolment and Orientation of Children and Families, Care Arrangements in Before and After School Program, Care Arrangements in School Holiday Program.	Other documents: My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards
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5. Procedure

- Families are emailed an account invoice each week.
- Parents are required to pay their fees within 14 days of receiving their invoice
- If fees are unpaid after 7 days of receiving their account a friendly reminder will be emailed to the family reminding them to pay their overdue account.
- If fees are unpaid after 7 days of the first text, a second and final notice will be sent to the families in a letter stating that their child will be unable to attend the program (provide date of the week ending) unless payment of fees is received. This letter is signed by the Team Leader of Early Years and School Age Care.
- The Manager of Family Youth and Children's Services will be notified of the unpaid fees. If fees are not paid by the required date, a decision may be made to refuse service to this family. A second and final letter will be sent to the family via email and post. This is signed off by the Manager Family Youth and Children's Services The program staff are to be notified of any outcome.
- If payment is not made by the required date then the child is suspended from attending the program. The program staff are to be notified.
- The child will not be able to return to the program until all debt is paid and recommencement at a program will be dependent on available places.
- Service access is competitive in Children's Services and places will not be held for clients who default on fee payments
- The debt remaining on the families account will be referred to a third part debt collection agency for recoupment.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

DETERMINING THE RESPONSIBLE PERSON POLICY

1. Purpose

The purpose of this policy is to ensure there are clear procedures in place to determine the Responsible Person and other delegated roles within the service in the daily operations of the Outside School Hours program.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

Education and Care services are required under the National Education and Care Services Regulations to delegate individuals to exercise management and control over the service. These delegations begin with the Approved Provider.

3. References

- <https://www.acecqa.gov.au/sites/default/files/2018-09/ResponsiblePersonRequirements.pdf> accessed August 2019
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

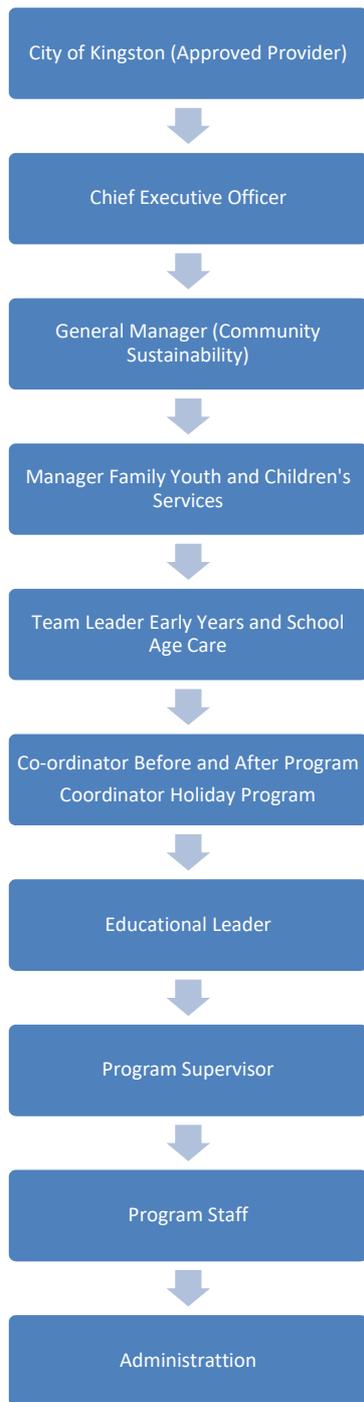
4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Governance and Management, Confidentiality, Communication, Code of Conduct, Record Keeping and Retention.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011

	Other documents:
	<p>My Time Our Place National Framework for School Aged Care</p> <p>The Early Years Learning Framework for Australia</p> <p>ACECQA – National Quality Standards</p>

