



HILLCREST

PRIMARY SCHOOL

AIMING FOR EXCELLENCE

OSHC POLICIES AND PROCEDURES

2023

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Respect & Responsibility

Care & Compassion

Honesty & Trustworthiness



Government
of South Australia
Department for Education
and Child Development

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SECTION 1 – POLICIES

ACCEPTANCE AND REFUSAL OF AUTHORISATIONS

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service aims to provide clear policies and procedures of acceptance and refusal accessible to all authorisations. This ensures educators and parents understand exactly what they need to do and provides evidence if refusal is proposed.

Background:

OSHC services are required to obtain appropriate authorisation from parents or guardians in relation to certain matters. Matters requiring authorisation cannot be enacted unless an authorisation form has been completed correctly and appropriately signed.

Implementation:

To ensure children's health and safety, and comply with the requirements of the National Law and Regulations and our policies and procedures, we will only allow the following activities to occur in respect of individual children if they are properly authorised in writing and dated:

- Excursions including regular outings.
- Taking of children's photographs.
- Posting of children's photographs on the service social media account.
- Collection of children by people other than parents or caregivers e.g. child is given into care of a person or taken outside the premises for urgent medical treatment or because of another emergency.
- Disclosure of a child's personal information where this is not legally required, or families would not expect the disclosure.
- Administration of medication (refer to details on enrolment form)
- Administration of medical treatment (refer to details on enrolment form)
- General first aid products and ambulance transportation.

Written authorisations will contain all information required under the National Regulations and service policies. Our service will accept verbal authorisations in the following situations:

- If there is a medical emergency (authorisations are not required for asthma and anaphylactic emergencies)
- If parents or caregivers are unable to collect a child due to specific reason/s and authorise an alternate person to collect the child.

Whenever a person not known to educators is authorised verbally or in writing to collect the child, the person must be adequately identified by educators before the child is released. This includes a License ID check.

Refusing Authorisations:

Educators of our service will refuse an authorisation if it unreasonably risks the child's safety, is not in line with our policies and procedures or is fraudulent. For example, staff will refuse an authorisation in the following situations:

- The authorisation is not (or does not appear to be) made by an *authorised* person.
- The authorisation does not comply with aspects of our policies and procedures e.g. medication is not in date, has no label or no authorised dosage.
- An authorised nominee, or person authorised by a parent or authorised nominee, does not appear to be capable of safely collecting the child or does not carry any sort of identification.
- An authorised nominee to collect the child is not 18 years old or over.

For transparency and accuracy, if educators refuse an authorisation the following information will be recorded in the child's file or notified to the parents/caregivers

- The details of the authorisation
- Why the authorisation was refused
- Actions taken e.g. parent asked to supply medication with expiry date etc.




Related Policies:

[ENROLMENT AND ORIENTATION POLICY](#)
[EXCURSIONS POLICY](#)
[DEALING WITH MEDICAL CONDITIONS](#)
[CONFIDENTIALITY AGREEMENT](#)

References:

- [Acecqa.gov.au](https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations). (2020). *National Regulations*. Available at:
<https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations>

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

ACCOUNTS AND CANCELLATIONS

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
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	<input checked="" type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service operates as a non-profit organisation, and we aim to provide a quality experience that is accessible and affordable to all families. Fees for each session (before school care, after school care, vacation care etc.) will be set each year by the OSHC Governing council committee in conjunction with the School Principal and OSHC director. This is on completion of the annual budget and according to service's required income in order to provide a quality and viable education and care service.

Background:

Services are to provide families with information about fees and the Child Care Subsidy (CCS) application process, this includes; fee payment processes and invoices. OSHC services are to maintain a process where a family's difficulties in making their payments can be addressed in order to prevent any negative impact on the care provided to their child.

Implementation:

Families using our service are required to have an account with us to ensure payments are made when requesting care. Billing occurs weekly via electronic invoices emailed to a nominated account holder. This is to ensure families receive their childcare benefit they are entitled to. Families have the option of arranging their payments direct to our OSHC account via bank transfer or through the Administration Officer at the School front office. If families are choosing to bank transfer, account information is provided on an invoice.

Overdue accounts are encouraged to not be left longer than **28 days**, if it has exceeded this time frame account holders are required to contact the director or an educator. We provide this time frame for families to ensure accounts are not left in arrears. Payment plans may be arranged when accounts are overdue, however failure to do so may result in cancellation of bookings.

Families are to provide the service with accurate account information upon submitting an enrolment form. This is confidential and stored in an individual file and on our electronic system. Our enrolment process allows multiple account holders within a family; this is to ensure families are billed appropriately. Upon child enrolment, a brief explanation is given to families regarding how to apply for childcare benefits.

To ensure their child is receiving the correct payment into their account the following are highly important for both child and account holder:

- Correct birth first and last name.
- Date of birth.

- Address.
- Centrelink Customer Reference Number (CRN).

If details change, it is at the account holder's responsibility to inform the director.

Our service provides each child's attendance records to Centrelink for approval on a weekly basis. Any concerns regarding childcare benefit, families are to contact Centrelink directly or refer to the MyGov website for further information - <https://www.servicesaustralia.gov.au/individuals/online-help/centrelink>.

Procedures for Payment of Fees:

- Invoice Statements are issued weekly for all families who have bookings; permanent or casual.
- Families wishing to pay in advance may do so. This will show as a credit on the invoice.
- Families are required to pay fees in arrears. A dated receipt will be provided for each payment.
- Payments may be made in full.
- Part payments can be arranged, weekly or fortnightly.
- Families can pay via online banking or cash at the school front office.

Procedure for Dealing with Overdue Fees:

Families with overdue fees will be encouraged by the OSHC Director to discuss any difficulties they may have in meeting payments and make suitable arrangements to pay, including the option of a payment plan to suit families. If there is no further settlement of the account after three requests, the account will then be handed to the School Finance Officer. Families who use the service on a casual basis are required to keep their accounts up to date.

Should payment arrangements not be kept, the following procedure will apply:

- Reminder texts sent to follow up forgotten arrangements.
- Reoccurring broken arrangement may result in cancelation of bookings until satisfactory payments have been made.
- Broken arrangements with no payments, will be directed to our Finance officer. Any further action may entail a debt collector if deemed necessary.

Cancelations:

Hillcrest OSHC require notice when cancelling any bookings. This is due to limited available positions offered at our service and ensuring we follow the legal requirements of staff to child ratio. Our service follows the cancelation time frames below:

- **Before School care:** The morning before by **7:00am** (For example: a Tuesday morning session, would need to be cancelled on Monday morning by 7:00am to avoid a charge)
- **After School Care:** The afternoon before by **3:00pm** (For example: a Tuesday afternoon session, would need to be cancelled on Monday afternoon by 3:00pm to avoid a charge)
- **Pupil free/ School closure:** 3 Full business days' notice e.g. If you want to cancel a Wednesday booking it would need to be done by 7:00am Friday morning.
- **Vacation care:** Bookings must be cancelled by Friday week 10 for 11-week terms, Friday week 9 for 10 week terms and by Friday week 8 for 9 week terms.
- If **3** or more of the same **permanent** bookings are cancelled in a row this will result in permanent bookings being removed, as our service has a long waiting list of families requesting care.

Exceptions for cancelations:

Families may be exempt from charges if they provide the following within 24hrs:

- Doctor's certificate with correct date
- Emergency situation with director's approval.

Non-notification of cancellation fee:

A non-notification admin fee of **\$5** per child, per regular session missed, or **\$10** admin fee per child per Vacation Care/pupil free day session missed will be applied to a family's account who fail to notify OSHC staff of their child's non-attendance at a booked session prior to:

7.00am on the day of a morning booking

3.00pm on the day of an afternoon booking

7.00am on the day of a Vacation Care or Pupil Free Day booking




Related Policies:

None

References:

- Centrelink; www.centrelink.gov.au
- Department of Human Services; www.humanservices.gov.au/individuals/subjects/assistance-child-care-fees
- Info for families; www.education.gov.au/childCarePackage
- My Gov; www.my.gov.au

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
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ANTI-BULLYING AND HARRASSMENT

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
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Aim:

All members of the Hillcrest Primary School community will be able to work, study, learn and play in a safe, non-threatening environment free from all forms of bullying and harassment.

Background:

Our service believes that:

- Everyone has the right to be safe and to feel valued, accepted and respected.
- Bullying and harassment are an abuse of power.

Implementation:

Definition:

"Bullying and harassment are often thought of separately; however, both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference' ... These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, personality, age, marital status, parenting status or economic status."

Bullying and harassment are hurtful behaviours that are unwanted, unwelcome or repeated and regarded as offensive by a victim. This can occur between **students, educators and parents/caregivers**. Bullying in particular is deliberate hurtful gestures, words or actions, which are repeated over time.

Types of bullying and harassment:

Physical - fighting, kicking, punching, slapping, pushing, shoving, inappropriate touching or invasion of personal space.

Racial - racially oriented jokes, drawings, literature or acts or communications that are intended to harass, intimidate, or humiliate students, staff, families or visitors on account of race, religion, colour or national origin.

Sexual – inappropriate touching, gestures or language of a sexual nature, sexually oriented jokes, drawings or literature.

Verbal - name calling, offensive language, slander, talking about people behind their back, disparaging comments made on the basis of a person's appearance, race, sex, religion, gender or disability.

Visual - offensive photographs, notes or material, graffiti, or damage to others' possessions.

Social - "stand-over tactics", picking on others, threats to "get" people, "paying out" people, or gangs trying to dominate others, and

- intentionally ignoring or excluding others,

- spreading rumours,
- asking unwanted questions about a person's private life.

Cyber - abuse, threats or harassment carried out through a communication carriage service such as a website, email, chat room, weblog (blog), discussion group or instant messaging. It can also include bullying through mobile phone technologies such as short messaging service (SMS), video recording or photography

Any type of behaviour can be regarded as bullying or harassment when the person it is happening to has said that it is unwelcome or unwanted and wants it to stop immediately!

Action:

What we do at Hillcrest Primary School OSHC in response to bullying and harassment:




- Inform children, educators and parents/caregivers about respectful relationships, protecting the wellbeing of a child.
- Anti-bullying group discussions
- Learn how to identify and address prejudice and discrimination as they relate to gender, race, disability and other factors.
- Encourage children to be better bystanders and ensure educators, children and parents/caregivers know how to effectively address bullying, harassment and resolve concerns.
- Encourage all members of the school community to identify and report incidents of bullying and harassment.
- Allow opportunities for children to share concerns and manage bullying through suggestions made by educators.
- Listen and talk with the person who has been bullied and the person who has bullied.
- Implement strategies, processes and procedures to help everyone involved improve their relationship(s) with each other.
- Negotiate consequences for the person who has been bullying or harassing others with
- Input from those that have been impacted. The Principal and Director in consultation can suspend and/or exclude a child from school, including outside of school hours care.
- Contact parents/caregivers of all parties concerned, notify principal and police if required.
- Record incidents using the service procedures; confidential observations and/or incident records.

Related Policies:

None

References:

- <https://bullyingnoway.gov.au>

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BEHAVIOUR MANAGEMENT

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
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Aim:

Our service recognises the wide range of age groups that access our sessions as well as the differing developmental needs of individual children and the variety of diverse backgrounds. Behaviour support and management strategies are critical in providing a safe and happy environment and are approached by:

- applying appropriate measures (behaviour step chart, support plans, reflection tools)
- using consistency and compassion
- having regard at all times to the respect and dignity and individual uniqueness of the child

Background:

Our service promotes a safe and secure environment, free from harassment, where cooperation and positive interactions are encouraged, age-appropriate and everyone has the right to feel respected and valued. As our service follows the National Quality Framework and My Time, Our Place, an integral aspect of our service is to promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. An Outcome that our behaviour management and support system relates closely with is **Outcome 1: Children have a strong sense of identity**. In particular, *Children feel safe, secure and supported alongside Children learn to interact in relation to others with care, empathy and respect.*

Implementation:

Our service will use specific procedures to ensure that behaviour is managed adequately at all times:

- Educators will apply appropriate behaviour support which are consistent with the Hillcrest Primary school OSHC behaviour chart and support plans.
- The OSHC personal profile attributes will guide the behaviour expectations of children.
- Educators will involve the children as far as reasonably possible, given the opportunity to use the reflection tools offered.
- The behaviour chart will be clear, child focused, based on acceptable expectations and easy to understand, this will be on display in the OSHC area for children and educators to refer to.
- Educators are required to discuss and enforce the behaviour chart and why it is necessary.
- Educators are required to discuss and enforce the OSHC room rules appropriately.

Staff are required to:

- Model appropriate behaviour to children
- Constantly and consistently enforce the rules of the behaviour step chart and OSHC room rules.
- Assist the children to focus on the consequences of the child's actions and to make suitable choices regarding their actions and behaviour

- Acknowledge when children behave positively and strive with working towards our term goals.
- Direct children towards appropriate behaviour, using acceptable behaviour techniques.
- Not humiliate or physically punish children for inappropriate behaviour.
- Supervise timeout where required to allow a cooling off period for the child.
- Implement behaviour support plans if deemed necessary by the Director. Support plans can be developed collaboratively with the director, parent/guardian, Principal, educators other health/educational professionals as required.

Consequences:

The Behaviour step chart of Hillcrest Primary School OSHC will form the basis for behaviour management. The five stages of the behaviour step chart are as follows:

- 1) Warning – redirection.
- 2) 5 minutes thinking time – withdrawal and sent to appropriate area of the room.
- 3) 10 minutes thinking time – Loss of electronics for the day, withdrawal and sent to appropriate area of the room.
- 4) Child's parent/caregiver informed with a letter sent home with description of behaviour.
- 5) Severe Behaviour – removal from OSHC, referred to Principal.

Hillcrest Primary School OSHC has a Duty of Care to all children who attend and staff who work within Hillcrest Primary School OSHC. If a child exhibits inappropriate behaviour (and behaviour support and management procedures have been properly applied first but without success), or a child's behaviour presents an immediate threat to the safety or wellbeing of any child or other person in Hillcrest Primary School OSHC, the Director (at their discretion) may contact the child's parents/carers to collect the child from OSHC immediately. This constitutes a critical incident and the educator who was present will write an incident report and behaviour report detailing the incident. The educator and director are to sign both these reports.

In extreme circumstances a meeting will be held between the director, parent and child and Principal to discuss possible strategies and behaviour support plans developed for the child. If further behaviour occurs from already existing incidents, the director and principal will consult further action.

