

St Thomas More Outside School Hours Care



Administration & Management Policies

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Administration and Management

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Hours of Operation

Policy statement

We meet the needs of the parents in our local community by operating for days and hours that allow them to reasonably get to and from work or place of study.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 168, 173, 175 & 226
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 2.2.1, 6.1.1, 6.1.3, 7.1.2 & 7.1.3.
- Policies – Child:Educator Ratios, Service Access, Enrolments, Dropping off and Picking Up and Absent Children

Procedure.

The service will operate during school terms Monday to Friday, between the hours of 6:30am to 8:30am, before school and 3:00pm to 6:00pm, after school, or as agreed by the management committee. Wednesday the operational hours are 2:30pm to 6:00pm, to cover the St Thomas More School early finish.

The service will operate during school holidays Monday to Friday, between the hours of 6:30am to 6:00pm, or as agreed by the management committee.

The service will also open from 6:30am to 6:00pm on designated school pupil free and school closure days, to cover the St Thomas More School only.

The service will open for designated Early Finish Days.

The service will be closed on designated public holidays.

All parents will be notified of days of closure through service publications.

All hours of operation will be given to parents in our information booklet on the child's initial enrolment.

No children are to be left unattended at the service outside these hours.

Please refer to dropping off and collection and late collection policies for further information regarding these procedures.

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Date of next review	April 2024

Service Access

Policy statement

We provide places for school aged children needing care during their time out of school hours. We will not discriminate against any families needing care however; priority of access will be determined by the Government guidelines and placement on the waiting list.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 158, 168, 170 & 192
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Child Care Services Handbook
- NQS Area: 6.1.1, 6.1.2, 6.1.3, 6.2.2 & 7.1.2.
- Policies – Enrolment, Child:Educator Ratios, Communication, Cultural Relevance/Anti-Bias

Procedure

Our service is available for children who currently attend primary school only or children who would like to attend Vacation Care that are enrolled to start school in the upcoming Term.

No one is discriminated against on the basis of his or her cultural background, religion, sex, disability, marital status or income.

The service will provide notices in various languages if required.

The service will try to meet any specific needs of the families in the local community.

The service will provide access to children and families with special needs, taking into consideration educator's availability.

The service will follow the guidelines set out below for Families on the Waiting List when allocating places from the Waiting List.

NOTE: Families need to fill out a "Child Care Waiting List Application Form" and need to provide adequate documentation for these priorities to apply.

First Preference will be given to:

- Families who have siblings already using the service.

Second Preference will be given to children in the following 3 priorities:

- **Priority 1** – A child at risk of serious abuse or neglect under the Director's discretion in consultation with the school principals and appropriate authorities.
- **Priority 2** – A child of a single parent or of both parents who both satisfy the work/training/study test under the Family Assistance Act.
- **Priority 3** – Any other child.

Each Priority is subject to:

1) Firstly to 6 main categories in no particular order:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person

- Children in families with lower incomes
- Children in families with non- English-speaking background
- Children in socially isolated families
- Children of single parents

2) Secondly in order of application

Date of approval	April 2021
Date of next review	April 2024

Enrolment

Policy statement

We provide an efficient enrolment procedure that is clear and understandable to all in the local community. We ensure the confidentiality of our families through provision of secure recording and storing procedures.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 -160, 161, 162, 168 & 177
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 6.1, 6.1.1, 6.1.2, 6.1.3, 7.1.2 & 7.1.3.
- Policies – Service Access, Hours of Operation, Fees, Dropping Off and Picking Up, Absent and Missing Children, Medication, Sun Protection, Medical Conditions, Behaviour Guidance, Excursions

Procedure

An enrolment form is to be fully completed for each family before the child can attend the service.

The Director or nominee will go through the form with the parents prior to starting care to ensure all the details have been completed.

When a parent is having difficulty in completing the form an enrolment interview will be conducted and if necessary organised in the parent's first language.

The enrolment form must contain all relevant details relating to personal, medical and custodial details for each child, parent or guardian and emergency contacts along with any special requirements relating to that child.

If a child is subject to an access order or agreement, the service must have a copy on record plus any subsequent alteration registered by the court.

All enrolment forms will be kept in a locked file and kept confidential from all but the approved persons who enrolled the child, relevant educators, management and Commonwealth and /or State Department Officers.

Enrolment forms are to be updated yearly or when there are changes to the family's circumstances.

To re-enrol for the following year families will be sent a re-enrolment package containing all the relevant information. Families will need to complete the forms as indicated and return them by the due date to ensure that their child is considered a "Current Registered Child" and to make their bookings for the year.

Depending on availability of care, children may be enrolled at any time throughout the year.

Parents may also place their child on the waiting list for the current or upcoming year if they do not require care immediately. Care will be determined by availability and priority of access guidelines.

Date of approval	April 2021
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Fees

Policy statement

The St Thomas Mores OSHC Service aims to provide a quality OSHC service at an affordable price to parents who have children eligible to attend under the Priority of Access Guidelines established by the Management Committee.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 -168, 171, 172 & 181
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 6.1.3, 6.2.2 & 7.1.2.
- Policies – Enrolment, Service Access, Hours of Operation, Fees, Dropping Off and Picking Up, Absent and Missing Children, Maintenance of records, Roles of Management, Participation and Access.

Fees are recommended by the OSHC Management Committee each year, as part of the annual budget process.

All new enrolling families will be provided with a copy of the Fee Policy and the Fee Schedule as outlined and agreed to in the signing of the enrolment form.

Fee Statements

- Fee accounts are processed weekly. Parents/caregivers are responsible for collecting their accounts, or making arrangements for the account to be posted and or emailed.
- Fees are due for payment within 14 days of an account being issued
- Payment of fees is to be made via:
 - OSHC educator on duty
 - Front office staff member of St Thomas More School
 - Direct Debit
 - Centrepay (centrelink)
 - Direct transfer
 - QKR app – for St Thomas More School families only
- Casual and emergency care fees need to be paid in full at the time of care.
- Vacation Care Fees are subject to a Booking Fee that is paid when returning the Booking Form and the remainder is payable as per the billing cycle requirements.
- A dated receipt will be provided for each payment, in accordance with the relevant Government guidelines
- Fee payments is banked regularly. Payments made by credit card may take up to 2 days to be processed, and parents/caregivers are responsible for ensuring sufficient funds are available to meet the payments to be processed.

Overdue Accounts

- Accounts not paid within 14 days from date of issue of the account will be classed as an overdue account and a reminder will be issued to parents /caregivers.
- Parents/caregivers are encouraged to discuss any difficulties in paying fees with the Director or nominee, with a view to establishing suitable arrangements for payment of the amounts due.
- Accounts not paid within 21 days from date of issue of the account, and where alternative arrangements have not been made, parents /caregivers will be advised in writing that their child/ren's place/s may be cancelled if the account remains unpaid for 28 days from the date of issue of the account.
- Where an account is not paid within 28 days from date of issue of the account, and arrangement for payment has not been made or adhered to, the child/ren's place/s will be cancelled.
- Where an account remains unpaid for more than one school term, further action may include referral to a collection agency or action through the Magistrates Court.

Parents are advised that any costs incurred in the use of these methods will be billed to their account.

Absences and Cancellations for Before and After School Care

- Parents/caregivers are requested to notify the OSHC service of their child/ren's inability to attend the service as soon as possible.
- Cancellation of a booking with less than 24hours notice may incur a late cancellation fee equating to the usual fees that would have applied had the child/ren attended.
- An account detailing the cancelled booking/s and the amount of fees due will be available for collection from the accounts folder.
- Where a child is ill, the booking will be recorded as absent. Where a medical certificate is provided on return to the OSHC service, the absence will be recorded as an approved absence, and no fee will apply.
- Sibling/s of a child absent due to illness, confirmed as an approved absence, may also be recorded as an approved absence, and no fee/s will apply for the sibling/s.
- If a child is absent due to a parent / caregiver being ill and a medical certificate is provided, the absence will be recorded as an approved absence, and no fee will apply.

Absences and Cancellations for Vacation Care

- Parents/caregivers are requested to notify the OSHC service of their child/ren's inability to attend the service as soon as possible.
- Any bookings cancelled or amended after close of 'Booking Day' will incur the full fees, this is inclusive of any bookings accepted beyond this closing date.
- Where a child is ill, the booking will be recorded as absent. Where a medical certificate is provided on return to the OSHC service, the absence will be recorded as an approved absence, and no fee will apply

- Sibling/s of a child absent due to illness, confirmed as an approved absence, may also be recorded as an approved absence, and no fee/s will apply for the sibling/s.
- If a child is absent due to a parent / caregiver being ill and a medical certificate is provided, the absence will be recorded as an approved absence, and no fee will apply.

Permanent Bookings/Casual bookings

- The service requires no less than 24hours notice to make any changes to bookings – failure to do so the service will mark as absent and the full fee will be charged.
- Casual bookings are accepted daily – according to ratios.

Late Collection of Children

- A late collection fee of \$1 per minute per child from the nominated closing time, 6:00 pm, to the time of collection by the parent/caregiver will apply.
- Where possible, parents/caregivers must ring the OSHC service to advise they will be unable to collect their child/ren prior to the designated closing time of the service. Special circumstances such as traffic accident or vehicle breakdown, will be considered in relation to charging of late fees.
- Where the parent/caregiver is frequently late to collect their child/ren, alternative collection and care arrangements will be discussed between the parent/caregiver and the Director.

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Dropping off and Picking up

Policy statement

We provide a procedure for dropping off and picking up children, which is clear and ensures the safety and wellbeing of the children in our care. Parents are required to follow specific communication procedures to ensure we can provide appropriate care of their children.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 146, 157, 158, 160, 161, 168 & 177
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 2.2.1, 6.1, 6.1.1, 6.1.3, 7.1.2 & 7.1.3.
- Policies – Child:Educator Ratios, Child Protection, Service Access, Enrolment, Fees, Maintenance of records, Roles of Management and Emergency Procedures

Procedure

DROPPING OFF

Children are not to be left at the service at any time prior to the opening hours of the service.

Access to the OSHC service is through the opened pedestrian gate located on Shillabeer Road, at the side of the school. Vehicle access is not allowed for families, except in the case of an emergency.

On arrival the person bringing the child is responsible to sign in the child/ren in on the provided digital sign-in device.

If a parent/caregiver does not sign in, the in-charge educator will sign in and this will be approved at a later time.

Children are to place their belongings in the appropriate place – bag rack supplied outside the building.

The person dropping off the child must ensure that educators are aware of the child's presence before leaving the service, and that any special needs are communicated.

Should a child require medication of any kind, parents must fill in and sign the medication form. A medical plan needs to be in place prior.

PICKING UP OF CHILDREN

Children must be collected by the closing time of the service. The closing time is strictly 6:00pm – additional charges apply over this time, see Fees Policy.

The authorised person who is collecting the child must sign out on the digital sign out device.

If a parent/caregiver does not sign out, the in-charge educator will sign out and this will be approved at later time.

The authorised person and children are to ensure that all belongings are collected.

The authorised person must ensure that educators are aware that they are taking the child from the service.

The authorised person and child/ren must ensure they leave the Service premises promptly.

Educators are to be notified if the person/s collecting the child is to be later than usual. The child will be notified to avoid any anxiety.

The names and contact numbers of all people authorised to collect the child must be included in the enrolment form. Any changes to these must be advised in writing to the service as soon as possible.

The authorised person is required to give proof of identification to educators if they have not seen them previously.

The service will not release the child to anyone who is not authorised without prior consent.

If there is an emergency and the parent or an authorised person cannot collect the child, the parent must personally ring the service to let us know. The parent will be required to indicate who will collect the child, give a description and ask the person to provide the service with proof of identity e.g.: Driver's License or other photo ID.

If the service has not been notified and someone other than the parent or authorised person comes to collect the child, the service will ring the parent to get his or her authorisation. The child will not be released from the service until proper authorisation has been received.

Non-Collection of children

If a child or children have not been collected from the service at closing time and contact cannot be established with a parent / caregiver or emergency contact the following will occur

- Alert the Director as to the situation (if not in attendance at the service)
- Contact the Principal (Nominated Supervisor) of St Thomas More School
- Continue to establish contact until 6:30pm
- At 6:30pm contact Crisis Care
- In the event that they cannot assist contact the police to report the children as abandoned
- Request that police come to the service to collect the children
- Act as is reasonable to rectify the situation

Changeover procedure After school care

1. Children from Elizabeth Park Primary School are collected from the front office by two educators of the St Thomas More After School Hours Care – daily the office is advised of the children to be collected via a phone call or email to front office staff.
2. Receptions – year 2 children from St Thomas More School are collected from their classroom – teachers are advised prior to end of day the children that will be attending and collected.
3. All other children from St Thomas More Primary booked to attend OSHC, are required to walk to the St Thomas More After School Hours Care upon dismissal from their classroom - teachers are advised prior to end of day the children that will be attending.
4. Children will be met at the door of the After School Hours Care by an OSHC educator who will welcome them and mark them on the roll as present.

5. Children are expected to arrive at OSHC promptly, no later than 3:10pm.
6. If a child that is booked into OSHC has not arrived promptly, 10 minutes after school has finished, an OSHC educator will:
 1. Go to the child's class to collect them.
 2. Ring or go to the appropriate school office to find out if the child was absent from school.
 3. If the child is not located at the classroom or nearby area, the OSHC Director or nominee will contact parents / caregivers or emergency contacts immediately informing them that their child did not arrive for booked care.
7. If the parent / caregiver informs OSHC educators that their child should be at After School Hours Care
 1. The Director will contact the child's school notifying them of the child's non-attendance at After School Care.
 2. OSHC educators and school educators to check the school grounds.
 3. If the student is not located within the school grounds the Director or nominee will contact parents / caregivers and police.
 4. OSHC and school educators will continue to locate the child outside of the school grounds.
8. Communication between the OSHC educators, OSHC Director and School educators involved in locating the child will be via mobile phone. Any party who locates the child must notify all others immediately, informing them that the child has been located.
9. When the child is located the OSHC Director will contact and inform the parents/caregivers and police if necessary.
10. Support will be offered in the way of counselling to the child and to the parents / caregivers of the child.
11. Documentation of the student's disappearance is to be completed by the Director and a copy is to be forwarded to the Nominated Supervisor.

Changeover procedure Before school care

1. At 8:30am all children from St Thomas More School who attend Before School Care will be accompanied to the playground/court area of St Thomas More School by OSHC educators. Children will then be directed to put their bags away and return to play in the school yard. The St Thomas More School court and playground is supervised by St Thomas More School educators between 8:30am to 8:55am.

2. At 8:30am all children from Elizabeth Park Primary School who attend Before School Care will be accompanied to the main court area of Elizabeth Park Primary School by two OSHC educators (refer to enrolment forms for specific permissions on this). Children will then be able to go to their classrooms or play in the school yard. The classrooms and the area around the buildings are supervised by Elizabeth Park Primary School educators between 8:35am to 8:50am.

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Absent Children

Policy statement

We ensure the safety and welfare of the children by ensuring clear communication and co-operation between the service, parents and the school.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 76, 86, 99, 115, 123, 146, 158, 165, 166, 168, 173, 174 & 176
- Childcare Services Handbook
- NQS Area: 2.1.1, 2.2.1, 4.1.1, 5.1.1, 5.2.2, 6.1, 6.1.1, 6.1.3, 7.1.2 & 7.1.3.
- Policies – Enrolment, Child:Educator Ratios, Dropping Off and Picking Up, Excursions, Fees, Communication

Procedure

Absent Children

Parents/guardians are to advise the service if their child/ren will be absent on a day that they are booked into care.

- **If parents are aware before-hand they must:** Complete one of the cancellations of care forms – either with 2 weeks' notice or less than 2 weeks-notice.
- **If parents do not know until the day they must in person:**
Ring the service on 08 7285 1555 (landline) or 0409 551 699 (mobile) to inform an educator.

Children will be expected to attend on the next booking after their reported absence. If further absence is required parents / caregivers must contact the service again.

Parents / caregivers are informed of this requirement on enrolment and through the parent information booklet detailing the great importance of the service knowing of a child's absence.

Should a child not be present in the designated area when expected, the educators will:

Ask the children of their knowledge of where the child might be (ensuring this is not the only means of verification of absence).

Check with the child's teacher regarding the child's attendance or non-attendance at school.

Ensure all other children are well supervised during this time.

If it is not verified by a teacher or the school office that the child was absent, then the parents / caregivers will be called on arrival back to the service to verify and to remind them of their failure to contact us.

If parents / caregivers are not contactable, educators will continue to call the nominated emergency contacts for the family until contact has been made.

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Maintenance of Records

Policy statement

We ensure that all appropriate and required records are kept for the specified period of time. We protect the privacy and confidentiality of all clients, educators and management of the service by ensuring that records and information are kept in a secure place and only disclosed to people who have a legal right to know.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 87, 92, 145-151, 158-162, 165, 167, 168, 177 & 181-184
- Information Privacy Act
- NQS Area: 1.3.3, 2.1, 4.2, 7.1, 7.1.2 & 7.1.3.
- Policies – Confidentiality, Enrolment, Roles of Management, Educators Professionalism, Communication, Grievance Procedures

Procedure

Educators and management ensure that all required records are completed, properly maintained, updated and kept in the nominated secure place.

All records are kept confidential and only made available to authorised persons.

All documents relating to children and parents / caregivers will only be made available to the parent / caregiver or approved persons enrolling the child, educators and authorised members of management who require relevant information, or Commonwealth or State Government officers when requested.

All documents relating to educators will only be made available to the individual educators, the Director, and an authorised member of management or Police if required.

All documents relating to fee payment and CCS will only be made available to the parent / caregiver or approved persons enrolling the child, educators and authorised members of management or Commonwealth Government officers.

No member of the educators may give information on matters relating to educators or management, to anyone except in normal information exchange among educators and management for the daily operation of the service and wellbeing of the educators and children, or when required to do so in a court of law.

Exceptions are made:

For enrolment information exchange, amongst educators and management for the daily operation of the service, wellbeing of the educators and children.

When required to do so in a court of law when subpoenaed.

When the welfare of the child is at risk the appropriate government agencies may be contacted.

RECORDS TO BE KEPT WILL BE:

In relation to daily operations:

Full enrolment forms, containing information provided by the enrolling parent / caregiver regarding family details, medical information and collection authorities, will be kept in alphabetical order.

Waiting list, indicating priority of access status, date placed on list, care required and if a sibling of a child already in care.

Daily records of attendance, including a roll taken by the educators and the sign in/out sheet recording the time of arrival and departure.

Accident/illness record, containing nature of accident or illness, who attended the child, what course of action was taken and signed by the collecting parent/caregiver.

Note - Accident and illness records will be kept until the child turns 25.

Health Support Planning records, will be completed and kept if required.

Medication forms, containing parent's requirements and signature, doctor's signed authorisation for medication, medication used, the date, time and dosage of administration, the person who administered it, and the person who witnessed the administration.

Excursion approval file, containing written permission forms from the parents and risk assessments for all excursions.

Written program, indicating daily activities in the service.

In relation to fees.

Computer receipts, containing payment of fees, type of fee and dates paid for by whom, date, amount and childcare benefit received.

Child Care Subsidy records will be kept for a period of 3 years.

Electronic receipts will be kept for a period of 7 years

Amount owing records, any outstanding fees, along with procedures undertaken to retrieve outstanding fees.

Accounting documents. All records relating to fees accounting and bank statements are to be kept for a period of 7 years and will be handled by the St Thomas More School bursar.

In relation to educators.

Educators' employment details, indicating personal details, date of employment, hours of work, position title and job description, resume and references, date for review, and any discipline or grievance procedures.

Time and wage records are to be kept for a period of 7 years.

Union and Superannuation details. All records will be maintained and kept by the St Thomas More School bursar.

Occupational Health and Safety details. All educators will be required to complete an OHSW induction and details of this along with any other relevant training will be kept.

NOTE: all educators records relating to the above are kept by St Thomas More School

In relation to management.

Management structure, including position titles and duties and current persons holding the positions (Kept within St Thomas More School).

Minutes of Management Committee Meetings (held by the Director and Committee secretary)

Policy Folder, including service details, philosophy and policies – available on school website and upon request a hard copy is kept in the office. Policies are kept on the Directors laptop securely coded.

Insurance and financial details.

Insurance documents will be kept for a period of 7 years by the St Thomas More School Bursar.

Funding and other relevant agreements, such as school/hall usage etc. (held by St Thomas More School).

All records relating to funding will be kept for a period of 7 years.

All records are to be kept neat and tidy, updated as required and appropriate information passed on to any new educators or management member.

All records, which require to be kept for an extended period of time, will be stored securely in the designated place and shall not be removed without the knowledge of the management and only to those who are legally required to obtain the information.

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Policy Development and Review

Policy statement

We provide effective management and a quality service through the ongoing development and review of policies, which are required to run the service efficiently.

Management will ensure that all individuals are aware of relevant policies and have free access to a copy of the policies.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 168, 170, 171 & 172
- NQS Area: 6.1, 6.1.1, 6.1.2, 6.1.3, 7.1.1, 7.1.2 & 7.2.1.
- Policies – Roles of Management

Procedure

Management ensures the development of all required policies under the National Quality Standards.

Other policies are developed as deemed necessary by management.

All policies reflect the current philosophy of the service and are in line with the National Quality Standards.

Policies are recorded in a policy folder along with the service's philosophy, date of endorsement and date of review. Policies are available on school website and upon request a hard copy is kept in the office. Policies are kept on the Directors laptop securely coded.

Management ensures that any new management members, educators and families entering the service are made aware of the policies location and any specific policies relevant to them.

Any persons involved in the service are to feel welcome to make suggestions and discuss any concerns they may have regarding current policies. Parents and educators are informed of this policy on enrolment/employment and through the service's information booklet.

Educators and parents and any other relevant persons are encouraged to have input into the development, review or changes to any policies and where appropriate be involved in the development of these policies.

All policies are reviewed within a 3-year period and more frequently if the need arises or there are changes to legislation or recognised best practice.

The review of policies is based on the following criteria.

Is the policy operating effectively?

Does it include appropriate responses to individual incidents?

Does it meet the needs of all involved in the service?

Does it meet the aims and objectives as outlined?

Is it consistent with current philosophy?

Is it consistent with current legislation, acts and standards?