5. Definitions

Approved Provider	The person or organisation who holds the Provider Approval for the service.
Person with Management or Control	A person responsible for managing the delivery of the education and care service.
Nominated Supervisor	A person nominated by the Approved Provider to supervise and manage the service.
Person in Day-to-Day Charge	A person delegated by the Nominated Supervisor to be in charge of the service in their absence.
Responsible Person	<p>A Responsible Person must be present at all times the service is delivering education and care to children. The Responsible Person can be one of the following:</p> <ol style="list-style-type: none"> 1. Person with Management or Control 2. Nominated Supervisor 3. Person in Day-to-Day Charge



6. Procedure

- The service is managed by a leadership team as per the City of Kingston Organisational Structure
- A Responsible Person must be on the premises at all times the service is delivering education and care to children.
- The Coordinator/Team Leader must ensure the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service.
- The name of the Nominated Supervisor is displayed prominently at the service

- A Staff Record is created for each new staff member. If the person is the Nominated Supervisor, Person with Day-to-Day Charge of the service or Educational Leader, it is recorded in their Staff Record
- A signed Nominated Supervisor Consent Form or Educational Leader Consent Form are also kept in the staff file.

Determining the Responsible Person

- The City of Kingston is the **Approved Provider**.
- The Team Leader Early Years and School Aged Care is delegated as the **Person with Management or Control**.
- The Coordinator is delegated as the **Nominated Supervisor**. They must:
 - be 18 years or older
 - have adequate knowledge and understanding of the provision of education and care to children
 - have an ability to effectively supervise and manage an education and care service.
 - Accept the position in writing as per the Nominated Supervisor Consent Form This form must be provided to DET either 7 days prior to their commencement date, or if this is not possible, within 14 days of their commencement date.
 - Have an understanding of the Child Protection Law and their obligations under it
 - Hold current Child Protection Training.
- The Nominated Supervisor (Coordinator) and/or Person with Management or Control (Team Leader) nominates/delegates staff to be the **Person in Day-to-Day Charge** of the service in their absence.
- The **Person in Day-to Day Charge** (Program Supervisor) must:
 - Have a thorough understanding of the role of being the Responsible Person, including:
 - The provision of high quality care and education for children.
 - Knowledge of service policies and procedures.
 - An ability to supervise and manage the service.
 - Have a history of compliance with early childhood legislation and other relevant laws.
 - Not have been subject to any decision under any early childhood legislation to refuse, refuse to renew, suspend, or cancel a licence, approval, registration, certification or other authorisation granted to the person e.g. Suspension or cancellation of their Working with Children Check.
 - Accept the position in writing
 - Have an understanding of the Child Protection Law and their obligations under it
 - Hold current Child Protection Training.
- The **Responsible Person** is determined using the following delegations:
 - Nominated Supervisor (Coordinator). Whenever the Coordinator is on the service premises, they are the Responsible Person.
 - If the Nominated Supervisor (Coordinator) is absent, they must delegate responsibility to a Person in Day-to-Day Charge of the service. This delegation is recorded in individual Staff Records

- The name of the Person in Day-to-Day Charge of the service must be displayed and easily visible at the service.
- If the Nominated Supervisor (Coordinator) and all staff delegated as the Person in Day-to-Day Charge are all absent, the Person with Management or Control (Team Leader) must be on the service premises.

Notifications

- The service must notify DET in the following circumstances:
 - A change to the name or contact details of the Nominated Supervisor.
 - The Nominated Supervisor is no longer employed by the service or has been removed from the role.
 - The Nominated Supervisor withdraws their consent to the nomination.
 - If a Nominated Supervisor has their Working with Children Check or VIT Registration suspended or cancelled, or if they are subject to any disciplinary proceedings under the law.
- Notifications must be made within 7 days of the event or within 7 days of the Approved Provider becoming aware of the event.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

GOVERNANCE AND MANAGEMENT POLICY

1. Purpose

Governance arrangements for services are required to reflect the appropriate legal status and authority to hold both provider approval and approval. This policy outlines the responsibilities of managing the service including delivery to the community.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