Physical Danger to Child or Others:

If a child's behaviour causes or may reasonably cause physical danger to other children, staff or the child himself or herself, the parent/caregiver of that child will be contacted immediately and asked to collect the child. The child may be excluded from the program effective immediately in discussion with the Principal and the lifting of the exclusion will be at the discretion of the director and Principal to delegate.




Related Policies:

None

References:

- Children's Services Act 1996
- Children's Services Regulations 2009
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations (156,168)

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
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MANAGING RUN AWAY CHILDREN

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
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	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service will ensure appropriate action and best protection of the welfare and wellbeing of a child who may run away from OSHC or a planned experience, excursion or incursion.

Background:

Services must implement crucial steps to establish whether the child has left the school grounds or out of sight of educators supervision. Educators are to provide reasonable steps to discharge the duty of care that is owed to the student and to notify the parent, guardian or carer of the child as quickly as possible. In these instances, a report regarding the incident may need to be addressed to the Department's Security Services Unit, as soon as practicable.

Implementation:

If a staff member reasonably suspects that a child has left the school grounds or a planned experience without authorisation, they should immediately notify the Director of the service so that all steps and precautions can be taken to discharge the duty of care owed to that child. The steps to be taken will vary and depend on the individual circumstances of the case and the individual child.

In determining what reasonable steps to take, relevant considerations include the following:

- The location of the school or the planned experience and its proximity to external dangers such as busy roads or railway lines
- Whether the child has a disability that may affect their ability to appreciate the risk associated with their behaviour and actions
- The age of the child
- The child's prior behaviour or previously exhibited vulnerabilities, difficulties or troubles
- The child's mental state immediately prior to leaving the school grounds or the planned experience i.e. whether they were highly distressed, whether they were drug or alcohol affected, whether they had indicated an intention to hurt themselves or others
- The time that has elapsed since the child has left the school grounds or planned experience.
- Whether other children who are under the care and supervision of the staff can be appropriately supervised whilst appropriate action is taken to manage the child who has run away from school or the school approved activity.

Educators will:

- Contact the South Australian Police to advise them of the missing child and the particular age, disability, vulnerabilities, or mental state of the individual child.
- Contact the parent, guardian or carer of the child to advise them that the child has left the school grounds or planned experience and to obtain any additional information and assistance that may assist in locating the child.
- Search for the child, particularly if there is information available as to the child's potential whereabouts, as long as our educator to child ratio remains safe to do so.
- Follow the child and maintain visual contact until the child returns to school grounds or planned experience or is in the company of the police or their parent, guardian or carer.
- Make contact with the child and encouraging them to return to the school grounds or the planned experience, go to a safe place, stop the behaviour that is putting them at risk, or remain in the company of a suitable and responsible adult.
- Restrain the child in appropriate circumstances where the child is about to step in front of a car or otherwise harm themselves.

After an incident in which a child has run away from the school grounds or planned experience educators and Director will take the following steps:

- Report the incident to the parent, guardian or carer (if this has not already been done)
- Report the incident to the Department's Security Services Unit if necessary
- Document the incident and the educators response to the incident
- Consider whether it is appropriate to conduct a meeting with Families, Director and Principal
- Consider whether it is appropriate to develop a Behaviour Support Plan.




Related Policies:

None

References:

- Education.sa.gov.au. (2020). *Running away - Parent Easy Guide* | Department for Education. Online Available at: <https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa/parent-easy-guides/running-away-parent-easy-guide>.
- Education and Training Reform Act 2006
- Education and Training Reform Regulations 2007

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CODE OF CONDUCT FOR EDUCATORS AND DIRECTOR

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
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Aim:

Our service strives to provide a child safe environment at all times. Implementing a Code of Conduct aims to provide staff with certainty about what are acceptable standards of behaviour when working with children. This Code will support staff to work in a way that prioritises the safety, welfare and wellbeing of the children at all times. This Code of Conduct is to be read in conjunction with the Child Protection Policy

Background:

Hillcrest Primary School OSHC must provide a code of conduct policy to clarify an organization's mission, values and principals. This also links closely with the national quality standards. This document will help during employment within the service as it provides service ethics.

Implementation:

As an Educator of Hillcrest Primary School OSHC you must sign and abide by this Code of Conduct, which requires you to:

- Commit to conduct yourself in a manner consistent with your position as a positive role model to all children.
- Read, understand and comply with policies and guidelines around the safety of children.
- Follow relevant local, state and national laws pertaining to working with children, including reportable conduct obligations and mandatory reporting requirements.
- Be respectful of children's rights, background, culture and beliefs to ensure equality.

Educators will agree to:

- Ensure adequate supervision following ratios of children as defined by the Education and Care National Laws and Regulations.
- Safeguard children at all times and not place a child at risk of abuse or condone behaviour of children that is unsafe.
- treat all children with respect and act in a way that does not show unfair differential treatment, or favour particular children to the exclusion of others.
- avoid one-on-one situations with children alone, by ensuring that there is always another staff member or other children around. If an unavoidable situation arises then communicate with other Educators about the situation.
- always act in the best interest of children and avoid any unnecessary or potentially harmful physical contact with children, unless necessary for their safety and wellbeing. Physical contact is required on occasions however educators will encourage children to carry out tasks of a personal nature (such as toileting and dressing) for themselves when possible.

- be careful when participating in or supervising games involving children that the activity does not have the potential to cause harm or injury. This includes being mindful of the child's age, development and any illness, injury or special needs that could place them at risk.
- not physically punish a child and ensure that any restraint of a child is only used for protecting the child or another person from physical harm.
- Use appropriate language for the age and understanding of the child and avoid confusing or age-inappropriate discussions with sexual, discriminatory or violent references.
- Avoid any actions or words intended to threaten, intimidate, shame, humiliate, belittle, embarrass or degrade children.
- maintain professional and courteous relationships with children and their families that do not exploit or abuse the position as an educator.
- ensure that all gifts given to children are from the service and not give any individual gifts to children.
- limit personal communication devices and not use them whilst supervising children, unless previously approved or in an emergency situation.
- only photograph children appropriately with the services' phone and with the necessary consent of the child/ and his/her parents/guardians.
- not expose children to inappropriate imagery, including on age-inappropriate websites, for any reason.
- use social media appropriately and not engage in social networking with any children that attends or has attended Hillcrest Primary School.
- be aware of, and act on, any specific health issues with children in my care, particularly any medical and dietary specifications.
- give medication to children in accordance with the service's medication administration policy.
- refrain from attending work if under the influence of drugs or alcohol, consume them whilst on duty or supply them to children at Hillcrest Primary School.
- refrain from attending work adversely affected by prescription medication that might cause harm to any children in my care.
- not smoke whilst on duty.
- declare all secondary work that involves children who attend the service (e.g. Babysitting) and any out of work contact with children and their families met through the workplace.
- report any concerning staff conduct towards children or any suspected risk of harm to a child to the Nominated Supervisor or Responsible Person.
- ensure that any breaches of this code of conduct are reported to the Nominated Supervisor or Responsible Person in charge.
- report to the Approved Provider as soon as possible if I have any concerns about the Nominated Supervisor.

As a mandatory reporter, I understand that all concerns regarding suspected child abuse and exploitation must be reported to the Nominated Supervisor as soon as possible

I have read this Code of Conduct and agree to abide by it at all times. This is to protect the children that I come in contact with and myself as an Educator at Hillcrest Primary School Outside of Hours School Care.




Related Policies:

[INTERACTIONS WITH CHILDREN POLICY](#)
[PROVIDING A CHILD SAFE ENVIRONMENT POLICY](#)

References:

- Networkofcommunityactivities.org.au. (2020). *Network of Community*. Available at: <https://networkofcommunityactivities.org.au/>

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

COMPLAINTS MANAGEMENT

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input checked="" type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

To investigate complaints and grievances made by all parties promptly and thoroughly. Applying the principles of procedural fairness when managing complaints to ensure an outcome in which all parties involved have agreed upon.

Background:

Under the Education and Care Services National Law, the Approved Provider such as the Principal of Hillcrest Primary School has legal responsibility to notify the Regulatory Authority of certain matters within a stated period. One of these matters is where a complaint is made in relation to allegations that the safety, health or wellbeing of a child was or is being compromised.

Complaints of this nature are to be identified at the service, as 'notifiable complaints' and the Principal of Hillcrest Primary School must inform the Regulatory Authority within 24 hours.

The following details are required in the notifiable complaint report:

- Date complaint received.
- Complainant's name and contact details.
- Name of child/children to whom complaint relates (if relevant).
- Copy of written complaint (or written summary) and any other relevant documentation (including correspondence, photographs, statements) made by educators.
- Steps taken/actions planned by the service in response to the complaint.

For any service operating on a school site, the school principal is the line manager of the OSHC director and therefore should be informed when there are complaints.

Implementation:

Under the Education and Care Services National Law, the Approved Provider such as the Principal of Hillcrest Primary School has legal responsibility to notify the Regulatory Authority of certain matters within a stated period. One of these matters is where a complaint is made in relation to Alleging that the safety, health or wellbeing of a child was or is being compromised.

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The following details are required in the notifiable complaint report:

- Date complaint received.
- Complainant's name and contact details.
- Name of child/children to whom complaint relates (if relevant).
- Copy of written complaint (or written summary) and any other relevant documentation (including correspondence, photographs, statements) made by educators.
- Steps taken/actions planned by the service in response to the complaint.

For any service operating on a school site, the school principal is the line manager of the OSHC director and therefore should be informed when there are complaints




Related Policies:

None.

References:

- Department of Education: Responding to Concerns from Families and Caregivers at www.crisis.sa.edu.au/files/links/Responding_to_Concerns.pdf
- Factsheet # 15 at www.acecqa.gov.au (go to NCAC Archive)
- DECD Parent Complaints Policy: A Guide to Raising a Concern or Complaint at www.decd.sa.gov.au/policy/pages/OSPP/policy_index

Policy authorised by:

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Signature:			

DEALING WITH MEDICAL CONDITIONS

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

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

Background:

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

Goals:

- Collaborating with families of children with diagnosed medical conditions to develop a health support agreement alongside a risk minimisation plan for their child.
- Informing all staff, including casual staff, and educators, of all children diagnosed with medical condition and the action plan procedures for these.
- Ensuring all children with diagnosed medical conditions have a current action plan that is accessible to all staff
- Ensuring all staff are adequately trained in the administration of emergency medication.

Implementation:

Enrolment of Children

The Approved Provider will:

- Ensure the Nominated Supervisor fulfils responsibilities in the management of medical conditions.

The Nominated Supervisor will:

- Ensure that any parent with a child enrolled at the service that has a specific health care need, allergy or other relevant medical conditions are encouraged to take a look at the 'Dealing with Medical Conditions' policy and can be given a copy on request.
- Inform parents of the requirements to provide the service with a medical management plan of their child's condition.
- Ensure that all staff members can identify the child, the child's medical management plan and the location of the child's medication are developed and implemented.

- Ensure that the child does not attend the service without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition are developed and implemented.
- Ensure that staff are adequately trained in procedures contained in the medical management plan
- Inform other families enrolled at the school of the need to prohibit any items that may present a hazard to children with diagnosed medical conditions.
- Display in date and relevant medical information for easy access.
- Communicate new medical conditions or updates between educators to ensure everyone is well informed.
- Ensure that all plans are current and kept up to date.
- Develop a consistent review plan to ensure medication and management plans are kept up to date.
- Develop a communication plan to ensure that parents can communicate any changes to the medical management plan or medication.
- Update the communication plan as needed.

Educators and staff will:

- Ensure they are aware of enrolled children with medical conditions and be familiar with the medical management plans of each child diagnosed with a medical condition.
- Refer to our communication plan to ensure they are aware of their communication responsibilities.

Management of Asthma and Anaphylaxis:

(Refer to Nut awareness, Asthma and Allergy Policy)

The Nominated Supervisor will:

- Ensure that all staff are adequately trained in the management of asthma and anaphylaxis, and that training includes identifying medical emergencies.
- Ensure that all staff are adequately trained in the administration of emergency medication such as the Epi-Pen or asthma medication.

Educators and staff will:

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

Documentation and record keeping

The Approved Provider will:

- Ensure records are confidentially stored for the specified period as required by regulation.

The Nominated Supervisor will:

- Provide a copy of the Medication Record to medical staff in the event further medical intervention is required.
- Will apply for any relevant funding with the support of the child's family if additional support is required for a children with a medical condition while in care.

Educators will:

- Complete a Medication Record specific to the administered medication when a child receives emergency medication.
- Will provide parents with a copy of the Medication Record.

The Medical Conditions Policy will be readily accessible to all educators, staff, families and visitors, and ongoing feedback on this policy is invited.




Related Policies:

[NUT AWARENESS, ASTHMA AND ALLERGY POLICY](#)

References:

- Hillcrstps.sa.edu.au. (2019). *Nut awareness and allergy policy*.
- Asthma Australia – Information about asthma management and links to state/territory Asthma Foundations – *Available online* <http://www.asthmaaustralia.org.au/intro/index.php>
- National Asthma Council of Australia – First Aid for Asthma
- *Available online* from <http://www.nationalasthma.org.au/content/view/281/572/>
- Education and Care Services National Regulations 2011: 90, 91, 94

Policy authorised by:

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Signature:			

DELIVERY AND COLLECTION OF CHILDREN

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

To ensure safe arrival and departure to and from the OSHC Program for all children and their families.

Background:

It is the responsibility of educators and families to ensure the safe arrival and departure of children at the service and the completion of arrival and departure documentation. Our educators will do their upmost best to support children and families of our service with smooth transitions between school and home, this also informs families and educators of the child's presence or absence at the service.

Implementation:

Goals:

Our service will:

- Ensure the safe and documented arrival and departure of children at Hillcrest Primary School OSHC.
- Support children with quality teaching and relevant rich learning experiences through positive interactions within the service.

Practices:

To ensure the safety of all the children in the care of Hillcrest Primary OSHC, the following procedures apply to the arrival and departure of children each day.

Attendance Records:

A record of attendance is kept at the service; this includes the full name of each child attending. This is to ensure our service has correct documentation of which children are in care for a particular session. Our service has an electronic and manual version of the attendance record. Parent/guardians who drop off their child are required to sign them in, noting the time that the child entered our care. During departure times, parents are required to sign their child out. In order to use our service parent/guardians must be physically present to sign in or out their child and educators must site a parent or guardian during arrival and departure throughout the session. If for some reason, families are unable to be physically present to drop off or collect their child, the director or responsible adult (qualified educator) must be notified prior. In Emergency situations, educators have a duty of care to call an ambulance: this would include instances where a child's health was at risk due to parental delay in collecting the child.