Any changes to existing policies are circulated immediately to all involved in the service through individual notes, notice boards, personal contact and if felt necessary through a group meeting. The date the changes will become effective will be noted.

All changes are recorded in the policy folder with the date of endorsement and review.

As an ongoing practice, specific policies may be mentioned again through notice boards, letters or personal contact to highlight any relevant issues. This may be required if there is a recurrent problem arising or to highlight any specific current issues in the running of the service.

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Participation and Access

Policy statement

We believe that participation by parents / caregivers in issues relating to their children is important. We aim to provide a caring and supportive environment where everyone feels welcomed and valued. Involvement of parents / caregivers in activities will be actively sought and open communication constantly maintained.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 73, 74, 75, 76, 86, 111, 157 & 168
- Public Liability Insurance
- Police Clearance
- Child Protection Act 1993
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2 & 6.2.3.
- Policies – Excursions, Communication, Volunteers/Students/Visitors, Child Protections, Behaviour Guidance

Procedure

Educators greet and farewell parents/caregivers on arrival and departure and communicate with parents/caregivers in a positive and supportive manner, making the parents/caregivers feel welcome and valued.

Educators regularly exchange information, communicating to parents/caregivers about their child or what they did on that day that may be of interest to them.

Parents/caregivers are informed of all relevant issues in the service through direct contact, notice boards, newsletters or letters home.

Parents/caregivers are welcome in the service at all times and educators will happily explain activities or answer any questions about the service to them.

Parents/caregivers need to be aware however of the educator's requirements to supervise the children during the activity sessions. If parents/caregivers wish to discuss or exchange detailed information about their child or the service with the Director or another educator, an appointed time suitable to both will be organised.

Parents/caregivers are encouraged to become involved in the service's activities.

We will actively seek this involvement by:

Keeping them informed and updated on current issues in the service.

Asking for their assistance and participation in particular events, such as assisting in the program or excursions, working bees and other special events. (Volunteers are required to have a current Police Clearance)

Inform them of the management structure and how they can be involved.

Inform them of relevant management decisions.

Encouraging feedback and input from parents/caregivers in relation to the program, policies or other issues relating to the service.

Encouraging parents/caregivers to offer skills and knowledge in a variety of ways and to contribute to the diversity of experiences for the children attending the service.

Access by Non-custodial Parent

If a child is subject to an access order or agreement, the service must have a copy on record plus any subsequent alteration registered by the court.

Evidence of court orders or agreements will be considered part of the enrolment in order to minimise the likelihood of distressing situations occurring in the future.

When a non-custodial parent attempts to collect a child from the service the educators will:

Be polite, firm and clear and remember their primary duty is to the children in their care.

Clarify the legal position with the non-custodial parent. For example, educators may say, ‘I’m sorry but I’m not legally able to allow the child to leave with you without the permission of the custodial parent.’”

Ask the person politely to leave.

If they refuse to leave, call the police.

The Lockdown Procedure may need to be instigated at the discretion of the Director or Nominee.

In all cases educators should be immediately be aware of any unfamiliar person on the premises and find out what they want as quickly as possible.

Date of approval	April 2021
Date of next review	April 2024

Grievance Procedures

Policy statement

We believe that parents / caregivers have an important role in the service and we value their comments. We ensure that parents/caregivers feel free to communicate any concerns they have in relation to the service, educators, management, programs or policies without prejudice and that they are made fully aware of the grievance procedures. Our priority is to do everything possible to improve the quality of our service.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 168, 170, 171, 172, 173 & 176
- NQS Area: 5.2.2, 6.1, 6.1.1, 6.1.2, 6.1.3, 7.1.2 & 7.1.3.
- Policies – Maintenance of Records, Code of Conduct, Communication, Roles of Management

Procedure

We support parents/caregivers right to raise issues and will help them to make their grievances clear and try to resolve them.

A grievance can be informal or formal.

Every parent/caregiver is provided with clear written guidelines detailing the grievance procedure, in the parent handbook.

All grievance conversations with parents / caregivers will be confidential and held in a discreet area. The Director or Nominee may request the presence of another educator at such meetings.

If a parent has a grievance or comment about the service, they will be encouraged to talk to the Director or nominee who will arrange a time to discuss their concern and address the issue in a fair and just manner.

If the grievance is not resolved to the parent's / caregiver's satisfaction they can discuss the grievance with the St Thomas More School leadership team, either in writing or verbally.

The Leadership team member will discuss the issue with the Director and develop a strategy for resolving the problem. If necessary, a meeting with the leadership Team, Director and parent / caregiver will be organized to facilitate a resolution.

The parent/caregiver's complaint is to be recorded and dated indicating the issue of concern and how it was resolved.

Educators will be informed of any relevant issues that they need to address or be aware of in relation to the grievance.

Formal Grievances will be referred to the St Thomas More Grievance policy and procedures.

Date of approval	April 2021
Date of next review	April 2024

Roles of Management

Policy statement

We operate a quality service and ensure that we adhere to the legal requirements of an Outside School Hours Care service. St Thomas More School will ensure that decisions are made in a legal and responsible manner.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 168, 170, 171, 181, 229 & 253
- NQS Area: 4.1.2, 6.1.1, 6.2.3, 7.1, 7.1.1, 7.1.2, 7.2.1, 7.2.2 & 7.2.3.
- Policies – Financial Management, Maintenance of Records, Policy Development and Review, Fees, Hours of Operation, Enrolment, Confidentiality, Security, Building Equipment Repairs and Maintenance, Educators Selection, Grievance Procedures, Disciplinary Actions, Behaviour Guidance

Procedure

St Thomas More School ensures that the service is managed according to the funding bodies' requirements and that all relevant guidelines, acts and regulations are adhered to.

A Management Committee is established and will conduct regular meetings.

The Management Committee structure is recorded with the duties clearly described.

Members of the Management Committee will consist of, parent users and interested community members. The committee will have at least one St Thomas More School leadership team member, the OSHC Director and no more than 6 parents or family members.

All committee members will know the requirements regarding:

- Management structure, roles and duties
- Service philosophy and goals
- Policies and procedures
- Funding and operational agreements
- National Standards
- Meetings
- Financial requirements
- Employment responsibilities

Existing members are encouraged to give support to new incoming members.

Membership of the Management Committee will be open to all parents using the service.

Parents / Caregivers will be actively encouraged to participate.

Decisions about the overall operation of the service will be discussed at the Management Committee level and when necessary, any recommendations will be forwarded to the St Thomas More School Board. Parents / Caregivers and educators will be kept informed about the committee's membership, meetings and decisions and have opportunities to have input into the management of the service.

The Director will attend meetings of The Management Committee and present a written progress report regarding the running of the service and will provide information to the committee to assist in making decisions.

An educator member may attend a meeting to raise issues on behalf of the educators and to provide feedback to other educators on the committee's decisions.

ROLE OF THE COMMITTEE.

The responsibility for the day- to -day operations of the service however is delegated to the Director.

The committee meets at least once per term.

General ongoing tasks of the committee include:

- Determine the meeting times for the year.
- Ensuring the needs of the parents / caregivers, children and educators are met.
- Ensuring the smooth daily operation of the service.
- Communication of relevant issues.
- Publicity and public relations.
- Development and review of policies.
- Planning.
- Monitor budget and make recommendations
- Continued maintenance and repair of the building and equipment.
- Addressing ongoing issues as they arise.

Nominated management members may gain access to the service's records etc. but only in accordance with the St Thomas More privacy policy. Confidentiality will be maintained at all levels at all times.

Specific Roles of the Officers.

Chairperson

- Facilitate the smooth running of the management committee.
- Set the meeting agenda, which will cover all necessary business.
- See that the meeting is properly convened.
- Determine if a quorum is present at meetings.
- Chair the meeting, helping to make the meeting enjoyable, efficient and quick.
- Ensure the agenda is adhered to and that all members have a chance to contribute to the discussion.
- Help the meeting come to agreement.
- When decisions are made, clearly state what the decisions were, who will implement these and ensure this is recorded in the minutes.
- Summarise at the end of every meeting so that individuals have a clear understanding of tasks to be performed and decisions made.
- Close the meeting only after the business at hand has been properly conducted.
- Act as a spokesperson for the committee when necessary.

Vice Chairperson

Perform the above duties in the chairperson's absence and to assist the chairperson in performing their tasks.

Secretary

- Keep records of all business to do with the committee, including membership records, correspondence and minutes.
- Call meetings giving notice as required.
- Read and table for the meeting all relevant incoming and outgoing correspondence.
- Deal with this correspondence as decided by the committee.
- Ensure that all correspondence relevant to the educators is forwarded to them as soon as possible.
- Take the minutes for the meeting.
- After each meeting, copy and distribute the minutes to the members of the committee.

Date of approval	April 2021
Date of next review	April 2024

Financial Management

Policy statement

We provide a quality service that meets the needs of the children by providing them with the appropriate levels of resources while offering affordable care to families.

The St Thomas More Business Manager and St Thomas More School Leadership Team (with assistance from the Director) is responsible for all financial aspects and will ensure that all funding, government legislation and acts are fully followed, and that clear records of all the financial transactions are recorded and stored for the required time in a secure place.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 168, 170, 181 & 183
- NQS Area: 4.2.2, 6.1.1, 7.1 & 7.1.2.
- Policies – Fees, Building Equipment Repairs and Maintenance, Training and Development, Educators Selection

Procedure

The Business Manager draws up an annual budget in consultation with the Director and this is to be approved by St Thomas More School Board.

The Business Manager reviews the budget with the Director clearly identifying relevant areas.

Fundraising is encouraged and supported by the Management Committee but will not be a part of the income required in the budget.

The Business Manager reports monthly on the progress of the financial state at the School Board meetings and twice per term to the Management Committee.

New Management Committee members are provided with a summary of the service's financial position on their joining of the Committee.

The Business Manager along with the Director are responsible for ensuring that required financial transactions are recorded properly, and stored in a secure place.

The Business Manager ensures the payment of educators on an agreed basis, according to the appropriate Award entitlements and that all tax and superannuation deductions are made.

The Director or other delegated person is responsible for the day-to-day financial management of the service such as collection and processing of fees. The funds from fee collection are passed to the Business Manager who records the income and banks the funds.

The Business Manager is responsible to ensure that the required audits take place and that the financial reports are completed.

All ends of year financial reports are presented to the St Thomas More School Board and the Management Committee.

All financial records are kept for a period of 7 years and are made available for inspection by the relevant government department officers.

Date of approval	April 2021
Date of next review	April 2024

Confidentiality

Policy statement

All matters pertaining to the service are considered to be confidential, and are not be discussed with unauthorised personnel. This includes:

- Information pertaining to any child enrolled at the service and/or that child's family,
- Information about any of the educators or committee members and/or their families,
- Information on issues relating to the running of the service.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 111, 147, 158, 160, 161, 162, 168, 177, 181 & 183
- Information Privacy Act
- Child Protection Act 1993
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 7.1 & 7.1.2.
- Policies – Child Protection, Grievance Procedures, Roles of Management, Financial Management, Educators Selection, Educators Professionalism, Communication, Volunteers/Students/Visitors, Behaviour Guidance, Medical Conditions, Enrolment

Procedure

Privacy is respected at all times.

Specific information regarding individual children is not shared without written authority from the parent or legal guardian.

The only exceptions are for legal reasons, such as information for the police or Department of Community Services.

Confidential information will be stored in a secure, lockable cabinet and the OSHC computer which is only accessible to educators.

A confidential issue can be discussed at a meeting without divulging the personal details of the individual/s involved. Once the meeting is closed details will not be discussed with people outside the meeting.

Any information given in confidence to an educator will remain between that educator and the Director. If the Director considers that this information impacts on the wellbeing of any child or educators at the service, then the information will be shared as is necessary and in accordance with St Thomas More procedures.

There will be times when parents / Caregivers need to speak in confidence with educators of the service. This should be done in a quiet private area, preferable the OSHC office. The Director or nominee may request the presence of another educator at such meetings.

Confidentiality is taken seriously within the service. A professional approach is needed at all times.

Confidentiality forms an important part of the induction process for all educators.

Educators/ Committee contact details, phone numbers, addresses etc. are not given out under any circumstances. In the event of someone needing to contact an educator or committee member, take their particulars and advise them that you will pass them onto the said person and they can call back.

Date of approval	April 2021
Date of next review	April 2024

Fundraising

Policy Statement

We provide a quality service that meets the needs of all children. This is achieved by providing them with the resources they need to not only enjoy their time at the service but to meet their interests and support their development whilst meeting the needs of the parents/caregivers by providing affordable care.

We believe that participation and involvement by children and their families with fundraising efforts provides the opportunity for them to have a sense of ownership in deciding how funds will be utilized. Involvement of families in fundraising activities will be actively sought and open communication constantly maintained.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law Act, 2010 and Regulations 2011 - 168
- My Time Our Place
- NQS Area: 3.2.2., 6.1.2.
- Policies – Participation and Access, Financial Management, Enrolment, Service Access and Programs

Procedure

Educators, committee members and families are required to operate fundraising events to support the service.

Families are encouraged to become involved in our fundraising activities. Educators actively seek this involvement by asking for their assistance and participation in particular fundraising events.

Educators will encourage feedback and input from families in relation to fundraising programs.

Fundraising will be encouraged and supported by the committee and wherever possible it will not be part of the income required in the annual budget.

Date of approval	April 2021
Date of next review	April 2024

Donations

Policy Statement

We accept donations of goods and equipment that can be used by the children and educators. All donations of goods and equipment should be of sound working order for the purpose it is intended to be used for.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law Act, 2010 and Regulations 2011 – 73, 75, 103, 105, 115, 122, 167 & 168
- My Time Our Place
- NQS Area: 1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 2.2.1 & 3.1.1.
- Policies – Programs

Procedure

All donations of equipment and goods are accepted if they are in the working order intended for the purpose of use, i.e., donations of broken electrical goods can be accepted for the children to pull apart to see the working of the inside (deconstruction activities).

Broken, dirty or dangerous items will not be accepted.

Donations of cash will be banked as a donation, to show accurate bookkeeping records. Educators can then purchase items through petty cash to the amount of the donation.

Families are asked to make regular donations to help keep fees at a minimum. Donations could include:

- Paper and stationary
- Colouring-in pens, pencils and crayons
- Balls of any kind
- Play equipment and toys which are suitable, safe and well-maintained

Date of approval	April 2021
Date of next review	April 2024

Open Door Policy

All aspects of our Service show families that they are valued as partners in the care of their child. We believe in offering an open-door policy in which families are welcome to visit the Service when it is convenient for them.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law Act, 2010 and Regulations 2011 - 168
- NQS Area: 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2 & 6.2.3.
- Policies – Enrolment & Pandemic.

Purpose

To ensure the best care for children and families, we believe that it is important to provide them with the opportunity to visit our facilities at a time that is appropriate for them.

Compliance of the Pandemic Policy actions may be required

Implementation

We operate as an open-door policy, where families are welcome to visit our Service during operating hours. We believe families are children's first teachers and therefore embrace family involvement and participation within our curriculum. We consider family participation sends a strong, positive message to children of collaboration and harmony.

Management and Educators will ensure:

- Families are always welcome to spend time in the Service and share special moments with their children.
- Families are conscious of our open-door policy and are welcome to join in learning activities, celebrate events and special days held at the service.
- That they check that the family member has a criminal history clearance as per the current relevant statutory requirements – this is in the best interests of all children.
- That families are kindly reminded that the Service cannot breach confidentiality in discussing any other children enrolled at the Service.

Families can:

- Visit the Service at all times.
- Participate in our program by sharing their skills with the children. This may include playing an instrument, telling a story, sharing cultural traditions, cooking experiences, workshops etc.
- Make an appointment with management to discuss their child. This may include the child's progress, concerns, setting goals etc.
- Share ideas and thoughts about the Service.

- Remain informed about what is happening within the Service through discussions, newsletters, social media etc.

Date of approval	April 2021
Date of next review	April 2024

National Quality Framework Policy

Aim

St Thomas More School OSHC participates in the National Quality Framework (NQF). The Service aims to provide the highest quality education and care available across all areas.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law Act, 2010 and Regulations 2011 – 8, 136, 137, 168 & 173
- NQS Area: 1.1.1, 4.1.1, 4.2.2, 6.1.3, 6.2.2, 7.1, 7.1.2, 7.2.1, 7.2.2 & 7.2.3.
- Policies – Enrolment and Educators Induction.

Implementation

Our Service participates in and values the National Quality Framework (NQF), including the National Quality Standard (NQS), the My Time Our Place Framework for School Age Care and the National Regulations – an Australian Government initiative linked to the funding of the Child Care Benefit for parents. This is conducted through the Australian Children’s Education and Care Quality Authority (ACECQA) and the state licensing department the Education Standards Board (ESB) through scheduled site assessment visits and where appropriate, spontaneous visits.

The NQS provides standards of quality practices for care provided in our Service as well as guidance and support from the Service’s self-evaluation through our Quality Improvement Plan (QIP). The system also allows educators to continually improve practices by identifying the quality aspects of the care the Service is already providing and assisting the Service in developing goals for further improvement through our QIP. The Service is required to review the QIP at least annually and submit the most recent QIP to the regulatory authority on request.

The QIP will be kept on the premises at all times and made available on request to the parents of any child who is enrolled at our Service.

The Service will ensure that all educators and management are informed about current practices and requirements in the NQF process by attending appropriate training, accessing any other publications and information about the accreditation process that may be of benefit – including those published by ACECQA.

Educators will involve parents, families and management in each stage to seek their input and views into practices and care in our Service – this includes having parent input into policy reviews, parent meetings and providing updates in newsletters about the Service’s current stage in the process.

The seven Standards under the NQS are –

1. Educational program and practice
2. Children’s health and safety
3. Physical environment

4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

The Rating System

The NQS is accompanied by a national quality rating and assessment process that promotes transparency and accountability and assists parents to make informed choices about the quality of education and care at a Service. Our Service will display the rating received for each quality area and the overall rating.

The Ratings are as follows –

- Excellent rating, awarded by ACECQA
- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

We will access regular updates on the ACECQA website – www.cecqa.gov.au

Date of approval	April 2021
Date of next review	April 2024

Family Law Policy

Aim

At St Thomas More School OSHC it is our aim that we ensure that the Service is upholding any responsibilities or obligations in relation to family law.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law Act, 2010 and Regulations 2011 – 99, 157, 160, 168, 177, 181 & 183
- Family Law Act 1975
- Child Protection Act 1993
- NQS Area: 2.2, 2.2.1, 2.2.2, 4.1, 4.2.2, 6.1, 6.1.1 & 7.1.2.
- Policies – Child Protection, Enrolment and Confidentiality.

Implementation

Both parents have full responsibility for their children until they reach 18, unless a Court orders otherwise. This is not changed in any way as a result of a change in the 'parents' relationship, for example, separation or re-marriage. If the relationship breaks down parental responsibility may be documented to clarify responsibilities in relation to the child.

Parenting Orders – are orders that the Family Court will make when parents' relationships break down and they cannot agree on the arrangements for their child/ren. They change parenting responsibilities and stipulate which parent has what responsibilities. Parenting Orders may cover:

- A child's residence – who the child will live with. This person is responsible for day-to-day matters like discipline, going out, food and clothes. Residency can be a share arrangement.
- A child's contacts arrangements – when a child may have contact with non-custodial parent or anyone else that plays an important part in their life e.g., grandparents (contact can either be face to face or by phone).
- Child Maintenance – who provides financial support for a child.
- Specific issues – any other aspect of parental responsibility (this may include the day-to-day care, welfare and development of the child, issues relating to religion, education, sport, or other).

Parenting Orders by Consent/Parenting Plans – where parents agree on the arrangements for their child despite their relationship breaking down, they can apply for a "parenting order by consent" or they can enter into a written Parenting Plan which records the agreed arrangement.

Procedure

The Approved Provider, the Nominated Supervisor and the Service Director will:

- Ensure parents provide copies of any parenting orders or plans during the child's enrolment.

- Request/remind parents to provide copies of any new or revised orders or plans.
- Ensure educators understand and comply with any parenting orders or parenting plans, in particular know with whom the child lives, who they may have contact with and any other specific legal rights and responsibilities set out in the documents.

The Service has a legal responsibility to ensure any of the enrolled children only leave the Service with the permission of the custodial parent (or in accordance with the orders/plans). In any event that the collecting person is not known to the educators, the educators will:

- Check the child’s file – to confirm authorised people.
- Obtain identification from the collecting person – confirm with the child’s file.
- Contact the custodial parent and if necessary, the Police if a person who is not authorised to collect the child proceeds to try take the child from the service.
- Refuse the collection – should collecting person not be listed and the custodial parent was unable to be contacted.

Date of approval	April 2021
Date of next review	April 2024

St Thomas More Outside School Hours Care



Facilities & Equipment Policies

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Facilities and Equipment

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Security

Policy Statement

We ensure the proper security of the building and educators by ensuring measures are in place regarding entry and access to the building.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 103, 168 & 180
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 2.1.1, 2.2, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 7.1.2 & 7.1.3.
- Policies – Child:Educator Ratios, Emergency procedures, Service Access, Hours of Operation, Roles of Management, Conditions of Employment

Procedure

Only approved educators and management members will be given a key to access the building and equipment areas.

A key register is maintained that indicates the person's receipt of the key, date received, and date returned on completion of employment or completion of term as member of Management.

Extra keys are only cut after agreement by management.

A secure area is provided to keep all monies and important documents. Access to the secure area is only permitted by approved educator and management members.

Educators ensure that all buildings accessed by OSHC will be alarmed and / or left in a secure manner before leaving.

Educators ensure that all windows, cupboards and other relevant areas are locked. All heating and lighting are off and all doors properly secured.

Educators check the OSHC Service environment prior to departure to ensure that no persons are still left on the grounds.

An In-charge educator takes the service mobile home as part of lock-up procedures, attending to calls and messages appropriately.

Educators inform the police and management as soon as possible if there has been a break in to the service of any kind.

Educators remain at the service until the police and / or management arrive or inform them of the relevant procedures.