Delivery of Outside School Hours Program to the local community will be governed and managed by a robust framework and be compliant with the Education and Care Services National Regulations and Law and all other relevant legislation pertinent to the service operations.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia
- Child Safe Standards
<http://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx?Redirect=1>

4. Related Documents

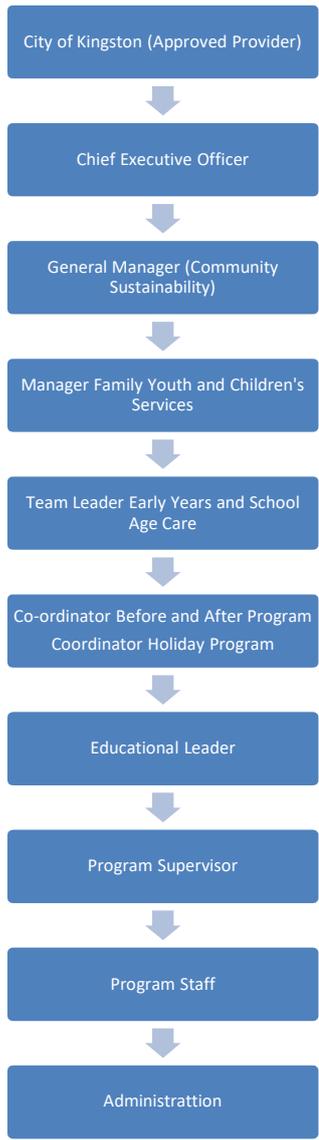
Internal policies & documents:	Federal Legislation:
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Parent Handbook, Educators Handbook, Child Handbook. Policies: Determining the Responsible Persons with Management and Control.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Governance

- The City of Kingston is the approved provider of Kingston Outside School Hours and holds the legal responsibilities for operating this service.
- This service sits within the Family, Youth and Children's Services Department.
- Is managed by a leadership team as per the City of Kingston Organisational Structure
- The service appoints:
 - A Person with Management or Control
 - A Nominated Supervisor
 - A Person in Day to Day Charge
- Staff accept their nomination in writing by signing the relevant form (Nominated Supervisor Consent Form, Person in Day-to-Day Charge Consent Form or Educational Leader Consent Form). These are kept in the staff file.
- Staff comply with all relevant policies of the City of Kingston and the service
- The approved provider ensures that relevant policies are developed to ensure the service operates within the regulatory requirements
- Delegated officers will make informed decisions in line with the current organisational structure and in consideration of regulatory and other state and federal government guidelines including the Privacy Act
- The roles and responsibilities of delegated officers will be outlined in the relevant position descriptions.



Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

MEDIA POLICY

1. Purpose

Involvement with the media will be determined by City of Kingston Media policy.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To ensure that any enquiry by the media that relates to City of Kingston Outside School Hours Program is managed in accordance with City of Kingston policy.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- City of Kingston Media policy – accessed 14 Jan 2016
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Governance and Management, Complaints and Grievances, Communication, Incident Injury Trauma and Illness, Enrolment and Orientation of Children and Families, Priority of Access and Waiting List, Children Not Collected	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011 Other documents:

<p>from Care, Children of Divorced or Separated Parents/Guardians and Third Party Court Orders, Collection of Children Whilst Under the Influence of Alcohol or Drugs, Dealing with Infectious Diseases, Dealing with Medical Conditions, Child Leaves a Program without an Authorised Person, Child Missing from a Program, Death of a Child at a Program.</p>	<p>My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards</p>
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5. Procedure

- Educators are not permitted to speak to the media at any time.
- Any request to speak to the media and all media correspondence must be directed to the City of Kingston Media Officer who will manage this.
- Any request for comment from the media must be reported to the Coordinator of the service who will inform the Manager of Family Youth and Children’s Services.
- Council officers wanting to positively promote their department’s initiatives, events or services are encouraged to do so in partnership with the Communication and Promotions Department.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

PAYMENT OF FEES POLICY

1. Purpose

Fees are paid by the parent/guardian to the service for care provided in the Before and After School Program and School Holiday Program.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide a clear procedure for parents and Educators regarding the payment of fees.