To ensure the safety of each child and for the service to fulfil the correct duty of care the service only allows collection authority to those that are specified on the child's enrolment form. If for some reason, a person not identified on the enrolment form is responsible for collection, the service must be notified by the parent/caregiver beforehand. Collection authority will only be granted to a person of 18 years or over.

Late Collection:

All children are required to be collected from the service by 6:00pm. A **late fee** of **\$1.00** per minute will be charged to family's accounts if their child is collected after 6:00pm. In the event of unforeseen circumstances or knowledge of late collection, please contact the director or responsible adult (qualified educator) **immediately**. The service encourages families to arrange a collection authority in their absence.




Related Policies:

None.

References:

- Education and Care Services National Law and Regulations
- Australian National Quality Standards

Policy authorised by:

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Signature:			

DISABILITY AND INCLUSION

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input checked="" type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input checked="" type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service is an inclusive environment where each child and adult is valued and able to play and socialise in a safe environment. Our service acknowledges discrimination on the grounds of disability is an offence. Diversity is welcomed and celebrated within our community regarding ability as well as in cultural, racial, ethnic and social backgrounds.

Background:

As an educational service it is a priority to enrich the lives of all our children by pursuing an all-inclusive environment; this reflects the diversity of our community and our philosophy of respect and responsibility, care and compassion, honesty and trustworthiness.

Implementation:

Hillcrest Primary School recognises that students with a disability may be made up of the following:

- Autism/Asperger disorders
- Global developmental delay
- Intellectual, physical, sensory disabilities (hearing or vision)
- Speech and/or language disability
- Other disabilities not stated will also be recognised and considered

This policy provides a framework to encourage respectful partnerships between educators, parents/carers and governing committees. Our educators at Hillcrest Primary School OSHC will work hard to create social outcomes for children with disabilities. Our educators are trained to accommodate diverse groups of children and consider the process of planning appropriate activities for a child with a disability.

Educators and Director will:

- Provide additional 1-on-1 support throughout all sessions if necessary.
- Ensure that children with a disability have their full entitlement to inclusive play.
- Activities may be modified, alternative suggestions for activities will be considered in turn this will help promote participation in the program.
- Take advice and recommendations that may be appropriate in supporting the child.
- Review the Service Disability and Inclusion Policy every three years.

1-on-1 Support Staff:

- May liaise with parents on day-to-day issues such as socialisation, behaviour, coping skills etc.

- May seek additional information with classroom teacher for discussions relating to any issues or concerns.
- Children will be supported throughout sessions by various 1:1 educators, this is to prevent dependency with only one person or one approach.

Additional Information provided in Behaviour Policy and Accounts & Cancellation Policy.

Goals:

- To equally value and encourage all children.
- To ensure that all children with disabilities needs are met.
- To provide equal access and opportunity of our program for all children.
- To foster positive attitudes towards disability within our community.
- To address the needs of children with disability upon enrolling into OSHC by liaising with families, educators and school support systems.
- To develop and maintain on-going support systems within the service to identify those children requiring extra support.

Welfare Awareness:




- Educators and children are to be made aware of disability, understand its effects and support students with a disability to take part in the program.
- Training and development for educators will be provided when necessary to enhance understanding of disability.
- The service will initiate regular communication with families and staff in regards to children's progress, behavioural issues and the effects of any medication.

Related Policies:

None.

References:

- Hillcrest Primary School. (2020). Disability and Inclusion Policy. Available at:

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ELECTRONIC DEVICES

QUALITY AREA:	<input checked="" type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service will provide children with opportunities to use electronics. This allows them to have opportunities in which they can use media independently and with other children.

Background:

Electronics can help children gain confidence with media through play. Creating a space with electronics accessible for children fosters independence and responsibility for the safety of their own belongings.

In accordance with the school electronics policy, OSHC ask that children do not bring electronic devices with them to any session. If they require an electronic device during the day, it is to stay in their bags at all times. If parents/caregivers need to get into contact with their child, you can contact an OSHC phone during the school term and Vacation care.

The only exception is during Vacation care and Pupil free days, where the service offers set days and times where electronics (excluding personal mobile phones) will be allowed to be brought with their child to OSHC and are able to play with them independently. However if a child is using a device inappropriately and is on any form of social media (Facebook, Instagram, Snapchat etc.) or taking photographs/videos of themselves or with others, the electronic device will be removed for an appropriate time and returned to the child when the parent/caregiver collects them. Any photos taken must be removed due to the safety and protection of the children's identities.

Implementation:

Educators will:

- Provide all children with equal opportunities to use OSHC electronics; this will be monitored following the Electronic charts, amended weekly. This allows for 10-minute intervals.
- Provide adequate supervision of children using electronic devices to ensure appropriate use. This excludes violence, inappropriate games. Along with social media and photography/videos. Educators hold the responsibility for the decision of inappropriate usage.
- Adhere to the service's behaviour chart, when children reach Step 3 educators are to ensure children are following 'loss of electronics' rule.
- Occasionally limit electronic usage when director or educators deem necessary.
- Follow parents/families requests of electronic usage or restriction.

Families will:

- Ensure children are not bringing their electronics to OSHC or Vacation Care sessions when not specified.
- Understand OSHC does not hold any responsibility for electronic devices that get lost, damaged or stolen. Therefore, children are required to store them in their bags at all times unless using them.
- Ensure all devices are charged at home beforehand, as OSHC does not allow charging at the service due to testing and tagging requirements.
- Co-operate with educators to ensure electronic devices are not brought to OSHC when their child has been issued with 'loss of electronic' time

If Families wish for their child not to use electronic devices for specific circumstances, they are to liaise of this limitation or restriction with educators or director.




Related Policies:

[BEHAVIOUR POLICY](#)
[PROVIDING A CHILD SAFE ENVIRONMENT POLICY](#)

References:

- Hillcrstps.sa.edu.au. (2019).
- Education.sa.gov.au. (2020). Available at:
<https://www.education.sa.gov.au/sites/default/files/general-media-use-oshc.pdf>

Policy authorised by:

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ENROLMENT AND ORIENTATION

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input checked="" type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service will incorporate an orientation and enrolment process and procedure for both children and their families this is to enable educators/staff to meet and greet children and their families.

This will help to:

- Provide essential operational information.
- To form a foundation for a successful and caring partnership between home and the OSHC service.
- To ensure that each family is welcomed to the Service and inform all parents of the Service Policies.

Our Service has designed this enrolment and orientation policy to respect parents by giving them the opportunity to discuss their family, values, areas of importance and any concerns or queries they may have and to ensure that child's entry to the service is a positive experience. Educators at Hillcrest Primary School OSHC strive for an environment where children are treated equitably relies on adults that accept and respect similarities and differences in children's families' and each other's culture, gender, sexuality, ability and beliefs

Background:

An enrolment form must be completed for each family. If necessary, a support care plan can be provided for individual children which is completed by the director in conjunction with educators. Families will receive any relevant information such as a booking forms and OSHC brochure as they enrol to ensure that they have easy reference to the information they will need.

Implementation:

Procedures for Enrolment:

1. A tour of the OSHC area is provided (upon request).
2. Provide the family with a copy of the parent brochure and an Enrolment Form or email to them as an alternative.
3. Provide access to the Parent Handbook with reference to the OSHC policies.
4. Discuss the Enrolment Form.
5. Allow the parent to identify any areas of concern, or that require clarification.
6. Allow parents to complete the enrolment form and sign appropriate consents.

Procedures for Orientation:

The orientation procedure will depend on the needs of each family. Families may ask to be shown around the OSHC area before commencing to become familiar with the layout of the service.

Orientation for the Child:

1. Ensure children know that they leave their bags on the hooks outside.
2. Ensure children know where the toilets are.
3. Buddy them up with a child in OSHC who is already familiar with the routine.
4. Explain 'OSHC rules' and how they fit with school rules.
5. Introduce them to other educators as soon as possible.
6. Spend time explaining how the session will work and what they may and may not do.
7. Frequently take time to ask how they are settling in.

Orientation procedure for the parents:

1. Introduction to OSHC staff.
2. A staff member from OSHC to show them the: program, routine, communication boards and displays.
3. Discuss information about the child and family if needed.
4. Invite parents to share activity suggestions and explain the donation programs, family nights etc.
5. Explain billing method and payment options.
6. Ensure parents are welcome to be able to drop by the service at any time.
7. Encourage families to update their information accordingly (medical and dietary in particular).
8. Children who are new to the school have the opportunity to be collected from the classroom for Term 1 and ongoing if requested by parents.

What Educators will do:

When new children arrive, educators take time to get to know them. They may begin this process by having them give some written information (e.g. 'Children's Information sheet') or introducing themselves to the child and making them feel welcome with inclusive strategies.

General:

Families using the service must take responsibility for advising the service when any of the following changes occur:

- Name
- Contact information such as phone, mobile phone or email
- Emergency contacts that service has been given
- The collection authorisation for the service
- Responsibility for the account




Related Policies:

None.

References:

- Australian Government—Australian Child Care Service Handbook at www.acecqa.gov.au.
- OSHCQA Factsheet #8 National Childcare Accreditation Council at www.acecqa.gov.au (go to NCA)

Policy authorised by:

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EXCURSIONS

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service will provide well planned and documented excursions which provide a valuable part of the program

Background:

Excursions are a valuable experience for children, and educators within the OSHC settings. Excursions provide the opportunity to expand and enhance children's experiences, explore different environments and engage in meaningful ways with their communities.

Excursions require appropriate planning and risk management to ensure the best experience and enjoyment for all. Our OSHC is committed to providing excursions that are well considered and planned, provide meaningful experiences and ensures the health, safety and wellbeing of children at all times

Implementation:

Goals:

Our service will strive to:

- Make excursions a part of the program of education and care
- Plan for excursions with careful consideration of the safety of children and adults
- Carry out excursions only where full documentation and permission from families has been granted.
- Undertake full risk assessments, consideration of value of educational excursions, and plan for first aid requirements

Practices:

All excursions will be planned in advance and will be thoroughly researched in order to:

- Maximise children's developmental experiences and their safety
- Reflect the age, capacity and interests of the children
- Ensure they are properly supervised and conducted in a safe manner and are conducted with fully informed written parental permission
- Ensure supervision is adequate so children cannot be separated from the group
- Ensure access to hazardous equipment and environments are minimised
- Ensure there is adequate access to drinking water and toilets
- Consider mobility and supervision requirements of children with additional needs
- Ensure That adequate sun and shade protection is available

When planning for an excursion educators will:

- Assess the requirements for the excursion (child to staff ratios)
- Conduct a risk assessment
- Book transport and venues
- Make alternative arrangements for adverse weather conditions
- Inform families of the details of the excursion including destination, session times, appropriate clothing requirements
- Provide parents or legal guardians with an excursion booking form to complete to authorise their child's participation on the excursion.
- Collect completed booking forms for each child attending the excursion
- Arrange for a suitably equipped first aid kit (including asthma medication, EpiPen if required or permitted) and mobile phone to be taken on the excursion.
- Make alternative options for children not willing to participate in the excursion (books, colouring in sheets & pencils etc.)
- Need to consider additional factors in the planning of excursions for children with additional needs.
- Uphold the right for all children to access all excursions and engage in meaningful ways while on excursions, where possible.
- Plan considering the cost, the total cost should not preclude any child from attending.

Risk Assessment:**The Director will:**

Ensure a risk assessment is conducted prior to any excursion to identify and assess the risk that the excursion may pose to the safety, health and wellbeing of any child. Below will specify how the service will manage any risks identified.

The risk assessment conducted will consider:

- Proposed route, destination and duration of the excursion
- Potential water hazards or any hazard associated with water based activities.
- Transport to and from destination
- Number of educators, responsible persons, and children involved
- Proposed activities and items to be taken on the excursion e.g. mobile phone, emergency contact numbers etc.

If the excursion is a regular occurrence a risk assessment will only be carried out once, provided the circumstances around the excursion have not changed in any way since the initial risk assessment was conducted. The excursion coordinator/Director will appoint a Qualified Responsible Educator to be in charge of the excursion if absence occurs.

Authorisation for Excursions:**The Nominated Supervisor will ensure that:**

For all excursions parents or legal guardians will be given an excursion booking form with full details of the excursion including:

- Child's name
- Date, description, duration and destination of proposed excursion
- Proposed activities to be conducted on the excursion

No child will be taken on an excursion unless permission stated on the booking form from parents or legal guardian and has been received.

Transport and Traffic:

The safety of children will be considered in the choice of route and mode of transport.

Our service will:

- Follow all applicable SA road rules when transporting young children safely in buses.
- Every reasonable precaution will be taken to protect children from harm and any hazard likely to cause injury.
- Educators will ensure children obey road rules and cross roads at a crossing or lights where available.
- Educators will remain vigilant to ensure no child runs ahead or lags behind the group.
- Trains, buses and trams used for excursions must be fitted with suitable child restraints such as seatbelts.
- Always buckle up children's seatbelts before departure and monitor throughout the journey
- Ensure as far as practicable child passengers enter and exit the bus by the 'safety door', which is the front/rear, left hand side door of the bus.
- When getting on and off the bus, educators are to arrange themselves so that one educator is first on/last off to ensure no child is left behind.
- Ensure there are no loose or sharp objects inside the bus that could cause injury if an accident occurs.

Supervision:

- Supervision on excursions will ensure the safety and wellbeing of all children for the duration of the excursion, taking into account ratios and all risks and hazards likely to be encountered.
- The venue will be assessed as safe for all children and adults on the excursion and will be easily supervised and accessible
- When it is not possible or appropriate for the whole group to move together, smaller groups will be organised to include at least one staff member
- The children will be organised into small groups in the care of a particular adult. Adults are responsible for the careful supervision of their own group of children and should count them regularly
- Children must be supervised when going to the toilet (to check toilets before child goes in)
- If a child is lost on an excursion, we will always leave a staff member behind to look, while the other group leaders escort the children back.

Water Hazards:

- No excursions will be conducted to a swimming pool or other water related activity. Where there are significant water hazards (such as rivers, lakes or beaches), risk management strategies will be identified and implemented

Conducting the Excursion:

- All educators and children attending will be informed of excursion timetable/itinerary, special requirements, safety procedures, grouping of children and responsibilities
- A list of children on the excursion will be carried by the delegated Certified Supervisor
- Parents have access to a program which includes arrival and departure times

Items to be taken on excursions include:

- A suitable stocked first-aid kit including asthma medication and EpiPen (if required);
- A mobile phone
- Children's emergency contact numbers
- Children's medication, if required and other items such as sunscreen




Related Policies:

None.

References:

- Kids and Traffic' resources available from the Early Childhood Road Safety Education
- Program, Macquarie University: www.kidsandtraffic.mq.edu.au

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

FIRST AID

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service will recognise that a first aid response to children or adults suffering from a physical, or psychological condition is a matter of priority and will act accordingly to ensure all possible assistance is rendered as per state and national legislation.