Date of approval	September 2020
Date of next review	September 2023

Building Equipment Repairs and Maintenance

Policy statement

We provide a safe and secure environment through proper and immediate attention to all aspects of building and equipment repairs and maintenance.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 103, 105 & 168
- NQS Area: 2.1.1, 2.2.1, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 7.1.2 & 7.1.3.
- Policies – Roles of Management, Financial Management, Security, Storage, Heating, Ventilation and Lighting, Pest Control, Indoor Environment, Outdoor Environment, Hazardous Materials, Emergency Procedures, Accidents, Volunteers/Students/Visitors.

Procedure

Equipment is chosen to meet the children’s developmental needs and interests.

Buildings and all equipment are maintained in a safe, clean condition and in good repair at all times.

There must be no damaged plugs, sockets, power cords, power boards or extension cords.

Electrical appliances are in good working order and will be safety tagged and tested on a yearly basis.

Electrical circuit breakers are installed and are maintained.

Provision is made in the budget for regular maintenance and repair work.

The service’s equipment is regularly checked to ensure that is in a good and safe condition and will be regularly washed and cleaned.

Recycled craft materials are checked for potential hazards. Items such as medicine containers will be removed.

Parents are encouraged to notify the educators of any problems that they might observe.

Anything that requires maintenance is reported to the Director as soon as possible via the maintenance book.

Faulty equipment will be removed immediately and the Director informed about the fault.

A maintenance book will be kept that records any maintenance that needs to be addressed.

The maintenance book will record;

Type of problem.

Date that it was observed.

Who notified the Director and when?

What was done to rectify the problem?

Date repaired.

Tradesperson employed to repair the problem.

Any items to be addressed by the school maintenance person is forwarded to them via their record book.

Any building repairs or maintenance is referred to St Thomas More School.

It is Management’s responsibility, once a problem has been raised to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele.

Date of approval	September 2020
Date of next review	September 2023

Storage

Policy statement

The service provides safe and secure storage facilities for all indoor and outdoor equipment, ensuring relevant equipment is accessible to the children to encourage independence. Dangerous objects and all confidential records should be made inaccessible to children and all persons except those permitted to access them.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 168, 181 & 183
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 2.1.1, 2.2.1, 3.1, 3.1.1, 3.2.2, 3.2.3, 7.1.2 & 7.1.3.
- Policies – Confidentiality, Security, Indoor Environment, Outdoor Environment, Hazardous Materials, Medication.

Procedure

A storage system is devised that ensures easy access and un-cluttered storage of all equipment.

Storage areas are cleaned and tidied at least twice a year or when seen as necessary.

All equipment is neatly packed away at the end of each session in its designated area.

Craft equipment is stored in a separate area. Children ask educators for any craft equipment, such as paints and glues etc., not set up by the educator.

Drawing paper and other materials are made available to the children at all times.

All craft equipment is properly washed and cleaned before storage.

All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications are stored in designated secured areas which are inaccessible to the children.

Educators are responsible to ensure that these areas remain secure and do not inadvertently provide access to these items by the children.

Kitchen and other refuse areas are provided, containers will be lidded, cleaned and emptied daily.

Educators and management ensure that all family records are kept in the nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

Date of approval	September 2020
Date of next review	September 2023

Heating, Ventilation and Lighting

Policy statement

We provide a quality environment by ensuring adequate provision and maintenance of heating / cooling, ventilation and lighting in the service.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 103, 105, 110 & 168
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 2.1.1, 2.1.2, 3.1.1, 3.1.2, 3.2.2, 3.2.3, 7.1.2 & 7.1.3.
- Policies – Roles of Management, Financial Management, Building Equipment Repairs and Maintenance, Indoor Environment, Outdoor Environment, Hygiene, Illness and Infectious Diseases, Allergies.

Procedure

All heating and cooling systems are of good quality and are checked regularly to ensure safety and reliability. Any maintenance of the appliances will be conducted as per the maintenance policy.

The Director will take individual needs and specific activities into account when ensuring that heating/cooling, ventilation levels are comfortable.

Concerns regarding personal comfort with heating / cooling will be directed to management for consideration.

Adequate ventilation will be provided at all times. Windows will be properly maintained to ensure easy opening and screens placed on them for protection from insects.

Where possible, doors will be fitted with screen doors to allow for safe ventilation.

Where activities involve materials such as paints and glues, educators ensure there is adequate ventilation before undertaking the activity, such as use of ceiling and wall vents.

Adequate light is maintained both indoors and outdoors. A security light will be placed at the entrance to the service that clearly provides unobstructed view of the door and surrounding areas.

Outdoor lighting will enable parents, educators and children to enter and exit the building in a safe manner.

Date of approval	September 2020
Date of next review	September 2023

Pest Control

Policy statement

We provide a clean and safe environment by ensuring that every effort is made to maintain a vermin free service. We endeavor to do this with the minimum use of chemicals.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 77, 103, 110 & 168
- NQS Area: 2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.1.2, 3.2.3, 7.1.2 & 7.1.3.
- Policies – Roles of Management, Financial Management, Building Equipment Repairs and Maintenance, Storage, Indoor Environment, Outdoor Environment, Hygiene, Hazardous Materials, Illness and Infectious Diseases, Medical Conditions, Allergies.

Procedure

Equipment and especially food items are properly stored so as not to attract pests and vermin.

Refuse bins and disposal areas are emptied and cleaned daily.

The kitchen, food preparation areas and food storage areas are cleaned and maintained on an ongoing and daily basis.

All areas are checked daily for any signs of pests or vermin.

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

Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.

Low irritant, environmentally friendly sprays are used minimally and only with adequate ventilation, with MSDS specifications for WH & S and preferably not in the presence of the children.

Other methods such as the employment of a pest control company if deemed necessary by Management where the above methods have failed.

Any use of chemical products by Pest Control companies will only be conducted outside the hours of the children's and educator's presence in the building.

Date of approval	September 2020
Date of next review	September 2023

Indoor Environment

Policy statement

We provide a comfortable and safe indoor environment that allows flexibility and access to a variety of quiet, active, group and individual activities. We ensure that only the number of children that can comfortably fit into the building space will be enrolled.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 82, 103, 105, 107, 109, 110, 111, 115 & 168
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 2.1.1, 2.2.1, 3.1, 3.1.1, 3.2.1, 3.2.2, 3.2.3, 7.1.2, 7.1.3 & 7.2.1.
- Policies – Participation and Access, Roles of Management, Financial Management, Confidentiality, Security, Building Equipment Repairs and Maintenance, Storage, Heating, Ventilation and Lighting, Pest Control, Child:Educator Ratios, Communication, Hygiene, Hazardous Materials, Emergency Procedures, First Aid, Accidents, Illness and Infectious Diseases, Child Protection, Behaviour Guidance, Daily Routines, Programs.

Procedure

The service's environment is smoke free.

The service enrolls children in the service, in accordance with the National Regulations for child to space ratios.

Where children are indoors for long periods together due to weather conditions, special activities will be planned and implemented.

Separate areas in the indoor environment will be provided for:

Parents / caregivers to sign their children in/out of the service.

The collection of fees.

Educators to answer phones, and maintain daily records.

Educators and parents / caregivers to talk in confidence.

Storage of equipment, food, dangerous materials, and family records.

Preparation of food and drinks.

Kitchen and other refuse.

Cleaning of equipment.

Toilet, hand basins and hand drying facilities.

Creative and other activities.

Large and small group activities.

Display of children's activities and work.

Quiet space for children to retreat is provided if unwell.

The indoor area is set up to allow children to participate in a variety of activities with easy access to equipment.

Easy access to areas, are maintained by making clear easily definable passageways and walkways through the building.

Educators ensure that children store their bags and belongings safely.

All items obstructing areas are removed and placed in the correct storage areas.

Access for families with disabilities will be maintained ensuring all necessary requirements are considered in the building environment.

Areas are set up to ensure that proper supervision can be maintained at all times.

Date of approval	September 2020
Date of next review	September 2023

Outdoor Environment

Policy statement

We provide a safe and secure outdoor environment where children have access to a variety of activities, in which children are encouraged to participate.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 82, 104, 108, 113, 114, 115 & 168
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 2.1.1, 2.1.2, 2.1.3, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 7.1.2, 7.1.3 & 7.2.1.
- Policies – Participation and Access, Roles of Management, Financial Management, Confidentiality, Security, Building Equipment Repairs and Maintenance, Storage, Heating, Child: Educator Ratios, Communication, Sun Protection, Hazardous Materials, Emergency Procedures, First Aid, Accidents, Allergies, Child Protection, Behaviour Guidance, Daily Routines, Programs.

Procedure

The outdoor environment is smoke free.

The outdoor space is inspected daily for any obstacles or dangerous items.

These items are disposed of in a safe and careful manner prior to the children playing in the area.

The outdoor space is set up in a variety of ways to encourage participation.

Areas are made available where children can play in large or small groups or by themselves.

Supervision is properly maintained. Children only play in the areas that are clearly visible to the educator, and where proper child/educator ratios are maintained.

Clear boundaries are set and enforced.

Playgrounds within the school are only accessed by children of the age for which the equipment was designed.

Adequate shade via trees and coverings are maintained.

As far as possible, activities are set up in shaded areas.

Use of other outdoor venues are considered when access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate child/educator ratios can be maintained both indoors and outdoors.

Access for children and people with a disability will be maintained ensuring all necessary requirements are considered in the outdoor environment.

Date of approval	September 2020
Date of next review	September 2023

Lost Property

Policy Statement

We encourage children to take care of their personal property by placing their belongings in their bag; in the event that personal items are left behind we try to ensure they are returned to their rightful owner.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law Act, 2020 and Regulations 2011 – 77, 103 & 168
- NQS Area: 2.1.1, 3.2.3 & 7.1.2.
- Policies – Hygiene, Allergies, Illness and Infectious diseases

Procedure

A lost property container will be located at the service.

Parents/Caregivers are encouraged to ensure that all their child's possessions are clearly marked with their child's name.

Educators regularly sort through the lost property container and distribute the property to the rightful owners.

Should the educators be unable to locate the owner of any school uniforms, that particular item is placed in the appropriate school's lost property container.

If the owner of any socks, hair ties, hankies or underwear cannot be found promptly, for hygienic reasons these items will be disposed of immediately into the rubbish bin.

During Vacation Care educators sort and distribute any lost property each day.

Should the owner of any items not be found within a reasonable amount of time, these items will be donated to a local charity.

Date of approval	September 2020
Date of next review	September 2023

Sustainability

Children develop positive attitudes and values about sustainable practices by engaging in learning experiences, joining in discussions that explore solutions to environmental issues, and watching adults' model sustainable practice. Children learn to live interdependently with the environment.

Policy Statement

The St Thomas More School OSHC Service acknowledges the importance of integrating sustainable practices to help promote an environmentally aware community. Our service aims to support our community learn about and implement sustainable practices and foster respect and care for the living and non-living environment.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 73, 114, 155 & 168
- Local Government
- NQS Area: 1.2.2 & 3.2.3.
- Policies – Building Equipment Repairs and Maintenance, Storage, Pest Control, Indoor Environment, Outdoor Environment, Food and Nutrition, Hazardous Materials, Allergies.

Procedure

Our service ensures the environment is safe, clean and well-maintained. Children's awareness of the environment is promoted through daily practices, resources and interactions. Sustainable practices are encouraged within the service. Educators, children and families are encouraged to become advocates for a sustainable future.

Strategies

The Director will:

- Encourage educators, families and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations.
- Make sustainable practices a part of daily routine. These include:
 - Recycling
 - Re-using materials
 - Composting
 - Gardening
 - Energy conservation
 - Water conservation
 - Sustainable equipment purchases

- Plan excursions and incursions focussed on sustainable practices, such as visiting the zoo and learning about animals and conservation, visiting wetlands on nature walks, plant a tree day and inviting families and other community members to share their sustainable ideas and practices.
- Use local Council and Government departments as sources of information on sustainable practices used in the local community.

Educators will:

- Connect children to nature through art and play and allow children to experience the natural environment through natural materials like wood, stone, sand and recycled materials, plants including native vegetation, gardening tools and watering cans.
- Engage children in learning about the food cycle by growing, harvesting and cooking.
- Involve children in nature walks, education about plants and gardening and growing plants and flowers from seeds, bug finding and using natural trees and plants for craft activities.
- Include recycling as part of everyday practice at the education and care service. Recycling containers will be provided throughout the service.
- Use a composting bin to reduce food waste in the education and care service.
- Encourage children to join the composting and recycling roster.
- Role model sustainable practices.
- Discuss sustainable practices with the children during children’s forum and families as part of the service’s education and care curriculum.
- Provide information to families on sustainable practices that are implemented at the education and care service and encourage the application of these practices in the home environment.
- Share ideas between educators, children and families about sustainable ideas, implementation and resources through emails, newsletters and conversations.
- Role model and display signs about energy and water conservation, practices of turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas, turning off running taps and keeping doors closed.
- Reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials and fibres.
- Encourage families to bring in recycled materials to be used as resources.
- Acknowledge and celebrate environmental awareness events like Clean Up Australia and Plant a Tree Day.

Date of approval	September 2020
Date of next review	September 2023

St Thomas More Outside School Hours Care



Health & Safety Policies

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Hazardous Materials	8	MAY 2023
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Risk Assessment	56	AUG 2023
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Hygiene

Policy Statement

We provide a healthy and hygienic environment that promotes the health of our children, staff and families. All people in the service are asked to follow preventative measures in infection control. Staff ensure that they maintain and model appropriate hygiene practices.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 77, 106, 109, & 168
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Work Health and Safety Act 2011
- Food Act 2001
- Local Government
- NQS Area: 1.1.1, 1.1.3, 2.1, 2.2.1, 2.2.2, 3.1.2, 4.2.2, 5.1.1, 5.2.1, 6.1, 6.1.1, & 7.1.2.
- Policies – Building Equipment Repairs and Maintenance, Storage, Pest Control, Indoor Environment, Food and Nutrition, Hazardous Materials, Allergies.

Procedure

All toilet facilities have access to a basin or sink with running water and hand drying facilities.

Women and girls will have access to appropriate feminine hygiene disposal.

Soap and paper towel is available in the kitchen and toileting areas.

Toilets, hand basins and kitchen facilities are cleaned and disinfected daily.

Hand washing and food safety practices are practised by staff and children before preparing or eating food.

Staff maintain and model appropriate behaviour and encourage the children to adopt hygiene practices.

Education in proper hygiene practices is conducted on a regular basis, either individually or as a group.

Health and hygiene practices are highlighted to parents, and also through information sheets or posters.

All staff wear disposable gloves when administering First Aid, assisting with toileting or preparing, handling or serving food. Staff wash hands with soap and water after removing the gloves.

Staff with cuts, open wounds or skin disease such as dermatitis must cover their wounds whilst at the service. Used gloves should be disposed of safely.

All surfaces are cleaned with detergent after each activity and at the end of the day.

All food preparation and eating surfaces are cleaned with warm soapy water and sprayed with a food grade sanitizer prior to use.

All contaminated surfaces are disinfected.

All toys are washed, cleaned and disinfected as per the rotational cleaning roster.

All material items such as dress ups and cushion covers are laundered as per the rotational cleaning roster.

Children are not to share hats.

Spare hats are laundered at the end of each week and are sprayed daily with Glen20 as an additional measure.

Each child is provided with their own drinking and eating utensils.

Children are reminded not to share drinks, utensils or use items that have been dropped on the floor.

All cups, plates and utensils are washed in hot, soapy water and sprayed with a sanitizer or washed in the dishwasher.

All rubbish or left-over food is disposed of immediately.

Bins are emptied daily.

Bins are wiped down with disinfectant daily.

The service is registered with the Playford Council Health Inspector and follows the guidelines that they have set down. The service regularly receives updated information from the council and once every 12 months is assessed by the Health Inspector. Any changes or suggestions from this assessment are carried out, in a timely manner.

Date of approval	28/5/2020
Date of next review	28/5/2023

Food and Nutrition

Policy Statement

We provide nutritious and varied food of good quality within the service. Children are encouraged to develop good eating habits through good examples and education. Parents / caregivers are encouraged to share family and multicultural values and ideas to enrich the variety and enjoyment of food by the children.

High standards of hygiene are maintained throughout all food preparation.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 77, 78, 79, 80, 90, 91, 162, 168 & 173
- Dietary Guidelines for Children and Adolescents
- SA Health
- Food Act 2001
- ‘My Time, Our Place’ Framework for School Age Care
- NQS Area: 2.1, 2.1.1, 2.1.2, 2.1.3, 4.2.2, 6.1, 6.1.1, 6.1.2, 6.1.3, 6.2, 7.1.2 & 7.1.3
- Policies – Hygiene, Hazardous Materials, Illness and Infectious diseases, Allergies, Medication, Daily Routines, Programs

Procedure

Breakfast is provided to children who attend the centre prior to 8:15 am. This includes a choice of nutritious cereals, toast and a drink.

Afternoon Tea is provided to children attending After School Care. This includes a specialty snack and a selection of fruit.

Fresh drinking water is available at all times for children and staff.

During Vacation Care, parents are asked to provide their child with a healthy snack/recess and drink. Lunch and afternoon snack is provided (as per program).

Chewing gum is not permitted at the service.

The menu is on display for families and children.

Snack times are seen as a social event where children and staff can relax, talk about their day and experience a variety of foods. Staff demonstrate good healthy and hygienic eating habits while with the children.

Children sit while eating or drinking.

Children and parents / caregivers are encouraged to contribute to the menu ideas.

Parents are encouraged to share family and multicultural values, ideas and recipes.

All family and multicultural practices are acknowledged and addressed in the provision of food.

All children's individual needs such as allergies etc are addressed in the menus. If possible, individual items are made available for children with allergies or may be provided by the family.

Staff will keep a list of all children's allergies or food restrictions in a folder in the kitchen area and will ensure that staff follow these.

Education of healthy eating habits will be developed through ongoing example, specific activities, notices, posters and information sheets to parents.

The denial of food will never be used as a consequence.

Children's cooking activities are encouraged to develop life skills.

Staff are encouraged to attend professional development on nutrition and food safety.

The service follows the Australian Guide to Healthy Eating and considers information from The Heart Foundation. Regular updates and information are received by the service and suggestions or changes are implemented to suit.

FOOD & HYGIENE

All food is prepared and stored in a hygienic manner.

Gloves are worn in the preparation of food.

Gloves are worn for hygiene practices.

Where children are involved in food preparation, this will always be supervised and hygienic conditions will be maintained.

Food is stored in tightly sealed containers, away from any chemicals.

Food requiring refrigeration is stored in the refrigerator.

Food to be reheated will be done so following set guidelines. Food is to be reheated rapidly, within 2 hours (unless refrigerated) and to a temperature of at least 70% for at least 2 minutes.

Kitchen equipment is cleaned and stored appropriately.

Staff and children wash their hands before preparing or serving food and before consuming food. They use warm water and soap and dry hands with disposable paper towels.

Surfaces are cleaned and sanitized before and after food preparation.

All perishable foods are stored in the refrigerator and the temperature is monitored to ensure it is less than 5°C.

The service regularly reviews and evaluates food handling and hygiene practices.

The service is registered with the Playford Council Health Inspector and follows the guidelines that they have set down. The service regularly receives updated information from the council and once every 12 months is assessed by the Health Inspector. Any changes or suggestions from this assessment are carried out.

Date of approval	28/5/2020
Date of next review	28/5/2023

Hazardous Materials

Policy Statement

We provide a safe environment that minimizes risk to the health and wellbeing of children, staff or parents / caregivers. We ensure that all maintenance and repairs undertaken while the service is in operation will not be potentially hazardous and that all hazardous materials are stored in line with Workplace, Health & Safety regulations.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 77, 106 & 168
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Local Government
- NQS Area: 22.1, 2.1.2, 2.2.1, 2.2.2, 3.1.1, 3.2.3, 4.2.2, 7.1 & 7.1.3
- Policies – Roles of Management, Maintenance of Records, Security, Building Equipment Repairs and Maintenance, Storage, Pest Control, Hygiene, Emergency Procedures, Accidents, Illness and Infectious Diseases, Allergies, Child Protection.

Procedure

Hazardous machinery, chemicals and activities which are likely to cause potential danger to children, staff or others in the service are not used or undertaken while the service is in operation.

Should any pests or vermin be identified then action is taken to rid the service of the problem by initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.

Low irritant, environmentally friendly sprays are used minimally and only with adequate ventilation, and not in the presence of the children.

All staff are made aware on initial orientation, of any potentially dangerous products, which may pose a danger to the children and where these are stored.

All potentially dangerous products such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries and medications are stored in the appropriate containers, clearly labelled and stored in the designated secured area which is inaccessible to children.

Staff are responsible to ensure that these areas remain secure.

Cleaning and hazardous products are not stored close to foodstuffs or where storage of these products might contaminate foodstuffs.

Material Safety Data Sheets (MSDS) are accessible for all chemicals stored on the premises.

MSDS is obtained by the delegated staff member whenever a new product is purchased by telephoning the manufacturer (on label of product) or accessing the website of the manufacturer and downloading the MSDS.

Staff read the label before using any cleaning material, sprays or chemicals and are aware of appropriate first aid measures.

Education about dangerous products and their storage is used to enhance both children's and parents' awareness of the topic. Activities, posters or newsletters are used to highlight the issue.

Whilst the situation is most unlikely, in the event of a chemical spill that poses a risk to children, educators will:

- Remove children from the area.
- Contain the spill and ensure that it is cleaned up thoroughly and promptly.
- Approach with care when cleaning. Some chemicals may lack colour or odours, but may still be dangerous – never assume it is harmless.
- Identify chemicals and potential hazards by using the appropriate Material Safety Data Sheets.
- Use the manufacturer's recommendations to clean up the spill appropriately.
- Decontaminate any equipment or clothing associated with the spill.
- Dispose of any equipment should the spill have made it unsafe for further use.
- Reflect on procedures to analyze how this incident occurred and how the incident could be prevented in the future.

Date of approval	28/5/2020
Date of next review	28/5/2023

Policy Statement

We educate all children in Sun Protection strategies. All staff model appropriate sun protection behaviour and enforce the Sun Protection Policy.

This policy applies to all service events on and off site.

Purpose

This Sun Protection 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 WHS strategies to minimise UV risk and associated harms for educators, staff and visitors.

Background

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, muscles and for general health.