To ensure that Council receives payment of fees in a timely manner.

3. References

- Child Care Subsidy – <https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy> accessed October 2018
- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children’s Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children’s Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: Governance and Management, Complaints or Grievances, Communication,	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013

Confidentiality, Record Keeping and Retention, Enrolment and Orientation of Children and Families, Care Arrangements in Before and After School Program, Care Arrangements in School Holiday Program.	Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

Before and After School Program

- The parent/guardian will be charged fees in accordance with Council's current Before and After School Program fee schedule.
- Child Care Subsidy will be applied to the fees of eligible families.
- Central administration will issue fee invoices fortnightly by email
- The parent/guardian will have two weeks to pay the invoice. All fees must be paid via direct debit. A direct debit form is completed at the time of enrolment

Please Note: Payments cannot be made at the programs.

School Holiday Program

- The parent/guardian will be charged fees in accordance with Council's current School Holiday Program fee schedule.
- Child Care Subsidy will be applied to the fees of eligible families.
- The parent/guardian will pay these fees at the time of enrolment via direct debit
- A receipt/statement will be emailed to the parent/guardian.
- If, for any reason, outstanding fees arise on a family's account (in either BASC or School Holiday Program) central administration will contact the parent/guardian and arrangements for payment will be determined. This contact will be recorded in the families file.

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

RECORD KEEPING AND RETENTION POLICY

1. Purpose

City of Kingston Outside School Hours Program is committed to making and retaining full and accurate records of children and their activities. To enable this to occur, the service will maintain a record keeping system in conformity with standards and codes of best practice and with legislative requirements.

This policy is intended to apply to all Outside School Hours Program records, regardless of format or media. There will be a consistent and coherent regime of management processes from the time of the creation of records (and before creation, in the design of record keeping systems), through to the preservation and use of records as archives.

Records are to be maintained to meet Education and Care National Regulations, National Quality Standards, City of Kingston Outside School Hours Program requirements, City of Kingston privacy guidelines and those requirements of the Australian Government Department of Social Services

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

To provide clear guidelines for record keeping for the day-to-day operation of the service and a description and disposal action for documents relating to children, operational requirements and programs.

To ensure that all Educators are aware of their obligations to maintain accurate and up to date records.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015- www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- State of Victoria, Public Records Office www.prov.vic.gov.au, accessed 9 Sep 2013

- National Framework: Department of Social Services My Time Our Place: Framework for School Aged Care in Australia. 2011 ACT: Commonwealth of Australia
- The Privacy and Data protection Act 2014
- The Health Record Act (Victorian) 2001

4. Related Documents

Internal policies & documents:	Federal Legislation:
Parent Handbook, Educators Handbook, Child Handbook. Policies: All service policies relate to this policy.	Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013 Children's Services Amendment Act 2011
	Other documents:
	My Time Our Place National Framework for School Aged Care The Early Years Learning Framework for Australia ACECQA – National Quality Standards

5. Procedure

It is the shared responsibility of the Outside School Hours Program Educators to ensure that records are kept accurately and archived for the legally required period of time.

Educators must keep the relevant prescribed documents available for inspection by an authorised officer at that program or venue for 12 months or until the child has left the service. In this instance the records must be given to central administration.

Records to be kept by the program for a period of 12 months include:

- Attendance records
- Enrolment records
- Medication records and authorisation
- Incident, injury, trauma and illness records
- Training and qualifications records
- Records of the educational program and child assessments
- Program Educators and subsequently the Coordinator must keep the relevant prescribed documents available for inspection by an authorised officer.
- All records are only made available to those who have a lawful right to them.
- Files and information generated by the City of Kingston are subject to the Public Records Act 1973.
- The Public Records Office of Victoria, issues a General Disposal schedule which sets out what records are kept permanently, those that need to be kept for a minimum period of time and finally, those that can be disposed of.