Background:

First aid is the emergency aid or treatment given to persons suffering illness or injury, sometimes following an accident and prior to obtaining professional medical services if required. It includes emergency treatment, maintenance of records, dressing of minor injuries, recognition and reporting of health hazards and participation in safety programs.

Implementation:

Our service will address the administration of first aid by:

- Having required qualifications & training
- Ensuring that the service meets the Education and Care Services National Regulations and the standards provided in Safe Work SA Approved Code of Practice for First Aid in the Workplace.
- Ensuring that current and up to date information on applicable legislation regarding first aid is held at the service.
- Ensuring that educators employed at the service have and maintain appropriate qualifications in the delivery of first aid, and management of anaphylaxis and asthma.
- Ensuring that all educators have access to training to maintain and update their first aid qualifications.
- Ensuring that the first aid equipment held at the service meets the regulations as outlined in the Safe Work SA Approved Code of Practice for First Aid in the Workplace and that any specific equipment is suitable for use with children.

General:

- At all times, there are educators at the service who hold an approved first aid qualification (that includes current anaphylaxis and asthma management training).
- The service holds a copy of certificates in the Staff certificates folder.
- In all instances, the priority of the educator will be the administration of appropriate and prompt first aid as required, to ensure the safety and wellbeing of the children, educators and staff at the service.
- In the event that a child is injured or falls ill during the session, the designated first aider will determine if the child is too unwell to remain at the service. The child will be encouraged to move to a quiet area or office.

- The designated first aider will contact the family or their emergency contacts to advise of the nature of the illness and that someone needs to collect the child. The designated first aider will inform the child of the family's estimated time of arrival and will remain with the child until the family member arrives.
- In the event of a serious injury or illness, the first aider will provide first aid and, if necessary, arrange ambulance transport to the appropriate hospital, as deemed necessary or as indicated in a child's care plan (e.g. for diabetes).
- In the event of a serious injury or illness, the first aider will ensure that an educator contacts the family/guardian as soon as practicable, to notify them of the incident and ongoing events.

In the event that a child needs to be transported in an ambulance:

- If the educator is able to contact the family or emergency contacts and they are able to meet the child at the ambulance's destination immediately, the educator will ensure that all medical information held at the service is provided to ambulance officers. Educators will also record the destination, contact details of the ambulance, and pass this information on to the family as soon as practicable.
- If the educator is unable to reach any of the emergency contacts for the child, or if emergency contacts are unable to immediately meet the child at the ambulance's destination, an educator will be required to travel in the ambulance to the hospital with the child. They must also have the child's enrolment and/or medical information.
- The travelling educator will continue to try to contact the emergency contacts until someone can be reached.
- The travelling educator will remain with the child until a family member or emergency contact arrives to support the child.
- The remaining educators at the service will contact an emergency educator to come to the service to ensure that required educator to child ratios are restored as soon as practicable.
- The service will cover the cost of transport for the travelling educator to return to the service.
- Educators have a duty of care to call an ambulance in an emergency: this would include instances where a child's health was at risk due to parental delay in collecting the child.
- Educators have responsibility to provide first aid and seek emergency support if appropriate.
- It is the parent's responsibility to follow up medical care and seek advice from a doctor for non-emergency conditions (if a parent continues to be unavailable to collect his/her child when the child is unwell, the director may consider making a notification as the child's wellbeing is at risk when it is an ongoing concern).
- Injured or unwell children will not be transported by staff using a personal vehicle except when Paramedics instruct the staff to transport a child to meet an ambulance.

First Aid Documentation:

- Minor incidents are to be documented on a child's accident record, a note is to be placed on the parents desk to alert a collecting parent/guardian they will need to speak to the first aider or educator regarding the incident, and that the record will need to be signed.
- After accident record has been signed, it is placed into the child's confidential file stored in the office.
- If a child in the service requires medication, parents/caregivers are to provide a doctor's prescription or signed medical note on their individual file to state we are able to administer the medication required. Un-prescribed medication may be administered at the service with a written medical note from parent/caregiver and directors approval.

First Aid Kit:

- The location of the first aid boxes and bum bags is easily visible and accessible.
- The first aid bum bags contain only a limited supply of equipment and, as such, are to be used only when outside of the service.
- In the event of an emergency that exceeds the supplies available at the service, the designated first aider may access the first aid supplies held in the first aid room in the school. Any first aid supplies utilised from the school must be replaced by the service as a matter of priority.

The director or responsible person must also ensure:

- The contents of first aid kits comply with the standards as listed in SafeWork SA Approved Code of Practice for First Aid in the Workplace
- Sufficient first aid supplies are held at the service at all times
- First aid kits are checked each term to ensure supplies are within use-by dates and that the contents of all first aid kits meet the minimum standard as listed in the Approved Code of Practice for First Aid in the Workplace. A list of the required contents is kept in the lid of the first aid kit for easy reference, as well as in the First Aid folder.
- The first aid kit, policies and procedures are kept current to industry standard
- The current and accurate contact details for an appropriate hospital and other emergency contact information, including the Poisons Hotline, is saved on the OSHC mobile phone.

Roles and responsibilities:

The director or responsible person will:

- Ensure that all first aid qualifications of educators are current; including anaphylaxis and asthma training, and that documentation is stored on file.
- Determine the designated first aider for the session. This person will be responsible for the administration of all first aid during that shift. In the event that the number of people requiring First Aid exceeds the ability of the designated first aider for the shift, or is of a serious nature requiring the attention of two first aiders, a second educator will be required to assist with the administration of first aid.
- Ensure that the first aider is responsible for documenting all first aid given, that it is administered appropriately, and that families are made aware of any incident.
- Ensure that the designated first aider checks the contents of the first aid kits after each use to ensure sufficient supplies remain in the kits. The need for any additional supplies should be reported to the director.




Related Policies:

None.

References:

- DECD First Aid webpage (resources, training and guidelines)
at [www.decd.sa.gov.au/speced2/pages/health/first aid/](http://www.decd.sa.gov.au/speced2/pages/health/first%20aid/)
- Approved Code of Practice for First Aid in the Workplace—SafeWork SA at
www.safework.sa.gov.au/uploaded_files/FirstAidCodeofPractice.pdf

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

GOVERNANCE AND MANAGEMENT

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Governing Council support our service with direction and management to ensure the service is conducted appropriately with all relevant legal requirements.

Background:

The Governing Council is responsible for the direction of the OSHC and its effectiveness works to ensure the service is conducted within all relevant legal requirements. It is important for the legal and effective functioning of the OSHC that Governing Council members and other parties understand their role/s and are aware of their responsibilities. This policy applies to all members of the Governing Council and is for the information of the Nominated Supervisor (OSHC Director) and staff and families using the service.

Implementation:

Roles and Structure

Hillcrest Primary School is a government school and operates an Outside School Hours Care and a vacation care program for parents requiring care. The Governing Council members assist with all legal, ethical, financial, employment, planning and policy approval.

The Governing Council is elected by parents and family members of the school community, this provides a way for families of our service to have input in what happens within the service. When parents are actually involved in decision making they are more likely to understand decisions and to make a commitment to support them. It is also more likely that the service will reflect the real needs of the families and the community. The Chairperson of the committee is generally elected yearly School Governing Council meet twice on a termly basis. Meetings usually run for 1 to 2 hours. Committee members are required to attend these meetings and the AGM, which is held yearly.

Briefly, the School Governing Council is responsible for:

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

Responsibilities of the Provider

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

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

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

Code of Conduct

Each Governing council member understands and agrees to uphold the following standards of behaviour.

Governing council members should:

- Behave ethically and professionally in all matters relating to the management of the OSHC service.
- Actively seek knowledge and current, accurate information about the operations of the OSHC service.
- Maintain confidentiality about information received at all times.
- Discuss any matters involving a conflict of interest in relation to any OSHC matters, to help the committee make informed decisions.
- Put the needs and interests of the service ahead of personal perspectives.
- Perform the tasks/assignments delegated within the Committee.
- Provide strong support for the agreed strategies/decisions of the Committee.
- Attend meetings on a regular basis.
- Understand and have empathy with the service's history and current operations.
- Work impartially, collaboratively and harmoniously with other Committee members, School Principal, staff and families.

Staff Communication Processes

Governing council is in communication with the staff and the principal in regards to the service. Any concerns or decisions involving Governing Councils approval is discussed between the OSHC Director and the Chairperson of Governing Council. Mutual respect and recognition should exist at all times between Governing council members and educators.

The School Principal may delegate other educators to deal with or assist the Governing Council either generally or on particular matters. The School Principal remains responsible for the actions and performance of all staff members.




Related Policies:

None.

References:

- Education.sa.gov.au. (2020). *Governance Framework*. Available at <https://www.education.sa.gov.au/sites/default/files/decdgovernanceframework.pdf>
- Hillcrstps.sa.edu.au. (2019).

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

GRIEVANCE MANAGEMENT

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Hillcrest Primary OSHC Service is committed to providing a safe and supportive environment for all children, educators and families. We will create harmonious relationships in all areas of the service; the committee, management, parents, staff and children and any concerns or grievances will be treated seriously and respectfully.

Background:

All Governing council members and educators have the right to a harmonious and responsive working environment. All children and families involved in the service are to be listened to and respected. Solutions are to be sought for all disputes, issues or concerns that affect the operation of, and people within, the service in a fair and prompt manner.

Grievances/Complaints may be made in the following manner: in person, by phone, in writing, via email, mail, suggestion box, feedback forms or surveys.

The service will maintain records of complaints, processes and outcomes. Recorded complaints will be reported confidentially at OSHC Governing council meetings to monitor or resolve any issues or concerns. Notifiable complaints, as identified in the Education and Care Services National Law will be reported to the Education and Early Childhood Services Registration and Standards Board within 24 hours by the Nominated Supervisor. Notifiable complaints refer to a breach of the law or where the safety, health or wellbeing of a child has been, or is, compromised.

Implementation:

OSHC Governing council

Governing council members will be provided with clear written guidelines detailing grievance procedures, using the grievance procedure brochure.

- Governing council members will be provided with clear information about their roles and responsibilities.
- All discussions during governing council meetings will be treated as confidential.

If a Governing council member is unhappy with the way a decision has been reached at a Governing council meeting or with a particular action of the Governing council it may be requested that the grievance will be discussed at the next meeting for open discussion or, discuss the problem with the chairperson or principal.

If the matter is not resolved between both parties, the principal will meet to discuss the problem, try to resolve the situation, and provide feedback to the aggrieved member/s.

If the matter is still unresolved it can be taken further to the school board. The board can then determine further action.

Families:

Clear written guidelines detailing grievance procedures are available from the Grievance Procedure Brochure and in the policy folder available at the service.

The service's philosophy, policies and procedures are available for all families.

All confidential discussions with parents will take place in a quiet area away from others when required.

Families are able to raise a grievance anonymously, however they must realise that this may have an impact upon the effective resolution of the grievance.

Parent and staff conflict/Parent and management conflict:

- When an issue arises this should be discussed with the appropriate educator or otherwise the OSHC Director.
- The OSHC Director will thoroughly investigate the issue and mediate a solution with the parties involved.
- If the grievance is against the OSHC Director, the person must go straight to the principal.
- If the parent still feels the problem is not resolved, the director or parent may take the matter to the principal or Governing Council for guidance.

The Principal/Governing Council will advise the director of its decision and the director will convey that decision to the parent and the staff member concerned, or the Governing council/Principal will directly contact the parent concerned to advise of the decision.

Staff conflict:

All educators are provided with access to the Grievance procedure policy and brochure at orientation.

The issue should be raised with concerned educator in the first instance. If uncomfortable to do so discuss with OSHC Director. The OSHC Director will thoroughly investigate the issue and mediate a solution with the parties involved. If dissatisfied with the outcome, speak to School Principal or OSHC Committee regarding issue of concern. If the grievance is against the OSHC Director, the person should go straight to the Principal, or they may prefer to speak to the OSHC Committee. Educators may choose to have a union representative or other person present at any meeting or interview and may withdraw from the process at any time.

Parent and other child conflict:

If a parent is unhappy with the behaviour of a child who is not their own, they are NOT to approach the child, but rather, approach the Director or another educator to help resolve the issue.

If they feel the issue has not been resolved effectively, they can contact the principal, and if still no satisfaction can then move onto an outside authority such as the Governing Council Committee.

Children:

Children may access the Grievance policy through conversations with educators, discussions with families and a brochure displayed.

Children should approach the director regarding grievances or put a note in the suggestion box.

The director will investigate the issue and mediate a solution with the parties involved.

If the grievance is with the director, they should approach the School Principal.

Child and educator conflict:

If a child has a grievance towards an educator they should notify the OSHC Director.

The OSHC Director will investigate with all parties and mediate.

If the OSHC Director feels it is warranted, in the case of more serious issues, they will inform the child's parents of the issue and will investigate the problem and mediate a solution with all parties involved.

If the OSHC Director is unable to be involved in the investigation or mediate, another educator will be appointed 'Acting Director' to uphold the position during the OSHC Directors' absence.

***If no resolution can be reached, grievances may
be referred to:***

**SA regulatory Authority 1800 882 413
ACEQUA: 1300 422 327**




Related Policies:

None.

References:

- Hillcrstps.sa.edu.au. (2020). *Grievance Procedure*. Available at:
- <https://www.hillcrstps.sa.edu.au/wpcontent/uploads/2017/04/GrievanceProceduresBrochure2017.pdf>
- Acecqa.gov.au. (2020). *Reporting requirements about children*. Available at:
<https://www.acecqa.gov.au/resources/applications/reporting>

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

HEADLICE

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service will respond to reports of head lice quickly and effectively. We will ensure that parents and guardians are well informed about head lice within the service and update educators if lice is suspected

Background:




- Anyone can catch head lice.
- Head lice cannot fly, hop or jump. They spread from person to person by head to head contact, and by the sharing of personal items such as combs, brushes and head gear such as hats.
- While educators may believe that a child is infested with head lice, they are not permitted or qualified to search a child's hair, inspect for head lice, or diagnose a case of head lice.
- Procedure if head lice is suspected, educators will inspect and are to report any concerns to the Director or Principal, if suspicion confirmed by Director or Responsible Person will ensure that the parents of any infested child are contacted as soon as possible and informed and child to be sent home until treatment has been provided.
- Notifications of head lice will be provided to families via Facebook and the Skoolbag app, keeping the identification of the child confidential.
- Educators will ensure any objects within the service are not contaminated with head lice by thoroughly cleaning or washing brushes, hats, hair ties, clips, headbands or any other relevant materials. Cleaning will be done with hot soapy water to ensure it is appropriately disinfected.