Legislation and Standards

Occupational Health and Safety Act 2004
Work Health and Safety Act 2011
Children's Services Act 1996
Children's Services Regulations 2009
Child Wellbeing and Safety Act 2005
Education and Care Services National Law Act 2010

Section 167	Protection from harm and hazards
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Education and Care Services National Regulations 2011

Reg 100	Risk assessment for excursions
Reg 113	Outdoor space: natural environment
Reg 114	Outdoor space: shade
Reg 168 (2)(a)(ii)	Policies and procedures: Sun protection
Reg 170	Policies and procedures to be followed

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

National Quality Standard – Quality Area (QA)

QA 1	Educational program and practice
S 1.1 Program	The Educational program enhances each child’s learning and development.
E 1.1.1	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
E 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
S 1.2 Practice	Educators facilitate and extend each child’s learning and development.
E 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
E 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
QA 2	Children’s health and safety
S 2.1 Health	Each child’s health and physical activity is supported and promoted
E 2.1.1	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
E 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
E 2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
S 2.2 Safety	Each Child is protected
E 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA 3	Physical environment
S 3.1 Design	The design of the facilities is appropriate for the operations of a service
E 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
S 3.2 Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
E 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.
QA 5	Relationships with children
S 5.2 Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
E 5.2.1 Collaborative learning	Children are supported to collaborate, learn from and help each other.
QA 6	Collaborative partnerships with families and communities
S 6.1 Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
E 6.1.2	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child’s learning and wellbeing.
E 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
S 6.2 Collaborative partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

QA 7	Governance and Leadership
S 7.1 Governance	Governance supports the operations of a quality service.
E 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service

Procedures

Educators and children are encouraged to access the daily local sun protection times at sunsmart.com.au or on the free Sun Smart app to assist with the implementation of this policy.

A combination of sun protection measures are used for all outdoor activities from **September to the end of April** and whenever UV levels reach 3 and above.

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

Environment

Seek shade

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.

Behaviours

Slip on sun protective clothing

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.

Slap on a hat

All children 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.

Slop on sunscreen

SPF50+ broad spectrum, water resistant sunscreen is supplied by the service – Woolworths Everyday SPF50+. Families are to supply sunscreen should they wish for a different sunscreen to be applied to their child/ren.

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

With parental consent, children with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements.

To help develop independent skills ready for school, children from 3 years of age are given opportunities and encouraged to apply their own sunscreen under supervision of staff.

Slide on sunglasses [if practical]

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

Sun protection and vitamin D are incorporated into the learning and development program.

The Sun Protection Policy is reinforced through educator and children's activities and displays.

Engaging Children, Educators, Staff and Families

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 Sun Protection Policy
- Asked to provide a suitable sun protective hat, covering clothing and sunscreen for their child
- Asked to provide sunscreen if the child requires a different sunscreen applied, than the one supplied by the service: Woolworths Everyday SPF50+
- Required to give permission for educators to apply sunscreen to their child
- Encouraged to practice Sun Smart behaviours themselves when at the service
- As part of WHS 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
 - Apply sunscreen
 - Seek shade whenever possible

Monitoring and Review

- Management, educators and staff monitor and review the effectiveness of the Sun Protection Policy and revise the policy when required (at least once every three years) by completing a policy review.
- Sun Protection Policy updates and requirements will be made available to educators, staff, families and visitors.

Date of approval	October 2019
Date of next review	October 2022

Emergency Procedures

Policy Statement

We provide an environment that ensures the safety and well-being of the children at all times. All children and staff are aware of, and practised in, Emergency Evacuation and Lock-In procedures. In the event of an emergency, natural disaster or threats of violence these procedures will be immediately undertaken.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 4, 97, 98, 157, 168, 170 & 171
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Work Health and Safety Act 2011
- NQS Area: 2.2, 2.2.2, 4.2.1, 6.1.1, 7.1.2, 7.1.3, 7.2.1 & 7.2.3
- Policies – Hours of Operation, Service Access, Absent and Missing Children, Maintenance of Records, Roles of Management, Security, Staff Induction, Training and Development, Communication, Accidents, Child Protection.

Procedure

EMERGENCY EVACUATION AND LOCK-IN.

Emergency Evacuation and Lock-In procedures are clearly displayed within the service.

All staff, including relief staff, are informed of the procedures and their specific duties identified in their induction of the service. Duties are listed for the person fulfilling a position within the service.

Children and staff practice the Emergency Evacuation and Lock-In procedure at least once a term.

All practice Evacuations and Lock-Ins are recorded with date and time. Recommendations for improvements will be recorded and action taken by the Director and appropriate staff.

No child or staff member is to go to their bags to collect personal items during an Emergency Evacuation or Lock-In.

Fire extinguishers are installed and maintained. Staff are instructed in their operation. Trained staff will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety, they feel confident to operate the extinguisher and all the children have been evacuated from the room.

The service has smoke detectors which are maintained.

HARASSMENT AND THREATS OF VIOLENCE.

If a person/s known or unknown to the service harasses or makes threats to children or staff at the service, or on an excursion, staff will:

- Calmly and politely ask them to leave the school grounds or the vicinity of the children.
- Be firm and clear and remember their primary duty is to the children in our care.
- If they refuse to leave, explain that the police will be called for assistance.
- Make the call if the Director is unable to do so.
- Where possible calmly move the children away from the person.
- Not physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible and wait for the police.
- Be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the service.

If the situation is of a serious or critical nature the Director if present or the next most senior staff member will make the decision to fast track into the Lock-In procedures as outlined below.

Date of approval	28/5/2020
Date of next review	28/5/2023

Evacuation Procedure

AT THE SOUND OF THE SIREN OR AT EDUCATORS IMMEDIATE DEMAND

CHECKLIST

- Collect sign in/sign out sheet & or IPad (if you are in the OSHC building/Jubilee Hall).
- Line students up outside Jubilee front foyer doors.
- Walk along the evacuation route to the designated area on the oval.
- Assemble students in the designated area and do a roll call.
- Advise Supervising Qualified that the roll has been conducted and advise them of any missing students.
- Keep students together in a quiet and orderly manner and await further instructions.
- At the conclusion of the Evacuation Drill, move students quietly back to the Jubilee Hall as directed by the Supervising Qualified.

STAFF ACTION AND AREAS OF RESPONSIBILITY

At the sound off the Evacuation Siren or at Educators immediate demand:

- 1st Qualified to collect Evacuation backpack, sign in/sign out forms & or IPad and place fire warden hat on and orange/yellow safety vest.
- 2nd Qualified will check Jubilee Hall, store rooms, OSHC foyer's, canteen and restroom areas. Ring fire service and open double gates.
- Supervising Qualified identified by orange vest, to take roll of all administrative, non-classroom staff and visitors.
- The Fire Warden (2nd Qualified) is to ring and direct the fire units to the applicable areas.
- All other staff on duty to assemble students outside foyer doors.

All staff and visitors within the service are to assemble in the Designated Evacuation Area.

SUPERVISING QUALIFIED IS TO TAKE MASTER SET OF KEYS DURING EVACUATION.

Lock-In Procedure

There are a number of circumstances when it may be necessary for the safety of our community to remain indoors, or, if outdoors, to return indoors quickly. The following procedures are to be followed if this emergency situation arises.

AT THE SOUND OF THE SIREN OR AT EDUCATORS IMMEDIATE DEMAND

- **All Individuals are to remain within the building they are currently located.**
- **All exterior doors are to be closed and locked.**
- **All interior doors to be shut and locked where available.**
- **Quickly and quietly move themselves to the designated Lock-In points.**
- **All individuals are to keep away from the windows and be seated on the floor, out of sight as much as possible.**
- **A roll call is to be taken and absentees noted (on each list). Where possible, account for the location of those missing and inform situation controllers when contacted.**
- **Do not leave location to search for missing individuals.**
- **Remain calm and keep all individuals quiet and still.**
- **Do not open the door to any person unless they can be recognised as accredited – staff person, police, or emergency services person.**
- **Do not permit anyone to leave until the all clear is sounded.**

The situation controllers will contact each phone station to monitor the safety of all individuals.

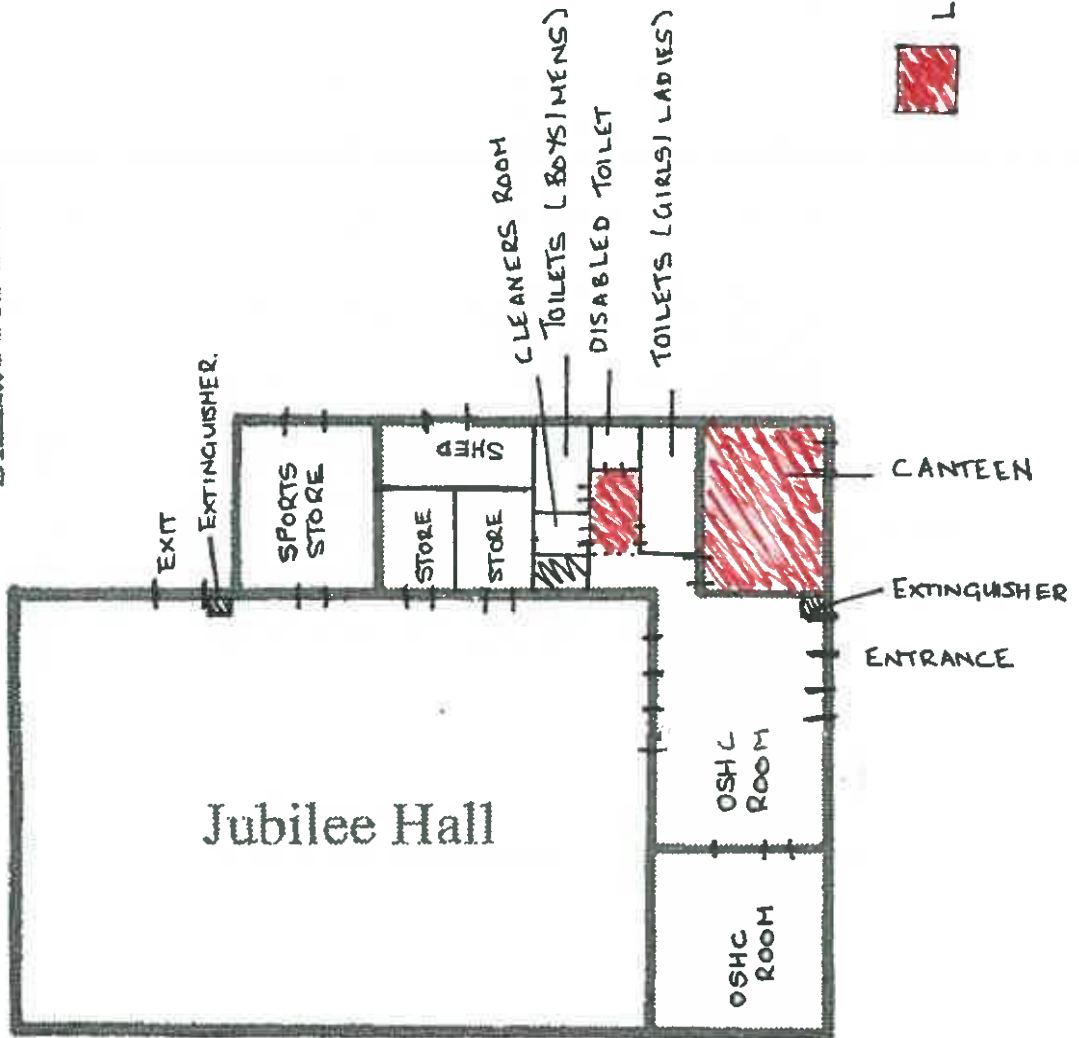
Those who are outside when this emergency is sounded should go to the nearest secure building.

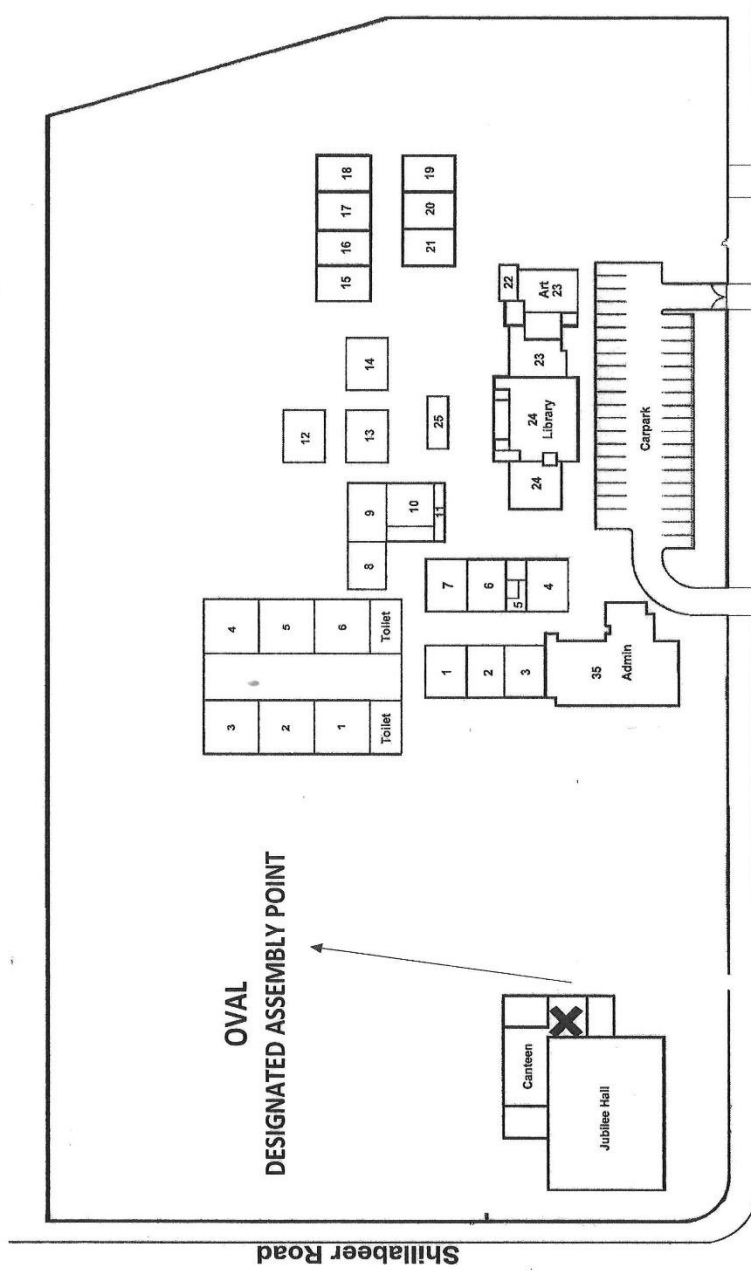
The all clear signal will be the sounding of the normal siren.

The situation controllers are the Director or other Qualified staff members. The situation controllers will contact, and liaise with emergency services and contact each phone station to monitor the whereabouts of all individuals.

LOCK-IN PROCEDURES

Shillabeer Road





X YOU ARE HERE

EMERGENCY EVACUATION

1. Move your students in an orderly manner to the designated area.
2. Sit your class together in 2 orderly lines.
3. Call the roll and advise the Attendance Supervisor.
4. Wait for further instructions.

ALTERNATIVE ROUTE B - EXIT VIA YORKTOWN ROAD GATES

EVACUATION WARDENS

- Principal/Canteen - Jubilee Hall, Toilet Block
- Admin - Admin bld, Rms 1 to 11
- Immaculate/CT - Rms 22 to 24, 12 to 14, Toilet B
- Rooms 18/19 - Rms 15 to 21
- Fire Warden - Double Gates

First Aid

Policy Statement

First aid equipment and facilities are available to all staff, children and visitors in the service and while on excursions. All staff are required to undertake first aid training as part of their conditions of employment.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 12, 85, 87, 89, 136, 137, 146, 147, 161, 168, 176, 245, 246 & 247
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Code of Conduct - South Australian Commission for Catholic Schools
- Work Health and Safety Act 2011
- NQS Area: 2.1.2, 2.2.2, 3.1.1, 4.1, 4.2.2 & 7.1.2
- Policies – Service Access, Enrolment, Maintenance of Records, Roles of Management, Confidentiality, Storage, Training and Development, Accidents, Illness and Infectious Diseases, Allergies, Medication, Child Protection, Excursions.

Procedure

A minimum of one staff member present at all times is currently qualified in first aid. Qualified staff will hold a current Apply / Senior First Aid Certificate and a current Anaphylaxis and Asthma Certificate – Provide an emergency first aid response in an education and care setting – HLTAID004 (preferred).

Staff will renew their certificates as required. After a period of continuous day to day employment with the service of 12 months, updating of these certificates will be funded by the service using budgeted training funds.

A fully stocked and updated first aid kit and Asthma Emergency Kit is kept in the service all times. Staff are to ensure that this is easily accessible to all staff and kept inaccessible to the children.

A separate travelling first aid kit is maintained and taken on all excursions along with at least one Asthma Emergency Kit. In the event of 2 buses being required on an excursion a 2nd travelling First Aid Kit is taken and one will travel on each bus with a staff member.

A minor injury first aid kit and an Asthma Emergency Kit are taken by staff when supervising outside activities.

A first aid manual is kept at the service.

Multiple cold packs are kept in the freezer for treatment of bruises and strains. Instant cold packs are included in travel kits.

At the beginning of each term a Qualified staff member is designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within the use by date.

After each excursion the travelling first aid kit is checked and restocked.

As the service is an identified Asthma Friendly Service we are required to follow the protocol of the Asthma Foundation SA. The Foundation's recommendation is that after each use the asthma spacer is replaced with a new spacer. The used spacer is forwarded to the family of the child who required the use of it and a fee of \$20 charged to their account.

All families of children with an Asthma plan are required to provide their own spacer for their child's personal use.

It is all staff members' responsibility to inform the Director when an item has run out in the first aid kit or if the asthma spacer has been used.

Staff and relief workers are made aware of the first aid kit and associated items, where they are kept and their responsibilities in relation to them in the orientation process.

Qualified first aiders will only administer first aid in minor accidents or to stabilise the victim until expert assistance arrives in more serious accidents.

Telephone numbers of emergency services, local hospital and poisons centre are located next to the phone and a list included in the excursion first aid kit.

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Accidents

Policy Statement

We make every effort to ensure the safety and well-being of staff, children and visitors, within the service and on excursions. The service makes every attempt to ensure sound management of injuries to prevent any worsening of the situation. Parents / caregivers or emergency contacts are informed immediately where the accident is assessed as serious. Contact with parents / caregivers is made for any head or spinal injury.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 12, 85, 86, 87, 89, 168 & 176
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Work Health and Safety Act 2011
- NQS Area: 2.1, 2.2, 3.1, 4.1, 7.1.2
- Policies – Service Access, Enrolment, Absent and Missing Children, Maintenance of Records, Grievance Procedures, Roles of Management, Confidentiality, Training and Development, Communication, Hazardous Materials, Sun Protection, Emergency Procedures, First Aid, Illness and Infectious Diseases, Allergies, Medication, Child Protection, Excursions.

Procedure

Parents are required to provide written consent for staff to seek medical attention for their child if required before they start in the service. This is recorded in the enrolment form.

Parents are required to supply the contact number of their preferred doctor or dentist and Medicare number.

Staff are required to supply a contact number in case of an emergency or accident.

If a child, staff member or visitor has an accident while at the service they will be attended to immediately by a staff member who holds a first aid certificate.

In the case of medication being required in an emergency without prior consent of the parents/guardians, staff are to secure that consent from a registered medical practitioner. The only exception being Asthma reliever medication administered by a qualified Anaphylaxis and Asthma trained staff member.

Anyone injured is kept under adult supervision until they recover or an authorised person takes charge of them.

In the case of a minor accident the first aid attendant will:

- Assess the injury.

- Attend to the injured person and apply first aid as required.
- Adhere to the Hygiene policy at all times.
- Record the incident and treatment given on a Child Accident record form.
- Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
- Parents are asked to sign on the accident form to confirm that they have been informed of the accident.

In the case of a major accident requiring more than first aid, the first aid attendant will:

- Assess the injury, and decide whether an ambulance should be called and inform the Director or most senior staff member present of their decision.
- If the child's injury is serious the first priority is to obtain Ambulance assistance.
- Attend to the injured person and apply first aid required following any directions from Ambulance staff via phone.
- Adhere to the Hygiene policy at all times.
- Stay with the child until Ambulance Officers arrive.
- Try to make the child comfortable and reassure them.
- Record the incident and treatment given on the Child Accident Report form.
- Obtain parent signature confirming knowledge of the accident.

If an ambulance is called and the child is taken to hospital the Director or next most qualified staff member will accompany the child and take the child's medical records.

The Director or other responsible staff member will:

- Notify the parents / caregivers or emergency contact person immediately regarding what happened and what action is being taken. Every effort will be made not to panic the parents / caregivers by providing information in a calm and sensitive manner.
- Ensure that all blood or bodily fluids on equipment, other children or staff members are cleaned up adhering to the Hygiene Policy.
- Try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the injured child.

Accidents which result in serious injury (including death) or hospitalization for a child, must be reported via the appropriate forms/measures.

Serious incidents

You must notify the [regulatory authority](#) within **24 hours** of becoming aware of a serious incident (Section 174(2)(a) and Regulation 176(2)(a)).

A serious incident (regulation 12) is defined as any of the following:

- the **death of a child** while being educated and cared for by the service or following an incident while being educated and cared for by the service
 - any **incident involving a serious injury or trauma to a child** while that child is being educated and cared for, which:
 - a reasonable person would consider required urgent medical attention from a registered medical practitioner; or
 - the child attended or ought reasonably to have attended a hospital e.g. broken limb*
 - any **incident involving serious illness of a child** while that child is being educated and cared for by a service for which the child attended, or ought reasonably to have attended, **a hospital** e.g. severe asthma attack, seizure or anaphylaxis*
- NOTE:** In some cases (for example rural and remote locations) a General Practitioner conducts consultations from the hospital site. Only treatment related to serious injury, illness or trauma is required to be notified, not other health matters.
- any emergency for which **emergency services** attended
- NOTE:** This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at an education and care service. It does not mean an incident where emergency services attended as a precaution.
- a child appears to be **missing or cannot be accounted for** at the service
 - a child appears to have been **taken or removed** from the service in a manner that contravenes the National Regulations
 - a child is mistakenly **locked in or locked out of the service** premises or any part of the premises.