- Two weeks prior to you wanting to archive documents, contact Corporate Information on ext. 677 and discuss the volume of documents that need to be archived so that enough AusDoc boxes can be supplied.
- Files or documents are to be placed into the boxes provided.
- Group like documents together
- Apply some form of order to the documents e.g. place them in alphabetical or numerical order.
- Complete the Corporate Information Description Transfer Form for each box and its contents and place this completed document inside the box. Please do not tape boxes shut.
- On the ends of each AusDoc box is a section to complete detailing the box contents. One end is labelled with a section titled "Content Details". Put department name, your name and your telephone extension on a piece of paper and tape it to this end of the box.
- Contact Corporate Information on ext. 677 to discuss the transfer and storage of the labelled boxes.
- Corporate Information will then list and appraise the information in line with the Local Government General Disposal schedule 98/01.

RETENTION PERIODS FOR DOCUMENTS/RECORDS

Accident Forms		until the child is 25 years of age
Injury/Illness Forms		until the child is 25 years of age
Medication Forms		3 years after last contact
Attendance Forms		3 years after last contact
Enrolment Forms		3 years after last contact
Individual Child Records		3 years after last contact
Complaints		3 years after last contact
Excursion Forms		3 years after last contact
Programs		3 years after the end of the financial year
Individual Child Portfolios		May be released to the family at the end of each year by signed authority
Death of a child in the service information		7 years after the death

CHILD CARE MANAGEMENT SYSTEM (CCMS)

It is a condition of approval and continued approval for Child Care Subsidy (CCS) that services must comply with Family Assistance Law.

Failure to meet these obligations is a criminal offence and may incur a penalty. A service that does not comply with its obligations may also be sanctioned under the Act.

RECORD KEEPING

- An approved child care service must keep records. Records must be kept for 36 months from the end of the year in which the care was provided. This rule also applies to the former operator of a service.
- All services must retain:
 - Electronic Enrolment and Attendance Record Reports (or access to copies)
 - Attendance records including absences
 - Copies of supporting documentation for Additional Absences for each child
 - Documents to support claims for special Child Care Benefit
 - Copies of receipts issued to people, who have paid child care fees
 - Enrolment forms
 - The license to operate a child care
 - Current insurance records and policies
- Accounting records, including cashbooks and journals

Policy Approved	Manager FYCS
Date Approved	August 2019
Review Frequency	Annual
Review Date	August 2020

REFUSAL AND ACCEPTANCE OF AUTHORISATIONS POLICY

1. Purpose

City of Kingston Outside School Hours Program requires authorisation for actions such as administration of medications, verbal administration of medication in an emergency, consent to medical treatment, collection of children, excursions and outings, using a child's image for publicity purposes 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.

These procedures apply to the Before and After School Program Coordinator, School Holiday Program Coordinator, all Program Educators, Central Administration, School Holiday Program Officers, parents and children within the City of Kingston Before and After School Program and School Holiday Programs.

2. Policy Statement

All of City of Kingston Children's Services Nominated Supervisors will ensure that they only act in accordance with correct authorisation as described in the Education and Care Services National Regulations 2012.

3. References

- National Framework: Department of Social Services (2009). *Belonging Being & Becoming: The Early Years Framework for Australia*. ACT: Commonwealth of Australia
- Victorian Framework: Department of Education and Training and Victorian Curriculum and Assessment Authority (2009). *Victorian Early Years Learning and Development Framework*. State of Victoria.
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Regulations 2012 and Amendments December 2015-
www.acecqa.gov.au accessed January 5th 2016
- Australian Children's Education and Care Quality Authority (ACECQA) - Education and Care Services National Law Act 2010
- Australian Children's Education and Care Quality Authority (ACECQA) – Guide to the National Quality Standard
- <http://cccnsww.org.au/resources/nqf/sample-policies> Community Child Care Co-Operative Sample Policies – retrieved 17 Sep 2013
- National Framework: Department of Social Services *My Time Our Place: Framework for School Aged Care in Australia*. 2011 ACT: Commonwealth of Australia