Implementation:

Definition:

Head lice (*pediculosis*) are tiny insects that live on the human scalp where they feed and breed. Probably between 2-3% of primary school children are infested at any one time. While they do not carry or transmit disease, they are the most common cause of head itch and scratching which may lead to infection and swollen lymph glands; therefore, they need to be eradicated

Related Policies:
None.
References:
<ul style="list-style-type: none"> • www.education.sa.gov.au

Policy authorised by:			
Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

HEALTH AND HYGIENE

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service will maintain a healthy and hygienic environment that promotes the health of the children, educators and parents using our service. Children and educators using the Service will be encouraged to share ownership of maintaining best hygiene practices within the service. Educators will ensure that they maintain and model current best practice hygiene procedures to the best of their knowledge. Educators will engage children in experiences, conversations, routines and responsibilities that promote children's understanding of the importance of hygiene for the wellbeing of themselves and others.

Background:

The environment of the service is to be safe, clean, and in a hygienic condition at all times to ensure the general health of children and minimise the risk of cross infection. Environments must be regularly cleaned and kept in a hygienic state to protect against vermin, bacterial and fungal outbreak, all of which have serious consequences to a child's health

Implementation:

Goals:

- Maintain and model appropriate hygiene practices and encourage the children to adopt hygiene practices.
- Encouraging children to take responsibility for their own health and physical wellbeing and acknowledging best hygiene practices for children.
- Hygiene practices will be adhered to on a regular basis, this will be ensured individually or as a group through planned experiences, service routine and reminders to children.
- Health and hygiene information sheets or posters will be used by Educators to support these practices.
- All chemicals and hazardous materials will be stored out of reach for children and in a locked cupboard.
- Educators will aim to provide a non-judgmental approach to differences in hygiene practices and standards between families in order to support children's developing sense of identity.
- Hand washing will be practised by all Educators and children before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal.
- All Educators must wear disposable gloves when in contact with blood, open sores or other bodily substances, clothes contaminated with bodily fluids or cleaning up a contaminated area. Educators must wash hands with soap and water after removing the gloves. Educators with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.

- The service will be cleaned daily and rosters maintained as evidence of cleaning tasks, this is to ensure our service remains a clean and safe environment as every session begins.
- All toilet facilities will have access to a basin or sink with running hot and cold water and soap and paper towels for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towels will also be available in the kitchen area.
- All toilets and kitchen facilities used by the service will be cleaned daily. Surfaces will be cleaned after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned and disinfected on a termly basis with material items such as dress ups and cushion covers as required. Additional cleaning will occur when necessary.
- All food will be prepared and stored in a hygienic manner.
- Storage of food that isn't provided by our service is not to be kept in either fridge or freezer on premises. Under certain conditions educators are able to override this decision eg. Medical note, shared lunch etc. This is due to the risk of bacteria and cross-contamination.
- Children will be encouraged occasionally to be involved in food preparation to provide them with opportunities to learn about hygiene practices when preparing food. This participation will always be supervised.
- Food will be stored away from any chemicals.
- Kitchen equipment will be cleaned and stored appropriately.
- Surfaces will be cleaned before and after food preparation.
- The fridge and freezer temperature will be continually monitored to ensure it is at appropriate temperature (*fridge*: below 4°C, *freezer*: -18°C)
- Educators thoroughly clean the fridge and freezer weekly. This involves discarding of any expired food or drink products.
- The Service will provide food handling and hygiene training to educators.
- Children will be encouraged not to share their drinking and eating utensils.
- Tongs, spoons and gloves will be used for the serving of food. Where possible Educators will encourage children to self-serve their food and drinks, thus encouraging the development of their food handling skills as well as acknowledging their growing sense of independence.
- All cups, plates and utensils will either washed in hot, soapy water and rinsed thoroughly or placed in the dishwasher.
- Educators have the option to use gloves or utensils to serve food to children, however prior hand washing practices need to be implemented.
- If gloves are used, care must be taken to avoid contaminating food by only using them for one continuous task and then discarding them. Gloves must be removed, discarded and replaced with a new pair before handling food and before working with ready to eat food after handling raw food. All rubbish must be disposed of immediately, however leftover food may be wrapped up and stored in the fridge for use during that day only, considering foods life expectancy.




Related Policies:

None.

References:

- Regulations 77 (*Health, Hygiene and Safe Food Practices*)
- National Quality Standard 2; Children's Health and Safety
- National [Food Standards Code \(FSANZ\)](#)
- [Food Act 2001](#)
- [Food Regulation 2002\(ACT\)](#)
- ACT Department of Health

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

INCIDENT, TRAUMA AND ILLNESS

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our Service will plan for and respond effectively to accidents and medical emergencies.

Background:

Hillcrest Primary School OSHC has responsibility for the health and safety of children. Policies and procedures (including documented records) must be in place to effectively manage the event of any incident, injury, trauma and illness that occurs in the program by law. Educators must consider the understanding of all of the elements of wellbeing and ensure that the program acknowledges the importance of risk management to provide a safe environment and reasonably protect children from potential harm.

Implementation:

Goals:

Our service will:

- Develop program goals that promote the wellbeing of each child;
- Establish procedures and practice that minimise the risk of harm to children (hazard/risk assessments)
- Maintain communication with families to ensure that they are informed of any incidents, Injury, trauma and illness to their children as required.
- Ensure that records of any incident, injury, trauma and illness are documented and stored confidentially.

Practices:

The approved provider (school principal), nominated supervisor (director) and educators will consider the development of all children's wellbeing as paramount to the philosophy of our service. All educators will be aware of the development of wellbeing, and children's emerging capabilities, and plan the program accordingly.

The procedures of the service will include the following:

Approved Providers will:

- Notify the Regulatory Authority of any serious incident at the education and care service, the death of a child, or complaints alleging that the safety, health or wellbeing of a child was, or is, being compromised.

Nominated Supervisors will:

- Ensure that educators are rostered so that at least one educator who holds a current approved first aid qualification is present at all times that the children are being educated and cared for by the service.
- Ensure the service holds the correct number of first aid kits required, suitably equipped, and maintained.
- Ensure that all educators are aware of the completion of appropriate records (first-aid or incident report forms) and that this information is completed no later than 24 hours after the incident occurred.
- Give educators access to appropriate up to date information, or professional development on the management of incidents and injuries.
- Ensure all educators understand their responsibilities regarding administration of first aid and reporting of incidents and injuries.

Educators will:

- Ensure that all children have opportunities to engage in experiences that enhance their sense of wellbeing and allow children to develop a sense of assessing risks for themselves as appropriate.
- Consider the planning of the physical environment and experiences, ensuring that the spaces are safe through daily environment checklists and termly hazard assessments.
- Thoughtfully group children to effectively manage supervision and any potential risks to children's health and wellbeing.
- Respond to children in a timely manner. Provide reassurance and ensure children's emotional and physical wellbeing is a priority at all times.
- Seek further medical attention for a child if required.
- Be aware of the signs and symptoms of illness/trauma and update their understanding as part of their ongoing professional development.
- Be aware of individual children's allergies and immunisation status and use this knowledge when attending/responding to any incident, injury or illness.
- Respond to children showing signs of illness and begin monitoring the symptoms of the child and recording as appropriate. Educators will contact the child's authorised person to inform them of the illness signs, or to request the collection of the child.
- Maintain appropriate work health and safety standards when attending to children's injuries and applying first aid.
- Follow correct first-aid procedures in correspondence with individual children's medical requirements or care plans.
- Check that equipment and furniture in the service is well maintained and that any materials that may be hazardous are removed or repaired.
- Ensure that hazardous/chemical items are inaccessible to children.
- Be involved in regularly reviewing, discuss policy and procedure, and consider any improvements that need to be made to this policy.

Families will:

- Be informed of policies and procedures upon enrolment concerning first aid, illness whilst at the service, and exclusion practices, including immunisation status and illnesses at the service.
- Inform the service of their child's particular requirements, and provide any relevant paperwork to the service, such as immunisation status, letters from a medical professional etc.
- Be notified of any incident, injury, trauma, or illness as soon as possible, but no later than 24 hours after the noted incident as per legal requirements, parents/caregivers will be provided with a copy of the report upon their request which will be stored in their children's file.
- Be informed of the existence of this policy and have access to a written copy upon request.
- Have the opportunity to provide feedback on the effectiveness of the services policies and procedures via various methods, surveys, suggestion box etc.

Summary:

This policy ensures educators respond in a timely manner to any incident, and documentation is always completed, shared, and stored as appropriately. Regular reviews of procedures and this policy are implemented yearly. Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.




Related Policies:

None.

References:

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

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

INTERACTIONS WITH CHILDREN

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input checked="" type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service encourages warm nurturing relationships between children and educators that build the child's internal belief that they are supported and viewed as strong, powerful, competent, complex and full of possibilities.

Background:

The relationship between educators and children is one of the most important aspects of a service. Secure, respectful and reciprocal relationships are one of the basic principles of *Belonging, Being and Becoming: The Early Years Learning Framework* that provides a vision for the children's learning at OSHC. Relationships between educators and children can have a small or significant impact on the mood of the group, or the OSHC environment. The values of other skills like observing, planning, and organising the environment depends upon the extent to which educators are able to develop these relationships. Children who are secure in the relationship with their educator/s are confident in their learning and are able to enjoy and feel relaxed during their time at the service.

Children require positive relationships with adults that they can trust and who respond to them. This is the foundation that positively encourage children to flourish, it also fosters a sense of belonging within the OSHC community. This builds safety and security for children to take pleasure in actively exploring and learning about themselves, people and things around them.

Implementation:

The Nominated Supervisor and Educational Leader will:

- Guide professional development and practice to promote interactions with children that are positive and respectful through staff meetings and training sessions.
- Establish practice guidelines to ensure that interactions with children are given priority and those interactions are authentic and promote inclusion.

Educators will:

- Respond to children's communication in a fair and consistent manner.
- Respond sensitively to children's attempts to initiate interactions and conversations.
- Initiate one to one interactions with children during daily routines and conversations with each child.
- Support children's efforts, assisting and encouraging as appropriate.
- Provide security through consistent and warm nurturing relationships.
- Support children's expression of their thoughts and feelings.
- Encourage children to express themselves and show an interest and participate in what the child is doing.
- Encourage children to make choices and decisions.

- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- Acknowledge each child's uniqueness in positive ways.
- Respect cultural differences through communication and supportive practises.

Children's Rights, Family and Cultural Values:

Interactions within our service respect children's rights, family and cultural values as we consider and include supportive activities and experiences. We also encourage family feedback & suggestions to enhance children's rights, family and culture values within our service.

Listening:

Educators must use listening as a foundation for interactions. Listening is based on observation and contribution to conversation and communication, withdrawing judgment and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

Children and Families:

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families creates positive relationships within our service.

Reflection:

Time is dedicated to reflecting upon interactions with children. Our reflections consider individual based interests, communication patterns, improvements and suggestions. This helps our service to foster positive and meaningful relationships with children & families.

Role Modelling:

Educators model positive interactions when they:

- Show care, empathy and respect for children, educators, staff and families.
- Learn and use effective communication strategies.




Related Policies:

None.

References:

- DEEWR (2009). Belonging, Being and Becoming – The Early Years Learning Framework for Australia. www.deewr.gov.au

Policy authorised by:

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INVACUATION AND EVACUATION

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service aims to provide a safe environment in which children can play and explore their world free from harm. If an emergency or natural disaster impacts the service, educators will be competent in carrying out procedures to ensure the safety of all staff and children.

Background:

An emergency in relation to our service, includes any situation or event that poses an imminent or severe risk to the members at Hillcrest Primary School OSHC.

Implementation:

Safety Drills:

- Emergency evacuation and Invacuation procedures will be clearly displayed in the OSHC room near the main entrance and exit and must be followed in the event of fire, natural disaster or other emergencies.
- Safety drills are to be practiced at least four times each term, during AM and PM sessions.
- Safety drills are to be practiced at least twice during each vacation care period.
- During safety drills educators document attendance records, evaluate drill performance and this is reviewed and signed by chair of governing council or OSHC committee chairperson.

The Invacuation and Evacuation plan will include:

- The determination of a safe assembly area away from the building, with a specified escape route, and the identification of access areas for emergency services
- The identification of a second stage assembly area in the event that the first assembly area becomes unsafe
- Unobstructed routes for leaving the building which are suitable to the ages and abilities of the children
- Accessible pre-packed bags for first aid located in both OSHC and the school office
- Nominating who will collect the attendance sheet, emergency contact numbers on work phone and first aid kit.
- Nominating who will conduct a roll call to ensure that all children are present
- Determining who will check that the building is empty and close or lock the doors of the building
- How the children will be supervised at the assembly area

When the emergency services arrive, the Responsible Adult will inform the officer in charge of the nature and location of the emergency and of any missing children or staff no-one will re-enter the building until advised it is safe to do so by the emergency service officer.

Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. Staff will be instructed in the operation of fire extinguishers.

Staff will only attempt to extinguish fires when all of the following is assured:

- The children have been evacuated from the room
- The fire is small
- There is no danger to the person who will operate the extinguisher
- The operator is well trained and confident in the use of the extinguisher




Related Policies:

None.

References:

- SA Country Fire Service (CFS website) at www.cfs.org.au
- DECD Emergency and Crisis Management at www.crisis.sa.edu.au/

Policy authorised by:

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NUT AWARENESS, ASTHMA AND ALLERGY

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Hillcrest Primary School OSHC aims to raise awareness of all members of the community regarding anaphylaxis (severe allergic reactions), asthma and any other allergies. Our service will provide a safe environment for all members of the OSHC, which understands and caters to needs of all children.

Background:

Anaphylaxis is an allergic reaction in sensitive individuals that can cause difficulty in breathing, throat swelling, a drop in blood pressure, loss of consciousness and in some cases, hospitalisation. The reaction may be due to an insect bite, medications and immunisations, food or pollen, however this is not the extent of causes for anaphylaxis.

Implementation:

To minimize the risk to individuals, the following management strategies are in place:

Parents and Caregivers:

- Are requested NOT to send food to OSHC and Vacation Care that contains nuts, especially peanuts. This includes products such as peanut butter, Nutella, satay products, peanut oil and other food that contain any nuts or traces of nuts.
- May continue to provide birthday cakes and food for OSHC provided they do not contain nuts
- Will be informed of this policy on enrolment and provide a hard copy policy stating this displayed on the parents desk.