Notify the regulatory authority of serious incidents online through the [NQA IT System](#).

<https://www.acecqa.gov.au/resources/applications/reporting#approved%20provider%20reporting%20requirements>

Accessed 28/05/2020 11:00AM

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Death of a Child or Staff Member

Policy Statement

Staff in the service are prepared to handle all incidents in a professional and sensitive manner. In the event of such a tragic circumstance as the death of a child or a staff member, the staff will follow guidelines as set out below.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 12, 85, 86, 87, 168 & 176
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Protective Practices – for staff in their interactions with children and young people
- NQS Area: 2.2, 2.2.2, 4.2.2, 6.1, 7.1.2 & 7.1.3
- Policies – Enrolment, Maintenance of Records, Participation and Access, Grievance Procedures, Conditions of Employment, Volunteers/Students/Visitors, Communication, Hazardous Materials, Emergency Procedures, First Aid, Accidents, Illness and Infectious Diseases, Allergies, Medication, Child Protection.

Procedure

Whilst in attendance at the service

The death of a child or staff member whilst in attendance at the service will result in the same procedures as for 'serious injury' (see 'Accidents Policy').

The following organisations must be contacted;

- An ambulance service.
- The police.
- The Department of Community Services (if a child involved).
- Management of St Thomas More School.
- Regulatory Authority – Education Standards Board SA.
- Senior Education Advisor OSHC – Catholic Education.

The service will notify the parent / guardian of the child or the staff member's next of kin that a serious incident has happened and advise them to contact the relevant medical agency.

The reporting of a death whilst in attendance at the service is consistent with the reporting listed in the Serious Injury Policy.

In liaison with St Thomas More School Leadership, all parents / caregivers of the other children are advised of a critical incident of the child or staff member.

On the day of the incident there may be a verbal response to families of the service with a formal written notification to follow.

It is recommended that children's families are not advised until a plan of action has been formulated, all concerned are in a position to answer any queries and if necessary counselors have been put in place.

Whilst out of service hours

In the event of the death occurring out of service hours, either a child or a staff member, a plan of action will be formulated with the Director and St Thomas More School Leadership.

If a child is the deceased, the Director will make contact with the child's school to liaise with them regarding the school's response to the event.

The Director will contact the Leadership of St Thomas More School and Catholic Education Office for support and advice.

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Illness and Infectious Diseases

Policy Statement

We provide a safe and hygienic environment that promotes the health of the children and reduces the spread of infection.

Whilst all care and consideration is given to a child who becomes ill while at the service Parents / Caregivers will be asked not to bring sick children to the service and to collect children who are unwell. Children with infectious diseases are excluded from the service for the period recommended in the document Staying Healthy in Childcare.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 77, 85, 86, 87, 88, 89, 160, 161, 162, 168, 171 & 173
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Staying Healthy in Childcare
- NQS Area: 2.1, 2.1.2, 2.2, 2.2.1, 2.2.2, 3.1.2, 5.1, 5.1.2, 6.1, 6.1.3 & 7.1.2
- Policies – Service Access, Enrolment, Maintenance of Records, Participation and Access, Confidentiality, Training and Development, Communication, Hygiene, Food and Nutrition, Emergency Procedures, First Aid, Accidents, Death of a Child or Staff Member, Allergies, Medication, Child Protection, Excursions.

Procedure

If a child becomes ill or develops symptoms while at the service the parents / caregivers are contacted and asked to collect the child.

A child who is ill is comforted, cared for and placed in a quiet isolated area with adult supervision until the child's parent / caregiver or other authorised adult collects them.

During a fever staff members employ first aid measures to bring the child's temperature down until the parents / caregivers arrive.

If a child's temperature is very high, cannot be brought down and parents / caregivers cannot be contacted an ambulance is called.

Any other illness that is deemed serious or requiring urgent medical attention is dealt with in the same manner as a serious accident and an Ambulance is called and Parents / Caregivers contacted.

If a staff member is unwell they should not report for work. Staff should contact the service Director or Second Qualified staff member as soon as possible to inform them that they are unable to attend work. If a staff member becomes ill or develops symptoms while at the service they can return home if able or it will be organised that someone take them home.

The Director or nominee will organise a suitable replacement staff member as soon as possible.

Infectious Diseases

Parents / Caregivers are informed about the Illness and Infectious Diseases Policy on enrolment. Children and staff are excluded from the service if they are ill with any contagious disease.

The period of exclusion is based on the recommendations outlined by the Department of Health via the Staying Healthy in Childcare document.

The Director or staff members have the right to refuse access if concerned about a child's health. Parents / caregivers and staff are informed about the occurrence of an infectious disease in the service ensuring that the individual rights of staff or children are not infringed upon.

All staff ensure proper hygiene practices are carried out as outlined in the Hygiene Policy to reduce the risk of Infectious Diseases spreading.

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Medical Conditions

Purpose

This policy provides guidelines and directions to staff, parents and carers for ensuring the health care requirements of all children, staff and volunteers with medical conditions at St Thomas More School OSHC. The Medical Conditions Policy provides for the management of any medical condition that an enrolled child may have, which may not be limited to asthmas, diabetes and a diagnosis that a child is at risk of anaphylaxis. Diagnosed health care needs, allergies or relevant medical conditions may be ongoing or acute/short term in nature.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 - 90, 90(1)(iv), 91, 92, 93, 94, 95, 96, 155, 160, 161, 168, 171 & 173
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Staying Healthy in Childcare
- NQS Area: 1.1.1, 2.1., 2.1.2., 2.2, 2.2.1., 5.1, 6.1, 6.1.2, 6.1.3, 6.2.2 & 7.1.2.
- Policies – Service Access, Enrolment, Maintenance of Records, Participation and Access, Confidentiality, Storage, Training and Development, Communication, Hygiene, First Aid, Accidents, Illness and Infectious Diseases, Child Protection, Excursions, Code of Conduct, Medical Management Plan incorporating Risk Minimisation Plan and Communication Plan.

Scope of Policy

This policy applies to all staff, students, volunteers, parents/carers, children and others attending St Thomas More School OSHC, including during excursions and activities offsite.

Policy Statement

St Thomas More School OSHC is committed to providing a safe environment for all children, staff and families enrolled with specific health care requirements through implementing and maintaining effective health and hygiene practices. This will be achieved through:

- Fulfilling our duty of care requirement to ensure all those in attendance at the St Thomas More School OSHC are protected from harm.
- Informing educators, staff, volunteers, children and families of the importance of adhering to the Medical Conditions Policy to maintain a safe environment for all and communicating the shared responsibility between all involved in the operation of the OSHC.
- Ensuring that educators have the skills and expertise necessary to support the inclusion of children with additional health needs.
- Ensuring that any medication is administered as prescribed by medical practitioners and first aid guidelines.
- Involving all educators, families and children in regular discussions about medical conditions and general health and wellbeing curriculum.

- Ensuring the service will adhere to privacy and confidentiality procedures when dealing with individual health needs.
- Ensuring that the responsibility for review, implementation and monitoring of the policy is vested in the OSHC Service Director and the Nominated Supervisor.

Procedure

Responsibilities

Staff members and volunteers must be informed about the practices to be followed. If a child enrolled at the service has a specific health care need, allergy or other relevant medical condition, parents/carers must be provided with a copy of this and other relevant policies.

Medication and medical procedures can only be administered to a child:

- With written authorisation from the parent/carer named in the enrolment form (Regulation 92(3)(b)).
- An educator responsible for the administration and recording of the medication that has been administered.
- The medication will be in its original container bearing the child's name, dose and frequency of administration.

The Nominated Supervisor and the OSHC Director are responsible for:

- Implementing this policy at the service and ensuring that all educators/staff follow the policy and procedures set out within.
- Informing the Approved Provider of any issues that impact on the implementation of this policy.
- Identifying specific training needs of educators/staff who work with children diagnosed with a medical condition, and that educators/staff access appropriate training.
- Ensuring children do not swap or share food, food utensils or food containers.
- Ensuring food preparation, food service and relief staff are informed of children and staff who have specific medical conditions or food allergies, the type of condition or allergies they have, and the service's procedures for dealing with emergencies involving allergies and anaphylaxis.
- Ensuring a copy of the child's Medical Management Plan and Action Plan is visible and known to staff in the service. Prior to displaying the Plans, the Director must explain to parents/carers the need to display the plan for the purpose of the child's safety and obtain their consent.
- Ensuring opportunities for a child to participate in any activity, exercise or excursion that is appropriate and in accordance with their Risk Minimisation Plan.
- Providing information to the community about resources and support for managing specific medical conditions while respecting the privacy of families enrolled at the service administering medications as required, in accordance with the procedures outlined in the Medication Administration Procedures.
- Maintaining ongoing communication between educators and parents/carers in accordance with the strategies identified in the Medical Conditions Communication Plan, to ensure current information is shared about specific medical conditions within the service.
- Ensuring educators and other staff follow each child's and Medical Management Plan that incorporates Risk Minimisation Plan.
- Ensuring all Medical Management Plans and medications are current.
- Ensuring required notification procedures under the Regulations and WH&S are adhered to.

Other educators are responsible for:

- Ensuring that children do not swap or share food, food utensils or food containers.

- Communicating any relevant information provided by parents/carers regarding their child's medical condition to the Director to ensure all information held by the service is current.
- Ensuring a copy of the child's Medical Management Plan is visible and known to staff in the service. Prior to displaying the Medical Management Plan, the Director must explain to parents/carers the need to display the plan for the purpose of the child's safety and obtain their consent, being aware of the individual requirements of children with specific medical conditions and ensuring educators and other staff follow each child's Risk Minimisation Plan and Medical Management Plan, monitoring signs and symptoms of specific medical conditions and communicating any concerns to the Director.
- Adequately supervising all children, including those with specific medical conditions.
- Informing the Director of any issues that impact on the implementation of this policy.

Parents/carers are responsible for:

- Informing the service of their child's medical conditions, if any, and informing the service of any specific requirements that their child may have in relation to their medical condition.
- Developing a Risk Minimisation Plan with the Director and/or other relevant staff members at the service.
- Providing a Medical Management Plan signed by a medical practitioner, either on enrolment or immediately upon diagnosis of an ongoing medical condition. This Medical Management Plan must include a current photo of the child and must clearly outline procedures to be followed by educators in the event of an incident relating to the child's specific health care needs.
- Notifying the Director of any changes to the status of their child's medical condition and providing a new Medical Management Plan in accordance with these changes.
- Informing the Director of any issues that impact on the implementation of this policy by the service.

Volunteers & students are responsible for:

- Following this policy and procedures while at the service.

Medication Management Plan:

Procedures under regulation 90 and 92, all children with a medical condition that requires particular treatment or first aid while at OSHC must have a Medical Management Plan and Action Plan completed by the child's medical practitioner. This plan must include the following information:

- Identifying information – child's name, date of birth, recent photograph.
- Information on the child's medical condition.
- Symptoms and consequences of the condition.
- Indicators of the need for medical intervention or treatment.
- Emergency contact people and phone numbers (including parents/carers and child's medical practitioner).
- Clear instructions to cover all foreseeable circumstances including management in the service (indoors and in the playground/garden) and on excursions.
- Emergency procedures.
- Specific information about medication including administration, storage, timing, dosage and possible side effects.
- Relevant forms and written advice from medical practitioners and parents/carers regarding the medical treatment of the child.

The Director will ensure the following documents are completed in full and the following procedures are in place prior to the child commencing:

- The Medical Management Plan for the child is signed by the child's registered medical practitioner and is visible to all staff. A copy of the child's Medical Management Plan is included with the medication.
- A child's individual Risk Minimisation Plan is completed in consultation with the parents/carer, which includes strategies to address the particular needs of each child at risk of anaphylaxis, diabetes, asthma or epilepsy and this plan is implemented.
- A child's Communication Plan is developed using information from the child's Risk Minimisation Plan.
- Where the child has been prescribed an Adrenaline auto-injection device it 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.
- Adrenaline auto-injection device (within expiry date) or relevant medication is available for use at any time the child is in the care of the service.
- All staff, including relief staff, are aware of each auto-injection device kit or other prescribed medication location and the location of the child's Medical Management Plan.
- All parents/carers are made aware of this Policy.
- Staff who are responsible for the child/ren diagnosed at risk of anaphylaxis, epilepsy, asthma or diabetes undertake accredited training, which includes strategies for management, risk minimisation, recognition of the medical condition and emergency treatment. This would also include practice with an auto-injection device trainer or any other devices, and reinforced at quarterly intervals and recorded annually.
- When food is prepared at the service, measures are in place to ensure children at risk of anaphylaxis or diabetes are not at risk. See policies for food and nutrition and hygiene.
- The management of medical conditions diagnosed by a registered medical practitioner including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis.
- Informing staff members and volunteers of practices in relation to managing those medical conditions.
- A Communications Plan that provides information about how the service will ensure that staff members and volunteers are aware of how the service manages any diagnosed health care needs, allergies or medical conditions of children at the education and care service, and how parents can communicate any changes to OSHC.
- Use a schedule twice a term, week 1 and 6 and inform parents/carers prior to the Plans/Medication expiry.
- Inform the parent/carer that their child is unable to attend OSHC without a current Medical Management Plan.
- A child enrolled at the service who has a diagnosed health care need, allergy or relevant medical condition, to have in place:
 - A Medical Management Plan provided by the parents of the child and for the Medical Management Plan to be followed in the event of a related incident; and
 - A Risk Minimisation Plan developed between the service and the parents of the child (regulation 90).
 - Preparations for high risk scenarios, including establishing clear decision making processes for calling an ambulance.

Medical Management Risk Minimisation Plan:

The Director and relevant educators will prepare and implement a Medical Management Plan, including the Risk Minimisation Plan in consultation with families which is informed by the child's Medical Action Plan. The Plan will include measures to ensure:

- Any risks are assessed and minimised.
- Practices and procedures for the safe handling of food, preparation, consumption and service of food for the child are developed and implemented if relevant (we will follow all health, hygiene and safe food policies and procedures).
- All parents are notified of any known allergens that pose a risk to a child and how these risks will be minimised.
- A child does not attend the service without medication prescribed by their medical practitioner in relation to their specific medical condition. This Plan will be signed by parents and the Director.

The Medical Management and Risk Minimisation Plans will be kept in the child's file and a copy of the plans stored securely with the child's medication, emergency evacuation kit and first aid kit. The plans will be displayed in areas which are not accessed by families and visitors to protect the child's privacy. The medical plans will also be taken on any excursions.

Medical Management Communication Plan:

The Director will implement a Medical Conditions Communication Plan to ensure that relevant educators, staff and volunteers:

- Understand the Medical Conditions Policy.
- Can easily identify a child with health care needs or medical conditions.
- Understand the child's health care needs and medical conditions and their Medical Management, and Risk Minimisation Plans.
- Know where each child's medication is stored.
- Are updated about the child's needs and conditions. The Director will regularly remind families to update their child health and medical information as outlined in the Plan. The Plan will be signed by parents and the Director.

The Director will ensure:

- Any new information is attached to the child's medical plans and shared with relevant educators, staff and volunteers.
- Displays about a child's health care needs or medication conditions are updated.

Anaphylaxis/Allergy Management Plan:

Anaphylaxis is a severe allergic reaction to a substance. While prior exposure to all allergens is needed for the development of true anaphylaxis, severe allergic reactions can occur when no documented history exists. We are aware that allergies are very specific to an individual and it is possible to have an allergy to any foreign substance. Symptoms of anaphylaxis include difficulty breathing, swelling or tightness in the throat, swelling tongue, wheeze or persistent cough, difficulty talking, persistent dizziness or collapse and in children paleness and floppiness. Anaphylaxis is often caused by a food allergy. Foods most commonly associated with anaphylaxis include peanuts, seafood, nuts, eggs and cow's milk.

To minimise the risk of exposure to foods that might trigger severe allergy or anaphylaxis in susceptible children, educators and staff will:

- Ensure children do not trade food, utensils or food containers.
- Prepare food in line with a child's Medical Management Plan and family recommendations.

- Request families to label all bottles, drinks and lunchboxes etc. with their child's name.
- Consider whether it's necessary to change or restrict the use of food products in craft, science experiments and cooking activities, so children with allergies can participate.
- Closely supervise all children at meal and snack times, ensure food is eaten in specified areas.

Asthma Management Plan:

Asthma is a lung disease that inflames and narrows the airways. Asthma symptoms include wheezing, cough, chest tightness or shortness of breath. Educators and staff will implement measures to minimise the exposure of susceptible children to the common triggers which can cause an asthma attack. These triggers include:

- Dust and pollution.
- Inhaled allergens, for example mould, pollen and pet hair.
- Changes in temperature and weather, heating and air conditioning.
- Emotional changes including laughing and stress.
- Activity and exercise.

To minimise exposure of susceptible children to triggers which may cause asthma, educators and staff will ensure children's exposure to asthma triggers are minimised. For example,

- Implement wet dusting to ensure dust is not stirred.
- Plan different activities so children are not exposed to extremes of temperature.
- Restrict certain natural elements from inside environments.
- Supervise children's activity and exercise at all times.
- Keep children indoors during periods of heavy pollution, smoke haze or after severe storms which may stir up pollen levels etc.

The Director will also:

- Consider children's asthma triggers before allowing children's pets to visit.
- Ensure indoor temperatures are appropriate and heating and cooling systems are being used appropriately.
- Assist educators to monitor pollution levels and adverse weather events.
- Ensure educators and staff regularly reflect on our documented risk management practices.

An asthma attack can become life threatening if not treated properly. If a child is displaying asthma symptoms, educators will:

- Ensure a first aid trained educator with approved asthma training immediately attends to the child. If the procedures outlined in the child's Medical Management Plan do not alleviate the asthma symptoms, or the child does not have a Medical Management Plan, the educator will provide appropriate first aid, which may include the steps outlined in the National Asthma Council Australia Action Plan: https://assets.nationalasthma.org.au/resources/NAC-Asthma-Action-Plan-2015_Web-BW.pdf
 - Sit the child upright – stay with the child and be calm and reassuring.
 - Give 4 separate puffs of a reliever inhaler (blue/grey).
- Use a spacer if there is one.
- Shake puffer.
- Give 1 puff at a time with 4-6 breaths after each puff.
- Repeat until 4 puffs have been taken.
 - Wait 4 minutes – if there is no improvement, give 4 more puffs as above.
 - If there is still no improvement call an ambulance on 000.
- Keep giving 4 puffs every 4 minutes until the ambulance arrives.

The service will ensure that the child's Asthma First Aid Kit is stored in a location that is known to all staff, including relief staff, easily accessible to adults, inaccessible to children and at room temperature in dry areas.

Spacers and masks can only be used by one person. Educators will ensure the child's name is written on the spacer and mask when it is used.

Diabetes Management Plan:

Diabetes is a chronic condition where the levels of glucose (sugar) in the blood are too high. Glucose levels are normally regulated by the hormone insulin. The most common form of diabetes in children is Type 1. The body's immune system attacks the insulin producing cells so insulin can no longer be made. People with type 1 diabetes need to have insulin daily and test their blood glucose several times a day, follow a healthy eating plan and participate in regular physical activity.

Type 2 diabetes is often described as a 'lifestyle disease' because it is more common in people who are overweight and don't exercise enough. Type 2 diabetes is managed by regular physical activity and healthy eating. Over time type 2 diabetics may also require insulin.

Symptoms of diabetes include frequent urination, excessive thirst, tiredness, weight loss, vision problems and mood changes. People who take medication for diabetes are also at risk of hypoglycaemia (they may have a 'hypo') if their blood sugar levels are too low. Things that can cause a 'hypo' include:

- A delayed or missed meal or a meal with too little carbohydrate.
- Extra strenuous or unplanned physical activity.
- Too much insulin or medication for diabetes.
- Vomiting.

Symptoms of hypoglycaemia include headache, light-headedness and nausea, mood change, paleness and sweating and weakness and trembling. If left untreated people may become disorientated, unable to drink, swallow or stand, suffer a lack of coordination, loss of consciousness and seizures.

The educators will implement measures to reduce the risk of children suffering adverse effects from their condition. These may include, for example:

- Ensuring medication is administered as outline in the Medical Management Plan.
- Ensuring children eat at regular intervals and have appropriate levels of carbohydrate.

If a child is displaying symptoms of a 'hypo' a first aid trained educator will:

- Immediately administer first aid in accordance with the child's Medical Management Plan. This may include giving the child some quick acting and easily consumed carbohydrate e.g. jellybeans, 2-3 teaspoons of honey or some fruit juice. Once blood glucose is at a regular level the child may be given some slow acting carbohydrate to stabilise the blood sugar e.g. slice of bread, glass of milk, piece of fruit.

If the child is displaying severe hypoglycaemia (e.g. they're unconscious, drowsy or unable to swallow) a first aid trained educator will:

- Immediately administer first aid in accordance with the child's Medical Management Plan.
- Call an ambulance by dialling 000.
- Administer CPR if the child stops breathing before the ambulance arrives.

Medication Administration:

The OSHC Director will:

- Ensure that a medication record is developed for each child requiring medication at OSHC. The medication record must detail the name of the child and have authorisation to administer medication signed by the parent/carer.

- Ensure that medication is not administered to a child unless:
 - The administration is authorised.
 - The administration is administered as prescribed by the registered medical practitioner (with instructions either attached to the medication, or in written form from the medical practitioner).
 - The medication is from the original container.
 - The original label clearly shows the name of the child.
 - The original label clearly shows the expiry/use by date and this is adhered to.
- Ensure that written and verbal notification are given to a parent or other family member of a child as soon as practicable, if medication is administered to the child in an emergency when consent was either verbal or provided by medical practitioners.
- Ensure that if medication is administered without authorisation in the event of an asthma or anaphylaxis emergency that the parent of the child and emergency services are notified as soon as practical.
- Ensure that the person giving permission to administer medication is the enrolling parent/carer.
- Keep medication forms in a secure and confidential manner and ensure the records are archived for regulatory prescribed length of time.
- Ensure that educators receive information about the medical and medication policies during their induction.
- Inform families of the OSHC Medical Conditions Policy and the need to ensure that safe practices are adhered to for the wellbeing of both the child and educators.

Educators will (with support from the Director):

- NOT administer any medication without the authorisation of a parent or person with authority – except in the case of an emergency, when the verbal consent from an authorised person, a registered medical practitioner or medical emergency services will be acceptable if the parents cannot be contacted.
- Ensure that medications are stored in the refrigerator in a labelled and locked medication container with the key kept in a separate location, inaccessible to children. For medications not requiring refrigeration, they will be stored in a labelled and locked medication cupboard with the key kept inaccessible to children.
- Ensure that they have approved First Aid qualifications in accordance with current legislation and regulations.
- When administering medication check the Medication Authority and Medical Plans, the prescription labels and the amount of medication to be administered. Complete the Medication Record Form. Medications will be returned to the locked medication container or cupboard after use.
- Follow hand washing procedures before and after administering medication.
- Share any concerns or doubts about the safety of administering medications with the Director to ensure the safety of the child. The Director may seek further information from the family, the prescribing doctor, or the Public Health Unit before administering medication.
- Ensure that the instructions on the Medication Forms are consistent with the doctor's instructions and the prescription label.
- Request that the family request an English translation from the medical practitioner for any instructions written in a language other than English.

Families will:

- Notify educators, both via enrolment forms and verbally when children are taking any medications. This includes short and long term medication use.

- Complete a medication record form and a Risk Management Plan as applicable for children requiring medication while they are at OSHC. Documents for term medication use will be developed with the family and the medical practitioner completing and signing the plan. Plans must be updated as the child’s medication needs change and reviewed at least yearly.
- Be required to keep prescribed medications in original containers with pharmacy labels. Medications will only be administered as directed by the medical practitioner and only to the child whom the medication has been prescribed for. Expired medications will not be administered.
- Keep children away from OSHC setting while any symptoms of an infectious illness and as long as is recommended by SA Health.

Date of approval	28/5/2020
Date of next review	28/5/2023

ST THOMAS MORE SCHOOL OSHC MEDICAL MANAGEMENT PLAN



Child's Name:.....Date of Birth:.....Implementation Date:

Medical Condition:.....

A Medical Management Plan should be completed with the child's medical practitioner (and attached) containing the following information: - (please tick if complete)

• Child's name, date of birth, recent photo	
• Details of the health care need, allergy or medical condition, including symptoms and triggers	
• Contact details of the treating medical practitioner	
• Severity of condition	
• Current medication	
• Response required if symptoms emerge	
• Medication required in an emergency	
• Response required if the child does not respond to initial treatment	
• When to call an ambulance	

Place Recent Photo Here

DETAILS OF CONDITION – Condition, Frequency, Symptoms and Triggers

-
-
-
-
-
-

DOES THE CHILD RECOGNISE THE SYMPTOMS: Yes / No

ST THOMAS MORE SCHOOL OSHC MEDICAL MANAGEMENT PLAN



RISK MINIMISATION PLAN

Date	Medical/Health Condition	Causes	What May Happen	Control Measures

Location of medication:

ACTION PLAN – Step by step actions to be taken

-
-
-
-
-
-

IS YOUR CHILD PERMITTED TO SELF-MEDICATE? Yes / No

Plan Prepared By:(Director / Other) and
.....(Parent/s)

Notes:.....
.....

ST THOMAS MORE SCHOOL OSHC MEDICAL MANAGEMENT PLAN



COMMUNICATION PLAN

Plan	Date completed	Name & Signature of Person Responsible
Relevant staff and volunteers have been informed of the child's Medical Condition / Health Care Need and Risk Minimisation Plan		
Parents have been provided with a copy of OSHC Medical Conditions Policy		
Parents have been informed that the child's Medical Management Plan and Risk Minimisation Plan must be updated at least annually or as changes are required		

Your child's Medical / Health Care Plan will be displayed in an area accessible by staff who are responsible for your child's education and care. To comply with the Education and Care Services National Regulations your consent is required. The information will not be used for any purpose other than to ensure the wellbeing of your child.

Name: Signature:

Date:

Review Date:

Child Protection

Refer to attached – Protective practices for staff in their interactions with children and young people - Guidelines for staff working or volunteering in education and care settings

Child Protection Reporting Guide

Child Protection Report

USING THIS FORM

- 1 Using this form is optional but it may be of assistance if you determine that a Mandatory Notification needs to be made to the Child Abuse report line
- 2 Any Child Abuse report should be made without delay even if all the relevant information is not known or available at the time of reporting.
- 3 It is your legal responsibility to make a Child Abuse report you are not obliged to inform the Principal or anyone else that you have made a report however feel free to discuss it with the Principal or a member of the School Leadership Team. Doing so may be prudent from a pastoral care perspective.
- 4 It is not a legal requirement to inform the Principal when making a Child Abuse report; however you must inform the Principal of any serious matters related to the school.
- 6 It is suggested that a copy of this report is kept by the person making it.

REPORT ALL MATTERS TO SAPOL IN THE FOLLOWING CIRCUMSTANCES

All sexual matters – irrespective of age
Serious physical assault – irrespective of age

IMPORTANT PHONE NUMBERS

CHILD ABUSE REPORT LINE (CARL)	13 14 78
SAPOL - (police assistance)	13 14 44
SAPOL (local police station) (insert name)	(insert phone no.)
Sexual Crime Investigation Branch	8207 5800

SUMMARY INFORMATION

1. Name of person making this report. (optional)
2. Signature of person making this report. (optional)
3. Has the Principal been notified of this issue? Yes No

*(NB; There is no obligation to inform the Principal that you have made a Child Abuse report, however all matters relating to child protection **must** be reported to the Principal if they are in any way connected with the school)*

4. If so, when? Date.../.../... Time:(am / pm)
5. When was the Child Abuse report made? Date.../.../... Time:(am / pm)
6. Name of Child Abuse officer to whom the report was made.

7. Child Abuse officers response re any intended action by them

.....
.....
.....

8. Has a report been made to SAPOL?

9. If so, when? date.....time.....Station

10. Name of SAPOL officer handling the report.....

11. SAPOL response re any intended action by them

.....
.....

12. Specific instructions from SAPOL in relation to the matter reported

.....
.....
.....

INFORMATION CHECKLIST

1. Child's Name.....

2. Male Female age..... d.o.b.....

3. Address.....

4. Phone No.

5. Parent/Caregiver's Name

6. Address.....

7. Person against whom the allegation was made

8. Address.....

9. Phone No.

10. Relationship to child

11. Other members of the child's household and their relationship to the child.

Name.....Age..... Relationship

Name.....Age..... Relationship

Name.....Age..... Relationship

Name.....Age..... Relationship

Name.....Age..... Relationship

CURRENT SITUATION

1. What is your assessment of the current situation? Is the child in immediate danger? If so, contact SAPOL and consult with your Principal

.....
.....
.....
.....
.....

2. Present whereabouts, if known, of:

Child

Parent/Caregiver.....

Person against whom the allegation was made

.....

3. Who is aware of this report being made?.....

OTHER BACKGROUND INFORMATION

1. Other agencies involved with the child and/or family (including schools)

.....
.....

2. Cultural Background Main language in home

3. Any other relevant information

DESCRIPTION OF INCIDENT (attach extra sheets if necessary)

1. Detailed description of any ABUSE/NEGLECT/INJURY, both current and previous. (e.g. details of disclosure or incident observed, size and location of physical injuries, specific description of abusive acts or omissions of care)

.....
.....
.....
.....
.....

2. Detailed description of any BEHAVIOURAL INDICATORS, including frequency and circumstances.

.....
.....

3. When did you first become aware of the alleged abuse/neglect?

.....

4. How do you know this and what leads you to suspect it is the result of alleged abuse/neglect?

.....

5. Who else is aware of this?

OUTCOMES (Details of action taken:)

Date	Action	Person responsible

--	--	--

Support actions for the person making the report

- Network Support.....
- School/System support.....
- ACCESS counselling (1300 66 77 00)
- Debriefing

Date of approval	28/5/2020
Date of next review	28/5/2023

Notification checklist

(Information you should have with you, if available, when you make a notification)

Identification details:

- full name (including aka: 'also known as' by other surnames)
- date of birth/age/year level
- current address; contact number
- school or care setting
- Aboriginal or Torres Strait Islander identity/kinship group
- non-English speaking/disability
- alleged perpetrator's name, age, address, relationship to child/young person, current whereabouts
- current whereabouts of child/young person
- next contact with alleged perpetrator

child/young person
siblings
parents/
caregivers

Notifier details:

- your full name, job title or role in the school or care setting
- name, address and contact number of school or care setting
- your relationship to child/young person of concern
- type of contact you have with the family/how frequent
- capacity in which you are working with child/family

Details of concerns:

- if child/young person disclosed: What did child/young person say?/What was the emotional presentation?
- who saw/heard what and when
- size and location of injuries/description of any bruising
- child/young person been seen by a GP; if so, name and contact number
- description of carer behaviours of concern and frequency/severity
- description of any of child's/young person's behaviours of concern and frequency/severity

Other family details:

- are parents separated; any Family Court orders
- does custodial/non-custodial parent have a partner/partner's name
- knowledge about the functioning of the family or family violence/animal cruelty/violence to people outside of the family or drug/alcohol abuse/mental health problems or extended family or other support networks/child care arrangements or nature of involvement with any agencies/any relevant health factors

History of education/care actions:

- response from parents/caregivers when concerns have been raised with them
- 'take up' from parents/caregivers of referrals facilitated for them
- special supports for the child/young person (SSO support/breakfast program/transport/uniform/modified/learning program/counselling/mentoring/overnight care)
- referrals and involvement of integrated support services team with child/young person
- involvement of other government or non-government services
- files/documents available for transfer to child protection staff
- your discussion with principal/director or delegate about this notification
- your record of this notification on the official form in your site leader's office

Behaviour Guidance

Policy Statement

We provide an environment where all parents / caregivers, staff and children feel safe, cared for and relaxed and encourages co-operation and positive interactions between all persons. Rules are clearly established based on safety, respect for others and creating a caring environment. Positive behavior is encouraged and self-discipline skills developed through positive example and direction.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 155, 156, 168 & 171
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 1.1.1, 1.1.3, 1.2.3, 2.2, 2.2.1, 4.1, 4.2, 4.2.1, 4.2.2, 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 5.2.2, 6.1, 6.1.1, 6.2, 7.1.1, 7.1.2, 7.2 & 7.2.1
- Policies – Service Access, Enrolment, Maintenance of Records, Participation and Access, Grievance Procedures, Confidentiality, Security, Conditions of Employment, Staff Review, Bullying/Harassment, Disciplinary Action, Volunteers/Students/Visitors, Communication, Emergency Procedures, Medical Conditions, Gender Equity, Cultural Relevance/Anti-Bias, Excursions.

Procedure

Basic rules and clear guidelines of acceptable behaviour are established through consultation with staff and children.

Rules encourage respect for the rights of others and help to create a safe and caring environment and be based on safety, order and cleanliness.

Children and parents have the opportunity to be involved in developing rules for the service.

All rules are clearly expressed in a positive way, visible and reinforced consistently.

All consequences are relevant to the individual situation and not demeaning to the child.

Positive behaviour is encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.

Children are given opportunities which enable them to be responsible for their own behaviour through the development of problem solving skills.

Children are encouraged to seek support when necessary.

Educators have access to training and support in positive approaches to behaviour education. This is made available as part of the training budget.

Educators, the school and parents work in partnership in promoting a consistent and positive approach to behaviour management.

Educators and parents discuss concerns as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.

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

THE CHILDREN WILL:

Accept and value every child and adult regardless of race, cultural background, religion, gender or ability.

Treat each other with respect, courtesy and understanding.

Be encouraged to maintain positive communication and relationships between staff, children and other adults.

Ensure that appropriate language and behaviour is maintained at all times.

Know and fulfill their responsibilities, as an active member of the service.

Settle their differences in a respectful and peaceful manner using communication to resolve all issues, never using violence against another.

Develop self-discipline skills through positive example and direction.

Develop an understanding that behaviours result from choices made by the individual and that all behaviours have consequences.

THE EDUCATORS WILL:

Accept and value every child and adult regardless of race, cultural background, religion, gender or ability.

Treat all children, parents and each other with respect, courtesy and understanding.

Be tolerant.

Ensure dignity and the rights of each child are maintained.

Avoid shouting.

Use voice annotations, facial expressions and explanations as methods.

Maintain positive communication with the children at all times.

When communicating with children ensure that they are understood and communicate at the child's level in a friendly, positive and courteous manner.

To encourage children to take responsibility for their actions, staff will:

- Initiate conversations with all children and develop an understanding of the child and their interests.
- Form friendly and warm relationships with the children in their care and be supportive and encouraging.
- Ensure that expectations relating to the children's behaviour is explicit and clear and consequences are consistently applied.
- Act as a role model for acceptable behavior.
- Encourage and reward acceptable behaviour.
- Focus on the behaviour, not the child.
- Give praise and positive feedback to the children as often as possible.
- Provide an environment which fosters the child's self-esteem.
- Help children develop self-discipline skills through positive example and direction.
- Avoid threats and or verbal abuse.
- Introduce older children to simple conflict resolution skills.
- Never single out any children or making them feel inadequate.
- Help children to appreciate and care for each other and their surroundings.
- Ensure that appropriate language is used at all times.
- Provide a cool down space for children who are highly agitated.

CONSISTENT UNACCEPTABLE BEHAVIOUR

Where a child demonstrates consistent unacceptable behaviour the educators will:

- Ensure the child is aware of boundaries and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child's level of development and understanding.
- Review the consequences to ensure they are not inadvertently encouraging the behaviour.
- Look for and assess possible causes for the behaviour.
- Discuss the issue with the parents / caregivers and the child.
- Record all incidents, indicating what happened before and after the incident, time, date and who was involved.
- Complete a Behaviour Education plan.

If the child physically hurts other children or adults the staff will:

Follow the St Thomas More OSHC Non-Negotiable procedure

St. THOMAS MORE OSHC NON-NEGOTIABLE

Premeditated Physical Violence directed at another child or educator/teacher either in the OSHC facilities or School Yard it will not be tolerated or accepted.

Examples of premeditated physical violence include, but are not limited to:

- Punching
- Kicking
- Slapping
- Choking
- Spitting
- Biting
- Head-butting
- Inciting Violence
- Incidents deemed violent by staff

If this occurs then:

- OSHC Staff will contact the child's family
- The child is sent home for the remainder of the OSHC session
- Follow up will be negotiated by OSHC Staff and will include a Re-entry meeting between the Child's Parents, OSHC Director and OSHC Staff affected (if applicable)
- Possible exclusion for the following OSHC session(s) as deemed appropriate by the OSHC Director and OSHC Staff



Date of approval	20/8/2020
Date of next review	20/8/2023

Head Lice

Policy Statement

We provide a healthy hygienic environment that promotes the health of the children, educators and parents through proper care and attention. All people at the service follow preventative measures in head lice control. Educators ensure they maintain and model appropriate hygiene practices.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 4, 85, 86, 87, 88, 98, 99, 106, 168, 170, 171, 172, 173, 174, 175 & 177
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Work Health and Safety Act 2011
- NQS Area: 2.1, 2.1.2, 6.1.3 & 7.1.2
- Policies –Hygiene, Allergies, Illness and Infectious diseases and Medical

Procedure

Educators model sound personal hygiene practices and encourage their use by children.

Parents/Caregivers are informed if their child is found with head lice.

Educators continually encourage children not to share combs or hairbrushes and not to put their heads together or share hats.

Parents/Caregivers are encouraged to wash any items retrieved from the lost property basket prior to re-use.

Children with long hair should tie it up to prevent the spread of head lice.

Educators tie long hair back during work times to prevent head lice.

Parents/Caregivers are encouraged to follow the instructions of an approved head lice treatment program to ensure their child is not re-infested with the head lice.

Children may return to the service the following day if effective head lice treatment has commenced and there is no live lice detected on the child's head.

Date of approval	23/9/2020
Date of next review	23/9/2023

Water Safety

Water activities are a significant part of Australian life and provide children with opportunities to access a variety of activities for experience, learning and fun. However, all bodies of water present a significant hazard and require service educators to ensure increased vigilance around them to ensure the safety of children. It is acknowledged that children can drown in as little as 5cm of water. The regulations do not specify a specific educator to child ratio for activities where water is a feature. The number of educators present is to be determined by a risk assessment of the proposed activity. It must also be noted that in sections 165, 167 and 169 of the National Law there are clear statements about adequate supervision. The adequacy of supervision shall be determined by a range of factors that include:

- Numbers, ages and abilities of the children.
- Number and positioning of educators.
- Each child's current activity.
- Areas where children are playing, in particular the visibility and accessibility of these areas.
- Risks in the environment and experiences provided to children.
- Educators' knowledge of each child and each group of children.
- The experience, knowledge and skill of each educator.

Definition of a body of water

The service recognises the following locations are bodies of water:

- Swimming pools
- Wading pools
- Lakes
- Ponds
- Ocean/sea
- Creeks
- Dams
- Rivers
- Equipment used by the service that could contain 5cm or more of water and would allow a child to submerge both nose and mouth at the same time.

Policy Statement

The St Thomas More School OSHC Service recognises the risks posed by bodies of water and takes the safety of children and educators involved in water-based activities and around bodies of water seriously. The service ensures that every precaution is taken so that children are able to enjoy water-based activities safely. Risk assessments are carried out for programmed water-based activities and the outcomes underpin the educator to child ratio for the activities i.e. swimming pool 1:5 ratio.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 77, 78, 100, 101, 102, 165, 167, 168 & 169
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Work Health and Safety Act 2011

- NQS Area: 2.1, 2.1.2, 2.2, 2.2.1, 4.1, 4.1.1, 7.1.2 & 7.1.3
- Policies – Excursions, Risk Assessment, Child Protection, Sun Protection

Procedure

The service ensures the safety of children around bodies of water by:

- Undertaking a risk assessment that determines the required educator to child ratio for proposed activities.
- Ensuring there are educators present that have a current, approved first aid qualification including CPR.
- Demonstrating a preference for venues that provide additional supervision in the form of life guards.
- Ensuring educators are placed in positions that allow them to directly and actively supervise any child accessing a body of water.
- Avoiding any venue with a body of water where sufficient precautions cannot be taken to ensure the safety of children.

Roles and Responsibilities

The Director is responsible for:

- Actively looking for venues that provide additional supervision in the form of life guards, when the venue contains or has access to a body of water.
- Conducting a risk assessment on any venue the service plans to visit, to ensure that the service is able to provide appropriate levels of supervision and that the risk does not exceed the service's ability to maintain the safety of children.
- Ensuring a risk assessment is carried out on any activity the service sets up that allows children to access a body of water.
- Ensuring educators position themselves in the environment so that every child is within sight of an adult at all times and that supervision is direct and vigilant; and that educators rotate their position in the environment on a regular basis to allow for movement and to maintain vigilance.
- On a swimming excursion, having some educators designated to supervise children from within the body of water.

Additionally:

- Children will be provided with clean, fresh drinking water at all times. The water will be served from containers which will remain securely sealed at all times and always emptied and cleaned thoroughly at the end of each day.
- All hot water accessible to children must be no higher than 43.5°C. Any kitchen appliances used to heat water will be kept in an area not accessible to children.

- Educators will ensure all hot drinks are consumed in the kitchen and kept out of the reach of children. Educators will only use coffee cups that have secure lids that have been supplied, rather than an open mug. No warm/hot drinks will be taken outside during play time to avoid any accidents e.g. by getting hit by a ball, or someone running into the educator then spilling the drink on children or themselves.
- During the daily grounds check, Educators will ensure no pools or containers of water are present and in the case of extreme rain, Educators will thoroughly inspect outdoor areas for any pooling of water before allowing children to play outside.
- All buckets of water will be emptied immediately after use and no full buckets will be left in the children’s play area. All water play involving water containers or troughs will be directly supervised at all times and emptied on to garden areas immediately after use. Children will be discouraged from drinking this water during play.
- Educators will ensure that all water carrying vessels that can reasonably present a drowning hazard for children are stored in a manner so as to prevent inadvertently collecting water and causing a drowning risk to children.
- All grey water or rain tanks will be clearly labelled “Do Not Drink” and all children playing in areas with water tanks located nearby will be monitored closely by Educators to ensure that do not attempt to access the water supply.

Date of approval	23/9/2020
Date of next review	23/9/2023

Tobacco, Drug and Alcohol Free Environment

Policy Statement

The St Thomas More OHSC Service stakeholders are committed to the provision of a healthy environment in which children can grow and be safe. Educators and staff have an obligation to all children attending the service and are committed to defend their right to care and protection. To ensure children are not subjected to the dangers associated with tobacco, drugs and alcohol, we maintain a harm free environment where no individual is affected by alcohol or drugs.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law 2010
- The Education and Care Services National Regulation 2011 - 82
- The Education and Care Services National Quality Standards 2011
- Child Protection Act 1993
- NQS Area: 2.2.1 & 4.2.2
- Policies – Staff Professionalism, Outdoor Environment, Indoor Environment, Excursions.

Procedure

Our service is strictly tobacco, drug and alcohol free. In order to keep children, educators, families and visitors free from the dangers of drugs, alcohol, tobacco smoke and other smoke, including illegal substances, the following policies apply:

The consumption of tobacco, drugs and alcohol is prohibited in all areas of the service including –

- Inside.
- Outside in the playground.
- Outside in the car-park.
- In any areas which can be viewed or potentially exposed to inhalation by our services' children and families.

Smoking and the consumption of alcohol is also prohibited -

- On incursions or excursions at any point during the event.
- While travelling with a child.
- At educator meetings.
- At parent meetings.
- At any social activity, whether in work hours or not, where the children and educators are involved.

Under no circumstance will any person attend the service if they are affected by alcohol or drugs, including prescription medication, if in any way the consumption of these items impairs an individual's capacity to supervise, educate or care for children.

Where relevant, our educators will engage children in conversations or learning experiences that promote the benefits of a tobacco, drug and alcohol free lifestyle.

Date of approval	20/8/2020
Date of next review	20/8/2023

Keeping of Animals

Policy statement

Any animals cared for by the service are given adequate care. Children are given the opportunity to share in the responsibility of looking after any animals in care.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law 2010
- The Education and Care Services National Regulation 2011 - 77 & 168
- The Education and Care Services National Quality Standards 2011
- Duty of Care
- Local authority regulations
- NQS areas: 1.1.1, 2.1, 2.1.1, 2.1.2, 2.2, 2.2.1, 4.1, 4.1.1 & 7.1.2
- Policies – Hazardous Materials, Outdoor Environment, Indoor Environment, Pest Control

Procedure

St Thomas More OSHC will only keep animals:

- Where they are appropriate to the program
- If no children and or educators are allergic to that type of animal
- If permitted by local authority regulations
- If St Thomas More OSHC has sufficient and adequate space and or area for keeping the animal

The Director will ensure that any animal, which poses a health or safety risk to any child in St Thomas More OSHC, is safely and responsibly removed immediately.

Hand washing and hygiene procedures are followed after the handling of all animals, whether it is a St Thomas More OSHC animal or stray.

Animals cared for by St Thomas More OSHC have sufficient food, water, air, bedding and shelter.

Under the supervision of educators, the children are encouraged to help with the care of animals. Depending on the animal, families and educators may be encouraged to take care of it at home over periods of long weekends and or service closures.

No animals are permitted in food preparation areas.

In case of a stray animal, St Thomas More OSHC will appropriately remove and restrain it whilst making attempts to contact the owners or local authorities for collection.

If educators feel the animal has become a threat to the children, the following will be actioned:

- Direct the children quietly and calmly to leave the affected area, moving into a secure building.
- Report the animal to the appropriate authorities.

Date of approval	20/8/2020
Date of next review	20/8/2023



APPLICATION FORM FOR CATEGORIES 4 and 5 ACTIVITIES or NON LISTED ACTIVITIES

This form must be completed to gain approval to keep animals on site where activities in Categories 4 and 5 or Non Listed Activities are undertaken.

Under the guidelines outlined in the "The Australian Code of Practice for the Care and Use of Animals for Scientific Purposes, 8th Edition", Schools must seek approval to use animals for teaching purposes and to keep them. The aim is to ensure protection is afforded to animals in Schools and ethical practices are adhered to.

Applications for this must be submitted by the School's Animal Ethics Focus Person by the last working day of March each year. On approval applications will be valid for the period 1 May to 30 April of the following year.

Categories 4 and 5 activities require approval from the Animal Ethics Committee. Page 5 of this application requires that schools report details of activities that are within Category 2 or 3 that may be performed in conjunction with any category 4 or 5 activity.

"Species Information" sheets (pages 4-6) need to be completed for each species of animal kept on site.

Approval for agricultural / aquaculture purposes will be granted for 1 year. Breeding of large macropods is discouraged.

Please note that approval is not required by the Animal Ethics Committee to keep animals on site if the activities fall within Categories 1 to 3.

Refer to www.ais.sa.edu.au > School Management & Governance > Animal Ethics for full list of categories and activities.

Name of School: [text box]

PIC code: (Schools require a Property Identification Code if they keep livestock e.g. horses, cattle, sheep, alpacas etc). [text box]

Address: [text box] Postcode: [text box]

Telephone No: [text box] Fax No: [text box]

Animal Ethics Focus Person: [text box] Position Held: [text box]

Mobile Number: [text box]

Supervising Teacher: [text box] Position Held: [text box]

Mobile Number: [text box]

Sites are required to ensure an Animal Ethics Focus Person or Supervising teacher is contactable at all times.

Email: [text box]

Veterinary Surgeon:(Mandatory) [text box] Telephone No: [text box]

The Veterinarian should be aware that they have been nominated by the School. The AEC may contact the Veterinarian.

If keeping native animals, please provide name of site's native consultant. [text box]

Staff involved in this application (as named above).

Table with 5 columns: Position(s), List relevant background, qualifications & Training, Membership of relevant animal groups, Tenure at School, Permanent or Temporary Postion? Rows for Animal Ethics Focus Person and Supervising Teacher.

Note: All Staff involved with animals and the site's Animal Ethics Focus Person must be familiar with the "Australian Code for the care and use of animals for scientific purposes 8th Edition 2013".

Prior to the use of animals, any students involved must receive age-appropriate instruction in the ethical and legal responsibilities underpinning the use of animals, as well as appropriate methods for animal care.

It is expected that the staff identified will be responsible for the welfare of the animals at all times.

The Animal Ethics Focus Person or teacher **MUST** submit an Adverse Events form if any adverse incidents occur.

Program Name:

1. Educational Outcomes

Describe how the animals will be incorporated into the curriculum.

2. Species of Animal(s)

Please identify the species and explain why its use is necessary, and the number of animals involved, as described in question 1.

3. Replacement, Reduction & Refinement (see Australian Code Section 1, 1.18-1.32)

a) Please indicate how the benefits of the program outweigh the welfare cost to the animal(s)?

b) What controls will exist to reduce the impact on the animal(s)?

c) Describe how, using animals, achieves better educational outcomes than using non-animal alternatives. eg. DVD, Internet, Audio Visual etc.

4. Source of Animals

Detail where the animal(s) will come from and how it/they will be transported to the School site.

5. Fate of Animal

Describe the fate of animal(s) at the end of the project eg: kept indefinitely, re-homed or agricultural procedure.

6. Applicant's certification:

I/we certify that this animal/these animals will be kept in accordance with the *South Australian Animal Welfare Act 1985 (The Act)* and the *Australian Code for the care and use of animals for scientific purposes 8th Edition, 2013 (The Code)*. I/we acknowledge that I/we have read *The Code* and that I/we accept responsibility for the ethical implementation of the proposal(s) according to the principles contained in *The Code*.

Animal Ethics Focus Person	Name:	<input style="width: 100%;" type="text"/>
	Signature:	<input style="width: 100%;" type="text"/>
	Date:	<input style="width: 60%;" type="text"/>

7. Principal / Director's certification:

I am satisfied that the applicant(s) has/have the technical competence required to carry out the project described with minimum distress to the animals. I believe this work meets the requirements of *The Act*, *The Code* and its regulations. I have read this application and I am satisfied that this work is of sufficient educational merit. Sufficient and adequate resources will be available to provide appropriate care for all animals.

Principal/Director	Name:	<input style="width: 100%;" type="text"/>
	Signature:	<input style="width: 100%;" type="text"/>
	Date:	<input style="width: 60%;" type="text"/>

Copies of the above The Code and The Act are available to be downloaded at: www.ais.sa.edu.au > School Management & Governance > Animal Ethics under General Information.

Office Use Only

Date application received by NGS Animal Ethics Committee: _____

Date Approved:	Approval Number:
----------------------	------------------------

Date Approval Letter sent:	Post <input type="checkbox"/>	Email <input type="checkbox"/>
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Applications forms should be received by the AEC 31 March of the application year:

For 2015 and 2016:

NGS Animal Ethics Committee

Catholic Education Office
 116 George Street, THEBARTON SA 5031
 Website: <http://online.cesanet.adl.catholic.edu.au> > Teaching & Learning > Animal Ethics
 Animal Ethics Executive Officer ☎ 8301 6830

For 2017 and 2018:

NGS Animal Ethics Committee

Association of Independent Schools of SA Inc
 301 Unley Road, MALVERN SA 5061
 Website: <http://www.ais.sa.edu.au> > School Management & Governance > Animal Ethics
 Animal Ethics Executive Officer ☎ 8179 1421

SPECIES INFORMATION – TO BE COMPLETED FOR EACH SPECIES OF ANIMAL KEPT (PAGES 4-6)

SCHOOL NAME:

Commencing date and conclusion date of animal use. Please note, applications must be submitted PRIOR to keeping animals.

Commencement Date:

Conclusion Date:

SPECIES INFORMATION Please be specific when completing sections 1-4

Type of Species to be kept:

Number of Animals:

1. Housing – Supporting photographs are mandatory.

Type:

Size

(eg. aviary, hutch, aquariums) Please include size of area, type and height of fencing as relevant. Please define shelter type for larger animals.

Location:

(eg. outside garden/paddocks/shed)

Cleaning schedule:

(eg. weekly, end of term, daily removal of excreta)

2. Feeding

Feed Type:

(eg. seed, fruit, commercial preparations, flakes, hay pellets)

Feeder Type:

(eg. hopper, open bowl)

Water

(eg. sipper, bowl)

3. Security

Eg. mesh fence, locked gate video surveillance. physical surveillance

4. Care – Please indicate the names of those responsible for the care of animals. NOTE: Animals MUST be checked on a DAILY BASIS.

	Frequency			Name	On-site <small>*if off-site, see note below</small>
	Feeding	Watering	Checking		
WEEKDAYS					<input type="checkbox"/> Yes <input type="checkbox"/> No
WEEKENDS					<input type="checkbox"/> Yes <input type="checkbox"/> No
HOLIDAYS					<input type="checkbox"/> Yes <input type="checkbox"/> No

Have the carers identified been advised of their responsibilities?

 Yes No

Do they have access to SOP's and emergency numbers?

 Yes No

5. Standard Operating Procedures (SOP)

Please indicate which AEC SOPs provide the guidelines for this procedure (Quote number).

Should any other SOP be implemented, please attach a copy to this application.

Should an approved AEC SOP not be available, please describe in detail, the management and care of each animal. Attach additional pages if necessary.

*Off-site care: Students must not be allowed to take animals home unless there is a clear, written undertaking from a parent or guardian that the animals will be cared for adequately and responsibly. Full care details are to be provided to the carer, including an emergency contact phone number and the veterinarian's contact details.

Species, as shown on page 4

Audio Visual materials should be used, where possible, to demonstrate and supplement the activities as identified below.

Students can undertake CATEGORY 2/3 ACTIVITIES under direct supervision of appropriately qualified teacher(s). These should be listed for each species when performed in conjunction with CATEGORY 4/5 ACTIVITIES.

Category 2 Activities		
<p><i>Approval by the Principal is required and should be undertaken in accordance with a Standard Operating Procedure endorsed by the AEC.</i></p>	<p><i>Teacher(s) demonstrates procedure ONLY</i></p>	<p><i>Student(s) participate/assist in procedure</i></p>
Care for Animals on loan from the Nature Education Centre.	<input type="checkbox"/>	<input type="checkbox"/>
Observation of particular animal behaviours, e.g. oestrus, parturition.	<input type="checkbox"/>	<input type="checkbox"/>
School performance by outside agencies that have animals as part of their exhibits.	<input type="checkbox"/>	<input type="checkbox"/>
Breeding of mice or other appropriate animal in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
The appropriate care of classroom pets.	<input type="checkbox"/>	<input type="checkbox"/>
Familiarisation activities.	<input type="checkbox"/>	<input type="checkbox"/>
Administering water orally as a treatment.	<input type="checkbox"/>	<input type="checkbox"/>
Collection of wool, milk, faeces or urine samples (non-invasive).	<input type="checkbox"/>	<input type="checkbox"/>
Administering a topical treatment to the udder.	<input type="checkbox"/>	<input type="checkbox"/>
Coat care and grooming.	<input type="checkbox"/>	<input type="checkbox"/>
Tail tagging.	<input type="checkbox"/>	<input type="checkbox"/>
Non-invasive measurement of body weight, body condition by visual assessment or condition scoring, growth, body proportions, pulse or blood flow, respiration, skin temperature (non-invasive), age by dentition, scrotum and testicles (palpation).	<input type="checkbox"/>	<input type="checkbox"/>
Mustering, drafting (in crush or bailhead), capture, restraint and handling of non-free-living domesticated animals (grooming or holding an animal, collecting a milk sample, non-invasive measurements, leading or riding an appropriately trained animal).	<input type="checkbox"/>	<input type="checkbox"/>
Organisations bringing animals to School (eg. Delta Society programs, RSPCA or PetPep).	<input type="checkbox"/>	<input type="checkbox"/>

Category 3 Activities		
<p><i>Approval by the Principal is required and should be undertaken in accordance with a Standard Operating Procedure endorsed by the AEC.</i></p>	<p><i>Teacher(s) demonstrates procedure ONLY</i></p>	<p><i>Student(s) participate/assist in procedure</i></p>
Measurement of mild dietary effects.	<input type="checkbox"/>	<input type="checkbox"/>
Taming/gentling.	<input type="checkbox"/>	<input type="checkbox"/>
Training for competition or showing.	<input type="checkbox"/>	<input type="checkbox"/>
Tethering animals.	<input type="checkbox"/>	<input type="checkbox"/>
Collection of saliva.	<input type="checkbox"/>	<input type="checkbox"/>
Administering topical treatment by backline, spray or dip.	<input type="checkbox"/>	<input type="checkbox"/>
Administering drench or capsules orally.	<input type="checkbox"/>	<input type="checkbox"/>
Coat clipping.	<input type="checkbox"/>	<input type="checkbox"/>
Shearing of sheep or goats.	<input type="checkbox"/>	<input type="checkbox"/>
Dagging.	<input type="checkbox"/>	<input type="checkbox"/>
Milking.	<input type="checkbox"/>	<input type="checkbox"/>
Putting nose clips on cattle.	<input type="checkbox"/>	<input type="checkbox"/>
Loading and unloading animal onto transporters.	<input type="checkbox"/>	<input type="checkbox"/>
Showing animals at School or away.	<input type="checkbox"/>	<input type="checkbox"/>
Foot bathing.	<input type="checkbox"/>	<input type="checkbox"/>
Flystrike treatment.	<input type="checkbox"/>	<input type="checkbox"/>
Jetting animals.	<input type="checkbox"/>	<input type="checkbox"/>
Using sire harness.	<input type="checkbox"/>	<input type="checkbox"/>
Restraining with ropes.	<input type="checkbox"/>	<input type="checkbox"/>
Pregnancy detection by external ultrasound.	<input type="checkbox"/>	<input type="checkbox"/>
Applying heat detection devices, e.g. Kamars	<input type="checkbox"/>	<input type="checkbox"/>

--

Students cannot perform the procedures below but can assist.

Category 4 Activities		
<i>Approval by the AEC is required for these activities to be undertaken. Many of these procedures have the potential to be painful or distressing to the animal.</i>	<i>Teacher(s) demonstrates procedure ONLY</i>	<i>Student(s) participate but do not perform procedures</i>
Breaking in cattle or horses.	<input type="checkbox"/>	<input type="checkbox"/>
Administering intraruminal, subcutaneous, intramuscular or intravenous injections.	<input type="checkbox"/>	<input type="checkbox"/>
Administering winged capsules orally.	<input type="checkbox"/>	<input type="checkbox"/>
Inserting intravenous injections e.g. CIDRs or intrauterine pessaries.	<input type="checkbox"/>	<input type="checkbox"/>
Ear marking / tagging of livestock.	<input type="checkbox"/>	<input type="checkbox"/>
Tattooing.	<input type="checkbox"/>	<input type="checkbox"/>
Shearing of Alpacas and Llamas.	<input type="checkbox"/>	<input type="checkbox"/>
Crutching.	<input type="checkbox"/>	<input type="checkbox"/>
Castration of lambs using RING.	<input type="checkbox"/>	<input type="checkbox"/>
Castration of lambs using KNIFE.	<input type="checkbox"/>	<input type="checkbox"/>
Castration of calves using RING.	<input type="checkbox"/>	<input type="checkbox"/>
Castration of calves using KNIFE.	<input type="checkbox"/>	<input type="checkbox"/>
Tail docking of lambs.	<input type="checkbox"/>	<input type="checkbox"/>
Tail docking of piglets by knife.	<input type="checkbox"/>	<input type="checkbox"/>
Tooth trimming / removal in piglets.	<input type="checkbox"/>	<input type="checkbox"/>
Beak trimming.	<input type="checkbox"/>	<input type="checkbox"/>
Oestrus synchronisation.	<input type="checkbox"/>	<input type="checkbox"/>
Microchip tagging.	<input type="checkbox"/>	<input type="checkbox"/>
Dehorning cattle under six months of age.	<input type="checkbox"/>	<input type="checkbox"/>
Detusking boars	<input type="checkbox"/>	<input type="checkbox"/>
Debudding calves and kids.	<input type="checkbox"/>	<input type="checkbox"/>
Horn tipping.	<input type="checkbox"/>	<input type="checkbox"/>
Euthanasing of aquaculture species.	<input type="checkbox"/>	<input type="checkbox"/>
Hoof paring: sheep and goats.	<input type="checkbox"/>	<input type="checkbox"/>

Category 5 Activities	
<i>Approval by the AEC is required for these activities to be undertaken. Many of these procedures have the potential to be painful or distressing to the animal.</i>	<i>Teacher(s) / qualified person demonstrates procedure ONLY</i>
Collection of faeces, ruminal fluid or blood (invasive).	<input type="checkbox"/>
Nose ringing.	<input type="checkbox"/>
Freeze branding/Hot branding of cattle or horses	<input type="checkbox"/>
Artificial insemination.	<input type="checkbox"/>
Semen collection.	<input type="checkbox"/>
Hoof trimming: cattle.	<input type="checkbox"/>
Embryo collection and transfer	<input type="checkbox"/>

PROHIBITED PROCEDURES
<i>The following procedures MUST NOT be undertaken in Schools unless undertaken by a Veterinarian / qualified operator:</i>
<ul style="list-style-type: none"> ◆ Pregnancy detection by rectal palpation ◆ Performance of surgical procedures without anaesthesia, other than in the conduct of normal animal husbandry operations. ◆ The surgical opening of any body cavity (e.g. cattle spaying) ◆ Demonstration of correct & safe technique for mulesing sheep.
The AEC should be advised if any of the above procedures are performed. A Veterinarian/qualified operator certificate should be provided to the AEC.

Name	List relevant background, qualifications & training and/or industry experience of all individuals performing the activities identified in CATEGORIES 2/3/4/5 (Attach additional pages if required)

Please describe any other procedures that have not already been identified:
 Provide specific details. (Attach additional information if necessary)

Risk Assessment

St Thomas More School OSHC Service ensures that all activities, trips, materials and equipment are safe for the children. The purpose of this policy is to ensure that any hazards associated with these are identified and removed or minimised to an acceptable level of risk. St Thomas More OSHC Service understands that children need some level of risk in their activities, trips, materials and equipment in order to ensure that children continue to develop, but these risks are assessed to ensure that any risks are appropriate to the age and stage of development of the children involved.

Policy Statement

The St Thomas More School OSHC Service complies with the requirements of the National Quality Framework and undertakes risk assessments for excursions, emergency procedures and other activities, procedures and performances deemed necessary.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 97, 100, 101, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 168, 173, 174, 175, 176 & 177
- Work Health and Safety Act 2011
- NQS Area: 2 & 7
- Policies – Excursions, Emergency, Child Protection, Maintenance

Procedure

Risk assessments are carried out on all existing and new activities that take place in the setting and are completed by the Director of the service or Nominee using the following steps – (as per attached templates):

Step 1: Identify the hazard/s:

A hazard can be defined as a source or a situation with a potential for harm in terms of human injury or ill-health, damage to property, damage to environment, or a combination of these.

Step 2: Assess the risks:

When conducting a risk assessment **YOU MUST** consider what could happen if someone is exposed to a hazard (consequences), the likelihood of it happening and how long the worker is exposed to the hazard.

Step 3 & 4: Reducing the risk:

What are the most suitable controls to reduce the risk?

Use 'Hierarchy of Control' from top down and combine multiple controls if needed to reduce risk to as low as reasonably practicable.

Hierarchy of controls

Level 1: – Eliminate the hazards

Level 2: – Substitute the hazard with something safer

- Level 3: – Reduce the risk through engineering controls
- Level 4: – Reduce the exposure to the hazard through administrative controls
- Level 5: – Use personal protective equipment

Step 5: Monitor & review:

How will the risk be monitored and who has the responsibility? Record review date

OTHER CONSIDERATIONS

The Director or Nominee seeks additional approval of the risk assessment from The Approved Provider, Nominated Supervisor, or Nominee – through review of the risk assessment and counter sign.

Date of approval	23/9/2020
Date of next review	23/9/2023

Generic Risk Assessment

Ref No: (e.g. Asset or Purchase Number)		Site	
Date of assessment:		Department/Area:	
Identify/describe activity, equipment, area or event you are assessing:			

Item	Step 1: Identify the hazard/s:	Step 2: Assess the risks:	Step 3 & 4: Reducing the risk:		Step 5: Monitor & review:		
	A hazard can be defined as a source or a situation with a potential for harm in terms of human injury or ill-health, damage to property, damage to environment, or a combination of these	When conducting a risk assessment YOU MUST consider what could happen if someone is exposed to a hazard (consequences), the likelihood of it happening and how long the worker is exposed to the hazard.	What are the most suitable controls to reduce the risk? Use Hierarchy of Control from top down and combine multiple controls if needed to reduce risk to as low as reasonably practicable. Hierarchy of controls Level 1 – Eliminate the hazards Level 2 – Substitute the hazard with something safer Level 3 – Reduce the risk through engineering controls Level 4 – Reduce the exposure to the hazard through administrative controls Level 5 – Use personal protective equipment		How will the risk be monitored and who has the responsibility? Record review date		
Item No.	What could cause harm? (Refer to the "What Could Cause harm" document in the Resources Tab on the CSH&W Website)	What could go wrong? (Refer to the "What Could Go Wrong" document in the Resources Tab on the CSH&W Website)	Controls	Additional Controls	Date completed	Review method & position/ person responsible	Review Date

Review hazard/risk assessment if task or circumstances change and at intervals appropriate to the level of risk (minimum 5 years).

Completed by (name): _____ Signature: _____ Date: _____

In consultation with (name): _____ Signature: _____ Date: _____

Risk Assessment ~~Authorised~~ by: _____ Signature: _____ Date: _____

The following section is to be completed after the completion of task or activity.

REVIEW/FEEDBACK Please circle Yes or No								
Were the controls effective	YES	NO	Were there any unforeseen hazards or issues	YES	NO	Were there any incidents	YES	NO
DETAILS			DETAILS			DETAILS		

NAME:

SIGNATURE:

DATE:

Clothing Policy

Children need protective, comfortable and appropriate clothing and footwear to explore their environment. Clothing needs to protect children from injury and sun exposure while promoting self-help abilities. Appropriate footwear will fit a child's foot correctly and ensure comfort. Educators also dress to prevent injury and sun exposure and are encouraged to dress in a professional and respectful manner.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law 2010
- The Education and Care Services National Regulation 2011 – 81, 85, 86, 87, 101, 160, 161, 162, 166, 168 & 176
- The Education and Care Services National Quality Standards 2011
- NQS Area: 2.1, 2.1.1, 2.1.2, 2.2, 2.2.1 & 2.2.2
- Policies – Enrolment, Sun Protection, Outdoor Environment, Child Protection and Excursions

Purpose

To ensure the safety and comfort of all children by providing appropriate clothing guidelines for children, parents and educators utilising and working at the service. Children being clothed appropriately enables them to play without risk of sunburn and serious injury caused by inappropriate footwear or clothing. Children are more at ease, reassured, satisfied and less anxious when they are; dressed for warmth during winter or not over-dressed during summer, and wearing safe footwear when climbing outdoor play equipment or participating in sport.

Scope

This policy applies to children, families, educators, management and visitors of the Service.

Implementation

Effective clothing strategies, including sun protection clothing, are important factors in ensuring a child feels safe and secure at our Service.

Management/Nominated Supervisor/Director will:

- Ensure that a Sun Protection Policy is developed and maintained.
- Ensure that educators are provided with personal protective equipment (e.g. gloves, aprons etc.)
- Provide information for educators about suitable clothing and footwear.
- Provide information for families about suitable clothing and footwear.
- Ensure educators are aware and abide by the Sun Protection Policy.

Educators will:

- Consult with families about the individual needs of children with respect to different values and beliefs associated with clothing and footwear.

- Monitor children’s clothing and footwear to ensure compliance with the Sun Protection Policy and to support the safety, comfort and wellbeing of every child.
- Consider clothing and footwear needs associated with excursions or planned learning experiences and communicate clearly with families about the need for extraordinary protective clothing requirements.
- Provide protective clothing, such as aprons, for messy play experiences.

Families will:

- Provide spare clothing in children’s bags to allow for dirty or soiled clothing and changing weather conditions.
- Dress children appropriately, including footwear and an appropriate hat.
- Ensure their child is clothed in an appropriate manner which allows them to explore and play freely and not restrict them using equipment while at play.
- Ensure children are appropriately protected from the sun.
- Ensure children’s clothing accommodates for the weather conditions.
- Ensure children have appropriate footwear that enables them to play comfortably and not cause safety concerns.
- Ensure clean and appropriate spare clothing is available in children’s bag if required.
- Ensure borrowed items of clothing from the Service are returned promptly and washed.
- Ensure all clothing and belongings are clearly labelled with the child’s name.

Date of approval	20/8/2020
Date of next review	20/8/2023

Pandemic

Policy Statement

St Thomas More School OSHC will undertake and implement a range of protective measures to reduce the risk and spread of a virus during a pandemic. Our service will work diligently and thoroughly to minimise the risk to educators, children and families/ caregivers and the wider community. The service will use a risk management approach to identify any risks to our learning environment and practices and eliminate or minimise the identified risks where practicable.

We will strive to ensure we create and maintain a safe and supportive environment for everyone that attends our service by adhering to all the recommended guidelines, protocols and procedures issued by the Australian Government - Department of Health and Local Public Health Unit. We will continually monitor health alerts and new information from the Australian Government to ensure that we are implementing the most effective and appropriate measures possible to ensure the health and safety of everyone at our service.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 - 77, 157, 85, 86, 87, 88, 90, 93, 162, & 168
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Work Health and Safety Act 2011
- Food Act 2001
- Local Government
- NQS Area: 2.1., 2.1.1., 2.1.2, 2.2., 2.2.2, 3.1.2, 5.1., 5.1.2, 6.1 & 7.1.2
- Policies – First Aid, Child Protection, Enrolment, Confidentiality, Illness and Infectious Diseases, Medical Conditions, Building Equipment Repairs and Maintenance, Storage, Pest Control, Indoor Environment, Outdoor Environment, Hygiene, Food and Nutrition, Hazardous Materials.

Procedures

St Thomas More School OSHC will implement practices that help to reduce the transmission of the virus, including

- The exclusion of any person (child, educator, parent/ caregiver, visitor or volunteer) that is suspected or has tested positive to the pandemic virus.
- Implementing effective and appropriate hygiene and cleaning practices as per our existing policies and procedures.
- Providing relevant information to families in easily accessible formats.
- Displaying relevant posters.

- Ensuring all staff abide by the services handwashing policy.
- Supervising and encouraging children to wash their hands.
- Educating children on the importance of hand washing, covering their coughs/sneezes and lessening social contact.
- Limiting visitors to the service.
- Cancelling excursions and incursions.
- Encouraging staff to receive relevant immunisations.
- Ensuring staff, children and families abide by any exclusion, isolation or quarantine requirements.
- Cleaning and personal hygiene supplies are available and maintained.

We understand that the outbreak of a pandemic and the constant amount of information spread through the media may be very stressful to children and parents. The anxiety about this disease may be overwhelming and cause fear and anxiety to some people, especially children. The Service is committed to continue to provide quality education and care to all children and support families responsibly during times of pandemic.

- We will promote a safe and supportive environment by:
 - Reassuring children they are safe.
 - Acknowledging and listening to children’s questions.
 - Promoting and implementing hygiene routines for handwashing and cough and sneezing.
 - Keeping regular familiar routines within our service.
 - Ensuring children eat well.
 - Engaging children in play, games and other physical activities.
 - Being alert and responsive to children’s level of anxiety and provide quiet and relaxing activities.
 - Providing information to families and support services as required

We are guided by explicit decisions regarding exclusion periods and notification of any infectious disease by the *Australian Government- Department of Health* and local Public Health Units in our jurisdiction under the **Public Health Act**. Pandemic diseases are a **notifiable** condition in all states and territories of Australia.

Date of approval	April 2020
Date of next review	April 2023

St Thomas More Outside School Hours Care



Programming Policies

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Programming

<u>PROGRAMMING</u>	<u>PAGE NO:</u>	<u>NEXT REVIEW DATE</u>
Daily Routines	4	SEPT 23
Programs	5	NOV 23
Gender Equity	7	NOV 23
Diversity/Anti-Bias	8	FEB 24
Excursions	10	FEB 24
Including Children with Special/Additional Needs	13	FEB 24
Observations	15	FEB 24
Reflections and Evaluations	16	FEB 24

Daily Routines

Policy statement

We provide daily routines that meet the needs of individual children in relation to each child's social, physical, intellectual, creative and emotional development.

As the service is the child's time for play and leisure, this will be reflected in the daily routines.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 56, 73, 75 & 168
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- My Time Our Place Framework
- NQS Area: 1.1.1, 1.2, 1.2.1, 1.2.2, 2.1.1, 2.1.3, 2.2.1, 4.1, 4.2.2, 6.1.1, 6.1.3, 7.1.2 & 7.1.3.
- Policies – Hours of Operation, Enrolment, Participation and Access, Roles of Management, Security, Indoor and Outdoor Environment, Conditions of Employment, Child:Educator Ratios, Communication, Hygiene, Food and Nutrition, Hazardous Materials, Sun Protection, Emergency Procedures, First Aid, Accidents, Illness and Infectious Diseases, Medical Conditions, Allergies, Medication, Child Protection, Behaviour Guidance, Programs, Excursions.

Procedure

The routine reflects the service's philosophy of care and the service goals.

The routine is structured around regular events of the day such as arrival, departure, school drop off and collection, morning and afternoon tea, and lunch during vacation care time.

The routine provides a mixture of structured and unstructured activities in both indoor and outdoor environments.

The routine takes into consideration all children's needs in relation to their emotional, social, physical, creative and developmental areas.

The routine is adapted to meet the varying and changing needs of the children and the service in relation to before school, after school, vacation care and seasonal conditions.

The routine is recorded and displayed where educators, children and parents/caregivers can clearly see.

The routine is flexible to meet the needs of the children and allow for spontaneity and enjoyment in the service.

Date of approval	September 2020
Date of next review	September 2023

Programs

Policy statement

We develop and implement a balanced program that is stimulating, interesting and exciting which allows opportunities for children to play, explore and develop new skills and is appropriate to the developmental and leisure needs of all children. Our service program reflects the diversity of our community.

Children and parents are encouraged to be actively involved in the planning and implementation and evaluation of the program.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 56, 73, 74, 75, 76 & 168
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- My Time Our Place
- NQS Area: 1.1.1, 1.2, 1.2.1, 1.2.2, 2.1.3, 2.2.1, 4.1.1, 4.2.2, 6.1.1, 6.1.3, 7.1.2, 7.1.3 & 7.2.1.
- Policies – Hours of Operation, Maintenance of Records, Participation and Access, Roles of Management, Indoor and Outdoor Environment, Training and Development, Communication, Food and Nutrition, Cultural Relevance/Anti-Bias, Excursions, Including Children with Special/Additional Needs

Procedure

The Director and service OSHC educators are responsible for the development of a child centered program, which reflects the philosophy of the service and meets the social, cultural, physical, recreational, intellectual, creative and emotional developmental needs of the children attending.

Programs are developed for all aspects of the service, before school, after school, vacation care and school pupil free days.

The written programs are prepared and displayed for children and parents/caregivers to see.

Educators are allocated time each week to fulfil the task of programming as part of their duties.

Children and parents/caregivers are encouraged to incorporate their views, feedback, ideas and specific interests into the program.

Upon enrolment children are provided with a short questionnaire to complete at home that will give an indication of the child's likes, dislikes and interests.

Child profiles are completed for children, by educators and the child that will indicate each individual child's interests and developmental strengths and needs.

The questionnaires and child profiles are used to specifically program activities suited for individual children.

A written program for vacation care indicating excursions and times will be provided for the parents approximately 4 to 5 weeks prior to the vacation care period.

Programs are flexible to meet the needs of the children and allow for spontaneity and enjoyment in the service while providing opportunities for children to try new activities.

Educators interact with children and where appropriate participate in activities.

The program is scaffolded to explore the 5 key concepts/elements of the appropriate school aged care framework.

Programs are evaluated on an ongoing basis to ensure that they meet the needs of individual children and the families in the service.

Programs aim to:

Promote the importance of play in the child's life.

Reflect the cultural and language diversity of the local and wider community.

Consider all developmental areas.

Consider the age range of children.

Consider individual and group interests, needs, skills, talents and abilities.

Be balanced providing a range of indoor/outdoor activities, quiet/active times and areas, structured/unstructured activities.

Be stimulating, interesting and exciting, to allow for opportunities to explore and develop new skills.

Provide a variety of toys and equipment available to all children regardless of age or gender.

Foster children's independence and self-help skills.

Foster friendships and encourage co-operative and responsible behaviour among children.

Provide children with opportunities for self-expression and self-direction.

Provide an environment, which will foster the child's self-esteem.

Help children develop self-discipline skills through positive example and direction.

Help children to appreciate and care for each other and their surroundings.

Ensure the children feel welcomed and valued in the service.

Date of approval	November 2020
Date of next review	November 2023

Gender Equity

Policy statement

We help the children develop their full potential regardless of their gender. All children are treated in the same manner and provided with the same access to all materials and equipment.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 155, 156 & 168
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 1.1.1, 1.1.2, 2.2.2, 4.1, 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 6.1, 6.1.2, 6.1.3, 6.2.3, 7.1.2 & 7.1.3.
- Policies – Participation and Access, Grievance Procedures, Roles of Management, Confidentiality, Conditions of Employment, Bullying/Harassment, Disciplinary Action, Volunteers/Students/Visitors, Communication, Illness and Infectious Diseases, Medical Conditions, Behaviour Guidance, Cultural Relevance/Anti-Bias, Including Children with Special/Additional Needs.

Procedure

Educators accept and value every parent/caregiver and child regardless of gender.

Educators treat all members of the OSHC community in an inclusive manner.

Programs present positive experiences for the children, which are not based on gender role stereotypes.

All children are encouraged to try a variety of activities regardless of gender.

Resource materials used in the centre will as far as possible be non-stereotyped, inclusive and meet the needs.

Educators provide a range of equipment, which is non-stereotyped and meets the needs of the children.

Educators will act as positive role models.

Date of approval	November 2020
Date of next review	November 2023

Diversity and Anti Bias

Policy statement

We recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program.

All activities and behaviour in the service are considerate of the cultural and linguistic diversity of the families within the community. Children are encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 155, 156 & 168
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- Anti-Discrimination Act
- NQS Area: 1.1.1, 1.1.2, 2.2, 4.1, 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 6.1, 6.1.2, 6.1.3, 6.2.3, 7.1.2 & 7.1.3.
- Policies – Enrolment, Participation and Access, Grievance Procedures, Confidentiality, Conditions of Employment, Bullying/Harassment, Disciplinary Action, Volunteers/Students/Visitors, Communication, Behaviour Guidance, Cultural Relevance/Anti-Bias, Including Children with Special/Additional Needs.

Procedure

Educators accept and value every parent / caregiver and child regardless of race, cultural background, religion, gender, ability or sexual preference of parents / caregivers.

Educators make themselves aware of the specific cultures represented in the families and general community of the service.

No discrimination is made against any family or child due to their culture, race or sexual preference.

Educators encourage feedback and input from parents in relation to the program and policies in the service.

Parents are invited and encouraged to contribute knowledge of their own culture to enhance the overall program.

Educators are encouraged to share knowledge of their own cultures with other educators, parents and children and to incorporate this into the program.

Contact is made with the Gowrie Inclusion Support team for support and assistance.

Where necessary parent information is obtained or translated into other languages.

Children are encouraged to explore and share a range of cultural activities and experiences.

Educator's research and gain ideas regarding appropriate activities to be incorporated into the program.

Educators are aware of and ensure that festivals and celebrations of many cultures are included in the program.

Date of approval	February 2021
Date of next review	February 2024

Excursions

Policy statement

We believe that excursions are an essential part of the service's program as they provide variety and an opportunity to expand a child's experience, explore different environments and learn new activities. Parent's permission is sought for all excursions. Children on excursions is ensured proper supervision and care, for the full duration of the excursion. All child:educator ratios will be maintained as per the Education and Care Services National Regulations 2011.

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 73, 89, 99, 100, 101, 102, 102B, 102C, 102D, 166, 168 & 170
- Duty of Care 2004 – South Australian Commission for Catholic Schools
- NQS Area: 1.1.1, 1.1.2, 2.2, 4.1, 4.1.1, 6.1, 6.1.1, 7.1, 7.1.2, 7.1.3 & 7.2.2.
- Policies – Hours of Operation, Enrolment, Fees, Absent and Missing Children, Participation and Access, Roles of Management, Financial Management, Security, Indoor and Outdoor Environment, Volunteers/Students/Visitors, Child:Educator Ratio, Sun Protection, Emergency Procedures, First Aid, Accidents, Medical Conditions, Allergies, Medication, Child Protection, Behaviour Guidance, Programs, Including Children with Special/Additional Needs.

Procedure

Planning.

All excursions will be planned taking into consideration:

- The children's ages, capabilities and interests.
- Ways to maximise the children's developmental experiences and safety.
- The cost and value for money of the activity / excursion.
- Suitability of the venue and access including wheelchairs if required.
- Access to appropriate bathroom, drink and other facilities.
- Weather conditions, seasonal conditions and shelter facilities.
- The specific clothing and equipment needs of the children.
- Travel arrangements needed.

Educators visit or are be familiar with the venue before undertaking the excursion to ensure that it is suitable, safe and accessible by all. Educator's phone the venue ahead (if possible) when special requirements are needed.

When planning an excursion alternative arrangements may be made for adverse weather conditions.

Authorisation and Notification.

No child is taken outside the service without the parent's written authorisation. Signed permission is sought.

All excursions are publicised to all parents with full details of destination, times of departure and return, and what the children should bring.

Excursion permission will be filled out for each specific excursion indicating:

- Date.
- Time.
- Proposed destination.
- Method of transport.
- Activities involved.
- Child's name.
- Parent's signature.
- Items required: sunscreen, hats, sneakers, food, drinks

Transportation.

All excursions comply with transport legislation and regulations.

All educators, relief educators, volunteers and parents on the excursion are made aware of procedures for supervising and assisting children while travelling on the bus or on walking excursions.

Strict supervision of all children during times of transport is maintained.

In the event of a vehicle breakdown, if practical, the children will be removed from the vehicle and supervised accordingly until such time as the vehicle is repaired or a replacement vehicle arrives.

In the event of an accident the Director or nominee will direct children and educators as to their requirements depending on the situation at hand. Once the safety of all children is accounted for educators will administer 1st aid as is required. The Nominated Supervisor will be contacted and further direction sought.

Educators Ratios and Supervision.

The educators/child ratios as outlined in the standards will be met at all times.

- **Performances, public centres, metropolitan or local gardens,**

There will be a maximum of 10 children to 1 educator

- **Swimming centres**

There will be a maximum of 5 children to 1 educator

Volunteers is supernumerary to the educator / child ratio.

The Director or delegated supervisor is appointed and have overall responsibility for the excursion.

It is the responsibility of the Director or supervisor to maintain head counts and take the roll at appropriate times.

During activities where the whole excursion group is separated into smaller groups there will always be two educators present per group and contact between groups will be maintained via mobile phone contact.

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

Swimming excursions are undertaken with children in a well-supervised municipal pool or water park.

While on the Excursion.

No changes to the excursion itinerary will be made unless it is in the best interest of the children's safety and wellbeing.

Information and equipment to be taken on the excursion will include:

- A list of all children on the excursion, with relevant personal details and parent contact numbers,
- A list of all relevant and emergency procedures and contact numbers, to be readily accessible to all educators at all times.
- A fully stocked portable first aid kits.
- Spare drinking water and cups.

The service's emergency, accident, illness, medication and sun protection policies will be implemented on excursions as required.

All children will be instructed regarding behaviour on the excursion and what to do if they are separated from the group.

Date of approval	February 2021
Date of next review	February 2024

Including Children with Special/Additional Needs

Policy statement

The service recognises that additional support may be required when including children with special needs into the program. These procedures support the successful inclusion of children with special/additional needs through implementing practices which are conducive to a supportive environment to children, families and educators

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011 – 155, 156 & 168
- Disability Discrimination Act 1999
- Inclusion and Professional Support Program Guidelines (2009-2012)
- NQS Area: 1.1.1, 1.1.2, 2.2, 4.1, 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 6.1, 6.1.2, 6.1.3, 6.2.3, 7.1.2 & 7.1.3.
- Policies – Enrolment, Maintenance of Records, Participation and Access, Confidentiality, Educators Professionalism, Grievance Procedures, Bullying/Harassment, Communication, Medical Conditions, Medication, Child Protection, Behaviour Guidance, Programs, Gender Equity, Cultural Relevance/Anti-Bias, Excursions.

Procedures

- The family is required to provide relevant information upon enrolment about their child/ren which pertains to the child's special/additional need.
- This is in the format of appropriate responses to questions on the enrolment form and interview procedure.
- The service will follow through with an equal opportunity enrolment process for all children.
- This involves collecting appropriate information about children which may impact on their ability to participate in the program.
- The service has the right to request any information in regard to the child/ren's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the service.
- Parent permission is requested should the service wish to make contact with the Inclusion Support Agency – Gowrie SA.
- This is in the format as required by the IDFM.
- The service will contact the Inclusion Support Agency to obtain advice and information about the inclusion process as required.
- The processes outlined in the Inclusion and Professional Support Program Guidelines are followed to establish a service support plan.
- This may involve professional support from the IDFM.
- The service appropriately assesses their capacity to include the child within the service through conducting a risk management process if necessary.

- The service maintains the right to make a decision regarding the suitable placement of children with special needs in the service based on the information, support and advice available.
- Appropriate training and support are provided for all educators to ensure continuity of care and commitment to inclusion.

Date of approval	February 2021
Date of next review	February 2024

Observations

Policy Statement

We believe that through the observation of each child, educators are able to identify an understanding of each child's interests, strengths, abilities and any challenges they may face. Educators ensure that all documented observations are objective, respectful and only used as a tool to support the development, wellbeing and each child's right to care and protection.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law Act, 2010 and Regulations 2011 - 168
- The Privacy Act 1988
- My Time Our Place
- NQS Area: 1.1.1., 1.1.2., 1.1.3., 1.2.1., 1.2.2., 1.2.3., 5.2.1.
- Policies – Maintenance of Records, Confidentiality, Programs and Daily Routines

Procedure

Educators use visual observations on a regular basis to ensure children are reaching their goals.

Some observations are used as part of reflective and evaluation practises to extend on the programmed experiences and to reflect the current likes and interests of each child.

Observations that support the child's need to reach goals are used to program activities to support the child and help support children to reach their developmental milestones.

Observations that highlight a developmental need for an individual child it will be documented.

Observations will only be documented if they believe that it is in the best interest of the child or if the safety and wellbeing of this child is being compromised.

Observations will only be shared with relevant authorised persons if, to do so supports the child's development or their right to care and protection.

Observations state facts only and not the personal opinions of educators and will be documented without prejudice or bias.

All documentation is kept confidential and stored as per the service's policies and procedures.

Date of approval	February 2021
Date of next review	February 2024

Reflections and Evaluations

Policy Statement

We believe that reflection and evaluation of the service's daily practices and program delivery will enable educators to continue to improve the quality of the service delivery. Educators ensure that parents/caregivers and children have the opportunity to reflect on the program delivery and experiences available to children. This will ensure that the needs of all children and families are being met.

The laws and other provisions affecting this policy include:

- The Education and Care Services National Law Act, 2010 and Regulations 2011 - 168
- My Time Our Place
- NQS Area: 1.1.1., 1.1.2., 1.1.3., 1.2.1., 1.2.2., 1.2.3., & 5.2.1.
- Policies – Maintenance of Records, Confidentiality, Programs and Daily Routines

Procedure

Reflective practises are used to form a basis of evaluation of the service's practices.

Reflection forms part of the daily conversations amongst educators ensuring the needs and interests of the children are being met.

Reflection and evaluation of program delivery, practices and children/family feedback and observations are discussed and minuted at team and full educator meetings along with ideas for suggested improvement.

Educators ensure that reflection is part of the daily conversations with the children ensuring that they are given the opportunity to voice their opinions and concerns along with being able to have their ideas and interests included in the program.

Educators initiate conversations with the children in relation to current likes and interests so educators are aware of changes.

Activity reflections and evaluations are the responsibility of all educators and are be completed regularly. These evaluations/reflections will include children's ideas, thoughts and quotes of the experience so that their thoughts are included.

Some reflective questions will be available, periodically, to ensure educators, children and their families have input into the service.

Educator's personal reflections and evaluations is undertaken through discussions and our educator appraisal procedures.

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Date of next review	February 2024