4. Related Documents

Internal policies & documents:	Federal Legislation:
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<p>Parent Handbook, Educators Handbook, Child Handbook.</p> <p>Policies: Record Keeping and Retention, Incident Injury Trauma and Illness, Anaphylaxis, Asthma, Children Not Collected From Care, Children of Divorced or Separated Parents and Third Party Orders, Communication, Excursions Workshops and Routine Outings, Medication, Governance and Management, Administration of First Aid, Dealing with Medical Conditions, Media, Water Safety.</p>	<p>Education and Care Services National Regulations 2012, under the Education and Care National Law Act 2010 and Amendments Sep 2013</p> <p>Children’s Services Amendment Act 2011</p> <p>Other documents:</p> <p>My Time Our Place National Framework for School Aged Care</p> <p>The Early Years Learning Framework for Australia</p> <p>ACECQA – National Quality Standards</p>
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5. Procedure

The nominated supervisor from each service 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
- These authorisations apply to administration of medications, verbal administration of medication in an emergency, consent to medical treatment, collection of children, excursions and outings, using a child’s image for publicity purposes and providing access to personal records.
- Keep these authorisations in the enrolment record.
- Exercise the right of refusal if written or verbal authorisations do not comply.
- Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis, asthma or other medical condition.
- Educators can administer medication without authorisation in these cases, provided it is recorded on the medication form and that parents/guardians and the Program Coordinator has been contacted as soon as practicable after the medication has been administered.
- In the case of a child with ongoing medical needs, a medical action plan must be completed and signed by a medical practitioner. For chronic medical conditions such as asthma, anaphylaxis, food allergies, diabetes etc. a regular review process, every two years, needs to be followed to ensure information is current.
- If a child has a disability, the service will obtain written permission to liaise with agencies involved in monitoring the child’s condition and program development and to allow access to the ISS program.
- Parents are informed of and asked to provide their written consent for medical treatment at the time of their enrolment.
- Parents are informed of and asked to provide their written consent for using their child’s image for publicity purposes and for cases when emergency Educators must complete risk assessments for all routine outings and obtain written permission from parents for the children to participate in these outings. These assessments are completed annually.
- Educators planning an excursion must complete a risk assessment and gain permission from parents for the children to participate in the excursion.

- Collection of children is only allowed by those authorised by the parent to collect the child. This information is maintained on the child's enrolment form.

APPENDIX



Child Safe Standards

There are seven Child Safe Standards. They are designed to be flexible and principle based enabling organisations to tailor their approach to reflect their own particular needs and risks. For example, the way the standards look and operate in a church are going to be different to a primary school, or a party service.

It is important to acknowledge that in meeting the standards, the vast majority of organisations won't be starting from scratch.

There will be many examples of strategies and processes your organisation has in place that will help to meet the standards.

For the purpose of these standards a child is defined as a person under the age of 18 years. The term child abuse encompasses:

- sexual abuse (including grooming with the intent to sexually abuse a child)
- physical abuse or violence
- serious psychological or emotional abuse
- serious neglect.
- [Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements](#)
- [Standard 2: A Child Safe Policy or Statement of Commitment to Child Safety](#)
- [Standard 3: A Code of Conduct that establishes clear expectations for appropriate behaviour with children](#)
- [Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel](#)
- [Standard 5: Processes for responding to and reporting suspected child abuse](#)
- [Standard 6: Strategies to identify and reduce or remove risks of child abuse](#)
- [Standard 7: Strategies to promote the participation and empowerment of children.](#)

3 Principles of the Child Safe Standards

In applying each child safe standard organisations must reflect and embed the following three key principles in their approach:

- [Promoting the cultural safety of Aboriginal children.](#)
- [Promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds.](#)
- [Promoting the safety of children with a disability.](#)

While the Child Safe Standards are underpinned by the understanding that all children are vulnerable, the three principles ask organisations to consider the increased vulnerability of Aboriginal children, those from culturally and linguistically diverse backgrounds and children with disabilities.