Children of service:

- Are encouraged to wash hands after eating
- Are encouraged not to share food

Children and educators who may identify with severe allergic reactions must have an Action Plan (signed by their doctor or specialist) that should include:

- Detail of triggers
- Early warning signs
- First aid action to be taken – including use and storage of Epi-pen (in office)
- Emergency and medical contact details

Educators of the service:

- Will participate in training to stay informed, and capably understand and deal with Anaphylaxis and other allergies.

- Will be made aware of children who have anaphylactic reactions through identification cards displayed on the fridge & inside the medical/ health/ diet records
- Raise awareness of allergies at regular staff meetings

What is Asthma?

Asthma is a medical condition that affects the airways (the breathing tubes that carry air into our lungs). From time to time, people with asthma find it harder to breathe in and out, because the airways in their lungs become narrower. Asthma may be caused by weather, physical activity and air pollutants. This list is not the extent of all that can cause asthma.

Implementation/management:

To minimize the risk to individuals, the following management strategies are in place:

Parents and Caregivers of the service:

- Will be informed of this policy at the start of each school year and on enrolment.
- Inform educators, either upon enrolment or on initial diagnosis, that their child has a history of asthma.
- Provide all relevant information regarding the child's asthma via the Action Plan as provided by the child's doctor.
- The Child Asthma Action Plan is to be completed prior to the enrolment of the child and reviewed by the educators and parents each year or more frequently should any changes in treatment occur.
- Supply current medication labelled with child's name and expiry date and left with the child.
- Communicate all relevant information and concerns with educators as the need arises e.g. if asthma symptoms were present during the night.

Educators of the service:

- Ensure that they maintain current Asthma First Aid training.
- Ensure that they are aware of the children in their care with asthma.
- In consultation with the family, optimise the health and safety of each child through supervised management of the child's asthma.
- Ensure that all regular prescribed asthma medication is administered in accordance with the information on the Child's Asthma Record.
- Administer emergency asthma medication if required according to the child's Asthma Action Plan.

Medical conditions not stated:




Upon enrolment parents/caregivers are required to provide our service with an individual care plan specific to their child's medical condition. We will handle all other medical conditions in correspondence with first-aid training, referring to their tailored care plan as necessary.

The policy will be promoted by:

- Information in our parent handbook
- Posters on parent information board
- Attached to booking forms

The OSHC acknowledges that due to food processing practices, it is impractical to eliminate all traces of nuts entirely from all environments our service accesses. However, we will strictly not serve food to children that specifically include any nut products.

Related Policies:
None.
References:
<ul style="list-style-type: none"> Hillcrstps.sa.edu.au. (2019). <i>Nut awareness and allergy policy</i>.

Policy authorised by:			
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Signature:			

NUTRITIONAL REQUIREMENTS

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service will provide nutritional food which is consistent with promoting healthy eating and is appropriate to their age, cultural background, religion and medical needs.

Background:

Attaining optimal nutrition ensures that children can grow to their full potential, and it provides the stepping-stones to a healthy life

Implementation:

Our service will:

- Role model healthy eating and activity throughout the day to all children and families.
- Promote healthy eating adhering to Right Bite Policy.
- Guide families with suggestions on providing healthy snacks.

Provision of food and drink:

The program provides breakfast and two snacks that promote healthy eating, including fruit. Each day families are encouraged to provide nutritious food and water for the child during vacation care, school closure and pupil free days. Our service ensures that food is appropriate for their age, culture, religion and or medical needs.

Our Service will:

- Ensure all children will have access to safe drinking water at all times. Provide safe drinking water to children and educators at all times, and ensure children have adequate fluid intake during their care. (fluid requirements of children increase in certain circumstances such as hot weather, after exercise or when they are ill)
- Ensure all children are offered food and beverages appropriate to the needs of each child, alternative options are provided for those children with dietary requirements or medical conditions.

Provide a positive eating environment that helps to communicate family and multicultural values by:

- Encouraging families to send a wide range of nutritious food that would represent theirs or other cultures.
- Using strategies such as educators and children sitting together at snack time, eating the provided snack option together to role model healthy eating.

- Providing information to families outlining the food and nutrition requirements policy.
- Provide a friendly, relaxed and comfortable environment that will help to achieve a stress-free snack time for both children and educators.

Educators will:

- Supervise and encourage safe eating behavior's and appropriate hygiene. E.g. sitting while eating any food, washing hands before and after snack including food preparation, clean any surface area where food will be etc.
- Understanding, respecting and handling eating behaviour of children (including refusal of food by children). Children are encouraged with verbal positive reinforcement to eat their fruit and provided snack but are never to be forced or harassed for not eating. If children regularly refuse to eat food, strategies are to be discussed with families and implemented within the service, it may be suggested that parents provide us with alternatives or take the child to a family doctor or dietician for a review.

Implementation:

Food Safety Practices:

- Safe hand-washing practices are adhered to at all times.
- Children are encouraged to be seated when eating and drinking and are to be supervised at all times.
- Aware of children with special dietary requirements following provided lists.
- Educators undertake Food safety training upon employment and reflect upon these practices.

The OSHC Program has a NO NUT OR NUT PRODUCT policy due to children attending the School with nut allergies.

Education and information:

- Choose food awareness activities and experiences from a variety of cultures (cultural day).
- Food awareness activities and discussions about food, different cultures, health, hygiene and nutrition will be included across the program.

Professional development of staff and educators:

- All educators will have access to Right Bite Policy that our service follows.
- Educators will attend and /or have access to information on food handling and hygiene procedures.
- Discuss issues relevant to food and nutrition on a regular basis at staff meetings.

How will we support families with the nutritional requirements?




- Provide suitable information that can assist and encourage the family to provide snacks that: meet current standards and recommendations in relation to nutritional requirements, are appropriate to the child's age, cultural and religious background, and are of a variety and quantity that satisfies the child's appetite and interests.
- Provide feedback to parents if their child is not eating well or regularly.

Related Policies:

[HEALTH AND HYGIENE POLICY](#)
[NUT AWARENESS, ASTHMA AND ALLERGY POLICY](#)

References:

- Right Bite Policy (Department for education and Child development)

Policy authorised by:			
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Signature:			

PET MANAGEMENT

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input checked="" type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

When children observe, interact and care for an animal it can provide an enriching experience and be a valuable part in learning about empathy, relationships and nature. It also teaches children about responsibility and the importance of nurture.

Background:

Providing children with access to animals and keeping pets within the service, comes with roles and responsibilities. There are issues to be considered for the safety and wellbeing of children and animals at the service.

A risk assessment should be conducted when deciding the type of pet suitable for the service and how children will engage with it. Procedures must be put in place to ensure appropriate care is provided for the animal and that the children's safety is also considered. Preventative measures are put in place to ensure the welfare and wellbeing of children in the service is protected at all times.

Implementation:

Educators and staff will:

- Conduct a risk assessment before introducing pet/animal into the service to ensure the wellbeing and welfare of all children is paramount;
- Provide adequate supervision at all times when interacting with pets or animals;
- Ensure children are using correct hygiene methods when feeding pets or animals and cleaning tanks/enclosures;
- Ensure animals that are ill should be treated promptly by a vet;
- Ensure children with allergies are considered during the decision process of a pet or animal for the service;
- Ensure injuries caused by pets or animals will be reported to relevant families and documented as per normal procedure;
- Be aware of parasites that may be transferred by pets, such as ringworm (which is a fungus), worms, fleas and ticks;
- Inform parents if there are any urgent issues regarding pet or animals that may put the child's health or safety at risk;
- Follow pet care process and procedure to ensure correct care of pet/animal;

Children will:

- Be responsible for following pet care process and procedures to ensure correct care of pet/animal.
- Ensure adequate hygiene practices are followed at all times when dealing with pet/animal.
- Be responsible for feeding the pet/animal on allocated days.
- Be able to volunteer to help an educator clean pet/animal tanks or enclosure




Related Policies:

None.

References:

- Acecqa.gov.au. (2020). Available at: https://www.acecqa.gov.au/sites/default/files/2019-07/QA3_InfoSheetKeepingPetsAndAnimalsInEducationAndCareServices.pdf

Policy authorised by:

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PROVIDING A CHILD SAFE ENVIRONMENT

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Hillcrest Primary School OSHC has a moral and legal responsibility to ensure that the rights and best interests of the children, families and educators in our service are paramount. We will provide training, resources, information and guidance to best support a child safe environment.

To this end, Hillcrest Primary School OSHC will:

- Ensure that the health, safety and wellbeing of all children at the service is protected at all times.
- Ensure that people educating and caring for children at the service act in the best interests of the child.
- Protect and advocate the rights of all children to feel safe at all times.
- Maintain a culture in which children's rights are respected.
- Encourage active participation from families at the service, supporting a partnership approach and shared responsibility for children's health, safety, wellbeing and development.

Background:

Children and young people have a right to be safe and protected at all times, including when accessing services in the community. Child safe environments ensure that children feel respected, valued and encouraged to reach their full potential. All children of Hillcrest Primary School OSHC have the right to experience quality care in an environment that promotes opportunities to thrive, led by educators who protect and support their health, safety, security and wellbeing.

Implementation:

Goals:

- Educators will openly encourage children to share their views and wishes about matters affecting their lives and to have those views appropriately considered by educators.
- Educators will continually develop and evolve their relationships with children to ensure children feel safe and comfortable in their interactions with educators.
- Educators will role model respect towards others to maintain a positive culture within OSHC where children's wellbeing is supported.

Strategies:

In order to promote a safe physical environment our service will:

- Ensure all equipment and materials used at the service meet relevant safety standards. Remove, repair or replace worn and damaged buildings, structures, equipment and resources, which may provide a safety risk for children in a timely manner.
- Ensure learning environments are established that provide appropriate child groupings, sufficient space, and include carefully chosen and well-maintained resources and equipment.

- Organise indoor and outdoor spaces to ensure risks to the health and safety are minimised. Conduct a daily hazard checklist of our outdoor play spaces and environment. Conduct a quarterly risk assessment of our environment to determine any risks to children's health and safety.
- Analyse and evaluate the risks associated with identified hazards.
- Determine appropriate ways to eliminate or control identified hazards.
- Review risk assessments after any serious incident report is made.
- Refer to an agreement upon enrolment and limit mobile device usage within the service, however under strict circumstances they will be able to access this for work related purposes only, recipes, activity instructions or contact with fellow educators etc. (this excludes any videos or photography)
- Adhere to a confidentiality agreement

Staffing and Supervision:

- Ensure that sufficient numbers of educators are employed to ensure adequate supervision of children at all times.
- Manage rosters to not only ensure that adequate numbers of educators are on duty to meet ratio and qualification requirements but that duty of care implications are considered to ensure adequate supervision at all times.
- Ensure screening and suitability of staff, volunteers as per the legislation and policy at the time of employment and as part of an ongoing process.
- Respond proactively to emerging staff performance concerns.

Child Protection:

All educators and volunteers of our service are Mandatory Reporters and are required to report to the Child Abuse Report Line – Phone : 131478 or perform an online electronic notification E-CARL at <https://www.childprotection.sa.gov.au/>)

Reports can be made if Educators have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concerns about the safety, welfare or wellbeing of a child or young person. The Mandatory Reporter Guide (see resources) will be used to guide decision-making and determine whether to report to the Child Protection Helpline.

Staff will consistently undertake training in order to effectively:

- Appropriately respond to any allegations or disclosures of abuse against educators members of the service.
- Understand the responsibilities and processes as a mandatory reporter.
- Be able to recognise the factors that increase a child's vulnerability to mistreatment.
- Be aware of the vulnerabilities which may indicate a need for immediate exclusion from contact with children and educators at the service when inappropriate behaviour is suspected, pending investigation.

Roles & Responsibilities for Providing a Child Safe Environment

Role:	Authority/Responsibility for:
Approved Provider (Hillcrest Primary School Principal)	<ul style="list-style-type: none"> • Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011. • Ensure all staff have access to relevant professional development. • Ensure that the Nominated Supervisor and educators at the service who work with children are advised of current child protection legislation, its application, and any obligations that they may have under that law (Regulation 84).
Nominated Supervisor: (OSHC Director)	<ul style="list-style-type: none"> • Provide all staff and educators working directly with children with a copy of the Mandatory Reporter Guide to assist them in their reporting. • Provide all staff and educators working directly with children with access to the Protective Practices and guidelines for staff working in education and care settings. • Ensuring screening and suitability processes are maintained to meet policy and legislated requirements. • Identifying and providing appropriate resources and training to assist staff and visitors to implement this policy (refer to resources). • Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.

	<ul style="list-style-type: none"> • Co-operating with other services and/or professionals in the best interests of children and their families. • Ensuring that families are made aware of support services available to them and of the assistance these services can provide. • Ensuring that all staff who work with children are supported to implement this policy in the service. • Protecting the rights of children and families, and encouraging their participation in decision-making at the service
Early childhood educators Certified Supervisors	<ul style="list-style-type: none"> • Act in accordance with the obligations outlined in this policy. • Raise concerns when barriers or threats to the protection of children and young people's safety and wellbeing are identified, including through the conduct of other adults at the site/service. • Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy. • Follow all record keeping requirements • Undertaking appropriate training and education on child protection. • Identifying any potential for risk and harm to a child at the service, developing, and implementing effective prevention strategies in consultation with the approved provider and the nominated supervisor. • Co-operating with other services and/or professionals in the best interests of children and their families.

	<ul style="list-style-type: none"> • Ensuring that no child is left alone (or is out of sight) with a visitor, or another child's parent/guardian at the service. • Implementing the procedures for reporting suspected child abuse. • Notifying the nominated supervisor or the approved provider immediately on becoming aware of any concerns, complaints or allegations regarding the health, safety and welfare of a child in our care. • Offering support to the child and their family, and to other staff in response to concerns or reports relating to the health, safety and wellbeing of a child. • Maintaining confidentiality at all times. • Adhering to all service policies.
Families	<ul style="list-style-type: none"> • Reading and complying with this policy. • Reporting any concerns, including in relation to potential for child abuse, to the Nominated Supervisor.

Monitoring, Evaluation and Review:

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 12 months.

Educators and Governing council are essential stakeholders in overseeing the policy review process and will be given opportunity and encouragement to be actively involved. We seek alternate suggestions from families of our service for inclusive engagement.

In accordance with 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.




Related Policies:

None.

References:

- Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
Mandatory Reporting guide: Development version 1.0, November 2015
- Working With Children Check – www.kidsguardian.sa.gov.au/working-with-children/working-with-children-check
- Become a Childsafe Organisation – www.kidsguardian.nsw.gov.au/child-safe-organisations/become-a-child-safe-organisation
- Child safety Australia – www.childsafetyaustralia.com.au
- United Nations Convention on the Rights of the Child – www.unicef.org.au
- The Supporting young children's rights: Statement of intent (2015-2018) – www.earlychildhoodaustralia.org.au
- Australian Human Rights Commission – www.humanrights.gov.au
- Australian Childhood Foundation – www.childhood.org.au

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

REQUEST FOR BOOKINGS

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input checked="" type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input checked="" type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

In order to enrol in and access our service, a completed booking form is required. Our service has implemented this system along with the priority of access guidelines stated on the booking form to ensure places are allocated to families with the greatest need for childcare support.

Background:

The Priority of Access Guidelines must be used by approved services to allocate available childcare places where there are more families requiring care than places available. These guidelines only apply to Child Care Benefit approved services and must be followed upon enrolment or booking.

Implementation:

Priorities:

When filling vacant places, a service must fill them according to the following priorities:

Priority 1 – a child at risk of serious abuse or neglect

Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test

Priority 2 should also be given to children in:

- Aboriginal and Torres Strait Islander families
- Families which include a disabled person
- Children in families on a lower income (school card)
- Families from a non-English speaking background
- Socially isolated families
- Single parent families

Priority 3 – any other child.

General Implementation:

- All booking forms are to be returned to an educator by the closing date stated on bottom of the form, this ensures parents are given the best possible chance of receiving the care they request.
- Remaining vacant positions once the closing date has past will be available to families upon request.
- Our service provides families with a waiting list if their child is unable to receive an available position in the allocated period. This would be due to our service at full capacity; parents/caregivers are encouraged to use the waiting list if still requiring care.

- If the care is required, it is parent/families responsibility to ensure they collect and complete the required booking form.

Permanent Bookings (ASC, BSC)

Request for booking forms are accessible on the Parents Desk for all families. Booking forms are available once a semester, these will go out for access during Week 5 of Term 2 and Week 5 of Term 4. This allows families to have consistent and permanent bookings for the sessions requested on the booking form.

Casual Bookings (ASC, BSC)

Request for booking forms are not required for casual bookings. However, when requiring care families need to notify an educator within period specified below; this ensures we are within ratio to provide the best care for your child.

Before School Care: by 6pm of the previous day.

After School Care: by 9am on the morning of.

Vacation Care Bookings:

Request for booking forms for Vacation care are also accessible on the Parent's Desk, these are accessible once a term from Week 4. This allows families to get consistent bookings for the sessions requested on the booking form.

Request for booking forms are not required for casual bookings during vacation care. However, when requiring care families need to notify an educator at least the day before. This ensures the best possible chance of an available position. The best form of contact is via text message, phone call or speak to an OSHC educator in person.

- We accept bookings for children as young as 4 years of age. Children that are 4 years old and require care may only attend during the December/January Vacation care period before the new school year. As this is an exception, a child aged 4 will not be able to attend any excursions during this time.
- Any child from another school will only receive bookings after the closing date has passed, given our service has available positions.

Pupil Free/School Closure Bookings

Request for booking forms for Pupil free days and School closure days are again accessible on the Parent's Desk, this occurs throughout the term and allows parents/families to ensure stable bookings for the time stated on the booking form.

Request for booking forms are not required for casual bookings of Pupil Free and School closure days. However, families requiring care need to notify an educator at least the day before. This ensures the best possible chance of an available position. The best form of contact is via text message, phone call or speak to an OSHC educator in person.

Due to the nature of our service, not all casual bookings may be accepted due to certain circumstances:-

- Service has reached full capacity
- Service unable to meet educator to child ratio
- Correct enrolment information not supplied by parent/caregiver (medical, dietary etc.)




Related Policies:

None.

References:

- Hillcrest Primary School. (2020). *Parent Information - Hillcrest Primary School*. Available at: <https://www.hillcrstps.sa.edu.au/parent-information/>

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

SLEEP AND RELAXATION

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Hillcrest Primary School OSHC will provide safe relaxation and sleep practices that meet the individual needs and support the health, safety and wellbeing of children within the service.

Background:

"The early years of life are a peak period for growth and development, and quality sleep is essential during this period. Educators can support parents to establish and maintain good sleep habits in children through the environment provided for sleep and rest" (reference)

Hillcrest Primary School OSHC follows *My Time Our Place Framework* which includes a focus on **social, emotional, spiritual and physical wellbeing and health**. Development Outcome 3 in the framework documents refer to a child's ability to take increasing responsibility for their own wellbeing. One of the indicators for this capacity is that children "recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity)". The Early Years Learning Framework suggests that to promote this, educators should:

- Consider the pace of the day within the context of the program.
- Provide a range of active and restful experiences throughout the day, and support children to make appropriate decisions regarding participation.

Implementation:

Hillcrest Primary School OSHC is committed to:

- Providing a positive and nurturing environment for all children attending the service
- Recognising that children have different requirements for relaxation and sleep, and being responsive to those needs to ensure that children feel safe and secure at the service
- Consulting with parents/guardians about their child's individual relaxation and sleep requirements/practices, and ensuring practices at the service are responsive to the values and cultural beliefs of each family
- Its duty of care (refer to *Definitions*) to all children at Primary School OSHC, and ensuring that adequate supervision (refer to *Definitions*) is maintained while children are sleeping, resting or relaxing
- Complying with all legislative requirements, standards and current best practice.

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, parents/guardians, children and others attending the programs and activities of Hillcrest Primary School OSHC.

The Approved Provider is responsible for:

- Taking reasonable steps to ensure the sleep/rest needs of children at the service are met, with regard to the age of children, developmental stages and individual needs (Regulation 81(1))
- Protecting children from hazards and harm (Section 167)
- Consulting with educators in relation to WHS issues when purchasing new equipment for the service
- Ensuring adequate supervision of children at the service at all times, including during relaxation and sleep

The Nominated Supervisor is responsible for:

- Taking reasonable steps to ensure the sleep/rest needs of children at the service are met with regard to the age of children, developmental stages and individual needs (Regulation 81(2))
- Ensuring the educational program provides opportunities for each child to sleep, rest or engage in appropriate quiet play activities, as required
- Protecting children from hazards and harm (Section 167)
- Informing the Approved Provider, as soon as is practicable, of any hazards identified in the child's resting or sleeping environment
- Ensuring adequate supervision of children at the service at all times, including during relaxation and sleep

Certified Supervisors, educators and other staff are responsible for:

- Providing each child with appropriate opportunities for relaxation and sleep according to their needs
- Providing input in relation to WHS issues when new equipment is purchased for the service
- Developing relaxation and sleep practices that are responsive to the individual needs of children at the service, parenting beliefs, values, practices and requirements
- The length of time each child spends at the service
- Circumstance or events occurring at a child's home
- Consistency of practice between home and the service
- A child's general health and wellbeing
- The physical environment, including room temperature, lighting, airflow and noise levels
- Minimising distress or discomfort for the children in their care
- Ensuring that resting and sleeping practices are not used as a behaviour guidance strategy
- Providing a range of opportunities for relaxation throughout the day
- Informing the Nominated Supervisor or Approved Provider, as soon as is practicable, of any hazards identified in the child's resting or sleeping environment
- Providing adequate supervision (refer to *Definitions*) of all children, including during sleep, rest and relaxation
- Supervising children displaying symptoms of illness closely, especially when resting or sleeping (refer to *Incident, Injury, Trauma and Illness Policy*)
- Ensuring that artificial heating, such as heat bags and hot-water bottles, is not used to provide warmth
- Following our *Hygiene Policy* and procedures that are implemented for the cleaning and storage of cushions/mats
- Documenting and communicating children's rest and sleep times to co-workers during shift changes
- Providing information to families about the service's relaxation and sleep practices
- Developing communication strategies to inform parents/guardians about their child's rest and sleep patterns, including times and length of sleep.

Parents/guardians are responsible for:

- discussing their child's relaxation and sleep requirements and practices prior to commencing at the service, and when these requirements change
- providing information on the child's enrolment form if the child requires special items while resting or sleeping e.g. a comforter or soft toy

Definitions:***Adequate supervision:***

(In relation to this policy) **supervision** entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used. Adequate supervision refers to constant, active and diligent supervision of every child at the service this includes educators to always be in a position to observe each child, respond to individual needs, and immediately intervene if necessary.

Variables affecting supervision levels include:

- Number, age and abilities of children
- Number and positioning of educators
- Current activity of each child
- Areas in which the children are engaged in an activity (visibility and accessibility)
- Developmental profile of each child and of the group of children
- Experience, knowledge and skill of each educator
- Need for educators to move between areas (effective communication strategies).

Duty of care:

A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonably foreseeable risk of injury.

Relaxation/rest: A period of inactivity, solitude, calmness or tranquillity.




Related Policies:

None.

References:

- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia* (EYLF): <http://education.gov.au/early-years-learning-framework>
- Grow and Thrive, *Sleep*, volume 2 number 1, February 2013, Centre for Community Child Health: <http://www.rch.org.au/ccch/growthrive/archives/>
- Australian Consumer Law and Fair-Trading Act 2012
- Australian Consumer Law and Fair-Trading Regulations 2012
- Education and Care Services National Law Act 2010: Section 167
- Education and Care Services National Regulations 2011
- Occupational Health and Safety Act 2004

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

SUNSMART MANAGEMENT

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

The following policy is in place to help the children of our service minimise the risks of overexposure to UV.

Background:

Before and after school care services require different sun protection practices as they operate outside of the peak UV times of the day.

This Sunsmart policy has been developed to:

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

Implementation:

Rationale:

The sun's ultraviolet (UV) radiation is the main cause of skin cancer. UV damage also causes sunburn, tanning, premature ageing and eye damage. Australia has one of the highest rates of skin cancer in the world. Two in three Australians will develop some form of skin cancer before the age of 70.

Sunburn and other UV damage is common while playing or watching sport, when people are exposed to the sun's UV radiation for long periods.

Educators have a responsibility under health and safety legislation to provide and maintain a safe working environment for staff and students. By minimising UV harms, you will help to fulfil this obligation and duty of care.

Sun protection times:

The sun protection times from the Bureau of Meteorology forecast the time of day UV levels are due to reach 3 or higher. At these levels, sun protection is recommended for all skin types.

A combination of sun protection measures is needed during the daily local sun protection times.

To assist with the implementation of this policy, educators at our service are encouraged to access the daily local sun protection times at sunsmart.com.au, on the free SunSmart app or SunSmart widget (on the club website) and in the weather section of the newspaper.

Hillcrest Primary school's sun safety policy states that if the weather forecast is 36° and above or if the UV level is 11 and above, we are required to keep all children indoors due to high exposure.

Where it is not possible to avoid peak UV and heat periods, the following interim steps are taken to minimise the risk of overexposure to UV and heat illness:

- Outdoor play is limited in duration.
- Outdoor play start earlier in the morning or later in the evening.
- Educators act as role models by wearing sun-protective clothing (uniform) and hats, applying sunscreen and seeking shade wherever possible.

Sun protection measures:

Clothing

Sun-protective clothing is included as part of a regulation for OSHC.

Ensure T-shirts/Tops have sleeves especially covering shoulders.

Where the clothing does not provide adequate sun protection, children will be asked to forego outside play or remain in shaded areas.

This information is based on current available evidence at the time of review.

Last update: September 2017 (SunSmart, 2020)

Sunscreen

SPF30 (or higher) broad-spectrum, water- resistant sunscreen is provided. If necessary due to medical requirements children can also supply their own sunscreen. Children are encouraged to apply sunscreen before playing outdoors and to reapply every two hours or immediately after swimming.

Sunscreen is stored below 30°C and replaced once it is past the use-by date.

Children are encouraged to apply a generous amount of sunscreen, all over visible skin.

The first aid kit includes a supply of SPF30 (or higher) broad-spectrum, water-resistant sunscreen.

If failure to apply sunscreen, children will forego outdoor excursions/play due to high-risk exposure.

Hats

Wide-brimmed or bucket hats are included as part of the uniform.

Caps and visors do not provide adequate sun protection to the face, ears and neck and are not recommended for extended sun protection.

If failure to wear a hat, children will forego outdoor excursions/play due to high risk exposure.

Education and information:

The times when sun protection is required (as determined by SunSmart's daily local sun protection times) are communicated to children and all educators.

For more information contact SunSmart:

W: sunsmart.com.au

P: (03) 9514 6419

E: sunsmart@cancervic.org.au




Related Policies:

None.

References:

- SunSmart: sunsmart.com.au
- SunSmart widget: sunsmart.com.au/uv-sun-protection/uv/uv-widget
- SunSmart app: sunsmart.com.au/app
- Heat and UV Guide: sunsmart.com.au/downloads/communities/sports-clubs/uv-exposure-heat-illness-guide.pdf
- Shade audit: sunsmart.com.au/shade-audit/
- Australian Government Therapeutics Goods Administration (TGA) – Australian regulatory guidelines for sunscreens: [4. Labelling and advertising – directions for use of the product](#)
- ARPANSA [Radiation Protection Standard for Occupational Exposure to Ultraviolet Radiation](#) (2006)
- Safe Work Australia: [Guidance Note – Sun protection for outdoor workers](#) (2016)

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

WATER SAFETY

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input checked="" type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service will aim to prevent child accidents, incidents and illnesses relating to water hazards. Our service implements processes and procedures that educators will follow to ensure the welfare and wellbeing of children is protected at all times

Background:

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

Implementation:

Goals:

Children's safety and wellbeing will:

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

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

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

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

- Educators will closely supervise children near any water at all times, never leave children alone near any water.
- Educators will teach children about staying safe in and around water.
- Educators will ensure accessible hot water will be maintained at a safe temperature for child use.
- Educators will conduct a compulsory risk assessment prior to any excursion or incursion. Particular attention will be focused upon water safety where the excursion is near a body of water.
- Educators are required to have at least one staff member with a current approved first aid qualification and CPR, on the premises at all times.

All educators are encouraged to have their current approved first aid and CPR certificates.




Related Policies:

None.

References:

- ACECQA National Quality Framework Resource Kit (2012)
- Children (Education and Care Services National Law Application) Act 2010
- Work Health and Safety Act 2011
- National Health and Medical Research Council: www.nhmrc.gov.au
- Pool and Water Safety: www.kidsafe.com.au

Policy authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

WORKPLACE HEALTH AND SAFETY

QUALITY AREA:	<input type="checkbox"/>	1: EDUCATIONAL PROGRAM & PRACTICE
	<input type="checkbox"/>	2: CHILDREN'S HEALTH AND SAFETY
	<input type="checkbox"/>	3: PHYSICAL ENVIRONMENT
	<input type="checkbox"/>	4: STAFFING ARRANGEMENTS
	<input type="checkbox"/>	5: RELATIONSHIPS WITH CHILDREN
	<input type="checkbox"/>	6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
	<input checked="" type="checkbox"/>	7: GOVERNANCE AND LEADERSHIP

Aim:

Our service aims to:

- Ensure our educators health and safety is of a high priority
- Remove or reduce risks to the health and safety of all educators, contractors and visitors to this workplace and anyone else who may be affected by our operations
- Ensure all work activities are done safely
- Identifying and solving health and safety issues amongst our educators
- Continuously improving work health and safety by addressing hazards and reviewing outcomes.