These principles are important because of the increased vulnerability of these particular groups of children and young people – in that they are particularly vulnerable to being victimised, but also that they may encounter particular challenges in accessing reporting processes if an incident of abuse does occur, for a wide variety of reasons.

The principles are about more than just preventing criminal child abuse. While this is an important part of what they do, they also reflect the importance of emotionally safe, accessible, inclusive, non-discriminatory environments and activities that encourage children to participate in and celebrate their identity. Research shows that providing safe environments for vulnerable children has positive, lifelong impacts that cannot be underestimated.

The Commission for Children and Young People encourages you to think broadly when thinking about groups of children and young people who are particularly vulnerable. We would encourage you to consider for example the needs of same sex attracted young people, and recognise gender diversity in providing a safe environment for children and young people.

Referenced: <https://ccyp.vic.gov.au/child-safety/being-a-child-safe-organisation/the-child-safe-standards/> May 2019

Recognising Abuse and Neglect



Behavioural or physical signs which assist in recognising child abuse are known as indicators. A single indicator can be as important an indicator as the presence of several indicators. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress, including child abuse, and it is important to find out specifically what is causing the stress.

Physical Abuse

- Physical indicators include:
- Bruises, burns, sprains, dislocations, bites, cuts
- Fractured bones, especially in an infant where a fracture is unlikely to occur accidentally
- Poisoning
- Internal injuries

Possible behavioural indicators include

- Showing wariness or distrust of adults
- Wearing long sleeved clothes on hot days (to hide bruising or other injury)
- Demonstrating fear of parents and of going home
- Becoming fearful when other children cry or shout
- Being excessively friendly to strangers
- Being very passive and compliant

Sexual Abuse

Sexual abuse is not usually identified through physical indicators. Often the first sign is when a child tells someone they trust that they have been sexually abused. However, the presence of sexually transmitted diseases, pregnancy, or vaginal or anal bleeding or discharge may indicate sexual abuse.

One or more of these behavioural indicators may be present:

- Child telling someone that sexual abuse has occurred
- Complaining of headaches or stomach pains
- Experiencing problems with schoolwork
- Displaying sexual behaviour or knowledge which is unusual for the child's age
- Showing behaviour such as frequent rocking, sucking and biting
- Experiencing difficulties in sleeping

- Having difficulties in relating to adults and peers

Emotional Abuse

There are few physical indicators, although emotional abuse may cause delays in emotional, mental, or even physical development.

Possible behavioural indicators include:

- Displaying low self esteem
- Tending to be withdrawn, passive, tearful
- Displaying aggressive or demanding behaviour
- Being highly anxious
- Showing delayed speech
- Acting like a much younger child, e.g. soiling, wetting pants
- Displaying difficulties in relating to adults and peers
- Neglect

Physical indicators include:

- Frequent hunger
- Malnutrition
- Poor hygiene
- Inappropriate clothing, e.g. Summer clothes in winter
- Left unsupervised for long periods
- Medical needs not attended to
- Abandoned by parents

Possible behavioural indicators include:

- stealing food
- staying at school outside school hours
- often being tired, falling asleep in class
- abusing alcohol or drugs
- displaying aggressive behaviour
- not getting on well with peers

<http://www.dhs.vic.gov.au/for-individuals/children,-families-and-young-people/child-protection/about-child-abuse/what-is-child-abuse/how-can-abuse-and-neglect-be-recognised>

APPENDIX

City of Kingston Outside School Hours

Child Protection Reporting Protocol



When a member of the Outside School Hours team forms a reasonable belief that a child is being abused or at risk of abuse they will:

- Comply with the Children, Youth and Family Act 2005, Child Wellbeing and Safety Act 2005, Working with Children Act 2005 and the Child Safe Standards 2016
- Immediately contact the Co-ordinator/Team Leader and report their concerns. The Co-ordinator in consultation with the Team Leader will determine what action is to be taken.
- Record all observations/conversations relating to unusual behaviour, changes in behaviour and physical signs which may indicate child abuse on the Record of Concern or Injury on Intake form.
- Take photographs of the injuries where appropriate to support the Record of Concern report.
- Co-operate fully with all parties (both internal and external) involved during any investigation.