Background:

The harmonised work health and safety (WHS) laws require that organisations that employ workers ensure, so far as is reasonably practicable, the physical and mental health and safety of its workers, including volunteers.

Implementation:

As the Person Conducting a Business or Undertaking (PCBU), we must:

- Ensure our responsibilities under the *Work Health and Safety Act 2012 (SA)* and *Work Health and Safety Regulations 2012 (SA)* are met
- Take reasonable steps to provide and maintain a safe working environment, plant and substances in a safe condition, and facilities for the welfare of all workers
- Provide ways for workers to be informed about and involved in health and safety issues at work
- Provide information, instruction, training and supervision needed to make sure that all workers are safe from injury and risks to their health and safety
- Conduct regular workplace inspections

Ensure this policy and all safe work procedures are kept up to date.

Our workers must:

- Take reasonable care for their own health and safety, and ensure that their acts or omissions do not adversely affect the health and safety of others in the workplace
- Follow reasonable instructions given by the PCBU to protect their health and safety
- Identify and report any workplace incidents or hazards to their supervisor
- Not wilfully interfere with or misuse items or facilities provided.

Our visitors and contractors must:

- Not put themselves or any other person at the workplace at risk
- Comply with our safety policy and procedures.




Related Policies:

None.

References:




- Safe Work Australia. (2020). *The Essential Guide to Work Health and Safety for Organisations that Engage Volunteers*. [online] Available at: <https://www.safeworkaustralia.gov.au/book/essential-guide-work-health-and-safety-organisations-engage-volunteers>




Policy authorised by:




Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			




SECTION 2 - ADDITIONAL DOCUMENTS

ADDITIONAL DOCUMENT AUTHORISATIONS

<u>BEHAVIOUR STEP CHART</u> Document Authorised by:			
Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			




<u>BEHAVIOUR LETTER</u> Document Authorised by:			
Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

<u>CONFIDENTIALITY AGREEMENT</u> Document Authorised by:			
Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

<u>STAFF MOBILE PHONE AGREEMENT</u> Document Authorised by:			
Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			




INVACUATION./ EVACUATION STAFF ACTION PLAN

Document Authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			




EVACUATION ACTION PLAN

Document Authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			




INVACUATION ACTION PLAN

Document Authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

GOLDFISH & HERMIT CRAB RISK ASSESSMENT

Document Authorised by:

Name:	Lissa Hutter	Paige Henderson	Karien Marshall
Position:	Principal	Director	Chairperson
Service:	Hillcrest Primary School	Hillcrest Primary OSHC	Hillcrest Primary Governing Council
Signature:			

BEHAVIOUR STEP CHART

Behaviour step chart

1. Verbal warning
2. 5 Minutes thinking time
3. 10 minutes thinking time & loss of electronics for remainder of the day
4. Educator to speak with the child's parents/ caregivers regarding their behaviour & a note sent home

BEHAVIOUR LETTER

Dear parent/caregiver,

I am writing to you as _____ behaviour today has been unacceptable and after three previous warnings (as stated below on our OSHC behaviour chart), they unfortunately were unable to change their behaviour.

Additional notes

Educators approval

Educator's Name:

Educator's signature:

Please speak with a staff member if you would like more information regarding why you have been sent this letter.

We ask that you please speak with your child about this behaviour.

After you have read this letter, we ask that you please sign and return to OSHC.

Thank you,

OSHC Staff.

Parent/Caregivers Name:

Parent/Caregiver's signature:

Behaviour chart:

Each child is given a fair and equal chance to prove that we all make mistakes sometimes. However, if a child is given more than one warning in a day, action will be taken according to the OSHC behaviour chart.

1. Verbal warning
2. Five minutes thinking time on the thinking chair
3. Ten minutes thinking time on the thinking chair with loss of electronics for remainder of the day
4. Educator to speak to child's parent about behaviour as well as a behaviour letter sent home for parent/ caregiver to sign.

CONFIDENTIALITY AGREEMENT

Aim:

Our service has a legal responsibility to provide all children with the right to experience quality care in an environment that promotes opportunities to thrive with educators who protect and support their health, safety, security and wellbeing.

This agreement is to address the issues of privacy and confidentiality of children, educators, volunteer workers and parents using the service. It aims to protect the privacy and confidentiality by ensuring that all records and information about individual children, families, educators and management are kept in a secure place and are only accessed by or disclosed to those individuals who need the information to fulfil their responsibilities at the service or have a legal right to know.

Confidentiality within our service means that no information is to be discussed outside of the educator's role, either within the workplace or any other setting.

Once this agreement is signed by an educator, they are to adhere to the following requirements stated above, if failure to do so this may result in further action decided appropriately by the Nominated Supervisor (Director).

This agreement is signed and dated to ensure staff understand the expectations surrounding the confidentiality agreement.

Name	Date	Signature

STAFF MOBILE PHONE AGREEMENT



This agreement outlines the use of personal mobile phone devices in the workplace.

Adequate supervision of the children is a priority and therefore the distraction of mobile phone devices is strictly limited however educators will be able to access this for work related purposes only, recipes, activity instructions or contact with fellow educators etc. (this excludes any videos or photography)

Once this agreement is signed by an educator, they are to adhere to the following requirements stated above, if failure to do so this may result in further action decided appropriately by the Nominated Supervisor (Director).

This agreement is signed and dated to ensure staff understand the expectations surrounding mobile device usage within the service.

INVACUATION / EVACUATION STAFF ACTION PLAN

In the event of a fire or external danger, staff are to adhere to the following procedure, using their colour coded roles ensuring each role is completed and the children are safe.

Sound whistle accordingly

Lead children to emergency assembly area

Keep children calm

Close/Lock all doors and collect first-aid bag

Check toilets and school for children/staff

Dial 000 using work phone

All educators to meet at assembly area

Roll call

Hillcrest Primary OSHC

EVACUATION

- 1. Once smoke alarm/fire alarm detected blow whistle: SHORT BLASTS. Responsible leader to contact other educators via walkie talkie if children are in different play spaces.**
- 2. Staff to call fire brigade 000.**
- 3. Children to stop what they are doing and line-up at door if safe to do so.**
- 4. Responsible staff to lead children smartly to the playground, seat them in their line and perform rollcall.**
- 5. If unsafe, use alternative meeting areas (oval, hall, Queensborough Reserve)**
- 6. Other staff sweeps all areas (toilets etc).**
- 7. Nominated staff to collect first-aid bag.**
- 8. Close/Lock all doors to contain fire.**
- 9. Children wait until all-clear is given before returning to building.**

Staff's priority is the children's safety, only use fire extinguisher if safe to do so

Hillcrest Primary OSHC

INVACUATION

- 1. Once threat detected blow the whistle: LONG CONTINUOUS. Responsible leader to contact other educators via walkie talkie if children are in different play spaces.**
- 2. Children to stop what they are doing and come inside.**
- 3. Everyone to crouch down in back corner of OSHC room OR where directed by staff.**
- 4. If unsafe to do so, staff to direct children to alternative meeting area (staff room, classroom, hall)**
- 5. Nominated staff to collect first-aid bag.**
- 6. Staff sweep all areas (toilets etc)**
- 7. Staff to lock all exit doors.**
- 8. Rollcall performed by Responsible Adult while other staff member calls 000.**
- 9. Children to remain hidden until given the all clear.**

GOLDFISH RISK ASSESSMENT

1. Background Information				
School/Workplace:		Hillcrest Primary School OSHC	Date:	09/04/19
Title of Assessment:		Pet goldfish	Name of person conducting assessment:	Paige Henderson
2. Risk Assessment				
Identify and list Hazards		List Current Risk Controls	Risk Rating	List Additional Controls (if any - where current controls are not adequately managing the level of risk)
1	When feeding the fish the children could overfeed them or underfeed them. Causing the fish to get ill.	<ul style="list-style-type: none"> Children being supervised by an educator at all times when fish are being fed. Children following goldfish care procedure. 	Likely	
2	Children could accidentally knock the tank over causing it to break/ smash.	<ul style="list-style-type: none"> Tank situated in a child-safe place in the OSHC room. Rules on taking care of the fish & the fish tank clearly outlined to the children by educators. Children following goldfish care procedure. 	Possible	
3	Children could eat the fish food or drink the tank solution causing them to get sick.	<ul style="list-style-type: none"> Rules on taking care of the fish & the fish tank clearly outlined to the children by educators Children being supervised by an educator at all times when fish are being fed. Children following goldfish care procedure. 	Possible	
4	Children could get sick or contaminate from not washing their hands before/ after feeding the fish or cleaning the fish tank.	<ul style="list-style-type: none"> Educator checking that the child has washed their hands before and after feeding the fish or cleaning the tank Children being supervised by an educator at all times when fish are being fed. Rules on taking care of the fish & the fish tank clearly outlined to the children by educators Children following goldfish care procedure. 	Likely	

1. Consequence - Evaluate the consequences of a risk occurring according to the ratings in the top row

Descriptor	Level	Definition
Insignificant	1	No injury
Minor	2	Injury/ ill health requiring first aid
Moderate	3	Injury/ill health requiring medical attention
Major	4	Injury/ill health requiring hospital admission
Severe	5	Fatality

3. Risk Matrix – Using the matrix calculate the level of **risk** by finding the intersection between the likelihood and the consequences

Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Severe
Almost Certain	Medium	High	Extreme	Extreme	Extreme
Likely	Medium	Medium	High	Extreme	Extreme
Possible	Low	Medium	Medium	High	Extreme
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	Medium

2. Likelihood - Evaluate the likelihood of an incident occurring according to the ratings in the left-hand column

Descriptor	Level	Definition
Rare	1	May occur somewhere, sometime (“once in a lifetime / once in a hundred years”)
Unlikely	2	May occur somewhere within the Department over an extended period of time
Possible	3	May occur several times across the Department or a region over a period of time
Likely	4	May be anticipated multiple times over a period of time May occur once every few repetitions of the activity or event
Almost Certain	5	Prone to occur regularly It is anticipated for each repetition of the activity of event

4. Risk Level/Rating and Actions

Descriptor	Definition
Extreme:	Notify Workplace Manager and/or Management OHS Nominee immediately. Corrective actions should be taken immediately. Cease associated activity.
High:	Notify Workplace Manager and/or Management OHS Nominee immediately. Corrective actions should be taken within 48 hours of notification.
Medium:	Notify Nominated employee, HSR / OHS Committee . Nominated employee, OHS Representative / OHS Committee is to follow up that corrective action is taken within 7 days.
Low	Notify Nominated employee, HSR / OHS Committee . Nominated employee, HSR / OHS Committee is to follow up that corrective action is taken within a reasonable time.

HERMIT CRAB RISK ASSESSMENT

1. Background Information			
School/Workplace:	Hillcrest Primary School OSHC	Date:	25/05/22
Title of Assessment:	Pet hermit crabs	Name of person conducting assessment:	Paige Henderson

2. Risk Assessment				
Identify and list Hazards		List Current Risk Controls	Risk Rating	List Additional Controls (if any - where current controls are not adequately managing the level of risk)
1	When feeding the hermit crabs the children could overfeed them or underfeed them. Causing the hermit crabs to get ill.	<ul style="list-style-type: none"> Children being supervised by an educator at all times when hermit crabs are being fed. Children following hermit crab care procedure. Hermit safely stored in a locked cupboard at all times. 	Likely	
2	Children could accidentally knock the tank over causing it to break/ smash.	<ul style="list-style-type: none"> Tank situated in a child-safe place in the OSHC room. Rules on taking care of the hermit crabs & the hermit crab tank clearly outlined to the children by educators. Children following hermit crab care procedure. 	Possible	
3	Children could eat the hermit crab food.	<ul style="list-style-type: none"> Rules on taking care of the hermit crabs clearly outlined to the children by educators Children being supervised by an educator at all times when hermit crabs are being fed. Children following hermit crab care procedure. Hermit crab food safely stored in a locked cupboard. 	Possible	

2. Risk Assessment				
Identify and list Hazards		List Current Risk Controls	Risk Rating	List Additional Controls <i>(if any - where current controls are not adequately managing the level of risk)</i>
4	Children could get sick from not washing their hands before/ after feeding the hermit crabs or cleaning the tank.	<ul style="list-style-type: none"> Educator checking that the child have washed their hands before and after feeding the hermit crabs or cleaning the tank Children being supervised by an educator at all times when hermit crabs are being fed. Rules on taking care of the hermit crabs & the tank clearly outlined to the children by educators Children following hermit crab care procedure. 	Likely	
5	Children getting nipped by the hermit crabs claws.	<ul style="list-style-type: none"> Children are to only hold the hermit crabs when they are seated and supervised by an educator. Rules on taking care/how to hold hermit crabs safely clearly outlined to the children. 	Possible	

1. Consequence - Evaluate the consequences of a risk occurring according to the ratings in the top row

Descriptor	Level	Definition
Insignificant	1	No injury
Minor	2	Injury/ ill health requiring first aid
Moderate	3	Injury/ill health requiring medical attention
Major	4	Injury/ill health requiring hospital admission
Severe	5	Fatality

3. Risk Matrix – Using the matrix calculate the level of **risk** by finding the intersection between the likelihood and the consequences

Likelihood	Consequence				
	Insignificant	Minor	Moderate	Major	Severe
Almost Certain	Medium	High	Extreme	Extreme	Extreme
Likely	Medium	Medium	High	Extreme	Extreme
Possible	Low	Medium	Medium	High	Extreme
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	Medium

2. Likelihood - Evaluate the likelihood of an incident occurring according to the ratings in the left-hand column

Descriptor	Level	Definition
Rare	1	May occur somewhere, sometime ("once in a lifetime / once in a hundred years")
Unlikely	2	May occur somewhere within the Department over an extended period of time
Possible	3	May occur several times across the Department or a region over a period of time
Likely	4	May be anticipated multiple times over a period of time May occur once every few repetitions of the activity or event
Almost Certain	5	Prone to occur regularly It is anticipated for each repetition of the activity of event

4. Risk Level/Rating and Actions

Descriptor	Definition
Extreme:	Notify Workplace Manager and/or Management OHS Nominee immediately. Corrective actions should be taken immediately. Cease associated activity.
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