The Management Team will:

- Comply with the Children, Youth and Family Act 2005, Child Wellbeing and Safety Act 2005, Working with Children Act 2005 and the Child Safe Standards 2016
- Immediately report their concerns to their Manager
- If the child is in imminent or immediate danger, contact the police on 000
- Advise program educators to record any observations/conversations relating to unusual behaviour, changes in behaviour and physical signs which may indicate child abuse on the Record of Concern or Injury on Intake form.
- Make a report to DHHS Child Protection – Southern Region 133 655 795 (if they believe that a child or children are in need of protection); or
- Make a referral to Orange Door Family Services 1800319353 (where they have significant concerns for the wellbeing of a child or children)
- Provide a written report to DET within 24hrs
- Co-operate fully with all parties (both internal and external) involved during any investigation.

The Team Leader Early Years and School Age Care will:

- Inform the Manager of Family Youth and Children's Services of the situation
- Provide support and guidance to staff
- Co-operate fully with all parties (both internal and external) involved during any investigation

APPENDIX

Record of Concern

(Information is to remain confidential)



*To be completed by the Educator/Staff Member

Child's Surname:

Child's Given names:

Educator:

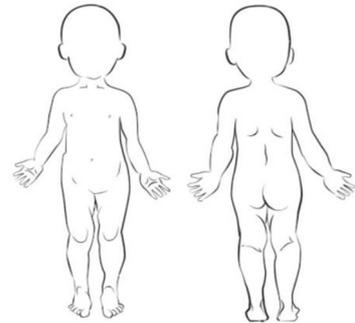
Description of Concern/s (e.g. injuries, behaviours)

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Location: Time: am/pm Date:/...../.....

Medical personnel contacted: Yes / No If yes, provide details:

Abrasion, scrape	Cut
Bite	Rash
Broken bone / fracture	Sprain
Bruise	Swelling
Burn	Other (please specify)
Concussion
	...



Photographs taken of physical injuries: Yes No

If yes, Please specify:

Disclosure Made by Child Yes No

Details of disclosure

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Disclosure Made by Parent/Guardian/Other Individual Yes No

Details of disclosure

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Notified Orange Door Child Protection or Victoria Police (please tick)

Orange Door Child Protection DHHS Victoria Police

Date: Time:

Intake Officer Name:

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Advice from Intake Officer and/or Victoria Police

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APPENDIX

Injury on Intake



**To be completed by Educator/Parent/Guardian at drop-off

Child details

Surname: Given names:

Date of birth:/...../..... Age:..... Gender : Male Female

Educator name: Room: Incident/Injury reported to the Educator by the child: Time: am/pm Date:/...../.....

Injury / Circumstances

Incident/injury/trauma

Circumstances leading to the injury/trauma:

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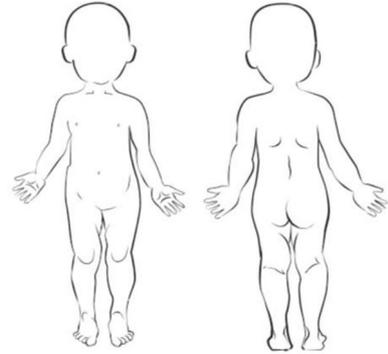
Location: Time: am/pm Date:/...../.....

Medical personnel contacted: Yes / No If yes, provide details:

.....

Nature of injury sustained (please circle):

Abrasion, scrape	Cut
Bite	Rash
Broken bone / fracture	Sprain
Bruise	Swelling
Burn	Other (please specify)
Concussion



Parental acknowledgement:

Name of parent/guardian:

.....

Parent/Guardian Signature: Date:/...../..... Time:

Educator Signature: Date:/...../..... Time:

Educator Additional notes / follow up:.....

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Co-ordinators Signature:.....Date: