

WEMOOSH Policy and Procedures Handbook



Version 1.5.0

WEMOOSH would like to acknowledge the traditional owners of the land, the Worimi and Awabakal people; that we meet, play and learn on. We pay respect and honour Aboriginal and Torres Strait Islander Elders past, present and emerging.

Change log:

Version	Date	Description
1.0	12/9/24	Integration of Regulation 168 Policies Integration of WEMOOSH Procedures
1.1.0	19/9/24	Addition of transport policy Removal of mention to QikKids
1.2.0	14/10/24	Sleep and rest policy to reflect Regulation 84B. Addition of child-focused complaint handling system.
1.2.1	21/10/24	Edit/update of emergency procedures prior to drill.
1.3.0	4/11/24	New Fee Structure
1.3.1	7/11/24	Updated Fee Structure
1.4.0	7/11/24	Addition of Single Educator Procedures
1.5.0	10/2/25	Procedure reviewed and updated safe arrival of children
1.5.0	10/2/25	Administration of medication - OWNA system
1.5.0	10/2/25	Sleep and rest - recording on OWNA
1.5.0	10/2/25	supervision
1.5.0	10/2/25	Transportation - own procedure

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Definitions

Term	Definition
Absence Notification	The requirement that parents notify the service in advance if their child will be absent, as outlined in the service's policies.
Administering Medication	The process of giving medication to a child, which must be done according to written or verbal authorisation from the parent or medical practitioner.
Approved Provider	An individual or organisation approved by the regulatory authority to operate an education and care service under the National Law and Regulations.
Asthma Management Plan	A specific plan that outlines the treatment and management of asthma for a child, including emergency response procedures and medication requirements.
Authorisation	Formal permission from a parent or guardian for specific activities like medication administration or a child leaving the service premises.
Authorised Nominee	A person(s) given permission by a family member/carer to collect the child from the education and care service.
Behaviour Management	Strategies and policies to encourage positive behaviour and manage inappropriate actions, ensuring a safe and respectful environment for children.
Bomb Threat Procedures	A set of protocols followed by the service in the event of a bomb threat, ensuring the safety and swift evacuation of children and staff.
Child Protection	Actions and measures to ensure the safety and well-being of children, including preventing and responding to abuse, neglect, and harm.
Code of Behaviour	A set of guidelines for staff, children, and families that outlines expectations for behaviour and respect within the service environment.
Confidentiality	The obligation to protect personal information about children, families, staff, and management, ensuring it is kept private and secure.
Critical Incident	Any serious or emergency event, such as an accident or injury, that requires immediate attention and action by the service's staff.
Custody Orders	Legal arrangements determining the living and visitation rights of a child, which must be followed by the service when managing collection and care.

Delivery of Children	The process by which children arrive at the service, ensuring they are signed in by an authorised person and accounted for in attendance records.
Dealing with Medical Conditions	Policies and procedures in place to manage specific medical conditions, such as asthma, allergies, or diabetes, ensuring children's safety at the service.
Duty of Care	A legal obligation requiring staff and educators to adhere to a standard of reasonable care to avoid foreseeable harm to children or others.
Emergency Contacts	Individuals listed on the child's enrolment form who can be contacted in the event that the parents or guardians are unavailable.
Emergency Evacuation	The process of safely moving children and staff to a designated area in the event of an emergency such as fire or natural disaster.
Emergency Procedures	Pre-defined actions to be taken during an emergency (e.g., fire, lockdown, evacuation) to ensure the safety and well-being of children and staff.
Enrolment Form	A document completed by families that provides essential information about the child, including emergency contacts, medical details, and authorised nominees.
EpiPen	A medical device used to administer a dose of epinephrine during a severe allergic reaction (anaphylaxis) as part of the service's emergency response plan.
Excursion	An organised outing that takes children away from the service premises, requiring authorisation from parents and proper safety planning.
Fees Policy	A policy that outlines the payment structure, due dates, and non-payment consequences for families using the service.
First Aid	Immediate assistance or treatment given to someone suffering from an illness or injury until professional medical treatment is available.
Governance and Management	Policies and structures in place to ensure the effective operation and administration of the service, including decision-making and accountability.
Incident, Injury, Trauma	Any unexpected event that causes harm or distress to a child, requiring documentation and a response according to the service's procedures.
Infectious Disease	illnesses caused by the spread of microorganisms (bacteria, viruses, fungi or parasites) or prions to humans from other humans, animals or the environment, including food and water.
Lockdown	A procedure followed to secure the safety of children and staff in response to a threat or danger within or near the premises.

Management of Complaints	A structured process for addressing complaints from families or staff to ensure resolution and continuous improvement in the service's operations.
Medical Management Plan	A plan developed in consultation with a child's doctor and parents, detailing the procedures for managing specific medical conditions.
Medication	A drug or other form of medicine used to treat or prevent disease or symptoms, which can only be administered with proper authorisation.
Missing Child	A child who is unaccounted for and whose whereabouts are unknown, prompting immediate action according to the Missing Child policy.
Non-Notification Fee	A fee charged to families who fail to notify the service of their child's absence on a booked care day.
Nominated Supervisor	An individual responsible for the day-to-day operation of the service and ensuring compliance with regulations and service policies.
Nutrition	Guidelines for the provision of healthy and appropriate meals and snacks for children while they are attending the service.
Privacy Act (1988)	Australian legislation that outlines how personal information must be collected, stored, and shared, ensuring privacy and confidentiality.
Risk Assessment	The process of identifying and evaluating risks to children's safety and implementing measures to reduce or eliminate those risks.
Risk Minimisation Plan	A plan designed to identify and reduce risks to children with specific medical conditions while they attend the service.
Runaway Child	A child who leaves the care or premises of the service without permission or supervision, requiring immediate action by staff.
Safe Arrival of Children	Procedures ensuring that all children are accounted for and signed in upon arrival at the service by an authorised person.
Staff	Individuals employed by the service who are responsible for the care, supervision, and education of children.
Supervision	The active and intentional monitoring of children by educators to always ensure their safety and well-being.
Well-being	A state of health, happiness, and prosperity, focusing on the holistic development of children, including their physical, emotional, and social needs.

Water Safety	Guidelines and procedures to ensure the safety of children during water-based activities or when in proximity to water hazards.
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Acceptance and Refusal of Authorisations

Policy Statement

Our policy on the acceptance and refusal of authorisations sets out the circumstances in which the service will require authorisation (permission) from parents. Authorisation from parents is required to ensure the safety of the children and staff may refuse a parent/guardian's request unless the authorisation is provided. For example, if a child is to attend an extra-curricular activity for which authorisation is required, but has not been given, this will result in the child not being able to participate in the activity. Preferably, authorisation is required in written format, however in some circumstances verbal authorisation may be accepted at the discretion of staff.

Background

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

- Administering medication to children (Regulation 93)
- Children leaving the premises of a service with a person who is not a parent of the child (Regulation 99)
- Children being taken on excursions (Regulation 102)
- Access to personal records (Regulation 181)
- Authorisation from parents may also be required if:
- A child is leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than WEMOOSH.
- Children leaving the service to make their own way home.

Principles to Inform Policy

- Our foremost concern is the health, safety, and well-being of children in our care. To achieve this, we have established a comprehensive set of safeguards, which encompass policies and procedures for both accepting and declining authorisations.
- We actively involve our families in the decision-making process related to our services. Through the authorisation process, they are well-informed about potential risks, empowering them to make educated choices.
- We highly value the pivotal roles that our educators and staff members fulfill. To support them in aligning with authorisations, we ensure they receive appropriate training and ongoing assistance.
- We place a strong emphasis on effective governance and quality management. Our processes for accepting and declining authorizations are designed to be transparent and in compliance with all regulatory requirements, reflecting our commitment to excellence.

Procedure

Responsibilities pertaining to authorisations and permissions within the service encompass several key aspects:

Documentation Clarity: Responsible staff ensure that all documentation related to parental, or guardian authorisations is complete and accurate. This documentation should include essential information such as

the enrolled child's name, the date of the authorisation, the signature of the child's parent/guardian or a nominated individual specified on the enrolment form, and, if applicable, the estimated time for the child's return to the service after attending an extra-curricular activity.

Application of Authorisations: These authorised permissions extend across various scenarios, including the collection of children, administration of medication, participation in excursions, and access to records. It is the responsibility of the designated personnel to appropriately implement these authorisations in alignment with the specified instructions.

Document Retention: The service maintains the authorised documents securely within the child's enrolment record. This practice ensures easy access and reference while upholding confidentiality. Child's Departure

Authorisation: No child is permitted to leave the service premises for any extra-curricular activity unless explicit authorisation is obtained from their parent/guardian. This safeguard is in place to ensure the child's safety and accountability.

Authorised Departure: Children are not allowed to sign themselves out or depart from the service without the presence of an authorised adult unless there is written or verbal consent from the parent/guardian. This additional layer of assurance ensures that only authorised individuals are involved in the child's care.

Alternate Collection Authorisation: Should circumstances require a person other than the parent/guardian or another nominated individual to collect the child, written authorisation must be obtained to ensure proper coordination and child safety.

Verbal Authorisation Under Certain Conditions: In specific situations, verbal authorisation from the parent/guardian may be accepted at the discretion of the nominated supervisor on duty. This practice is recorded, detailing the time of the telephone conversation, the name of the authorising individual, and the name of the collector. To confirm the identity of the collector, a form of identification—preferably photographic—such as a valid driver's license, is sighted. A copy of this ID is then placed in the child's file.

Refusal of Non-Compliant Authorisations: Designated personnel have the responsibility to refuse authorisations—both written and verbal—that do not conform to the stipulated requirements. This measure ensures that all authorisations meet the specified standards and prioritizes child safety.

Emergency Medical Treatment Waiver: Instances of medical emergencies, such as Anaphylaxis or Asthma, may warrant the immediate administration of medication without prior authorisation. In such cases, the service has the authority to take prompt action to provide necessary medical treatment. Following the administration, the parent/guardian is contacted as soon as possible to communicate the situation. For further details of this procedure, please refer to "administration of medicine" and "emergency procedures" policies.

By adhering to these comprehensive measures, WEMOOSH maintains a robust system of authorisations and permissions, contributing to the well-being and security of the children under our care.

Roles and Responsibilities

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Ensure that an enrolment record is kept for each child that includes authorisations signed by a parent or a person authorised to consent to the medical treatment of the child if relevant, in relation to: • seeking medical treatment from a registered medical practitioner, hospital, or ambulance service • transportation by an ambulance service
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	• regular outings and transportation (regulations 160, 161). Ensure that a medication record is kept that includes the authorisation to administer medication signed by a family member, person named in the enrolment record (regulation 92). Ensure that medication is only administered or self-administered if authorised or, in an emergency, authorisation is provided verbally by: • a parent or a person named in the enrolment record • a registered medical practitioner or an emergency service if the parent or person named in the enrolment record cannot be contacted (regulations 93, 96). In the case of an anaphylaxis or asthma emergency, medication may be administered without authorisation (regulation 94). Ensure that children only leave the service premises with a parent, an authorised nominee named in the enrolment record, or a person named in the enrolment record to collect the child (regulation 99). This can be excepted when a family member or person named in the enrolment record have organised with the centre for a designated, verifiable person(s) to collect their child. Ensure all children have appropriate authorisation to leave the service on an excursion or regular outing (regulation 102). Ensure no child is transported by the service without authorisation from a parent or other person named in the enrolment record (regulation 102D). Ensure systems requiring authorisations are in place for other legal requirements or quality practices, e.g. photos of children and privacy. Ensure authorisations are kept up-to-date Put in place processes for circumstances where authorisations are refused/not applicable. For example: • where the service is asked to administer medication that is not in its original container (see regulation 95) • when leaving the service, the parent, authorised nominee or person as listed in regulation 99 does not appear to be fit to take the child • the child has been given authorisation to leave the service alone, however the environment they would be in is unsafe. Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the Acceptance and refusal of authorisations policy and procedures. Ensure that digitally copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, and staff, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service
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Nominated Supervisor	Implement the Acceptance and refusal of authorisations policy and procedures. Ensure that the child's family completes and signs authorisations in the enrolment record and medication record (if relevant) before the child commences at the service. Ensure no child is transported by the service without an authorisation from their parent or other person named in the enrolment record. Ensure that medication is only administered or self-administered if authorised or, in an emergency, authorisation is provided verbally by: • a parent or a person named in the enrolment record • a registered medical practitioner or an emergency service if the parent or person named in the enrolment record cannot be contacted • in the case of an anaphylaxis or asthma emergency, medication may be administered without authorisation Ensure that children only leave the service premises with a parent, an authorised nominee named in the enrolment record, or a person named in the enrolment record to collect the child. Ensure all children have appropriate authorisation to leave the service on an excursion or regular outing. Ensure no child is transported by the service without authorisation from a parent or other person named in the enrolment record. Implement and oversee authorisation systems for other legal requirements or quality practices, e.g., photos of children and privacy. Ensure authorisations are kept up-to-date. Implement processes for circumstances where authorisations may be refused/not applicable
Educators	Ensure all action plans are carried out in line with the Acceptance and refusal of authorisations policy and procedures. Ensure that the child's family completes and signs authorisations in the enrolment record and medication record (if relevant) before the child commences at the service. Ensure no child is transported by the service without an authorisation from their parent or other person named in the enrolment record. Ensure that medication is only administered or self-administered if authorised or, in an emergency, authorisation is provided verbally by: • a parent or a person named in the enrolment record • a registered medical practitioner or an emergency service if the parent or person named in the enrolment record cannot be contacted In the case of an anaphylaxis or asthma emergency, medication may be administered without authorisation. Ensure that children only leave the service premises with a parent, an authorised nominee named in the enrolment record, or a person named in the enrolment record to collect the child.

	Ensure all children have appropriate authorisation to leave the service on an excursion or regular outing. Ensure no child is transported by the service without authorisation from a parent or other person named in the enrolment record. Implement authorisation systems for other legal requirements or quality practices, e.g., photos of children and privacy. Ensure authorisations are kept up to date. Implement processes for circumstances where authorisations may be refused/not applicable
Families	Complete and sign authorisations in the enrolment record and medication record (if relevant) before their child commences at the service. Complete and sign the authorisation for their child to attend excursions and/or to be transported by the service. Ensure any changes to authorisations or contact details are kept up to date. Be familiar with circumstances where authorisations may be refused/not applicable. Notify the centre if another designated person(s) (e.g., another child's family) will be collecting their child.

Considerations:

Education and Care Services National Regulations	National Standard	Quality	Other policies/documentation	Service	Other
92, 93, 94, 96, 99, 102, 102D, 160, 161, 168, 169, 170, 171, 172	2.2, 6.1, 7.1.2, 7.3		Administration of Medication Emergency Procedures Safe Transportation of Children Child Safe Environment Enrolment and Orientation		Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulation 2011; clause 168

Approval date: 23/12/2022

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Administration of Medication

Policy Statement

Our service seeks to ensure the proper care and attention to all children through specific guidelines regarding use of medications. To ensure the interests of staff, children and families are not compromised, medication in its original packaging will only be administered with the explicit permission of the family/guardian or in the case of an emergency with the permission of a medical practitioner.

To support children to take increasing responsibility for their own health and wellbeing specific consideration will also be given to children who are carrying medication in their school bags and whose families have given permission to self-medicate ("My Time, Our Place" 3.2). For the staff to properly care for children the service has an expectation that families will inform the coordinator if children are receiving medication at home or school, the nature and purpose of the medication and possible side effects it may have for the child. Staff will use this information to support the child's participation in the service ("My Time, Our Place" 4.3).

Background

The Education and Care Services National Regulations require approved providers to have policies and procedures in place in relation to the administration of first aid.

Principles to Inform Policy

The health, safety and wellbeing of children is a paramount consideration for our service. Therefore, we will take every reasonable precaution to protect the children from harm and ensure that we are well equipped to administer first aid in the event of injury or illness.

We ensure that educators and staff can undertake their roles effectively. In relation to the administration of first aid, they will receive regular training to ensure their qualifications are approved and up to date, as well as access to suitably equipped first aid kits.

We ensure that there is always at least one staff member with current first aid qualifications in attendance so that education and care is provided to children.

Clear roles ensure that management, educators, and staff are aware of their responsibilities in relation to the administration of first aid, notifications, and reporting.

We create opportunities for children to learn and develop. This includes incorporating health and safety into the educational program.

Procedures

Prescription medication will be administered only to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date and dosage to be administered OR in a Webster pack supplied by the family.

Medication will only be administered by a supervisor during service operating hours.

Medication and permission for a child to self-medicate will be administered with the family's/ guardians written permission only, or with the verbal approval of a medical practitioner or family/guardian in the case of an emergency. The medication form is located online in our software system.

If a child refuses medication, we will contact the family for further instruction and/or for the family to communicate with the child. If we cannot reach any member of family, and the medication is not to prevent a life-threatening condition, we will not force the child to take the medication and communicate

with the school and leave a message for the family on what has occurred. These communications and processes will be documented using Podio.

If an emergency requires verbal consent to administration of medication the service will provide written notice to the family/guardian as soon as practical after administration of the medication.

No authorisation is required in the event of an asthma or anaphylaxis emergency however in doing so as soon as possible after that time the family/guardian is notified and/or emergency services.

Authorisation from anyone other than the family/guardian/medical practitioner or listed authorised contact cannot be accepted.

Family's/ guardian who wish medication to be administered to their child or have their child administer the medication at the service will complete the medication management form providing the following information and located on software system.

- Name of child
- Name of medication
- Details of the date, time, and dosage to be administered. (General time, e.g., lunchtime will not be accepted).
- Signature of family/guardian

Medication must be given directly to a supervisor and not left in the child's bag unless otherwise arranged with Coordinator. Staff will store the medication in the designated secure place, clearly labelled and ensure that medication is always kept out of reach of the children. Once administered, the medication record will be filled out accurately and stored with the medication.

If anyone other than the family/guardian is bringing the child to the service, a written permission note from the family/ guardian, including the above information, must accompany the medication and a medical management plan must be filled out as soon as the family/guardian returns.

An exception to the procedure is applied for asthma medication for severe asthmatics in which case the child may carry their medication on their person with familial/guardian permission. Where a child carries their own asthma medication, they should be encouraged to report to a staff member their use of the puffer as soon as possible after administering and the service maintain a record of this medication administration including time, staff member advised and if the symptoms were relieved.

Administering Medication

Before medication is given to a child the supervisors (with current First Aid Certificate) who is administering the medication will verify the correct dosage with another staff member who will also witness the administration of the medication.

After the medication is given the supervisor will record the details on the medication form located on OWNA. Name of medication, date, time, dosage, name, and signature of person who administered and name and signature of person who verified and witnessed.

Where a medical practitioner's approval is given staff will complete the medication form and write the name of the medical practitioner for the authorisation.

Where medication for treatment of long-term conditions such as asthma, epilepsy, Diabetes or ADHD is required, the service will require an individual medical management plan from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage of any medication as prescribed and how the condition is to be managed in the service environment.

In the event of missing a required medication, staff will determine course of action dependent on the medication. If the medication requires a strict timeframe e.g., dextroamphetamine, the family will be

contacted for best course of action. For not time strict medication e.g., bus sickness tablets, the child will be given the medication as soon as feasible.

EpiPens

Epinephrine Auto-Injectors (EpiPens) are used in the event of a severe allergic reaction (anaphylaxis) to swiftly administer a dose of epinephrine.

In the event of an anaphylactic reaction, the procedure begins by recognizing the symptoms of anaphylaxis, such as difficulty breathing, swelling, and hives. Once identified, it is imperative to confirm the prescribed EpiPen dosage for the individual in distress. Once confirmed, the EpiPen will be retrieved from its designated storage, ensuring its expiration date and integrity. Once the EpiPen has been administered, 000 will be contacted and all relevant details will be communicated. Throughout this process, the individual's condition will be closely monitored while staying in communication with their contacts and documenting the incident. Following the administration, situation will be reviewed with designated staff and medical professionals to ensure proper follow-up care.

Regular training sessions will be conducted to keep staff well-versed in EpiPen administration and anaphylaxis response procedures. This training will be done annually, and all records will be stored digitally. In emergency situations where immediate consent cannot be obtained, prioritizing the individual's safety is crucial, with consent sought from the individual or their family/guardian as soon as feasible. By adhering to this procedure, we ensure the timely and effective use of EpiPens, contributing to the safety and well-being of individuals in our care.

Self-administration of Medication

In the event of a child having permission to self-medicate this must be detailed in an individual medical management plan including recommended procedures for recording that the medication has been administered. This plan must be provided by the doctor. In one off circumstances, the service will not make an exception to this rule and will require the family/guardian to complete the procedure for the staff to administer the medication.

In the case of diabetes, an individual medication management plan will be created. A self-administration medication logbook will be created for the ongoing self-administration of the child. Each logbook will include instructions written in conjunction with family and medical professional(s). The logbook will record the child's glucose level, food/drink/medication administered, time, date, and signature of both the child and the staff witnessing.

Roles and Responsibilities

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Ensure that all appropriate medication records are kept for each child which contains all the prescribed information. Confidentially store any incident, injury, trauma, and illness record until the child is 25 years old. Ensure that the family/guardian of the child is notified as soon as is practicable, but no later than 24 hours after an incident. Ensure that at least one educator, staff member or nominated supervisor who holds a current approved first aid qualification and has undertaken current approved anaphylaxis management and emergency asthma management training attends all times and immediately available in an emergency.
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	Ensure that all medication, including EpiPens are in-date and readily accessible. Take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the policy and procedures. Ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, and volunteers, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service.
Nominated Supervisor	Implement any incident policy and procedures. Investigate the cause of any incident and take appropriate action to remove the cause if required. Contact emergency services in the first instance then notify family's/guardians immediately after an incident or as soon as is practicable. Ensure each child's enrolment record includes authorisation by a family or person named in the record, for the approved provider, nominated supervisor or educator to seek medical treatment for the child from a registered medical practitioner, hospital, or ambulance service and, if required, transportation by an ambulance service.
Educators	Record information as soon as possible, and within 24 hours after an incident. Seek further medical attention if required after an incident. Ensure that two people are present any time medication is administered to children (except FDC or permitted services under regulation 95(c)). Be aware of children with allergies and their attendance days, and apply this knowledge when attending to any incidents, injury, trauma, or illness. Complete an Incident, Injury, Trauma, and Illness Record. Keep Incident, Injury, Trauma and Illness Records confidential and store until the child is 25 years old.
Families and Children	Provide authorisation in the child's enrolment form for the approved provider, nominated supervisor or an educator to seek medical treatment for the child from a registered medical practitioner, hospital, or ambulance service and, if required, transportation by an ambulance service. Notify the service upon enrolment of any specific health care needs of the child, including any medical conditions and allergies and any medical management plans that need to be followed. Ensure any medical management plans at the service are kept up to date. Collect the child as soon as possible when notified of an incident, injury, trauma, or illness.

	Notify the service of any infectious disease or illness that has been identified when the child has been absent from the service, that may impact the health and wellbeing of other children, educators, staff, or others attending the service. Be contactable, either directly or through emergency contacts listed on the enrolment form, in the event of an incident requiring medical attention. Notify educators or staff if there has been a change in the condition of the child's health, or of recent accidents or incidents that may impact the child's care. Notify educators or staff when the child is ill and will be absent from their regular program. Ensure children understand the necessity of their medication.
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Considerations

Education and Care Services National Regulations	National Quality Standard	Service policies/documentation	Other
92, 93, 94, 95, 96, 178, 181, 182, 183, 184	2.1.1	Medical Conditions Confidentiality Providing a Child Safe Environment Administration of First Aid	My Time, Our Place National Law 167 (Protection from Harm and Hazard)

Approval date: 23/12/2022

Date Reviewed: 15/8/2024

Date for Review: 14/8/2025

Children's Usage of Mobile Phones and Their Personal Devices

Aim:

This policy aims to safeguard children's physical and psychological well-being while fostering responsible and safe technology usage.

Background

The dangers associated with children's mobile phone usage underscore the need for this policy. Excessive screen time can lead to various health issues, including sedentary behavior, disrupted sleep patterns, and a higher risk of obesity. Additionally, children's exposure to inappropriate content, cyberbullying, and online predators underscores the importance of robust policies that ensure their digital safety.

Principles to Inform Policy

We prioritize the safety and well-being of all children in our service.

We are accountable and transparent in all that we do. This includes the implementation of robust and effective governance and management policies and procedures.

We aim to teach about the responsible use of mobile phones and other technologies.

Procedure:

The children's usage of mobile phones in WEMOOSH is not permitted.

Generally, personal devices will be used inappropriately if it:

- Disrupts or is likely to disrupt the leisure and play environment or interfere with the operation of WEMOOSH,
- Threatens or is likely to threaten the safety or well-being of any person,
- Is in breach of any law.

Inappropriate use of mobile phones will include children using them to bully, intimidate or otherwise harass other people through any SMS or text message, photographic, photos, video, or other data transfer system available on the phone or device.

No internet access is to be used by the children while at WEMOOSH.

- Children must not lend a device to another child for use. The student who owns the phone will be held responsible for its use.
- Children bring mobile phones and devices to WEMOOSH at their own risk – the centre staff will not accept responsibility for any loss or damage to mobile phones or for investigating loss or damage.
- The procedures applying to the inappropriate use and security of mobile phones, apply equally to the inappropriate use of portable computer games, iPods, and similar devices.

Children are allowed to bring a personal mobile device during vacation care, however they may only use it during a designated period (e.g., 1pm-2pm, after lunch).

Children with smart watches are not permitted to call, text, or use other internet-related functions. If a parent needs to contact their child, they are to pass the message through the Greeter.

Consequences:

If there is an increase in inappropriate use of devices within the centre the children involved will lose the privilege of using their devices to assist in dealing with children's welfare related incidents that involve bullying, intimidation and or harassment. Mobile use will be suspended pending further investigation. Behaviour warnings can be issued.

Roles and Responsibilities

Approved Provider	Implement rules and policies regarding mobile devices. Incorporate digital safety into intentional teachings. Promote a culture of digital awareness and safety.
Nominated Supervisor	Ensure that staff are aware of mobile device policies and service rules. Report any mobile device misconduct with management team.
Educators	Ensure that children are using technology responsibly. Ensure that children are only using their personal mobile device for a valid reason and encourage children to put it away if they are not.
Families	Teach children how to be digitally safe. Ensure that children are using their own device responsibly and do not have sensitive information on it that could harm them or other students.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Service policies/documentation	Other
	2.1, 2.2, 3.2.1	Maintaining a Child-Safe environment Roles of Management Anti-bullying	Mayfield East Primary School Rules Children's and Young Persons (care and protection act 1998).

Approval date: 23/12/2022

Date for Review: 23/12/2023

Code of Behaviour

Aim:

To provide a caring environment where rules will be clearly established based on safety, respect for others, order, and cleanliness. Positive behaviour will be encouraged, and self-discipline skills developed through positive example and direction.

Background

The code of behavior at WEMOOSH serves as a set of guidelines and expectations for children, staff, and parents. It outlines appropriate conduct, respect for others, safety rules, and expectations for a positive and inclusive environment. This code helps create a harmonious and secure atmosphere within the center, promoting mutual respect, cooperation, and the well-being of all individuals involved in the program.

Principles to Inform Policy

Positive interactions between educators and children are crucial for quality education and care outcomes. Our educators and staff are vital in this process, and we train them to engage positively with children and encourage relationships among them.

Our educational program supports self-expression, self-reliance, dignity, and cultural recognition for children.

We aim to continuously improve the program to meet these goals and support children's' behaviours.

Procedure:

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

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

Children will have the opportunity to be involved in developing centre rules.

All rules will be clearly expressed in a positive way and reinforced consistently.

Staff, parents, and children will be made aware of the rules.

Rules will be displayed.

Children who break these rules may be suspended by the Nominated Supervisor, Coordinator.

Children who disrupt the daily program at WEMOOSH with bad behaviour will not be accepted at WEMOOSH.

WEMOOSH is under no obligation to accept any child.

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

No child is to be subjected to or threatened with corporal punishment.

No child is to have food or other basic needs withdrawn as part of a punishment.

Staff will only use time out for periods where children are encouraged to sit and think. Staff will follow up all time out situations by discussing the incident with the child and working together for improved behaviour.

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

Children will be encouraged to seek support when necessary.

Staff will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.

Staff and parents will raise concern as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.

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

Strategies for Explosive behaviour

To assist children who cannot control explosive aggressive behaviours. Physical intervention is only recommended as a last resort when all verbal and non-verbal techniques have been exhausted. Even when physical intervention is used, it is used in such a way as to allow the person an opportunity to calm down at his or her own pace,

Consistent Unacceptable Behaviour

The Staff will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child's level of development and understanding.
- Look for and assess possible causes for the behaviour.
- Discuss the issue with the parents and the child.
- Record all incidents, indicating what happened, time, date and who was involved.
- Develop a child-led behaviour support plan.

Behaviour warnings may be issued as outlined in *Interactions with Children* policy.

Exclusion for Unacceptable Behaviour

Where Duty of Care to children and staff is compromised (excessive physical, emotional abuse) permanent expulsion will result.

Roles and Responsibilities

Educators	Initiate conversation with all children and develop an understanding of the child and their interests. Form friendly and warm relationship with the children and be supportive and encouraging. Ensure that expectations relating to the children's behaviour are explicit and clear and consequences are consistently applied. Act as a role model for acceptable behaviour. Encourage and reward acceptable behaviour, through the positive behaviour system. Focus on the behaviour not the child. Provide an environment, which will foster the child's self-esteem. Help children develop self-discipline skills through positive example and direction. Introduce older children to simple conflict resolution skills. Help children to appreciate and care for each other and their surroundings.
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	Ensure that appropriate language is always used. Never single out any children or make them feel inadequate at any time. Never threaten or verbally abuse the children in any way.
Families and Children	Accept and value every child and adult regardless of race, cultural background, religion, sex, or ability. Treat each other with respect, courtesy and understanding. Be encouraged to maintain positive communication and relationships between staff, children, and other adults. Ensure that appropriate language is always used. Know and fulfill their responsibilities. Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence. Develop self-discipline skills through positive example and direction. Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/ documentation	Other
145, 147, 155, 156, 168, 169, 170, 171, 172	Quality Area's 2, 3, 4, 5 & 7.	Providing a child safe environment Staffing Role of Management Family Handbook Interactions with Children	Children's and Young Persons (Care and Protection) Act 1998 Voluntary Code of Practice Section 12 (Exclusion for unacceptable behaviour) United Nation Convention on the Rights of the Child Play- Rights and Responsibilities of Children, Staff and Parents for a co-operative OOSH environment (Network)

Approval date: 23/12/2022

Confidentiality

Policy statement:

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

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

Background

Our "Confidentiality" policy underscores our primary commitment to the welfare of the children under our care. Aligned with regulatory mandates, this policy delineates protocols to ensure the comprehensive protection of sensitive child-related data. It provides comprehensive directives for the acquisition, safekeeping, and controlled dissemination of child-sensitive information. Furthermore, the policy institutes robust frameworks to forestall any unauthorized access, disclosure, or misuse of confidential child data. Routine training and awareness initiatives constitute integral components, assuring that our staff comprehends and implements these principles. Through rigorous adherence to the "confidentiality" policy, we not only fulfill our legal obligations but also manifest an unwavering dedication to safeguarding and enhancing the safety of the children entrusted to us.

Principles that Inform Policy

The security and confidentiality of children's information are our top priorities. Our policies are designed to safeguard sensitive child-related data, ensuring it remains protected from unauthorized access or misuse. This underscores our commitment to their safety.

We create a protective shield for personal information. Our dedication extends to implementing robust privacy measures that cover the collection, storage, and sharing of child data. This reflects our commitment to their overall well-being.

Much like how we foster learning and growth, we embed data security awareness into our educational practices. By incorporating discussions on data protection, we empower children to grasp the importance of privacy and promote a culture of responsible information handling.

Our educators also demonstrate strict data security practices. Their adherence to protocols for handling child information builds a foundation of trust and professionalism, mirroring their dedication to educational excellence.

Procedures:

(a) *Collection of personal information*

Before collecting personal information, the service will inform individuals of the following:

- The purpose for collecting the information;

- What types of information will be disclosed to the public or other organisations;
- When disclosure will happen;
- Why disclosure needs to occur;
- How information is stored;
- The strategies used to keep information secure;
- Who has access to the information;
- The right of the individual to view their personal information
- The length of time information needs to be retained; and
- How information will be disposed of.

All information regarding the children and their families attending the service is to be used solely for the purposes of providing childcare and meeting the administration requirements of operating the service.

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(b) Retention and Storage of Records

The Service will ensure that documents set out in the Education and Care Services National Regulations (Regulation 177) are kept in a safe and secure place for the length of time outlined in Regulation 183 (2).

The Approved Provider will develop a practice in relation to the retention and disposal of records.

If approval of the service is transferred, the requirements of Regulation 184 will be followed.

(c) Disclosure of Information

Personal information regarding the children and their families is not to be discussed with anyone outside the service, except in circumstances outlined in Regulation 181.

Parents/guardians may seek access to the personal information collected about them and their child by contacting the Nominated Supervisor at the service. Children may also seek access to personal information about themselves. However, access may be denied where access would impact on the privacy of others; where access may result in a breach of the service's duty of care to the child; or where the child has provided information in confidence.

Lists of children's or families/guardians' names, emails and phone numbers are deemed confidential and are not for public viewing and will not be issued to any other person or organisation without written consent.

No personal information regarding a staff member is to be given to anyone without his/her written permission.

(d) Personal Conversations

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

Personal conversations with educators and staff about matters relating to their performance will take place in an area that affords them privacy i.e., the office.

(e) Maintenance of Information

The Nominated Supervisor is responsible for maintaining all service records required under the Education and Care Services National Regulations (Regulation 168) and other relevant legislation, for example, Work, Health and Safety, Australian Taxation Office, Family Assistance Office, Department of Education, Employment and Workplace Relations (DEEWR) and for ensuring that information is updated regularly.

The service takes all reasonable precautions to ensure personal information that is collected, used and disclosed is accurate, complete and up to date.

Individuals will be required to advise the service of any changes that may affect the initial information provided.

Roles and Responsibilities

Approved Provider	Guarantee adherence to the Education and Care Services National Law and National Regulations to ensure compliance with confidentiality standards. Take reasonable measures to ensure that the nominated supervisor, educators, and staff adhere to the confidentiality policy and procedures. Ensure that copies of the confidentiality policy and procedures are easily accessible to nominated supervisors, coordinators, educators, staff, volunteers, and families, and available for inspection. Notify families with a minimum of 14 days' notice before making changes to the confidentiality policy or procedures if these changes will: • Impact fees charged or their collection method. • Significantly affect the service's education and care of children. • Significantly impact the family's ability to use the service.
Nominated Supervisor	Undertake the implementation and enforcement of the Confidentiality Policy and established protocols. Ensure comprehensive adherence to all stipulated action plans. Monitor the status of information security routinely, including assessing potential adjustments. Communicate any required alterations to educators and staff, facilitating continuous compliance. Advocate for the integration of stringent data protection practices across the service, engaging children, families, educators, and staff members in upholding the principles of confidentiality. Guarantee equitable access to privacy-enhancing measures for all children. This involves ensuring that secure information systems are in place and facilitating alternative safeguarding procedures for those unable to employ standard protocols.
Educators	Ensure the rigorous implementation of the Confidentiality policy and associated procedures. Conduct daily assessments of confidentiality measures and regulate outdoor activities based on the evolving needs. Regularly inspect the impact of confidential data exposure on various surfaces and equipment children interact with, such as technological systems and written records. Display exemplary confidentiality practices, thus establishing a benchmark for the entire team. Engage in open communication with families regarding general data security practices and specific confidentiality expectations within our services.
Families	Be aware of and follow the service's Confidentiality policy.

Considerations:

<i>Education and Care Services National Regulations</i>	<i>National Quality Standard</i>	<i>Other Service policies/documentation</i>	<i>Other</i>
145, 146, 147, 148, 149, 150, 151, 152, 168, 174, 175, 176, 177, 183.	4.2, 5.1, 7.3	Governance Management Policy. Enrolment Form. Parent Handbook. Staff Handbook. Personnel files.	and My Time, Our Place. Network OSHC Code of Conduct. Network Record Keeping Factsheet. Work, Health and Safety Act (2011). Privacy Act (1988). Child Care Service Handbook (DEEWR). Child Care Benefit legislation.

Approval date: 23/12/2022

Date for Review: 23/12/2023

Dealing with Medical Conditions

Policy Statement

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for dealing with medical conditions in children.

Background

Our service will work closely with children, families and where relevant schools and other health professionals to manage medical conditions of children attending the service. We will support children with medical conditions to participate fully in the day-to-day program in the service to promote their sense of wellbeing, connectedness and belonging to the service ("My Time, Our Place" 1.2, 3.1). Our Educators will be fully aware of the nature and management of any child's medical condition and will respect the child and the family's confidentiality ("My Time, Our Place" 1.4). The medical conditions policy will be provided to parents who identify that their child has a medical condition, and a medical plan will be completed for each child that identifies with a medical condition.

Principles to Inform Policy

Children's wellbeing is paramount, and children will be actively involved in decision-making to provide an environment that encourages them to reach their potential.

We are accountable and transparent in all that we do. This includes the implementation of robust and effective governance and management policies and procedures.

We value the important role played by our service leaders, educators, and staff. They are provided with the necessary training and support to ensure they are familiar with our policies and procedures.

We will not discriminate any child according to race, sex, gender, age, ability or sexual orientation.

Procedure

Parents/guardians will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded by the parent on the child's enrolment form.

Upon notification of a child's medical condition the service will provide the parent/guardian with a copy of this policy in accordance with regulation 91.

Specific or long-term relevant medical conditions will require the completion of a Medical management plan with the child's doctor and parent.

It is a requirement of the service to meet its regulatory obligations that a risk minimisation plan and a communication plan be developed in consultation with the parents. If required, the Nominated supervisor and/or Coordinator will meet with the parents/guardians and/or relevant health professionals as soon as possible prior to the child's attendance to determine content of that plan to assist in a smooth and safe transition of the child into the service.

Content of the Planning will include:

- Identification of any risks to the child or others by their attendance at the service.
- Identification of any practices or procedures that need adjustment at the service to minimise risk e.g., food service,
- Process and timeline for Orientation procedures for staff

- Methods for communicating between parents and educators any changes to the child's medical management plan.

The medical management plan will be followed in the event of any incident relating to the child's specific health care need, allergy, or relevant medical condition (this is in accordance with regulation 90). All Educators including volunteers and administrative support will be informed of any special medical conditions affecting children and orientated to their management. In some cases, specific training will be provided to Educators to ensure that they are able to effectively implement the medical management plan.

Where possible the service will endeavour to not have that allergen accessible in the service.

All medical conditions including food allergies will be placed on a noticeboard near the kitchen area out of sight of general visitors and children. It is deemed the responsibility of every educator at the service to regularly read and refer to the list.

All relief staff will be informed of the list on initial employment and provided orientation on what action to take in the event of a medical emergency involving that child including what staff member will be responsible for implementing the plan based on training and experience.

Children with allergies will be given food in a separate container with an appropriate meal and their details on the lid as to ensure that educators give it to the right child. They can access their specialised food at the same time as the other children.

It is the families' responsibility to notify the centre of any medical conditions of their children. Families will be reminded during enrolment, re-enrolment and through email and other communication platforms to update this information. If a child develops or discovers a medical condition after enrolment, families must inform the centre as soon as possible.

Policies and procedures for use of EpiPens can be found in 'Administration of Medication' and 'Dealing with Emergencies' policies.

Management of Asthma, Diabetes and Anaphylaxis

All permanent staff are trained in the management and treatment of asthma, diabetes and anaphylaxis.
- receive med and action plan before attendance

A risk minimisation plan is completed by the coordinator in collaboration with the family.

Staff are informed during toolbox meetings, and permanent staff review these plans during team meetings.

Staff are notified of children with relevant conditions attending the after-school care service during toolbox meetings.

Food for children with anaphylaxis is stored separately and provided to them during the afternoon tea service.

Medication is checked and stored correctly, with details added to the medication matrix, including expiry dates.

Additional training is sought as necessary to ensure staff are prepared.

Medication will accompany staff if they are travelling or working off-site.

If children are to self-administer medication, a documented procedure and permission must be provided by the child's parents/carers. A self-administration communication plan must be established, as outlined in the 'Administration of Medication' policy.

Roles and Responsibilities

Approved Provider	Ensure the Dealing with medical conditions in children policy and procedures are met, the appropriate medical management plans and risk assessments are
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	completed, and all relevant actions are managed to minimise the risks to the child's health (regulation 90). Ensure families of children that have a specific medical condition have been given a copy of the Dealing with medical conditions in children policy (regulation 91) and any other relevant policies. In consultation with families, develop risk minimisation plans for children with medical conditions or specific health care needs. Ensure all core staff have training as part of the induction process and ongoing training for the management of medical conditions (e.g., asthma, anaphylaxis, and specific requirements for the enrolled child in your care). Ensure a written plan for ongoing communication between families and educators is developed as part of your risk minimisation plan, relating to the medical condition and any changes or specific needs. It should be in place before a child commences at the service, or as soon as possible after diagnosis for children already attending. If a child is diagnosed as being at risk of anaphylaxis, ensure that a notice is displayed in a position visible from the main entrance to inform families and visitors to the service. Take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the policy and procedures. Ensure copies of the policy, procedures, risk minimisation plans and anaphylaxis plans are readily accessible (digitally) to nominated supervisors, educators, staff, and volunteers, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service.
Nominated Supervisor	Implement the Dealing with medical conditions in children policy and procedures and ensure all the action plans that are in place are carried out in line with these. Ensure any changes to the policy and procedures or individual child's medical condition or specific health care need and medical management plan are updated in the child's risk minimisation plan and communicated to all educators and staff. Notify the approved provider if there are any issues with implementing the policy and procedures. Display, with consideration for the children's privacy and confidentiality, general anaphylaxis plans and ensure that all educators and staff are aware of and follow the risk minimisation plans (developed by the service) for each child. Ensure communication is ongoing with families and there are regular updates as to the management of the child's medical condition or specific health care need.

	Ensure educators and staff have the appropriate training needed to deal with the medical conditions or specific health care needs of the children enrolled in the service. Ensure inclusion of all children in the service. Ensure a new risk assessment is completed and implemented when circumstances change for the child's specific medical condition. Ensure all educators and staff are aware of and follow the risk minimisation procedures for the children, including emergency procedures for using EpiPens
Educators	Ensure all the action plans are carried out in line with the Dealing with medical conditions in children policy and procedures. Ensure you monitor the child's health closely and are aware of any symptoms and signs of ill health, with families contacted as changes occur. Ensure that two people are present any time medication is administered to children (regulation 95(c)). Ensure communication with families is regular and all educators and staff (including the nominated supervisor) are informed of any changes to a child's medical condition. Recognise and be aware of children in your care with specific medical condition. Ensure all children's health and medical needs are taken into consideration on excursions (first aid kit, personal medication, management plans, etc). Undertake specific training (and keep it updated if required) to ensure appropriate management of a child's specific medical condition.
Kitchen Staff	Ensure that practices and procedures in relation to the safe handling, preparation, consumption, and service of food are adhered to. Ensure all changes to child's medical management plan or risk minimisation plan are implemented immediately within the menu preparation.
Families	Advise the service of the child's medical condition and their specific needs as part of this condition. Provide regular updates to the service on the child's medical condition including any changes, and ensure all information required is up to date. Provide a medical management plan from a doctor on enrolment or diagnosis of the medical condition (refer to links for requirements) and provide an updated plan as required. Collaborate with the service staff to develop a risk minimisation plan. Provide feedback regarding these procedures.

Considerations

Education and Care Services Regulations	National Quality Standard	Other Service policies/documentation	Other
National Law Section 173 85, 86, 86, 89, 90, 91, 92, 93, 94, 95, 96, 136, 162 (c) and (d), 168, 169	2.1, 2.1.2, 3.1.1, 3.2.1, 6.2.1, 6.3.1, 6.3.3, 7.1.3	Administration of Medication Illness and Infectious Diseases Confidentiality Dealing with Emergencies Family Handbook	NSW Anti-discrimination act 1977 Disability Discrimination Act 1975 Work Health and Safety Act 2011 Individual Medical Management Plans and Corresponding Resources

Approval date: 23/12/2022

Date for Review: 23/12/2023

Delivery and Collection of Children

Policy Statement:

Our Service will ensure that children arrive at and leave the service in a manner that safeguards their health, safety, and wellbeing. Educators will manage this by adhering to clear procedures regarding the delivery and collection of children, ensuring that families always understand their requirements and responsibilities and accounting for the whereabouts of children whilst in the service's care.

Background

Approved providers are obligated by the Education and Care Services National Regulations to establish policies and protocols concerning the arrival and departure of children at their service facilities. The paramount concern is the safety and welfare of the children. To ensure this, approved providers and their services must implement appropriate measures to shield children from any potential harm or danger. This includes ensuring proper supervision and preventing unauthorized individuals from gaining access.

Special attention must be given to the transition of children to and from the service, particularly during peak times when there is a high influx of people. Establishing a secure process for the delivery and pickup of children can be achieved through the development and implementation of well-defined policies and procedures. This approach will enhance the protection of children during their arrival and departure from the service premises.

Principles that Inform Policy

- The safety, health, and wellbeing of the children at our service is paramount. Our policies and procedures ensure that children are safeguarded at the points of delivery to, and collection from, the service.
- We value and respect our families' decisions about their children. This includes decisions about the people authorised to collect their children from the service premises.
- We acknowledge the important role played by our service leaders, educators, and staff. They are provided with the necessary training and support to implement the policies and procedures for the delivery of children to, and collection from, the service premises.
- Our roles are clearly defined, and we use effective communication to ensure that management, educators and staff are aware of their responsibilities in relation to the safe arrival of children who travel between an education and care service and any other education or early childhood service.

Procedures:

Delivery of Children

- Children are not to be left at the service unattended at any time prior to the opening hours of the service.
- The attendance register must record the child's time of arrival via our Software provider.
- If a child requires medication to be administered whilst at the service, the person delivering the child must document this in writing as per the services Administration of Medication procedures.
- Children requiring acute medication must bring a completed 'Acute Medication Form' as per our Administration of Medication policy.

Collection of Children

- Children must be collected by the closing time of the centre.

- Any person who is collecting a child from the service must be listed as an authorised nominee on the child's enrolment form with their contact details. The collection list must be kept current and updated on a regular basis.
- When an authorised nominee who is collecting a child, families/carers must sign their child out via the iPad on the Greeters desk.
- Authorisation (written) must be given if children have permission to leave the service themselves. In this case, the Greeter would sign the child out of the service. Staff can deny this permission if they deem it unsafe for the child.
- Educators will be aware of each child's departure from the service to ensure children are only collected by an authorised nominee listed on their collection list.
- All staff will be made aware of children that have custody orders.
- Educators should be notified as soon as possible if the authorised nominee will be later than expected and the child will be informed to avoid unnecessary anxiety.
- If a person who is not on the collection list arrives to collect a child, verbal authorisation will be sought from an authorised nominee before the child is able to leave the service. The Responsible Person will also request identification from the person collecting the child and a copy will be kept in the child file.
- In the case of an emergency where a child's authorised nominees cannot collect the child and someone not on the collection list will be collecting the child, the service must be notified by phone as soon as possible by an authorised nominee. Written authorisation should be gained where possible however verbal consent and an identification check will be sufficient in the case of an emergency.
- In the case of non-custodial pick-up, the greeter must verify that the individual notifying the centre that someone other than themselves is picking up their child, is the custodial guardian (e.g., checking that the email is the correct, registered email, or contacting the custodial guardian via phone).

Absent and Missing Children

- Families are required to notify educators as early as possible if children will be absent from the service. Educators will record the absences in an appropriate place where other educators will be aware of the information.
- Families will be informed of their notifying responsibilities upon enrolment and through the parent handbook.
- If a child only attends after school care, the families must notify educators when a child has returned from an absence, so they know to expect the child at the service.
- For missing children, please refer to *Missing Children* policy.

Should a child not arrive at the service or not be waiting in the designated area when expected, educators will:

- Ask the other children of their knowledge of where the child might be.
- If the child was absent from school, call the child's authorised nominees at a suitable time to remind them of their notifying responsibilities and find out when they should expect the child to return to the service.
- Educators will confirm with teachers to confirm if a child was absent.
- If the child is unable to be located, educators will return to the service and call the child's authorised nominees to gain further information. Continue to call the authorised nominees on the contact list until contact has been made. Only the main caregivers will be contacted.

- If the child remains missing and the authorised nominees have specified that the child should be at the centre, the Responsible Person or Bottom Leader will contact the police and keep the authorised nominees and school informed of the situation.
- Educators will notify the Department of Education and Communities (DECS) within 24 hours of the incident occurring.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
86, 87, 99, 100, 101, 102, 102AAB, 102AAC, 102A, 102B, 102C, 102D, 122, 123, 157, 158, 159, 160, 161, 168, 169, 170, 171, 172	Standards 2.2.3 and 7.1.2	Family Handbook Staff Handbook Acceptance and Refusal of Authorisations Enrolment And Orientation Policy Administration of Medication Policy Providing a Child Safe Environment Policy Transportation Policy Excursions Policy Missing Children Policy Supervision Policy Supervision Plan	

Approval date: 23/12/2022

Review Date: 21/5/2024

Date for Review: 21/5/2025

Emergency Procedures

Policy Statement

The service will provide an environment that always provides for the safety and wellbeing of the children ("My Time, Our Place" 1.1, 3.1), ("NQF" QA 2.3.2). All children and Educators will be aware of, and practiced in, emergency and evacuation procedures. In the event of an emergency, natural disaster, or threats of violence these procedures will be immediately implemented. In implementing the practice sessions of emergency procedures with children's educators will encourage children to discuss possible scenarios where emergency procedures may be required and support children to come up with solutions and ideas for improving on the procedures or discussing ways to avert emergency situations ("My Time, Our Place" 4.2). Opportunities for older children to access and use the written emergency procedures to orientate new children prior to an emergency drill will be provided by educators on a regular basis prior to carrying out the emergency drill ("My Time, Our Place" 5.1 and 5.2).

Background

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for emergency and evacuation to minimise risk of harm to children

Principles to Inform Policy

- The safety, health and wellbeing of children is a paramount consideration for our service. Therefore, we conduct rehearsals and reviews of our emergency and evacuation procedures.
- Our educational program promotes opportunities for children to learn and develop in all aspects of the program. Key skills such as gross motor, coordination, language, and cognitive skills can be practiced during evacuation rehearsals.
- We are committed to regular communication with families about all aspects of the educational program, their child's development, and the service. This includes information about emergency and evacuation procedures.
- Our educators and staff are key to our service's effective operation. Part of the training and development they receive focuses on our Emergency and evacuation policy and procedures. This includes conducting and documenting evacuation rehearsals in accordance with regulatory requirements.

Emergency Procedures:

Fire:

When a fire has been found or been notified to a Staff member, they will locate and use the cowbell to indicate an evacuation and move to a muster point. The staff member will then notify the fire warden of the location and details of the fire.

The Chief warden will initiate their role (see roles and responsibilities).

Once the whistle has been blown, the children, staff, visitors, and parents will muster at one of the 2 muster points designated by the fire warden.

Mayfield East:

Muster Point 1 is at the silver chairs near the big tree and bell in the top playground.

Muster Point 2 will be at the bottom of the playground near the gate in case we need to leave the area.

An evacuation will commence when the fire warden directs the Deputy warden to leave to go to *Assembly Area 1 - Bell Place Park*. Once at the assembly area, the children and staff roll will be marked.

If there are unaccounted children, staff, or visitors, the fire warden will assess whether it is appropriate to re-enter the area and search for the missing individual(s), or if the situation is too hazardous, they will inform emergency services about the missing persons without putting themselves in danger.

The Chief Warden will liaise with emergency services on their arrival and not re-enter the centre unless cleared by emergency services.

If service is too damaged / found unsafe to re-enter, then all caregivers will be notified via Facebook and bulk text on phone to come and collect their children from the emergency collection centre at Mayfield Bowling club located at 2A Ingall Street Mayfield.

On excursions, staff will follow the emergency procedures maintained for the excursion premises. Educators must be aware of the emergency procedures at the excursion premises.

The evacuation floor plan is as follows:



Lockdown:

In case of an individual/group of people/other circumstance that should not be in the service that will not leave / wielding weapons / making threats then the staff member that is in first contact with the threat will initiate Lockdown.

This will happen by letting the fire warden know by code (if possible) to go and get the red file.

This file, if staff forget the code word, has in big letters inside saying "initiate lockdown, call police."

The Chief warden will text Area Wardens to let them know that a lockdown has been initiated and for the Area Warden to move their children to the designated lockdown area. Area Warden will stay in contact via phone with the chief warden to keep them up to date on the situation when any changes to the threat occur.

If the situation becomes uncontrollable and the threat is imminent, and the initial staff are unable to manage or redirect the situation, you should then sound long continuous blasts of the whistle to signal a lockdown. All area wardens should swiftly and efficiently proceed to their designated lockdown areas.

Rolls will be marked via phone across all lockdown areas to make sure everyone is accounted for.

NO access will be given to any individual and no persons can leave once lock down has been initiated until the Chief Warden calls and all clear to the other wardens.

In the event of extreme weather then the lockdown areas will be used as well. Children will have to choose an area to be in at the start of the day after they have signed in and stay there until the Fire warden gives all clear.

Caregivers will be notified if there is any imminent threat to the centre or area via bulk message / Facebook.

On excursions, staff will follow the emergency procedures maintained for the excursion premises. Educators must be aware of the emergency procedures at the excursion premises.

Drills will be conducted during week 2 and 8, and will be documented digitally by a dedicated staff member.

Area lockdown locations:

School Hall, Service Centre

Wet Weather Lockdown:

In the event of extreme weather (e.g., heavy rain, high winds) a wet weather lockdown will ensue. Children will be moved into the lockdown locations (hall, computer room and centre) until management have agreed the weather has subsided and the lockdown is over.

The lockdown will be alerted via mass text message and/or the Responsible person/Responsible Person will check each area. The lockdown will be subsided using the same method of communication that it was initiated.

Children will be kept in the indoor space. Children may stand near windows/in safe areas under staff discretion.

Bomb Threat:

If a bomb threat has been made to the centre, please follow the Bomb Threat checklist located near the phones on all sites.

Fire Warden will use the cow bell to indicate an evacuation and start the evacuation to designated muster points.

No personal items other than phones / wallets / money will be taken to the evacuation point in case an explosive device is in any backpacks etc. at the service.

No one will re-enter the area until emergency services give an all clear

On excursions, staff will follow the emergency procedures maintained for the excursion premises. Educators must be aware of the emergency procedures at the excursion premises.

Missing Child Lockdown:

If a child has been determined to be missing, and their location is unknown, the Service will enter a lockdown to conduct a head count. Staff will log into their software provider on their mobile devices to conduct a headcount. Once the headcount has been completed, and the school has been deep-searched, children can be released from lockdown but are to remain in limited play-spaces until the missing child has been located. This release is determined by the Responsible Person.

For more information, please see the 'Missing Child' policy.

Medical emergency

In the case of a medical emergency, staff who have been made aware of the incident first will initiate emergency protocol and contact the Responsible Person either via phone or verbal contact. The top leader will address first aid procedure and alert the Bottom Leader. The Responsible Person will arrange for

staff to garner children away from the incident and conduct primary first aid. The First Aid Officer (A.K.A The Bottom Leader) will contact 000 and provide details of the incident. The Bottom Leader may delegate this role to other staff depending on the circumstance. The First Aid Officer will continue to provide preliminary first aid until medical professionals arrives.

The Bottom Leader will contact the child's parents and provide details of the incident and regular updates if they cannot attend.

Medical emergency drills are conducted on a weekly basis to increase the staff confidence and competence. Drills will be documented digitally by the staff member running the drill.

On excursions, staff will follow the emergency procedures maintained for the excursion premises. Educators must be aware of the emergency procedures at the excursion premises.

Staff Sick Procedure

Staff who witnessed what has occurred are to alert the responsible person staff member of what has happened and flag for them to come to the injured/unwell staff member's aid and perform first aid.

The staff member who is in the role of Responsible Person will communicate with the top leader before leaving to aid the unwell/injured staff member. The top leader then needs to make necessary arrangements to keep the program and areas running smoothly e.g., nominate someone to take over supervision of children entering the service from the buses, shuffling staff around to accommodate supervision, close areas etc.

The unwell/injured staff member needs to be moved into the office for privacy if safe to do so. If it is not possible to move the staff member, consider moving the children away from the area however, the children will still need access to toilets and water.

The Responsible Person will also need to communicate with the Bottom leader via phone what has happened, that they have communicated with the top leader and any other information required to be passed on.

The Responsible Person is to perform any first aid required to the unwell/injured staff member and will document details of what/when/how the incident had occurred, first aid provided etc. in a report once incident has settled/resolved.

The Bottom leader will then communicate with the other team members what is happening via mass text using the center phone. The Bottom Leader is also in charge of calling an ambulance and their staff members next of kin contact (when required) to make the necessary arrangements for the unwell/injured staff e.g., help to get them home or to a hospital. Next of kin contacts are available on google drive in folder: *4. Staffing arrangements*.

All staff members are to help reassure the children to remain calm and help soothe if experiencing worry, anxiety or concern and make every effort to keep them calm and engaged in the event of a staff member becoming unwell/injured on site.

Any children who exhibit any distressed feelings are to have a follow up check in the following day and their parents notified by a member of the management team. At the following team meeting, management team and staff are to review what had happened, reflect on how well the procedure was followed, what could be done better next time etc.

Reflections are to be documented and any actions that arise will be actioned and followed up on. Management team to do check ins with staff to ensure if any impact has been made on them due to the incident that it can be addressed in a calm, safe space and access to resources to help be made available.

During Bus Runs

If an emergency occurs during bus-runs, staff offsite will remain at their location with the children supervised until given the all-clear to return. Staff (drivers) that are currently enroute back to WEMOOSH are to drive to Tighes Hill Public School (or Mayfield Bowling Club if directed) and wait until the all-clear is given to return.

Supervision During Emergency Procedures

Supervision during emergency procedures is paramount in ensuring the safety of all children involved.

During Evacuation:

- During evacuation, children will be gathered at the muster point. While evacuating, staff will position themselves at the front, back and stand either side of roads if they are to be crossed.
- Once at the evacuation point, staff will stand around in a circle with the children in the middle as to maximise supervision.
- Children will be always kept in one group.
- The Fire Warden will stay onsite until the roll call has been completed. If any children are missing from the rollcall, the Fire Warden will search for them and notify authorities.

During Lockdown:

- Staff will remain with children in designated lockdown rooms. Children will remain in sight of educators.
- Headcounts will be conducted to ensure that all children are accounted for and supervised.
- If all children are not accounted for, a secondary headcount will ensue. If there are still missing children, the missing children procedure will be followed (See 'Missing Children' policy for further information).

Roles and Responsibilities

Roles	Responsibilities
Approved Provider	Ensure the Emergency and evacuation policy and procedures are in date. Take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the policy and procedures. Ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, and volunteers, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: - affect the fees charged or the way they are collected or - significantly impact the service's education and care of children or - significantly impact the family's ability to utilise the service. Ensure a risk assessment has been undertaken to identify potential emergencies that are relevant to the service. Conduct a risk assessment of emergency evacuation routes and assembly points. Review the risk assessment at least once every 12 months and as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children from the service

	Ensure that a copy of the emergency and evacuation floor plans and instructions are displayed in a prominent position near each exit of the service premises, including near each exit that forms part of an evacuation route. Ensure emergency equipment is tested within the timeframes recommended by recognised authorities. Ensure that designated emergency exits/routes are always kept clear to ensure that everyone can exit safely in the event of an evacuation. Document rehearsals of the emergency and evacuation procedures. Notify the regulatory authority of any serious incidents, change of circumstances and complaints. Ensure that the emergency and evacuation procedures are rehearsed every three months by the educators, staff, volunteers, visitors, and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal
<i>Nominated Supervisor</i>	Participate in rehearsals of the emergency and evacuation procedures every three months. Keep a documented record of each rehearsal and reflections that occurred after. Collaborate with educators and staff to develop procedures to manage all risks associated with emergency and evacuation situations. Ensure the development of an emergency evacuation floor plan. Ensure educators and staff have ready access to an operating telephone or similar means of communication and that emergency telephone numbers are displayed near telephones. Ensure that designated emergency exits/routes are always kept clear to ensure that everyone can exit safely in the event of an evacuation. Ensure educators and staff have ready access to emergency equipment such as fire extinguishers and fire blankets, and that staff are adequately trained in their use Ensure that emergency equipment is tested within the timeframes recommended by recognised authorities. Ensure that up-to-date portable emergency contact lists are held in each room within the service and that evacuation procedures state who will carry this list during evacuation. Ensure that emergency and evacuation risk assessments are carried out and reviewed regularly and any necessary updates provided to the approved provider. Ensure the emergency and evacuation instructions and floor plan are displayed in a prominent position near each exit of the service premises, including near exits that forms part of the evacuation route and that all staff and educators are aware of these. Ensure that all educators and staff are trained in the emergency and evacuation procedures and aware of their roles and responsibilities in an emergency or evacuation. Ensure that all educators and staff are aware of emergency evacuation points.

	Ensure that families are regularly reminded of the emergency procedures in place at the service. Ensure procedures consider collecting children's medication and managing children's medical conditions.
<i>Educator</i>	Rehearsing emergency and evacuation procedures with everyone who is present at the service at least every three months and that the rehearsal is documented. Communicating with parents about emergency procedures
<i>Families</i>	Ensure they have the service's up-to-date contact details. Ensure they complete the attendance record on delivery and collection of their child. Provide emergency contact details on their child's enrolment form and ensure this is kept up to-date. Ensure they are aware of the service's Emergency and evacuation policy and procedures. Ask them to reinforce the service's emergency and evacuation procedures with their child. If present at the service at the time, ensure that they follow the directions of educators and staff in the event of an emergency or when rehearsing emergency and evacuation procedures.

Roles During Procedure	Responsibilities During Procedure
<i>Top leader</i>	Emergency Evacuation – (Fire Warden) - Gather children at the evacuation point at the top of the playground. - Pick and communicate evacuation point to staff. - Assign staff to stop traffic at crossing. - Lead children to evacuation point - Get children to sit in school groups. Assign educators to each group. - Mark staff sign in/out. Emergency Lockdown - Lead children into hall and lock door behind - Communicate with Bottom Leader to do roll call. - Call out children's names after the Bottom Leader has said each name
<i>Responsible person</i>	Emergency Evacuation – (Fire Chief) - Sound alarm (red cow bell) - Call triple zero (000) - Check all areas for children/families/educators/teachers/anyone on site. - Close the gate to the school and wait out the front for the emergency vehicles. - Notify families of fire

	- Notify staff at the evacuation point when it is okay to return. Emergency Lockdown - Call triple zero (000). - Search areas for anyone on site not inside a building - Lock self in toilets for protection
<i>Bottom Leader</i>	Emergency Evacuation – (First Aid Officer) - Implement emergency response procedure for their area. - Grab a red bag (medical bag) - Check area and toilets are clear of persons before leaving to muster point. - Direct fire wardens to check area for any abnormal situation. - Commence evacuation if circumstances warrant this or under advice. - Liaise with chief warden. - Assign staff as required to assist. - Stay at the back of the group while evacuating. - Ensure area warden activities have been completed and report to chief warden. - Grab clickers for staff to conduct headcount. Emergency Lockdown - Send 'red file' text to all staff. - Lead children into the OOSH room and lock door behind. - Keep staff and children out of sight from windows and doors. - Call top leader and staff in tech-room (3-way) - Go through children's roll and staff.
<i>Educators</i>	Emergency Lockdown and Evacuation - Follow the command of Top leader, Bottom Leader and Responsible person. - Keep children calm.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
97, 98, 168, 169, 170, 171, 172,	2; 2.3.3, 2.1.2	Health & Safety Policies. Occupational Health and Safety Providing a Child Safe Environment Supervision Plan Supervision Policy	My Time, Our Place. Australian Standards Networks' "Fire Safety Guidelines"

		Missing Child Policy	
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Approval date: 23/12/2022

Review Date: 1/8/2024

Date for Review: 31/7/2025

Enrolment and Orientation

Policy Statement:

Our service accepts enrolments to the service for children enrolled at school in accordance with funding priorities and guidelines. An orientation process is in place for children and their families. The purpose of this is to:

- Enable educators/staff to meet and greet children and their families.
- Provide essential operational information.
- Form the foundation for a successful and caring partnership between home and the service.
- To help children develop a sense of belonging, feel accepted, develop attachments, and trust those who care for them ("My Time, Our Place", Outcome 1).

Background:

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to enrolment and orientation.

Procedures:

(a) Eligibility

Access and eligibility will be subject to the Priority of Access Guidelines set down by the Department of Education, Employment and Workplace Relations (DEEWR), these are:

- Priority 1 – a child at risk of serious abuse or neglect
- Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study test under section 14 of the A New Tax System (Family Assistance) Act 1999
- Priority 3 – any other child

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

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

As well as the above, the service policy is that children must be enrolled in Primary school to be eligible to attend the service. Children of Preschool age will be accepted into the program if they are currently enrolled that year into a WEMOOSH serviced school.

(b) Inclusion of children additional needs

Provision of places for children with additional needs will be made wherever possible, with a regular review period. Access to care will focus on the needs of the child and the service's ability to meet these needs. Ongoing arrangements will be at the discretion of the Nominated Supervisor in consultation with parents and centre staff.

(c) Waiting list

Where demand for care exceeds the service's number of approved places, families will be placed on the service's waiting list. When completing waiting list details families will be advised of the Priority of Access Guidelines.

(d) Enrolment

Enrolments will not be accepted from families without full completion of the enrolment form. To secure the enrolment, parents are required to pay the registration fee of \$80 per family which is reduced throughout the terms equitably.

(e) Attendance and enrolment records

Accurate attendance records will be kept, which:

- Records the full name of each child attending the service,
- Records the date and time each child arrives and departs,
- Is signed on the child's arrival and departure by either:
 - the person who delivers or collects the child,
 - the Nominated Supervisor, Greeter, or an educator (Regulation 158); and
- Meets the requirements of the Child Care Management System (CCMS).

An enrolment record for each child will be stored digitally on our software program which includes all details outlined in Regulations 160, 161, and 162.

(f) Child's attendance once enrolled.

The service's responsibility for the child begins when placed in the staff's care by parent or guardian, or when they arrive from school for the afternoon session. If a child is to be absent on a day they are normally booked, the family must notify the service as soon as possible. If notification of absences are not made to the centre before 2:30pm a fee of \$10 is put on the family's account. The rules for Allowable Absences under CCMS will be followed in relation to all absences.

If a child who is enrolled with the service or collection zone but is not on the Roll for a particular day, arrives at the service, the Greeter will call family to confirm attendance for the session. A non-notification fee will be added to the account if the child was meant to be added for the session, but no notice was provided. If we are full and there is no position available for them to attend their parents will be called to come and collect the child.

(g) Cancellation of enrolment

Cancellation of an enrolment may be initiated in different situations:

The Director cancels the enrolment for failure to pay outstanding accounts or behavioural issues.

A parent advises the service that no further care needs to be provided.

The service identifies that care is no longer required or being provided (CCMS Ending Enrolments)

(h) Confidentiality and storage of records

Enrolment information will be kept in strict confidence according to the services Confidentiality Policy. All enrolment records will be kept in a safe and secure place and kept for the period of time specified in the Regulations (Regulations 158, 159, 160, 183).

(i) Orientation Process

1. Family Handbook and Online Enrolment Forms:

Upon enrolling their child, families will be sent links to access the online enrolment forms. An email with service's Family Handbooks is sent after families have completed their orientation. It is essential for families to thoroughly read the Family Handbook to ensure their child is prepared for their first day at the service.

2. Orientation Session with the Coordinator:

To facilitate a smooth transition for the child, all families must attend an orientation session with the Coordinator before the child can officially start attending the service. During this session, the Coordinator will collect the completed enrolment form from the family and address any queries or concerns they may have.

3. Tour of the Service:

During the orientation session, the Coordinator will provide families with a comprehensive tour of the service. This tour will include introducing families to the centre, outdoor play areas, and facilities available for the children. Additionally, families will have the opportunity to meet other educators and staff members.

4. Introduction to Centre Staff:

As part of the orientation process, the staff member who will be directly responsible for the child's care will be introduced to the family. Upon arrival on the child's first day at the service, parents should inform the staff that it is their child's first day. The staff member will warmly welcome the child and guide both the child and the family through the sign-in/out process.

5. Engaging in Activities:

During the first day at the service, the staff member will introduce the child to the other children and engage them in appropriate activities. The staff member will remain with the child, offering support and encouragement, to help them settle into the new environment comfortably. The orientation process aims to create a positive and supportive experience for both the child and the family, fostering a sense of belonging and trust between WEMOOSH and the child's home environment.

Principles to Inform Policy

We consider nurturing respectful and supportive connections with our families as the foundation for a seamless transition and the achievement of high-quality outcomes for the children under our care. Our enrollment and orientation procedures, designed with a focus on quality, actively aim to foster these relationships.

- In our decision-making processes, we actively seek input from all individuals affiliated with our service. For families, we ensure that this collaborative involvement commences during the enrollment and orientation stages.
- Our educational program is designed to honor each child's individual knowledge, strengths, ideas, cultural background, abilities, and interests. We regard the enrollment and orientation phase as a significant opportunity to initiate the process of gathering this valuable information from both the child and their family.
- Our dedication extends to effective governance and quality management. Our systems and practices are established to ensure that our record-keeping aligns with regulatory prerequisites, encompassing aspects such as confidentiality and proper storage.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Service policies/documentation	Other
85, 86, 88, 90, 91, 92, 99, 102, 102D, 157, 158, 159, 160, 161, 162, 168, 169, 170, 171, 172, 177, 178, 179, 181, 182, 183.	6.1, 6.1.1, 7.1.2, 7.1.3,	Service Enrolment form Family Handbook Fee Policy Confidentiality Policy Delivery and Collection of Children Policy Acceptance & Refusal of Authorisations Policy Governance & Management Policy	Network Record Keeping Factsheet Child Care Service Handbook (DEEWR) A New Tax System (Family Assistance) Act 1999 Child Care Management System (CCMS)

Approval date: 23/12/2022

Date for Review: 23/12/2023

Excursions, Senior Excursions, and Incursions

Aim:

Excursions enhance children's experiences by allowing them to explore different environments, including natural and manmade, and to engage in meaningful ways with their communities, as do incursions where organisations or community members visit the Service with the express purpose of interacting with the children. With the addition of Senior excursions, we aim to educate and promote children's independence, support the transition to high school, build connections with the local community and contribute to their sense of belonging and connection with the world around them. We are committed to ensuring the safety, health, and wellbeing of children during all excursions by conducting risk assessments and ensuring authorisations are obtained from families.

Background:

This Policy sets out how the Service ensures excursions and incursions provide meaningful learning experiences for children while always upholding their health, safety, and wellbeing.

Principles to Inform Policy

Children's connection with the world around them contributes to their sense of belonging. Therefore, our educational program includes excursions and regular outings to promote opportunities for the children to build connections with the local community.

Children's safety, health and wellbeing is paramount, and all experiences for the service, including excursions and regular outings, will be conducted in a way that minimise and addresses any risks identified.

Clear and concise roles and responsibilities will ensure management, educators and staff are aware of their roles and responsibilities in relation to excursions and regular outings.

Procedures:

When appropriate, senior excursions and incursions are included in the program to provide children with opportunities to learn about their local community.

The Nominated Supervisor, or delegated staff member, completes the Excursion Risk Management Plan for every excursion. The purpose of the risk assessment is to identify, assess and manage and/or minimise any risks posed to the safety, health and wellbeing of any child being taken on the excursion. The risk assessment considers:

- the proposed route and destination.
- any water hazards and/or risks associated with water-based activities.
- transportation to and from the destination.
- the number of adults and children involved.
- Given the risks associated with the excursion, the number of educators and/or other responsible adults needed to provide adequate supervision, including the need for any adults with specialised skills.
- the management of the specific health needs or other needs for any child.
- the proposed duration of the excursion; and,
- the items necessary for the excursion (e.g., mobile phone, first-aid kit, list of emergency contact numbers for children on the excursion).

Excursion Risk Management Plans for regular outings are only completed once providing the circumstances remain unchanged (e.g., time of day, route). These are reviewed every 12 months.

Prior to any child being taken on an excursion, the Nominated Supervisor will ensure that the parent or authorised nominee has completed, signed, and returned the Excursion Form – Parent Authorisation to the Service. The Form contains:

- o the child's full name.
- o The date the child is to be taken on the excursion.
- o A description of the proposed destination for the excursion.
- o The Method Of Transport To Be Used For The Excursion.
- o The proposed activities to be undertaken by the child during the excursion.
- o the period the child will be away from the premises.
- o the number children likely to be attending the excursion.
- o The anticipated ratio of the number of educators to the number of children attending the excursion.
- o the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion; and,
- o A statement that a risk assessment has been prepared and is available at the Service for parents to inspect.
- o The proposed activities.

No child will be taken on any excursion without a completed and signed Excursion Form – Parent Authorisation. Verbal permission can be given in obscure circumstances; however, an email must be sent requesting a signed excursion form as soon as feasibly possible.

If the excursion is a regular outing, the authorisation need only be obtained once per year. All parents are asked to sign permission forms for regular outings at enrolment and parents or authorised nominees at the beginning of each subsequent year.

The Nominated Supervisor will appoint an educator to take charge of the excursion, and ensure that the qualifications, training, and number of the educators involved in the excursion meet regulatory requirements. The educator in charge of the excursion will also be responsible for developing an excursion-specific list of items required for the excursion.

Students and volunteers are to always remain within sight and sound of an educator during the excursion and are never left alone at any time with a child.

All educators, students, parents, and volunteers will be provided with sufficient information to ensure the health and safety of children (e.g., itinerary, special requirements, safety procedures).

All excursions are subject to the Service's *Sun Protection Policy*.

Contingency plans for events such as medical emergency, accident or a lost child are carefully considered, and these plans clearly communicated to all adults attending the excursion.

All excursions continue to be subject to the Service's *Tobacco, Drug and Alcohol-Free Environment Policy*.

Images of the daily excursion role are sent to both Centre phone's to assist with fire drills and awareness of which children are off site at any time.

Any child picked up by an authorised carer of that child during the excursion must be communicated to the Centre via mobile phone when it happens.

Educator on the excursion must be familiar with the venue's emergency evaluation plans and exits.

Excursion rolls must travel with the responsible person on the excursions and returned to the greater with any notes on interdental cost to families stated, any medication administration. Forms for the administration of medicine will be in the role file with medical management plans related to the children attending.

Any major accidents that occur during the excursion will be treated as per onsite accidents. The responsible person will ring the Centre to ask for help if needed. The Excursions will be within a 10km radius from the Centre to ensure that help is very close if needed. All venues have community's support. The ambulance will be called 1st if needed, then the centre to contact families and get support. Refer to the Transport Policy for further information.

Wet weather or extreme weather concerns will cancel the excursion and families will be texted by the centres Bottom Leader or Responsible Person. Excursions can also be cancelled if staffing ratios cannot be adequately met.

Incursions are managed similarly, and the educator in charge of the incursion will complete the Incursion Evaluation Form. Responsible person will identify any risk and add them to Podio.

Forms:

- Excursion form - parent authorisation
- Excursion risk assessment
- Senior excursion form - parent authorisation
- Senior risk assessment

Procedures:

Planned excursions will consider:

- Children's ages, abilities, and interests.
- Ways to maximise the children's developmental experiences and opportunities to practice new skills.
- Suitability of the venue.
- Clothing and equipment required.
- Travel arrangements.
- Risk Management A Risk Management Plan (RMP) must be prepared for each excursion. RMPs will include:
 - The proposed route and destination for the excursion;
 - Any water hazards;
 - The transport to and from the proposed destination for the excursion;
 - The number of adults and children involved in the excursion;
 - The number of educators or other responsible adults required to ensure appropriate supervision. This number will be determined by taking into consideration the risks posed by the excursion and whether any adults with specialised skills are required;
 - The proposed activities;
 - The likely length of time of the excursion;
 - The items that should be taken on the excursion, for example, first aid kit, mobile phone and a list of emergency contact numbers;
 - Verbal Instructions to children on appropriate behaviour expected whilst on excursions.

Policies

Permission

Parents' permission must be obtained before any child is taken outside of the centre and specific permission is required for swimming. By signing the excursion permission form, the parent is authorising their child to attend the activities stated.

Excursions to locations visited on a regular basis such as local parks may be undertaken without prior notice if parents of children in the group have given excursion permission. If an excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period. Once an initial risk assessment has been carried out for regular outings, risk assessments are not required for subsequent outings to the same place, unless there is a change to the place or venue.

Supervision

Adequate numbers of educators to effectively supervise the children must be rostered on for excursions. Numbers of educators must take into consideration the ages and developmental stage of the children attending the excursion and be based on a risk assessment of the excursion.

Individual group head counts must be conducted regularly throughout the duration of the excursion. Documented head counts will occur:

1. Prior to departure, during the children's toolbox meeting
2. Upon arrival to the service, prior to children engaging in activity.
3. After activity, prior to departure from excursion
4. Once back at the centre.

Whole group head counts will occur while embarking on bus prior to departure to and from the excursion premises.

An educator must inspect all public toilets before children use them. At least one other child must accompany any child when using a public toilet.

When walking the children, one educator must lead the group, another to follow at the back, and the remaining educators spaced along the group, walking on the roadside of the footpath.

When crossing a road, a pedestrian crossing must be used if possible. If there is no pedestrian crossing, the safest way to cross the road must be determined. One to two educator(s) must step out onto the road, and if necessary, stop traffic from both directions. The remaining educators then lead children across the road.

Information and Equipment

Information and equipment to be taken on excursions will include:

- A list of all children with relevant personal details and emergency contact phone numbers.
- A list of emergency procedures and contact numbers.
- A first aid kit, including SPF 30+ broad-spectrum water-resistant sunscreen.
- Authorisations for transport from children's parent/carer.
- Any medication for children attending the excursion.
- A fully charged mobile phone.
- Other information/equipment noted on the Risk Management Plan

Missing Child

If a child is lost during an excursion, the well-being and safety of the other children in the group will be considered and at least one educator will remain with the group. Other educators will ensure the following:

- Inform other educators in your group.
- Ask the children if they have seen the missing child recently.
- Reassure any child who may be upset.
- Search the premises.
- Check the meeting points.
- Ask the venue staff to begin a search and make an announcement over a loudspeaker if possible.

Once initial checks have been undertaken and if the lost child has not been found, the Nominated Supervisor or another educator with a Supervisor will agree upon a plan of action appropriate to the situation. If staff have determined that the child may no longer be at the venue, the police and emergency contacts will be called.

Transporting Children to/from an excursion

Children are only permitted to travel to an excursion on any form of transport with written permission from a parent.

If using public transport (such as bus, ferry, taxi, train, etc.) children must be always supervised and never left unattended.

In some circumstances where the site of the excursion is close to the centre, it will be appropriate for children and the staff to walk to the site.

The decision to walk should be preceded by a risk assessment and the route should be determined consistent with the objective of ensuring the safety of educators and children.

Public transport should be used for centre excursions, wherever appropriate.

When using public or private transport it is important that each journey is risk assessed, for example, when travelling by bus:

- Ensure all bus operators hold appropriate licenses and insurance.
- Ensure they provide correct facilities i.e., wheelchair access if applicable.
- Ensure adequate adult supervision.
- Ensure children display appropriate behaviour.

All procedures are subject to the 'Transport Policy.'

Water Safety

The service recognises the risks posed by bodies of water. The service will ensure that every precaution is taken so that children are able to enjoy water-based activities safely. Risk assessments will be carried out for programmed water-based activities.

The Regulations do not specify a specific educator to child ratio for activities where water is a feature. The number of educators present is to be determined by a risk assessment of the proposed activity. It must also be noted that in sections 165, 167 and 169 of the National Law there are clear statements about adequate supervision. A range of factors shall determine the adequacy of supervision, including:

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

Roles and Responsibilities

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Ensure the appropriate risk assessments are completed and all relevant actions are undertaken prior to the excursion. Ensure all children have written authorisation from families to leave the service on an excursion. Ensure educator to child ratios are maintained during the excursion and address the risks identified (if applicable). Ensure family members and volunteers attending the excursion are not left alone with any child or group of children. Take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the policy and procedures. Ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, volunteers, and families, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service.
Nominated Supervisor	Conduct a risk assessment for an excursion, ensuring any risks are managed (prior to obtaining written authorisation from families). Ensure a new risk assessment is completed when circumstances change for regular outings. Ensure all children attending the excursion have written authorisation from families to attend prior to the excursion. Ensure volunteers understand the details of the excursion, the expectations, and their supervision responsibilities. Verify that all the required equipment and/or items are taken on the excursion (first aid kit, personal medication, medical management plans, mobile phone, emergency contact lists, etc.).
Educators	Ensure the excursion is carried out in line with the Excursion policy and procedures. Ensure all children attending the excursion have written authorisation from families to attend prior to the excursion. Conduct a risk assessment for an excursion, ensuring any risks are managed (prior to obtaining written authorisation from families) Ensure a new risk assessment is completed when circumstances change for regular outings.

	Ensure the required educator to child ratios are in place and children are always supervised. Undertake regular attendance checks to account for all children. Ensure family members and volunteers attending the excursion understand your expectations and are not left alone with any child or group of children. Ensure all children's health and medical needs are taken on the excursion (first aid kit, personal medication, medical managements plans, etc.).
Families	Sign the authorisation forms for their child to attend the excursion and ensure all information required is up to date. Provide written authorisation for their child to leave the service premises on regular outings. Be aware of all the information about the excursion – ask questions if needed. If volunteering on excursions, understand the details of the excursion and the expectations and supervision responsibilities. Ensure required medication for their child is in date and available to take on an excursion. Notify families of any injuries or circumstances that may affect the child during the excursion. Affirm with children who are 'safe people'.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
89, 90, 99, 100, 101, 102, 122, 123, 123A, 124, 136, 168, 169, 170, 171, 172	2.3, Quality area 1, Quality Area 3, 4.1.1, 4.2.1	Health & Safety Policies. Water Safety Policies Interacting with Children Policy Transport Policy Providing a Child Safe Environment Policy Emergency Procedures Policy Sun Protection Policy Supervision Policy Supervision Plan Missing Child Policy	My Time, Our Place.

Approval date: 23/12/2022

Reviewed On: 2/5/2024

Date for Review: 1/5/2025

Fees

Policy statement

Our service sets fees in accordance with its annual budget to meet the income required to develop and maintain a quality service for children and families. We strive to ensure that our service is affordable and accessible to families in our community. The Approved Provider ratifies the budget annually, or as necessary, and monitors it carefully throughout the year.

Background:

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for the payment of fees and the provision of a statement of fees charged by the service.

Procedures:

Daily fees:	Permanent	Casual.		Bus addition
Before	\$20.35	\$22.44	+	\$3.13
After	\$30.79	\$32.88	+	\$3.13
Vacation Care	Bronze: \$85 Silver: \$95 Gold: \$105 Platinum: \$115 Vacation care prices are subjected to varying fees depending on excursion costs. Late booking fee is \$10 per child per day.			

Registration fee

A \$80 registration fee applies for each calendar year.

Non-Notification Fee

If your child cannot attend the centre for a booked, casual, or permanent session the centre must be notified. We will be looking for your child. A \$10 levy will be added to your account each time a non-notification absence occurs. If a child is self or parent referred, the service will not be responsible for the child's care. All children attending the service must be booked in for that session. If the parent requires a casual placement for an OOSH session, written confirmation needs to be obtained from the centre staff before the child can attend OOSH for that session.

Out of Hours Fee

Picking up a child after closing time will incur an Out of Hours Fee of \$20.00 per 5 minutes.

Wherever possible parents must advise the centre when they will be late to collect their child. (Out of Hours Fee will still apply)

Times will be monitored by the centre's clock, frequently checked by relevant authorities. All children must be signed in and out of the centre before 6pm.

Other Fees

For some excursions, vacation care, and before and after care for kindergarten children (in Term 1) additional items may be required (e.g., orange shirts, rash shirts, trampoline socks). These requirements will be outlined in relevant permission forms and can be purchasable from the centre.

Additional Administration costs

WEMOOSH must be supplied with an email address. All receipts, invoices and newsletters will be posted to this address. Families must notify the centre if the supplied address changes.

Membership:

The service is an Incorporated Association and as such, families enrolling their child in the service are bound by the rules of the Association for the period of the child's enrolment.

WEMOOSH is an Incorporated Association, one representative of the child's family is entitled to voting rights at any Annual General Meeting (AGM) held by the service and may be nominated (with consent) for a position on the Executive Committee at the Annual General Meeting. A membership fee is part of the Annual Registration fee.

Child Care Subsidy

Most Australian families are eligible to receive Child Care Subsidy (CCS). Families who are eligible for the Federal Government's Child Care Assistance subsidy will only be required to pay the daily gap fee applicable to their financial circumstances. To have CCS applied to their account, families must first register with the Family Assistance Office. It is the parents' responsibility to ensure they are following their eligibility criteria and guidelines.

Bookings and cancellations

Each family is expected to make bookings in advance, for the care sessions required. Bookings will only be accepted when families have completed the service's Enrolment Form in full and re-enrolment form each year.

Families wishing to cancel their child's place at the service are required to provide two (2) weeks written notice to the admin@wemoosh.com.au email, or they are liable to pay the equivalent of two weeks child care fees to the service. No Childcare Subsidy is payable after the child's last physical day of attendance.

Absences

Fees are payable for family holidays and sick days if those days fall on a day that a child is booked into the service.

The service will provide families with information about approved and allowable absences and will adhere to the Child Care Management System (CCMS) in relation to absences via our software provider.

Service closure

No fee is charged for the dates during the service closure over the Christmas/New Year period.

Payment of Fees

Fees must be paid once invoiced, within the stated due date. Families will be provided with a statement of fees charged by the service that will be provided to all families (Regulation 168). All families must have a direct debit authority lodged with the centre before commencing care. Payment must occur fortnightly.

Failure to pay unpaid fees may result in debt recovery action being taken and discontinuation of care for the child unless the family has initiated a repayment schedule for the unpaid fees with the Nominated Supervisor.

Debt recovery

The Approved Provider reserves the right to take action to recover debts owing to the service. This can include the engagement of debt collectors to recover the monies owed.

Where a family owes any overdue fees to the service, the child's place may be suspended, until all outstanding monies are paid, or both parties agree to a payment plan. It is the family's responsibility to ensure that payments are made fortnightly.

If a payment plan is not adhered to, carer(s) will be contacted again which may result in the child's place being suspended.

The Approved Provider will reserve the right to employ the services of a debt collector and the family will be responsible for all fees associated with recovering the debt.

Use of a debt recovery agent will be paid at the debtors expense.

Late collection fee

The service operates from 6.30am– 9am and 2.30pm-6.00pm during the school term and 7.30am-5.30pm during the vacation care period. Staff are unable to accept children in the service outside of these hours. Should children be present after the closing time, a late fee of \$20 for every 5 minutes will apply.

The hours and days of operation of the service will be displayed prominently within the service (Regulation 173).

In circumstances that are beyond the control of families, for example, severe weather and traffic accidents, which may result in them arriving late to collect their child, the Nominated Supervisor will have discretion to decide if families will be charged the late fee.

Families who are continually late collecting their children, without a valid reason, may jeopardise their child's place at the service. Should this be the case, the Nominated Supervisor will meet with the family to discuss this.

Methods of Payment

Fees are paid by:

- **Direct Debit** - from your bank account via debit success

Confidentiality

All information in relation to fees will be kept in strict confidence. Members of staff, management or the Approved Provider will not discuss individual names and details openly. Information will only be available to the nominated persons required to act, for example, to initiate debt recovery.

Families may access their own account records at any time, or particulars of fees will be available in writing to families, upon request. Additional cost may be incurred for printing.

Increase of fees

The fees are set by the Approved Provider to meet the budget for each financial year. There will be ongoing monitoring of the budget and, should it be necessary to amend fees, families will be given a minimum of fourteen days' notice of any fee increase (Regulation 172).

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
111, 168, 169, 170, 171, 172, 173	6.1.1	Enrolment Form Enrolment & Orientation Policy Delivery & Collection of Children Policy Confidentiality Policy Governance & Management Policy Parent Handbook Afternoon Sign-In Excursions, Senior Excursions and Incursions	Child Care Management System

Approval date: 23/12/2022

Date for Review: 23/12/2023

Governance and Management

Policy Statement:

Our service aims to provide a quality education and care service and will operate according to all legal requirements and recognised best practice in service management. We will ensure there are always appropriate governance arrangements in place (as per Quality Area 7.1.2). There will be an ongoing process of review and evaluation and all relevant information will be readily available to stakeholders.

The governing document of the organisation will be the constitution that deals with the key legal requirements for running the organisation. A copy of the constitution will be readily available to all committee members to consult. New members will be given a copy of the constitution as part of their orientation.

For Regulations, the Management Committee is the Approved Provider.

The Management Committee as the Approved Provider will ensure that all aspects of governance and management are clearly articulated and complement the service Philosophy.

The Management Committee as Approved Provider will ensure that copies of the current policies and procedures required under Regulation 168 which is always available for inspection at the service (as per Regulation 171).

Background:

The Education and Care Services National Regulations require policies and procedures to be in place in relation to governance and management.

ACECQA's Occasional Paper 5, 'Quality Area 7: Leadership and management in education and care services', found that 'effective leadership and service management are important in guiding and supporting the delivery of quality education and care programs' and the impact is felt across all areas of the National Quality Standard. It is through good governance and management that the effective functioning of the service can be ensured across all seven quality areas, enabling quality outcomes for children and their families.

Principles that Inform our Policies

Our decision making within policy development are underpinned by a range of principles. These principles include:

- We are accountable and transparent in all that we do. This includes the implementation of robust and effective governance and management policies and procedures.
- We seek to strengthen the service's effective operation. We have effective systems of risk management, financial and internal control, and performance reporting.
- We value the important role played by our service leaders, educators, and staff. They are provided with the necessary training and support to ensure they are familiar with our policies and procedures.

Procedures:

This policy will address the following:

- Philosophy and policies
- Financial management
- Facilities and environment
- Equipment and maintenance
- Review and evaluation of service
- Records management
- Work, Health, and Safety

(a) Philosophy and policies

The development and review of the Philosophy and policies will be an ongoing process.

The philosophy and associated statement of purpose will underpin all other documentation and the practices of the service and will reflect the principles of the approved national framework for school age care "My Time, Our Place."

There will be a collaborative and consultative process to support the development of the philosophy that will include children, parents, and Educators. The statement of Philosophy will be included in the Quality Improvement Plan for the service. The statement of purpose will define how the statement of philosophy will be implemented in the service.

Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.

The Management Committee as Approved Provider will ratify the Philosophy and the policies. Policies can only be altered by the Approved Provider and the changes recorded.

All documents will be dated and include nominated review dates. There will be a comprehensive index for the service policies as it is likely that some policies may address several aspects of operational practice. The service philosophy and policies will be available for all stakeholders and there will be reference to this in parent and staff handbooks and general service information.

(b) Financial management

The Approved Provider will be responsible for developing and overseeing the budget of the service and for ensuring that the service operates within a responsible, sustainable financial framework.

In line with this responsibility the Management Committee will conduct a budget planning meeting each year as part of its annual business planning. The details of budgeting and fee setting are set out under the Fee Policy.

Financial reporting including an income and expenditure statement and balance sheet will be presented to the Management Committee on a regular basis and the opportunity provided to ask questions or seek further advice from any Management Committee member.

(c) Facilities and environment

The Management Committee will ensure regulations 103–115 relating to the physical environment required for an OSHC service are always maintained.

In the event of the relocation of the site the Management Committee will ensure that the requirements of the regulations are considered if site re-arrangements are proposed.

Work, Health, and Safety implications will be considered by the Management committee in relation to educators locking up and leaving the service at the end of the day and risk assessments of the practices will be undertaken.

(d) Equipment and maintenance

Appropriate equipment and furniture, to meet the needs of the children and educators, will be well maintained and safe.

Processes will be in place for routine cleaning of toys and equipment.

(e) Review and evaluation of the service

Ongoing review and evaluation will underpin the continuing development of the service. The Management Committee will ensure that the evaluation involves all stakeholders, especially families, children, and educators/staff.

The development of a Quality Improvement Plan (QIP) will form part of the review process. Reflection on what works well and what aspects of the service need further development will be included in the QIP and discussed at meetings of the Management Committee.

(f) Confidentiality

All members of the Management Committee will maintain confidentiality. This is addressed in the Confidentiality Policy.

(g) Maintenance of records

Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183–184 detail storage of records.

The service has a duty to keep adequate records about staff, families, and children in order to operate responsibly and legally. The service will protect the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality.

The Approved Provider assists in determining the process, storage place and timeline for storage of records.

The service's orientation and induction processes will include the provision of relevant information to staff, children and families.

Clear guidelines on who will have access to which records will be given to committee members, educators and families. These will always be available at the service.

The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments:

- Australian Tax Office (ATO)
- Family Assistance Office (FAO)
- Department for Education, Employment and Workplace Relations (DEEWR)
- Proda

In the event of ceasing to operate, the service Management Committee will identify where the records will be kept and seek professional advice on the winding up of the service.

A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available to all members of the Management Committee. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

(h) Work, Health, and Safety

Policies and procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any service specific requirements, including grievance/complaints procedures.

The nominated supervisor will report back to the Management Committee on any Work, Health, and Safety issues as they arise.

All committee members will be provided with information to assist them in meeting their obligations under the legislation.

Roles and Responsibilities:

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met, as well as all other laws relevant to governance and management of the service. Provide information to the regulatory authority upon request in relation to being a fit and proper person (sections 13, 14, 21). Ensure that the service is insured and keep evidence of this (section 51; regulations 29, 180). Ensure that the number of children at the service does not exceed the maximum in the service approval (section 51).
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	Ensure that the family of a child at the service is allowed to enter the premises (regulation 157). Adopt quality governance and management processes, procedures, and practices, in line with the National Quality Standard, especially Quality Area 7 – Governance and leadership. Establish systems of risk management, financial and internal control, and performance reporting. Monitor management and financial performance to ensure the solvency, financial strength, and good performance of the service. Develop, review, and approve the service philosophy and purpose, strategic direction and initiatives (Element 7.1.1). Take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the Governance and management policy and procedures. Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, staff, volunteers, and families, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • Affect the fees charged or the way they are collected or • Significantly impact the service's education and care of children or • Significantly impact the family's ability to utilise the service. Notifications and reporting Ensure that all reporting and reporting requirements are met regarding the National Quality Framework, family assistance, taxation, child protection, and other relevant laws. Notify the regulatory authority about the approved provider and operational changes, and changes in relation to the nominated supervisor, as detailed in section 173 (regulations 174, 174A) Notify the regulatory authority about changes to the 'fit and proper' status of the approved provider, any serious incidents, and complaints relating to a serious incident or that the Law has been contravened (section 174; regulations 175, 176, 176A). Health, safety, and wellbeing. Ensure the health, safety, and wellbeing of children in the service and take every reasonable precaution to protect children from harm and hazard (section 51; Quality Area 2). Quality Improvement Plan (QIP) Ensure there is an effective self-assessment and quality improvement process in place, including a QIP that is kept at the premises or FDC principal office and is made available for inspection and to families (regulations 31, 55; Element 7.2.1) Ensure that the QIP is reviewed at least annually (regulation 56). Space, equipment, facilities
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	Ensure that requirements relating to the physical environment, space, equipment, and facilities are met, including regulations 104, 106, 107, 108, 109, 110, 116, 117 (Quality Area 3). Educational needs and program Ensure that children's educational and developmental needs are met (section 51; Quality Area 1). Educators and staff. Ensure that requirements relating to staffing are met, including implementing the Staffing policy and procedures (including regulation 84). Ensure that roles and responsibilities are clearly defined, understood, and support effective decision making and operation of the service (Element 7.1.3). Ensure that the performance of educators, staff and coordinators is regularly evaluated, and individual plans are in place to support learning and development (Element 7.2.3). Ensure that a nominated supervisor, educators, staff, volunteers, and contractors to whom a prohibition notice applies are not engaged by the service (section 188). Ensure the educational leader is supported to lead the development and implementation of the educational program and assessment and planning cycle (Element 7.2.2). Nominated supervisors and responsible person Ensure that requirements relating to the nominated supervisor and responsible person are met, including implementing the Staffing policy and procedures (including section 162, section 162A; regulation 117B). Records and confidentiality Keep a record of the service's compliance with the information listed in regulation 167. Keep a record of enrolment and other documents listed in section 175 at the service or FDC residence or venue and be available for inspection by an authorised officer. Ensure that records are kept confidential and not divulged except as permitted under regulations 181 and 182. Ensure that records are stored safely and securely for the period set out in regulation 183. Keep enrolment and attendance records (regulations 158, 159, 160, 161, 162) and other documents listed in regulations 160, 177 and 178, ensure they are accurate and available to families on request (section 175). If a service approval is transferred, the documents must be transferred to the receiving approved provider (regulation 184).
Nominated Supervisor	Ensure that regulatory obligations are met in relation to governance and management. Adopt quality governance and management processes, procedures and practices, in line with the National Quality Standard, especially Quality Area 7 – Governance and leadership.

	Implement systems of risk management, financial and internal control, and performance reporting. Monitor management and financial performance to ensure the solvency, financial strength, and good performance of the service. Ensure that the family of a child at the service is allowed to enter the premises when the child is being educated and cared for (regulation 157). Notifications and reporting. Ensure that all notification and reporting requirements are met regarding the National Quality Framework and other relevant laws. Health, safety and wellbeing. Ensure the health, safety and wellbeing of children in the service and take every reasonable precaution to protect children from harm and hazard (Quality Area 2). Quality Improvement Plan (QIP). Ensure there is an effective self-assessment and quality improvement process in place (Element 7.2.1). Educational needs and program. Ensure that children's educational and developmental needs are met (Quality Area 1). Educators and staff Ensure that roles and responsibilities are clearly defined, understood, and support effective decision making and operation of the service (Element 7.1.2). Ensure that the performance of educators, staff and coordinators regularly evaluated and individual plans are in place to support learning and development (Element 7.2.3). Ensure that requirements relating to staffing are met, including implementing the Staffing policy and procedures (Quality Area 4). Ensure that the educational leader is supported to lead the development and implementation of the educational program and assessment and planning cycle (Element 7.2.2.). Records and confidentiality Ensure that requirements relating to records and confidentiality are met.
Educators	Must be aware of and follow the Governance and management policy and procedures. Must be familiar with and implement the service's policies and procedures, philosophy, QIP, and code of conduct. Ensure that requirements relating to records and confidentiality are met.
Families	Be aware of the Governance and management policy and procedures and address any questions to the approved provider or nominated supervisor/responsible person.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Service policies/documentation	Other
29, 30, 31, 55, 56, 84, 104, 106, 107, 108, 109, 110, 116, 117, 177B, 153, 154, 157, 158, 159, 160, 161, 162, 165, 167, 168, 169, 170, 171, 172, 173, 174, 174A, 175, 176, 176A, 177, 178, 179, 180, 181, 182, 183, 184, 185	7.1.2	Constitution Service Philosophy Quality Improvement Plan Family Handbook Staff Handbook Fee Policy Confidentiality Policy	Food Safety Standards. Network Record Keeping Factsheet Child Care Service Handbook (DEEWR) Work, Health, and Safety Act (2011) Child Care Benefit legislation

Approval date: 23/12/2022

Date for Review: 23/12/2023

Illness and Infectious Diseases

Policy Statement

Our Service will aim to provide a safe and hygienic environment that will promote the health and wellbeing of our children ("My Time, Our Place" Outcome 3). We will take all reasonable steps to prevent the spread of infectious diseases through the implementation of procedures that are consistent with guidelines of State Health Authorities. All children and adults in the service will be considered as infectious and these procedures must be consistently applied across the centre.

Children with infectious diseases will be excluded from the service for the period recommended by the Department of Health.

Where there is an outbreak of an infectious disease, families will be notified by Facebook and a notice at the sign in desk. The service will take care when issuing the notification to ensure it is not done in a manner that is prejudicial or names any child ("My Time, Our Place" Outcome 1).

Families/guardians are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of children who are unwell. The care needs of a sick child cannot be met without dramatically reducing the general level of supervision of the other children or risking other children's health.

Where a child takes ill at the service all care and consideration will be given to comfort the child and minimise the risk of cross infection until the child is collected by the guardian/carer/emergency contact.

Background

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to dealing with infectious diseases. Infectious diseases can spread rapidly in education and care services.

As noted in the National Health and Medical Research Council's Staying healthy: Preventing infectious diseases in early childhood education and care services, when children – especially younger children – are in close contact with others, they often put objects in their mouths, and they may not always cover their coughs or sneezes. As some bacteria and viruses can survive on surfaces, children may touch a contaminated surface, then put their hands in their mouth and become infected. Additionally, if a child has an ill family member at home, they could be incubating the illness, and risk bringing germs from home into the service.

It is for this reason that it is especially important for our service to have effective policies and procedures in place that can promote awareness of infectious diseases and safe hygiene practices, that help to prevent any infectious disease from occurring, and outline the processes to manage any outbreak.

Procedure

Families will be informed through the Family Handbook about the illness and infectious diseases policy on enrolment.

A child or adult will be considered sick if he/she:

- sleeps at unusual times, is lethargic.
- has a fever over 38°C.
- is crying constantly from discomfort.
- vomits and/or has diarrhea.
- needs constant one to one care.

- Displays symptoms of an infectious disease.

If a child is unwell at home, families are not permitted to bring the child to the centre. Children who appear unwell when being signed in by their guardian(s)/carers will not be permitted to be left at the service.

If a child becomes ill or develops symptoms at the centre the guardians/carers will be contacted to take the child home. Where the guardian/carer(s) are not available emergency contacts will be called to ensure the child is removed from the service promptly.

The child who is ill will be comforted, cared for, and placed in a quiet area with adult supervision until the child's guardian/carer or other authorised adult takes them home.

During a fever, natural methods will be employed to bring the child's temperature down until the guardian/carer(s) arrive or help is sought. Such methods include removing clothes such as jumpers as required, clear fluids given, tepid sponges administered.

If a child's temperature is very high, cannot be brought down and guardian(s)/carer(s) cannot be contacted, the child's enrolment will be checked to see if permission has been given to give paracetamol. If the situation becomes serious the child will be taken to the doctor or an ambulance called.

If a staff member becomes ill or develops symptoms at the centre, they can return home if able or organise for someone to take them home.

The Coordinator will organise a suitable staff replacement as soon as possible.

Infection Control procedures

All staff dealing with open sores, cuts and bodily fluids with any child or adult shall wear disposable gloves.

Staff with cuts, open wounds, or skin disease such as dermatitis should cover their wounds and wear disposable gloves.

Disposable gloves will be properly and safely discarded, and staff are to wash their hands after doing so

If a child has an open wound it will be covered with a dressing and securely attached.

If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.

In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.

In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.

In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.

Any exposure should be reported to the Coordinator and Management to ensure proper follow up procedures occur.

Most of the programs will be conducted in the outdoor undercover areas. This will increase natural ventilation. The indoor area of the centre will have an air purifier operating when in use. The cleaning of the air purifier has been added to the cleaning roster and conducted each month. The air conditioning filter will also be cleaned at the same time. The Centre doors will remain open, when possible, to increase the natural air flow.

Note: Hot water may coagulate the blood and protect any virus from the soap or disinfectant. It is best to use cold or tepid water temperatures in all cleaning processes.

Any soiled clothing shall be handled using disposable gloves. Clothing will be placed and sealed in a plastic bag for the family to take home.

Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.

Management of HIV/Aids/Hep B and C

Under the Federal Disability Act and the Equal Opportunity Act, no discrimination will take place based on a child's/guardian's/Educator's HIV status.

Discrimination regarding access to the centre is unlawful. A child with HIV or Hepatitis B or C has the right to obtain a position in the centre should a position become available and an educator the right to equal opportunity of employment. The service has no obligation to advise other families attending the service of a child's or educators HIV status.

A child with AIDS shall be treated as any other child, as HIV is not transmitted through casual contact. The child shall have the same level of physical contact with Educators as other children in the centre.

Where Educators are informed of a child, guardian or another educator who has HIV/AIDS or Hep B or C, this information will always remain confidential. A breach of this confidentiality will be considered a breach of discipline.

Educators will ensure that no discussion is made other than ensuring proper care of all children is maintained.

Proper safe and hygienic practices will be always followed and implementation of procedures to prevent cross infection as identified in this policy (See also Hygiene policy for details.) will be implemented.

Management of Infectious Disease Outbreak

Children and staff will be excluded from the service if they are ill with any contagious illness. This includes diarrhea and conjunctivitis. If a child presents at the centre unwell their caregiver will be call to pick them up. Care will be taken to reduce the risk of infection to the whole community by caring for the child in an unpopulated area.

In the event of an outbreak of vaccine-preventable disease at the service or school attended by children at service, guardian(s)/carer(s) of children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.

The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.

Payment of fees will be required for children during an outbreak of a vaccine-preventable disease, unless other arrangements, discussed and agreed to by the management committee, have been made.

The period of exclusion will be based on the recommendations outlined by the Department of Health. The recommendation will be available at the service for viewing.

The Nominated Supervisor(s) and Coordinator(s) will always follow the recommendations as outlined in the Health Department document.

The decision to exclude or re-admit a child or staff member will be the responsibility of the Coordinator based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.

The Management Team members have the right to refuse access if concerned about the child's health.

Children and Staff with diarrhea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool. The same applies for vomit.

Families will be informed about the occurrence of an infectious disease in the service ensuring that the individual rights of staff or children are not infringed upon.

All Educators will ensure proper hygiene practices are carried out as outlined in the Hygiene policy.

All Educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus, and Hepatitis B through immunisation with their local health professional.

Roles and Responsibilities

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Ensure that reasonable steps are taken to prevent the spread of any infectious disease at the service. Ensure that families or an authorised emergency contact of the children attending are notified of the occurrence as soon as practicable and in a manner that is not prejudicial to the rights of any child, educator, or staff member. Display a notice stating that there has been an occurrence of an infectious disease at the service premises, FDC residence or approved venue. Meet jurisdictional requirements relating to the enrolment or attendance of children who are not up to date with their scheduled vaccinations. Implement exclusion periods consistent with current information from a relevant recognised authority. Ensure that notification requirements to the regulatory authority are met in relation to an outbreak of an infectious disease that poses a risk to the health, safety or wellbeing of children attending the service. Ensure the premises, furniture and equipment are kept safe, clean, and well maintained, including high risk areas (e.g., bathroom, toilet, nappy change area, sandpit), furniture (e.g., cots), clothing, linen, and equipment (e.g., toys, carpets, mats). Take reasonable steps to ensure that the nominated supervisor, educators, and staff follow the policy and procedures. Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, and staff, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service.
Nominated Supervisor	Implement the Dealing with infectious diseases policy and procedures. Ensure that reasonable steps are taken to prevent the spread of any infectious disease at the service. Ensure that families or an authorised emergency contact of children attending are notified of the occurrence as soon as practicable and in a manner that is not prejudicial to the rights of any child, educator, or staff member. Display a notice stating that there has been an occurrence of an infectious disease at the premises. Meet jurisdictional requirements relating to the enrolment or attendance of children who are not up to date with their scheduled vaccinations.

	Implement exclusion periods consistent with current information from a relevant recognised authority. Ensure premises, furniture and equipment are kept safe, clean, and well maintained. Promote hygiene practices with all children, families, educators, and staff. Ensure that notification requirements to the regulatory authority are met in relation to an outbreak of an infectious disease that poses a risk to the health, safety or wellbeing of children attending the service.
Educators	Implement the Dealing with infectious diseases policy and procedures. Monitor children's health, safety and wellbeing daily and manage accordingly. Be immunised against infectious diseases as recommended by recognised authorities. Stay at home if unwell or have an excludable infectious disease. Employ and role model good hygiene practices for cleaning hands and food handling. Integrate infection control awareness, hygiene and protective practices into educational programming and planning. Communicate with families about infectious diseases in general and specific expectations within the service (e.g., exclusion periods).
Families	Be familiar with and follow the service's Dealing with infectious diseases policy and procedures. Provide immunisation documentation upon enrolment and as immunisations are administered. Keep their child at home if they are unwell or have an excludable infectious disease. Keep their child at home if there is an infectious disease at the service and their child is not fully immunised against it. Inform the service if their child has an infectious disease or has been in contact with a person who has an infectious disease.

Considerations.

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
85, 86, 87, 88, 103, 168, 169, 170, 171, 172, 173, 175	1.3, 2.1.2, 2.2.2, 3.1.2, 6.1,	Infectious Diseases Hygiene Incident, Injury Trauma and Illness Record	Staying Healthy in Childcare (5 th Edition) Disability Discrimination Act 1975

			NSW Anti-discrimination Act 1977 2.21. NSW Department of Health Guidelines
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Date for Review: 23/12/2023

Interactions with Children

Policy Statement:

Our Service will provide an environment that reflects the principles in “My Time, Our Place” where the development of secure, respectful, and reciprocal relationships with children are fostered and encouraged and genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

We will endeavour through our interactions with children to nurture their optimism, happiness, and sense of fun and we will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identity.

Educators will utilise opportunities in their interactions with children to develop an understanding of each other's expectations leading to a deeper understanding of ourselves as well as the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

Background:

The Education and Care Services National Regulations require all approved providers to ensure their services have policies and procedures in place in relation to interactions with children. Our service also recognises the importance of incorporating fun and creative play within appropriate interactions with children.

Principles to Inform Policy

- Positive interactions between educators and children are crucial for quality education and care outcomes. Our educators and staff are vital in this process and we train them to engage positively with children and encourage relationships among them.
- Our educational program supports self-expression, self-reliance, dignity, and cultural recognition for children.
- We aim to continuously improve the program to meet these goals.

Procedures:

The educators will:

- Maintain a positive attitude in all interactions with children.
- Listen carefully to children's experiences and perspectives and show interest in their ideas and perspectives.
- Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from judgment and discrimination.
- Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs. Educators will always treat children with respect, courtesy and understanding.
- Treat children equally and equitably regardless of race, cultural background, religion, sex, background, opinion, or ability and ensure interactions between children and educators exhibit this.
- Sensitively manage children who are having difficulty conveying their message or managing their emotions.

- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Speak to children at their level and use voice intonations, facial expressions, and body language to assist in conveying messages.
- Engage in one-on-one conversations with all children and develop an understanding of their likes, dislikes, and interests.
- Collaborate with children regarding the daily routines and practices within the service including programming of experiences to meet their individual needs, interests, and abilities.
- Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
- Keep rules simple and only have a small number of concise rules that children understand. These rules should support caring for each other and the environment. All staff, families and children will be made aware of the rules.
 - Families will be informed on the rules in the family handbook. Rules are subject to change depending on given circumstance.
- Ensure that all educators always enforce the rules and consequences consistently. Consequences will be relevant to the situation and never demeaning.
- Follow up all issues that arise by discussing the situation with the child and strategising for better solutions in future issues.
- Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Access professional development and resources related to positive behaviour management and include this in professional development planning.
- Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.
- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- Focus on the behaviours being displayed and not the child displaying them.
- Assist children in developing self-regulation skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling, and positive direction.
- Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators, and visitors to the service.
- Ensure that appropriate physical contact is maintained in regard to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- Identify when interactions with a child are not appropriate and refer to the services 'Providing a Child Safe Environment' policy to address these concerns.
- Maintain defined boundaries regarding appropriate behaviour with children and engagement with their families.

The children will:

- Be treated with respect, courtesy and understanding regardless of race, cultural background, religion, sex, or ability.
- Be encouraged to listen to others with respect, courtesy and understanding regardless of race, cultural background, religion, sex, or ability.
- Be encouraged to share humour and express themselves in a variety of ways.

- Practice strategies for problem solving, debating, negotiating, and interacting with others in an appropriate way with the guidance of educators.
- Have opportunities to use and share their home language with other children and educators.
- Collaborate with staff in developing service routines and procedures including rules and boundaries and the consequences they should expect if these are not followed.
- Encourage their peers to adhere to the rules and expectations.
- Participate in experiences that will build relationships and promote interactions between each other, educators, and visitors to the service.
- Assist educators in developing programs and routines for the service that reflect their individual needs, interests, and abilities.
- Have their need for solitude or quiet time supported and respected by educators and children.
- Develop an understanding of the choices they make and the responsibility they have to manage their own behaviours in conjunction with educators.

Dealing with consistent inappropriate behaviors:

Where a child demonstrates unacceptable behaviour consistently, educators will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Ensure the expectations are appropriate for the child's level of development and understanding.
- Look for and assess possible causes for the behaviour such as environmental factors.
- Discuss the issue with the child and their family members.
- If the behaviours pertain, the child may receive a formal behaviour warning at the discretion of leadership staff. If a child receives three (3) of these warnings, their position at WEMOOSH may be reassessed by the coordinator(s) and director.
- The first warning denotes a warning and the development of a child-led behaviour support plan. The second warning denotes a one-week suspension and behaviour support plan review.
- Record all incidents that occur in relation to inappropriate behaviours, making note of the events leading up to the incident, the date and time, who was involved and how the incident was handled.
- Develop a behavioural support plan for the management of the specific behaviours and include a plan for regular discussions with all educators, children's families, school professionals etc. to review the action plans effectiveness and progression.
- Bring up the negative behaviors during a team meeting for robust conversation to brainstorm ways we can support the child while at WEMOOSH.

Where a child demonstrates behaviors that are physically harmful, Educators will:

- Ensure the safety of all other children,
- Remove the child from the situation as quickly as possible.
- Ensure any children or educators involved have not been hurt and apply first aid where required.
- Record the details of the incident including date, time, people involved, people injured, and the action taken.
- Ensure that the family members of all children involved in the incident are notified.
- Discuss the incident at staff meetings to ensure staff are aware and documenting any negative interactions with children involved.
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Exclusion for unacceptable behaviours

- Should unacceptable behaviour continue, and the above strategies have not worked effectively, the educators will contact the services Director who will discuss the situation with the family and communicate a date for the end of care for that child at WEMOOSH.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
73, 84, 115, 117A, 118, 123, 123A, 124, 126, 127, 143A, 145, 155, 156, 163, 168, 169, 170, 171, 172. Sections 165, 166, 168, 169.	Quality area 1, 5, 6	Parent Handbook Staff Handbook Programming and evaluation records Grievance policy Child Safe Environments	My Time, Our Place Outcomes 1, 2, 3, 4 & 5.

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Management of Complaints

Policy Statement

The service will maintain a complaints and grievance management system to ensure that all Educators, families, and communities members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management system will be promoted in the parent handbook and on our website. We will identify complaints and grievances as opportunities to improve the quality of our service.

Background

The Education and Care Services National Regulations mandate that approved providers establish protocols and procedures to address complaints within their services.

Our "Dealing with Complaints" policy places a primary focus on the well-being of children. This ensures that children, educators, management, coordinators, other staff members, families/carers, and the broader community can have confidence that any complaints or grievances are treated with the utmost seriousness and are effectively resolved.

The National Quality Framework's Guide outlines how an efficient complaint resolution system reinforces the commitment of the service to children, educators, staff, families, and the community, demonstrating that complaints and grievances are approached with sincere concern and are promptly, fairly, and thoroughly investigated. The management of complaints in an effective manner represents a streamlined approach to considering and acting upon feedback from families, thereby contributing to the enhancement of quality.

Complaints present service leaders with a valuable occasion to enhance the quality practices of our education and care provision. Each complaint serves as a catalyst for introspection into the service's processes, procedures, and practices, facilitating meaningful and positive changes.

Principles to Inform Policy

- Our utmost focus lies in ensuring the safety, health, and well-being of the children. To adhere to regulatory mandates, we promptly inform the regulatory authority of any complaints that raise concerns about serious incidents or violations of the Education and Care Services National Law.
- Our service deeply values the involvement of our families, considering them an essential part of our operations. We wholeheartedly embrace their contributions to every facet of our service's functioning, which includes addressing any concerns or complaints they may wish to express.
- We welcome complaints as an opportunity to enhance the quality of our education and care practices. We reflect on each complaint received, identifying any issues or areas of improvement for our service.
- Processes to respond to complaints and concerns are child focused.

Procedure

- The service will support an individual's right to complain and will help them to make their complaints clear and try to resolve them.
- A complaint can be informal or formal. It can be anything which an individual thinks are unfair, or which makes them unhappy with the service.
- Every parent will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook.

- All confidential conversations with individuals who have a complaint or grievance will take place in a quiet place away from children, other parents or staff not involved.
- If an individual has a complaint or comment about the service, they will be encouraged to talk to the coordinator who will arrange a time to discuss their concern and come to a resolution to address the issue.
- If the complaint is not handled at this level to the satisfaction of the person making the complaint, they should discuss the issue with the Chairperson or liaison person of the Management, either in writing or verbally.
- The Management will discuss the issue with the Coordinator and develop a strategy for resolving the problem, this would be discussed further with the individual or if necessary, a meeting will be organised with the Coordinator and individual to resolve the problem.
- All complaints will be recorded and dated indicating the issue of concern and how it was resolved. All information on complaints and grievances will include evidence that complaints are investigated within satisfactory timeframes and have led to amendments to policies and procedures where required.

The Coordinator or Management will inform the person making the complaint of what has been decided regarding the issue. Staff will also be informed of any relevant issues that they need to address or be aware of.

This can be done verbally or if the issue has been dealt with on a more formal basis, then the committee or Coordinator will write personally to the individual making the complaint.

The Director will complete an incident report and lodge it with ACECQA in a timely fashion if required.

If any complaint cannot be resolved internally to the person's satisfaction, external options will be offered such as an unbiased third party.

Management of complaints that alleges a child is exhibiting harmful sexual behaviours:

All complaints of this nature will be treated with utmost confidentiality and respect to the child.

A Child story report will be completed and documented in the child's file. The outcomes of the report will be followed.

An individual risk assessment and behaviour support plan will be created for that child.

Pending circumstances, WEMOOSH may converse with the school principal of the child. Similarly, WEMOOSH will converse with the family and other parties involved. These conversations and exchange of information will be guided by the information exchange document.

The provision of a complaint handling system at the service that is child-led:

Children's needs and perspectives are prioritised when addressing concerns. All complaints are recorded on our software provider and the nature and details of the complaint are passed on to coordinators. Staff are trained to listen empathetically and validate the feelings of the child by using language and methods appropriate to their developmental stage. Children are encouraged to express their thoughts and concerns in a safe and supportive environment. This approach fosters trust and ensures that children feel heard and respected throughout the complaint process.

Considerations

Education and Care Services National Regulations	National Standard	Quality	Other Service policies/documentation	Other
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143, 168, 169, 170, 171, 172, 173, 174A, 176,	4.2.2, 7.2.1	Staffing Policy Interactions with Children Policy Enrolment and Orientation Governance and Management Management of Injury, Incident and Trauma	Commonwealth Ombudsman – better practice complaint handling guide Privacy Act 1988 Australian and New Zealand Standard Guidelines for complaint management in organisations
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Date for Review: 23/12/2023

Management of Incident, Injury and Trauma

Policy Statement

Our centre aims to ensure the safety and wellbeing of educators, children, and visitors, within the centre and on excursions, through proper care and attention. In the event of an incident, injury, or trauma the centre will make every attempt to ensure sound management of the event to prevent any worsening of the situation and complete reports on each event that will be signed by the parent of the child involved. Parents or emergency contacts will be informed immediately where the incident, injury or trauma is deemed serious (see Regulation 12, and all serious incidents will be reported to the relevant authorities including the NSW Regulatory Authority.

Background

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place if a child is injured, becomes ill, or an incident occurs while attending the service.

Principles to Inform Policy

The safety, health and wellbeing of children is a paramount consideration for our service.

Educators and staff members will receive relevant and up-to-date training to ensure they can effectively respond to incidents, injuries, trauma, and illness.

Care will be taken when assessing the seriousness of an incident and if there is a need for emergency services to be contacted.

Keeping families informed is paramount: families will be notified of any serious incident involving their child at our service as soon as possible.

In the event of an incident, injury, trauma, or illness, we will undertake a review (including a risk assessment) and take any appropriate action to remove or rectify the cause if required.

High levels of supervision will be maintained, and ratios will be always met, and supervision plans will be regularly reviewed.

Educators and staff will be provided with access to appropriate and up-to-date information and regular professional development on the management of incidents.

All educators and staff will be provided with the necessary resources to respond to incidents and injuries.

Confidentiality is important and will be always maintained.

Procedure

Parents are required to provide written consent for educators to seek medical attention for their child, if required, before they start in the centre. This will be recorded in the enrolment form.

Parents will be required to supply the contact number of their preferred doctor or dentist, Medicare number and expiry date.

Educators will be required to supply two contact numbers in case of an emergency or accident, involving themselves.

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

Anyone injured will be kept under adult supervision until they recover, and an authorised person takes charge of them.

In the case of a major incident at the service requiring more than basic first aid, the first aid attendant will:

Assess the injury and decide whether the injured person needs to be attended by local doctor or whether an ambulance should be called and tell the educator in charge or nominated supervisor of their decision.

If the injury is serious the priority is to get immediate medical attention. Although parents or emergency contacts should be notified straight away. If not possible, there should be no delay in organising proper medical treatment. Another educator can keep trying to contact the parents or emergency contacts in the meantime if available.

Attend to the injured person and apply first aid as required.

Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the hygiene policy.

Educators will stay with child until suitable help arrives, or further treatment taken.

The educators will try to make the child comfortable and reassure them that they will be okay, and their parents/caregivers will be on their way.

If an ambulance is called and the child is taken to hospital an educator will accompany the child and take the child's medical records with them.

Complete a centre accident report and a report for the regulatory authority.

The other responsible educator will:

Notify parents or emergency contact person immediately regarding what happened and the action that is being taken including clear directions of where the child is being taken (e.g., hospital). Every effort must be made not to panic the parents and to provide minimal detail regarding the extent of the injuries.

Ensure that all blood or bodily fluids are cleaned up in a safe manner.

Ensure that anyone who has encountered any blood or fluids washes their hands in warm soapy water.

Try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the injured child.

Accidents which result in serious injury (including death) to a child must be reported to:

- An ambulance service,
- The police
- Parents/Guardian
- Regulatory Authority

The centre will notify the parent/guardian that a serious incident has happened and advise them to contact the relevant medical agency.

Only a qualified medical practitioner can declare a person dead and therefore educators should ensure the parents are only advised that the injury is serious and refer them to the medical agency (i.e., Hospital) where the child has been taken.

This information should be provided in a calm and extremely sensitive manner.

The site of the accident should not be cleared, or any blood or fluids cleaned up until after approval from the Police.

All other children should be removed away from the scene and if necessary, parents contacted for early collection of children. The children should be reassured and notified only that a serious incident has occurred.

Death or Serious Injury to a child or educator out of hours

Educators in the centre must be prepared to handle all incidents in a professional and sensitive manner. In the event of tragic circumstances such as the death of a child or educator, the educators will follow guidelines as set out below to minimise trauma to the remaining educators and children in the service.

In the event of the death occurring out of centre hours, a clear emergency procedure will be maintained for the other children at the centre.

If a child is deceased, the nominated supervisor should contact the child's school to liaise with them regarding the school's response to the event.

The nominated supervisor should also contact the NSW Regulatory Authority to seek advice on an appropriate response from the service. The school and Network of Community Activities should be contacted to seek additional support, resources, or advice.

Reporting of Serious Incident, Injury and Trauma

All serious incidents, injury or trauma will be recorded within 24 hours of the event occurring.

The child's parent or emergency contact must be notified of any accident or injury that has occurred to the child as soon as possible and no later than 24 hours after the event.

The nominated supervisor is responsible for ensuring that in the event of a serious incident the regulatory authority is advised, as well as the approved provider (e.g., Management Committee).

It may not be until sometime after the incident that it becomes apparent that an incident was serious. If that occurs, the nominated supervisor must notify the regulatory authority within 24 hours of becoming aware that the incident was serious.

How to decide if an injury, trauma, or illness is a 'serious incident'?

If the advice of a medical practitioner was sought or the child attended hospital in connection with the injury, trauma or illness, the incident is a 'serious one' and the regulatory authority must be notified.

An injury, trauma or illness will be regarded by the service as a 'serious incident' if more than basic first aid was needed to manage the injury, trauma or illness and medical attention was sought for the child, or should have been sought, including attendance at a hospital or medical facility for further treatment.

Roles and Responsibilities

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Ensure that an enrolment record is kept for each child which contains all the prescribed information. Confidentially storing an incident, injury, trauma, and illness record until the child is 25 years old. Record information as soon as possible, and within 24 hours, after the incident, injury, trauma, or illness. Ensure that a parent/guardian of the child is notified as soon as is practicable, but no later than 24 hours after the incident, injury, trauma, or illness. Notify the regulatory authority of a serious incident online using the NQAITS - SI01 Notification of Serious Incident record. Ensure that at least one educator, staff member or nominated supervisor who holds a current approved first aid qualification and has undertaken current
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	approved anaphylaxis management and emergency asthma management training attends all times and immediately available in an emergency. Take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the policy and procedures. Ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, and volunteers, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service.
Nominated Supervisor	Implement the Incident, injury, trauma and illness policy and procedures. Investigate the cause of any incident, injury or illness and take appropriate action to remove the cause if required. Contact emergency services in the first instance then notify parents/guardians immediately after an incident, injury, trauma, or medical emergency, or as soon as is practicable. Ensure each child's enrolment record includes authorisation by a parent or person named in the record, for the approved provider, nominated supervisor or educator to seek medical treatment for the child from a registered medical practitioner, hospital, or ambulance service and, if required, transportation by an ambulance service.
Educators	Record information as soon as possible, and within 24 hours after the incident, injury, trauma, or illness. Seek further medical attention if required after the incident, injury, trauma, or illness. Ensure that two people are present any time medication is administered to children (except FDC or permitted services under regulation 95(c)). Be aware of children with allergies and their attendance days, and apply this knowledge when attending to any incidents, injury, trauma, or illness. Complete an Incident, Injury, Trauma, and Illness Record. Keep Incident, Injury, Trauma and Illness Records confidential and store until the child is 25 years old.
Families	Provide authorisation in the child's enrolment form for the approved provider, nominated supervisor or an educator to seek medical treatment for the child from a registered medical practitioner, hospital, or ambulance service and, if required, transportation by an ambulance service. Notify the service upon enrolment of any specific health care needs of the child, including any medical conditions and allergies and any medical management plans that need to be followed. Ensure any medical management plans at the service are kept up to date.

	Collect the child as soon as possible when notified of an incident, injury, trauma, or illness. Notify the service of any infectious disease or illness that has been identified when the child has been absent from the service, that may impact the health and wellbeing of other children, educators, staff, or others attending the service. Be contactable, either directly or through emergency contacts listed on the enrolment form, in the event of an incident requiring medical attention. Notify educators or staff if there has been a change in the condition of the child's health, or of recent accidents or incidents that may impact the child's care. Notify educators or staff when the child is ill and will be absent from their regular program
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Considerations

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
85, 86, 87, 89, 95, 97, 103, 104, 117, 161, 168, 169, 170, 171, 172, 177, 183	2.1.4	Management of Basic First Aid Administration of Medicine Hygiene Providing a Child Safe Environment Family Handbook	Work, Health, and Safety Act 2011 ACECQA Notification of Serious Incident NSW Regulatory Authority

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Nutrition, Food and Beverages, Dietary Requirements

Policy Statement

Our service believes that good nutrition is essential for a child's healthy growth and development. For this reason, the service will provide nutritious, high-quality food consistent with the Dietary Guidelines for Children and Young People in Australia.

We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks ("My Time, Our Place" 1.1). All food served at the service will be consistent with the child's own dietary requirements and take into consideration the children's like and dislikes as well as meet any cultural requirements of families ("My Time, Our Place" 3.2).

High standards of hygiene will be maintained throughout all food preparation.

We will encourage the development of the children's good eating habits through the modelling and reinforcing of healthy eating and nutrition practices by Educators. Parents will be encouraged to share

family recipes and traditions to enrich the variety and enjoyment of food by the children and support the children's development of respect for and understanding of diversity ("My Time, Our Place" 1.3).

Where possible we will seek out opportunities to learn about growing our own food and collaborate with children to produce our own opportunities to use food, we have grown ourselves in our menu planning ("My Time, Our Place" 3.4).

Background

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to nutrition, food and beverages, and dietary requirements.

These policies also protect children with allergies from potential allergic reactions (see "dealing with allergens" and "hygiene" policy(s) for further information).

Principles to Inform Policy

We prioritise children's health, safety, and wellbeing. This includes safe practices for handling, preparing, and storing food, as well as providing food and beverages that are nutritious and adequate in quantity, and chosen based on each child's dietary and medical requirements.

- We promote a healthy lifestyle, including healthy eating and physical activity. We support children and families' understanding about the importance of nutrition and food choices.
- We value our families and their cultures, customs, and religious traditions. We work with them to ensure that the food and beverages we provide to their children reflect their preferences.
- We incorporate children's agency and decision-making into our educational program. We plan mealtimes and other food-related experiences that enable this.

Procedures

Fresh drinking water will always be available for the children and Educators at the service. Families will be required to provide their children with water for excursions, however water bottles will be made available for purchase at the centre prior to excursion departure.

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

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

Containers are to be cleaned and stored appropriately.

Children's cooking activities will be encouraged to develop life skills. At all times safe and hygienic practices will be followed as per the service hygiene policy.

Educators are required to attend regular professional development on nutrition and food safety practices and document changes to practice as a result.

Children are not to share food among one another, to reduce the risk of an allergic reaction.

Menu

A menu developed using the principles set out in the Australian Dietary Guidelines for Children and Adolescents will be on display for families and children. The menu will be an accurate representation of food and drink that is being served.

All children's individual needs such as allergies, cultural requirements, and health needs etc. will be addressed in the menus and parents advised if they will be required to supply specific foods for their child.

Food and drink consistent with the menu will be provided for morning and afternoon tea as well as small nutritious snacks available as necessary.

Children and Parents will be encouraged to share family and cultural traditions, ideas, and recipes to contribute to the menu.

Children who have dietary requirements will have an alternative menu made available for them. Extra precautionary safety procedures will also be conducted to ensure that the food is safe, and the care is individual to the child.

Safe Food Handling and Preparation

All staff involved in food preparation and handling are required to undergo regular food safety training. This ensures their awareness of safe practices, hygiene standards, and potential allergen risks. Training records must be maintained and updated as needed.

Maintaining clean, properly labeled containers is imperative for food storage. Refrigerated and frozen foods must be stored at appropriate temperatures. Raw and cooked foods will be stored separately to prevent cross-contamination.

All food handlers must wash their hands thoroughly with soap and water before and after handling food, using the restroom, and after any potential contamination. Staff members showing signs of illness will refrain from participating in food preparation or handling.

Maintaining cleanliness and sanitation is crucial during food preparation. All equipment and surfaces used must be cleaned and sanitized before and after use. Separation of raw and cooked foods is vital to prevent cross-contamination.

Staff must have a strong awareness of common allergens and take preventative measures to avoid cross-contact between allergenic and non-allergenic foods. Clear food labels and signage indicating allergens must be provided. Staff involved with this process will have appropriate training and qualifications. These qualifications and training will be reviewed annually, and documentation will be kept online.

Food will be served using clean utensils and in hygienic conditions.

Cleaning and sanitization of all food contact surfaces, utensils, and equipment will occur regularly. Proper cleaning supplies and protocols should be readily available in food preparation areas.

During Bus Run

and other refuse must be disposed of in accordance with waste management guidelines to prevent contamination and infestations.

Prompt reporting of any food safety incidents is mandatory. All reports will be made and recorded using Podio.

All staff involved in this process are aware and trained in understanding the relevant medical and dietary requirements for all children and will take actions to ensure that these needs are met. Alternative food options for those with specific requirements will always be available.

Roles and Responsibilities

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Ensure adequate health and hygiene practices are followed, as well as safe premises, equipment, and practices for handling, preparing, and storing food, in line with Australian food safety standards and any jurisdictional requirements.
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	Ensure children always have access to safe drinking water and are offered food and beverages appropriate to each child's needs on a regular basis throughout the day. Ensure the food and beverages provided are nutritious and adequate in quantity and chosen based on each child's dietary requirements (accounting for their growth and development needs, as well as any specific cultural, religious or health requirements). Display and make accessible to family members a weekly menu which accurately describes the food and beverages to be provided by the service each day. Ensure that child enrolment records include any special considerations for the child, such as cultural or religious dietary restrictions, as well as any health-related dietary restrictions. Ensure risk minimisation plans are developed for children with medical conditions that can be impacted by food. Ensure that healthy eating is promoted. Take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the Nutrition, food and beverages, dietary requirements policy and procedures. Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, staff, volunteers, and families, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service.
Nominated Supervisor	Ensure that regulatory obligations are met in relation to nutrition, food and beverages, and dietary requirements. Implement procedures for nutrition, food and beverages, and dietary requirements. Ensure adequate health and hygiene practices are followed, as well as safe practices for handling, preparing, and storing food, in line with Australian food safety standards and any jurisdictional requirements. Ensure children always have access to safe drinking water and are offered food and beverages appropriate to each child's needs on a regular basis throughout the day. Ensure the food and beverages provided are nutritious and adequate in quantity and chosen based on each child's dietary requirements (accounting for their growth and development needs, as well as any specific cultural, religious or health requirements).

	Display and make accessible to family members a weekly menu which accurately describes the food and beverages to be provided by the service each day. Ensure that child enrolment records include any special considerations for the child, such as cultural or religious dietary restrictions, as well as any health-related dietary restrictions. For children with medical conditions that can be impacted by food, work with families to develop risk minimisation plans and ensure educators and staff implement these plans. Ensure that a system for ongoing communication is developed and maintained between families, educators, staff, and cooks, so that all are aware of children's nutrition and any special dietary requirements. Develop program planning that promotes healthy eating and knowledge of nutrition by children and families and involves children in decision-making about healthy food and beverage choices.
Educators	Implement the Nutrition, food and beverages, dietary requirements policy and procedures. Handle, prepare and store food using safe practices, in line with Australian food safety standards and any jurisdictional requirements. Ensure safeguards are in place to prevent children being provided the wrong food. Ensure children always have access to safe drinking water and are offered food and beverages appropriate to each child's needs on a regular basis throughout the day. Monitor children's food and beverage intake to ensure it is adequate and appropriate to each child's needs. Be familiar with the individual needs and action plans for the children in your care with specific dietary requirements, and ensure those requirements are taken into consideration, including on excursions. Maintain ongoing communication with families and other members of staff (including the Nominated Supervisor) about any changes to children's dietary requirements and ensure these changes are reflected in the mealtimes. Implement and reflect on program planning to: • Promote healthy eating and knowledge of nutrition by children, e.g., eating with the children, conversations during mealtimes around food • Promote healthy eating among families • Involve children in decision-making about healthy food and beverage choices, e.g., having them assist with food preparation.
Food Handlers	Implement the Nutrition, food and beverages, dietary requirements policy and procedures and ensure all the action plans that are in place are carried out in line with these. Handle, prepare and store food using safe practices, in line with Australian food safety standards and any jurisdictional requirements.

	Plan the menu to ensure food and beverages are nutritious, adequate in quantity, and based on each child's dietary requirements (accounting for their growth and development needs, as well as any specific cultural, religious or health requirements). Display and make accessible to family members the weekly menu which accurately describes the food and beverages to be provided by the service each day. Maintain communication systems with management, educators, staff, and families to ensure all changes with food preparation and provision of food are actioned.
Families	Ensure the service is advised of their child's dietary requirements – relating to their child's growth and development needs, as well as any specific cultural, religious or health requirements – at the time of enrolment, and that this information is kept up to date. Should their children have a medical condition that can be impacted by food, work with the service to develop risk minimisation plans. Read the service's weekly menu and provide any feedback. If providing food and beverages from home, ensure these are nutritious and plentiful and that they are in line with service requirements (e.g., that they do not contain allergens that could harm other children at the service), noting that the service is not required to serve food and beverages from home to children. Families should role model healthy eating and unhealthy foods (e.g., energy drinks, high sugar content lollies) should not be brought in.

Considerations

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
77, 78, 79, 80, 90, 91, 160, 162, 168, 169, 170, 171, 172.	Quality Area 2.2, Element 2.2.1	Hygiene Child Safe Environment Allergy Awareness Dealing with Medical Conditions	Australian Dietary Guidelines for children and adolescents. National Food Standards Code (FSANZ) Food Act 2003 (NSW) Food Regulation 2010 (NSW) NRG@OOSH (Network of Community Activities)

Approval date: 23/12/2022

Date Reviewed:

Date for Review: 23/12/2023

Providing a Child Safe Environment

Policy Statement:

Our Service always provides an environment that ensures the safety, health, and wellbeing of children. The welfare and protection of all children is of paramount importance. Educators will maintain the premises and equipment, adhere to procedures regarding safe practices and operate in line with legislative requirements relating to child protective practices and the Education and Care Services National Regulations and Law. Educators and management are aware of their legal responsibility as Mandatory Reporters to take action to protect and support children they suspect may be at significant risk of harm. Educators will ensure that children are always adequately supervised and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma (National Quality Standards 2.2.1).

Background

Creating a child-safe environment in New South Wales (NSW) is vital to ensure the safety, well-being, and healthy development of children. Guided by the principles of the Children and Young Persons (Care and Protection) Act 1998 (NSW) and the Child Safe Standards, this initiative places a significant emphasis on fostering a secure and nurturing setting for children. It encompasses both prevention and protection measures, extending to various contexts like schools, childcare centers, and community organizations. In addition to preventing abuse and exploitation, ensuring safety in the physical environment is a cornerstone of this approach. Organizations are required to implement strategies that encompass safety protocols, risk assessments, and age-appropriate facilities. This includes appropriate supervision, safe equipment, and a layout that minimizes potential hazards. Transparent reporting mechanisms are also integral to address concerns and incidents swiftly. By embracing these practices, NSW is committed to cultivating an environment where children can flourish, feel secure, and have their rights upheld, emphasizing the importance of a holistic approach to child safety.

Principles that Inform Policy

All children attending our service are provided with a safe environment, both physically and online, through the creation of a child safe culture.

Children's wellbeing is paramount, and children will be actively involved in decision-making to provide an environment that encourages them to reach their potential.

Management, educators, and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

At all times, reasonable precautions and active supervision ensure children are protected from harm and hazard.

Procedures to effectively manage incidents and emergencies are in place and regularly rehearsed.

Nominated supervisors, educators, and staff members, volunteers, and students, at the service who work with children are advised of the existence and application of the current child protection law (or child safe standards, where applicable) and any obligations that they may have under that law.

Where the program involves simultaneous use of indoor and outdoor environments, educators will effectively supervise children in both environments.

Procedures:

Managing the Facility

Security

- Only approved educators, management members and the school office may be given a key to access the building and equipment areas.
- A key register will be maintained that indicates the person's receipt of the key, date received, and date returned on completion of employment or completion of term as member of Management. If the service is situated on a school site, service will adhere to key registry requirements of the school.
- Extra keys will only be cut after agreement by the Director and a record made of where they are.
- All monies and important documents will be kept in a lockable place and access will only be permitted by approved staff and management members.
- Educators will ensure that the building is left in a secure manner before leaving. All windows, cupboards, safe, and other relevant areas will be locked. All heating and lighting is off and all doors will be properly secured.
- Educators will inform the police and the committee as soon as possible if there has been a break into the service of any kind.
- Educators will remain at the service until the police arrive or inform them of what to do.

Buildings, Equipment and Maintenance

- Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials, and developmentally appropriate equipment suitable for the education and care for each child.
- Service premises and all equipment and furniture will be maintained in a safe, clean condition and always in good repair.
- Children will be provided with adequate, developmentally, and age-appropriate toilet and washing facilities. These will enable safe use and convenient access by children.
- There must be no damaged plugs, sockets, power cords or extension cords.
- All plug sockets shall be maintained as child safe and be in in good working order.
- Electrical circuit breakers will be installed and maintained.
- Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
- All contractors will have their own public liability insurance.
- The service and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained.
- Equipment will be regularly washed and cleaned.
- Recycled craft materials will be checked for potential hazards including potential food contaminants e.g., traces/contact with egg or dairy.
- Educators will ensure safe handling of all tools if used as part of any activity.
- Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
- Faulty equipment will be removed, or protection placed around any dangerous building sites.
- Safety hazards/damages will be recorded and reported on Podio.

- Non-urgent repairs will be recorded in the maintenance book. The Nominated Supervisor will note this in their report and bring it to the attention of management at the next meeting. Management and the Nominated Supervisor will organise to rectify the problem.
- The Nominated Supervisor will also give a review of works completed by any tradesman employed, for future reference. It is the responsibility of management, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele.
- Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.
- The service will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kits will be well stocked and be easily recognised and accessible. First aid kits will have an expiry date written on them and will be replaced when necessary.

Storage

- A storage system will be devised that ensures easy access and un-cluttered storage of all equipment.
- Storage sheds are to be locked at the end of the day/after use to ensure nothing is damaged or stolen.
- Storage areas will be cleaned and tidied throughout the year to accommodate for changing equipment and demand.
- Children will show respect for the equipment and be expected to pack equipment away that they have used to avoid trip hazards.
- All equipment is to be neatly packed away at the end of each session.
- Craft equipment will be stored in a separate, dedicated area.
- Where room permits, a separate storage area will be available for sporting and large outdoor equipment to prevent clutter.
- All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications will be stored in the designated secured area which is inaccessible to the children. Educators are responsible to ensure that these areas remain secure and that they do not inadvertently provide access to these items.
- Kitchen and other refuse areas will be emptied daily and cleaned as needed.
- Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during daily operations.

Ventilation, temperature, and natural light

- All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability.
- All heating and cooling systems and power cords will be kept in a safe area and away from children.
- Educators will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable.
- Should educators, children or families complain about the temperature in the service not being at a comfortable level, this matter will be drawn to the attention of management and steps will be made to address the problem.
- Adequate ventilation will be always provided. Windows will be properly maintained to ensure easy opening and protection from bugs and insects.

- Air Purifiers will be operational inside the centre and doors will be open if the sound and weather conditions allow.
- Where activities involve toxic materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity.
- Natural light is most desirable. Provision of natural light areas will be enhanced as much as possible.
- Outdoor lighting will be suitable so that parents, staff, and children can enter and exit the building without any unsafe dark areas.

Pest Control

- Equipment and especially food items will be properly stored so as not to attract pests and vermin.
- Recycling bins and disposal areas will be emptied and cleaned when needed.
- Kitchen, food preparation areas and storage will be cleaned and maintained daily.
- All areas will be checked daily for any signs of pests or vermin.
- Should any pests or vermin be identified then action will be taken to rid the centre of the problem by:
 1. Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
 2. Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
- Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
 - Contact will be made with the school to arrange pest control.
 - Any use of chemical products will only be conducted outside the hours of the children and educators' presence in the building.
- All action will be taken to remove the children, educators, families, and visitors from the environment for as long as it is safe and viable.

Managing the Indoor and Outdoor Environment:

Indoor Environment(s)

- The service's indoor environment will be smoke free.
- The Nominated Supervisor will only enrol the number of children in the service, which can comfortably fit into the building space and in accordance with the National Regulations.
- Where children are indoors for long periods due to weather conditions, special activities will be planned, and other areas sought to disperse the group such as school halls and verandas.

Dedicated areas in the indoor environment(s) will be provided for:

- Storage and maintaining daily record.
- Educators and parents' privacy to talk in confidence.
- Storage of equipment, food, dangerous materials, and family records.
- Preparation of food and drinks.
- Kitchen and other refuse.
- Cleaning of equipment.
- Creative and other activities.
- Large and small group activities.
- Display of children's activities and work.

- Quiet space for children to retreat or lie down if unwell.
- The indoor area is to be set up to allow children to participate in a variety of activities. Drawing paper and other materials will always be made available to the children.
- Easy access to areas will be maintained by making clear, easily definable passageways and walkways through the building.
- Staff will ensure that children properly store their bags, and that bags and other items are not thrown into walkways.
- All items obstructing areas are to be removed and placed in the correct storage areas.
- Areas must be set up to ensure that proper supervision can always be maintained. Blind spots (e.g., craft room, corridor to staff toilet) will be periodically checked. The door to the craft room will remain closed.
- Access to the outdoor environment will be clear and easily accessible by the children and staff.
- Procedures for indoor supervision are outlined in the Supervision Plan. This document is provided to staff at induction.

Outdoor Environment(s)

- The outdoor environment will be strictly smoke free (Regulation 82).
- The outdoor space will be inspected daily for any obstacles or dangerous items and the hazard check will be recorded.
- Any hazardous items will be disposed of in a safe and careful manner prior to the children playing in the area.
- The outdoor space will be set up in a variety of ways to encourage participation.
- Areas will be made available where children can play in large or small groups or by themselves.
- Clear boundaries shall be set and enforced. Cones will be placed to outline permanent out of bounds areas.
- If balls or other equipment roll down out of bounds areas, an educator will retrieve them, ensuring that supervision is maintained while they are gone.
- When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.
- Adequate shade via trees and coverings will be maintained.
- Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff/educator ratios can be maintained.
- Procedures for Outdoor supervision are outlined within the Supervision Plan. This document is provided to staff during induction.

Promotion of a Culture of Child Safety

Child protection at WEMOOSH is a paramount concern, rooted in the fundamental principles of ensuring the safety, well-being, and emotional security of every child in our care.

WEMOOSH will:

- Make the best interests of the child the primary consideration in all decisions and actions related to child protection.
- Adopt a zero-tolerance stance toward all forms of child abuse, neglect, discrimination, and exploitation, both within and outside the program.
- Provide ongoing training and professional development for staff members to raise awareness of child protection issues, recognize signs of abuse, and respond appropriately.
- Implement rigorous background checks, screening processes, and reference checks for all staff members, volunteers, and anyone working with children within the program.

- Establish a confidential and safe mechanism for children, staff, and families to report concerns or suspicions of child abuse or neglect, ensuring protection for whistleblowers.
- Develop clear procedures for responding promptly and effectively to reports of child abuse, including reporting to appropriate authorities as required by law.
- Provide support and care for victims of abuse, including access to counseling and other necessary resources, while maintaining their privacy and dignity.
- Maintain accurate and confidential records of all child protection incidents, investigations, and actions taken, as well as any related communication.
- Foster open and transparent communication with parents, caregivers, and the broader community regarding the program's child protection policies and practices.
- Educate children, staff, and families about child protection, personal boundaries, and how to recognize and report abuse, promoting a culture of prevention.
- Ensure that the program complies with all relevant child protection laws, regulations, and standards, and regularly update policies to reflect any changes in legislation.
- Regularly review and update the child protection policy and procedures in collaboration with all stakeholders, including staff, children, and families to enhance effectiveness and address emerging challenges.

All staff will sign the code of conduct and WEMOOSH's Statement of Dedication to Child Protection.

All staff are mandatory reporters and will report any signs of child maltreatment as per the 'Child Protection – Mandatory Reporting' Procedure.

Staff will not discriminate any child or persons based on race, sex, gender, sexual orientation, religion, age, or ability.

The Safe Use of Online Environments at WEMOOSH

Children are not permitted to use personal mobile phones, as per the 'Children's use of Personal Mobile Devices Procedure'.

Children's iPads will not have connection to the internet, and child-locks will be used to ensure that children cannot gain access to the internet.

Televisions at WEMOOSH will only be controlled by staff, and supervision will be maintained during its use.

All digital observations, documentation, enrolments and other information will be stored securely, and utmost confidentiality will be maintained as per the 'Confidentiality' Procedures.

All photos/videos taken of children will be taken using the WEMOOSH work phone(s). Staff will not use their personal phone to take photos of the children.

Any photos used online (e.g., website, social media etc.) will not include the child's face unless explicit consent is provided by the family/carer.

Roles and Responsibilities

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Ensure that the Providing a child safe environment policy and procedures are implemented, the appropriate risk assessments and action plans are completed, and all identified actions are taken to minimise the risks to children's health and safety (also known as a risk minimisation plan).
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	Ensure all educators and staff, volunteers, and students, have undertaken current child protection legislation training, including on mandatory reporting requirements and obligations in their state/territory. If not, develop a plan to ensure training is undertaken in a suitable timeframe. Provide an environment that is free from the use of tobacco, illicit drugs and alcohol and ensure no educators or staff are affected by alcohol or drugs (including prescription medication) to impair their capacity to supervise or provide education and care to children in the service. Promote a culture of child safety and wellbeing that underpins all aspects of the service's operations, to reduce risk to children (including the risk of abuse). Ensure the safe use of online environments at the service. Ensure policies and procedures promote equity and respect diversity for the safety and wellbeing of children and young people. Take reasonable steps to ensure that nominated supervisors, educators and staff follow the Providing a child safe environment policy and procedures. Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators and staff, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service.
Nominated Supervisor	Implement the Providing a child safe environment policy and procedures and ensure that any plans developed from risk assessments are in place for individual children and are carried out. Ensure all educators and staff, volunteers, and students, are aware of current child protection legislation, including the mandatory reporting requirement and obligations in their state/ territory. Meeting staff to child ratios to ensure adequate supervision. Ensure all educators and staff know where to access the Providing a child safe environment policy and procedures. Ongoing communication with educators and staff about their responsibilities and any changes to policies, procedures, and legislation. Support educators and staff to uphold the service's culture of child safety and wellbeing. Regularly monitor child protection training schedules and ensure all educators and staff are up to date with their training. When required, work collaboratively with appropriate services and/or professionals to support children's access, inclusion, and participation in the program. Nominate staff to conduct gate and toilet checks.

Educators	Be aware of current child protection legislation, including the mandatory reporting requirements and obligations. Implement the Providing a child safe environment policy and procedures and ensure that any action plans for individual children are carried out. Implement the service's culture of child safety and wellbeing. Know the individual needs and action plans for the children in your care. Maintain current accredited child protection, first aid and approved CPR, asthma, and anaphylaxis training. Monitor and maintain staff to child ratios to ensure adequate supervision of children. Provide an environment that is free from the use of tobacco, illicit drugs and alcohol. Keep a visitors' record, including signatures and arrival and departure times. Recognise and respond effectively to children and young people, considering diverse needs. Ensure children and young people participate in decision making in matters affecting them, including in relation to safety issues and risk identification. Undertake and document gate and toilet checks promptly and efficiently when required. Communicate with Top leader or Responsible Person any notable behaviors, changes or needs to leave an area during service.
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Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/ documentation	Other
82, 84, 85, 86, 87, 89, 103, 105, 107, 108, 109, 110, 114, 115, 155, 170, 176, 174, 175, 176, 176A, 168.	Quality Area's 2, 3, 4, 5 & 7.	Parent handbook. Staff handbook. Health and Safety policies and procedures. Gates Risk Assessment Sun Protection Supervision Supervision Plan Transport	NSW Children and Young Person's (Care and Protection) Act 1998 Commission for Children and Young People Act 1998 Child Protection (Prohibited Employment) Act 1998x NSW Child Protection Interagency Guidelines (2006) Legislation Amendment (Wood Inquiry

			Recommendations) Act 2009 No 13 Keep Them Safe – Information session/ overview participants manual 2009/ 2010. My Time, Our Place.
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Approval date: 23/12/2022
Reviewed: 14/5/24

Safe Arrival of Children

Aim:

We are committed to the safe arrival of children during travel between the school setting and outside school hours care. We have detailed processes, procedures and practices in this regard and ensure that all educators and staff implement them.

Background:

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to the safe arrival of children who travel between an education and service and any other education or early childhood service.

Children's safety and wellbeing is of primary importance, and approved providers and their services must ensure that appropriate measures are in place to protect children from any harm or hazard, including during the time children are travelling to or from the service.

The travel of children to, and away from, a service requires particular attention, particularly given how busy it can be at certain times and the number of people coming and going. Safeguarding children during travel between the service premises and other educational settings can be enabled by the creation of policies and procedures and an effective process for their implementation.

Principles to Inform Policy

We prioritize the safety and well-being of all children in our service, fostering a child-safe culture.

We are accountable and transparent in all that we do.

The safety, health, and wellbeing of the children at our service is paramount. Our policies and procedures ensure that children are safeguarded during the time between the points of delivery to, and collection from, the service.

We acknowledge the important role played by our service leaders, educators, and staff. They are provided with the necessary training and support to implement the policies and procedures for the travel to, and collection from, the service premises.

Our service leaders, educators and staff have a clear understanding of who holds the duty of care when children travel between schools and education and care settings.

We have clearly defined roles and use effective communication to ensure that management, educators, and staff are aware of their responsibilities in relation to the travel of children to and from the service.

Being prepared and knowing the risks involved when children travel to or from the service is vital. We develop risk assessments to assist us in identifying the risks involved during this time moving to or from the service.

Procedure:

Rolls for Mayfield East are signed in using our iPads on our software provider OWNA. The children who are collected via our minibuses will be on OWNA and then signed in on site. They are then signed onto a minibus to be transported to Mayfield East school. Once at the centre, they are signed into the site via the transition educator. Any absences are communicated to the bottom leader who will make any needed calls to parents.

The Coordinator will delegate a/two staff member(s) to follow this procedure at the daily staff meeting.

The staff member will welcome the children as they arrive from school and mark them off on the digital sign in.

A list will be made of all children in kindergarten attending the day's session in term 1. During term 1, we meet in the top cola, and have children handed to us via school teacher. They are supported with orange shirts, sun screen, hat and signing into the centre. They are then supported with getting afternoon tea and then to settle into an activity. When collecting from a feeder school, Carrington - Kindergarten children are collected from the classroom and Tighes Hill children are brought to the community room by their teacher. Children are supported with putting on their Orange Tshirt ready to be marked of roll and transported to WEMOOSH where they are supported with putting bag away, sunscreen, hat, toilet, afternoon tea and then settling into an activity.

All children on the kindergarten list must be sighted by the staff member and ensured that they are wearing their orange WEMOOSH shirt for term 1. If there are any children missing from the list the staff are to make enquiries with the classroom teacher.

At 3.10 pm if any child has not arrived at the centre the staff member supervising the roll will inform the supervisor. The bottom leader will then contact their family/carer(s) to establish the child's attendance pattern.

If the child has attended school and has failed to attend this session the child's parent /guardian will be contacted.

All communication will be written in the daybook. If the child is found to be absent, they will be marked as absent on our software program.

When the centre is notified of a child's absence their booking will be updated on our software program.

Any student requiring medication will have their name written on the running sheet during vacation care. The administration of medicine forms will be kept with the medication and will be filled in by medicating staff member. Completed medication forms will be filed with the child's hard file in the office.

The students roll will be able to be accessed via the internet by logging into our software.

Students from other schools (Tighes Hill PS, Mayfield West DS, Carrington PS) are transported by staff to WEMOOSH to be signed in. Once children have gotten off the bus, they will walk to the gate with the driver (or other designated staff), where they will be approached by the Responsible Person. The Responsible Person will direct them to put their bags away and go to the centre where they will be signed in by the Greeter.

Children who were present on the bus, but not signed in, will be sought by staff, and told to go to the centre to be signed in. If the child cannot be located, the procedures outlined in the 'Missing Child' policy will be followed.

For more information regarding procedures during transport (including processes to ensure that all children are accounted for on each bus trip), please see the 'Transportation' policy.

Roles and Responsibilities

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Ensure that an attendance record is kept with each child's name; the date and time they arrive and depart; and the signature of the person who delivers or collects the child, a nominated supervisor or educator (regulation 158).
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	Ensure that a risk assessment is conducted to identify and address any risks that a child's travel may pose, and clearly states who holds the duty of care for children during these periods of travel. Take reasonable steps to ensure that nominated supervisors, educators and staff are aware of, access and use the risk assessment to manage risks and maintain the safety of children during travel to or from the service. Ensure systems are in place so that children only leave the service premises: • if they are given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee. • in accordance with the written authorisation of the child's parent or authorised nominee • if they are taken on an excursion or on transportation provided or arranged by the service, with written authorisation from the parent or authorised nominee. • if they are given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment, or because of another emergency. Ensure that an enrolment record is kept for each child which contains the information set out in regulations 160 and 161, including authorisations from families. Ensure all supervision requirements are met during delivery of children to, and collection from, the service premises, including relevant educator to child ratios (regulations 122 and 123). Should any incidents occur relating to the safety of children during travel, (e.g., a child cannot be accounted for) ensure that the response meets all regulatory requirements, including implementing your Incident, injury, trauma and illness policy and procedures (regulations 86 and 87). Take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the Safe arrival of children policy and procedures. Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, and staff, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service
Nominated Supervisor	Implement the Safe arrival of children policy and procedures. Ensure that an attendance record is kept with each child's name; the date and time they arrive and depart; and the signature of the person who delivers or collects the child, a nominated supervisor or educator (regulation 158). Ensure that a risk assessment is conducted to identify and address any risks that a child's travel may pose, and clearly states who holds the duty of care for children during these periods of travel.

	Take reasonable steps to ensure that educators and staff are aware of, access and use the risk assessment to manage risks and maintain the safety of children during periods of travel. Implement systems so that children only leave the service premises: If they are given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee In accordance with the written authorisation of the child's parent or authorised nominee. If they are taken on an excursion or on transportation provided or arranged by the service, with written authorisation from the parent or authorised nominee. If they are given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment, or because of another emergency (regulation 99). Ensure that an enrolment record is kept for each child which contains the information set out in regulations 160 and 161, including authorisations from families. Ensure all supervision requirements are met during travel to and from the service premises, including relevant educator to child ratios (regulations 122 and 123). Communicate any changes to the travel routine (e.g., a different walking route is proposed due to inclement weather) to educators and staff. Should any incidents occur relating to the safety of children during travel between the service and an education or early childhood service, (e.g. a child cannot be accounted for) ensure that the response meets all regulatory requirements, including implementing your Incident, injury, trauma and illness policy and procedures (regulations 86 and 87).
Educators	Must be aware of and follow the Safe arrival of children policy and procedures. Ensure that the attendance record is completed when children arrive and leave, including: each child's name; the date and time they arrive and depart; and the signature of the person who delivers/collects the child, a nominated supervisor or educator. Must be aware of, access and use the risk assessment to manage risks and maintain the safety of children during periods of travel. Should any incidents occur relating to the safety of children during travel between the service and any other education or early childhood service, (e.g. a child cannot be accounted for) ensure that the response meets all regulatory requirements, including implementing your Incident, injury, trauma and illness policy and procedures (regulations 86 and 87). Ensure that, when leaving the service, children are: Given into the care of a parent, an authorised nominee named in the child's enrolment record, or a person authorised by the parent or authorised nominee. Given into the care of a person in accordance with the written authorisation of the child's parent or authorised nominee.

	All supervision requirements are met during travel to and from the service premises, including relevant educator to child ratios (regulations 122 and 123). Communicate any changes to the travel routine (e.g., a different walking route is proposed due to inclement weather) to other educators and the nominated supervisor. Be aware of the requirements should any incidents occur.
Families	Be aware of and follow the Safe arrival of children policy and procedures. Remain up to date with the service's practices related to the travel of children between the service and any other education or early childhood service, including knowledge of who holds the duty of care for children during periods of travel. Provide authorisations in their child's enrolment form and ensure the information is kept up to date. Complete the attendance record when their child arrives and leaves, including: their child's name; the date and time they arrive and depart; and their signature. Communicate any changes to their circumstances that may impact the service's practices related to the travel of children between the service and any other education or early childhood service, for example if their child will be absent from school and will not be attending the service. Provide written authorisation should they require a person (other than the people listed in the enrolment record) to collect their child from the service.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
90, 91, 99, 102, 122, 123, 168, 169, 170, 171, 172	2.2.3, 4.2.1, 6.2, 7.1	Transport Excursions Absent and Runaway Children Staffing Providing a Child Safe Environment Incident, Injury, Trauma and Illness Family Handbook Missing Child Policy	Childcare Benefit Requirement Code of Practice

Approval date: 23/12/2022

Sleep and Rest

Aim:

To provide a safe environment for children to rest and sleep during our program hours.

Background:

Quality sleep and rest are essential components of a child's overall well-being, impacting their physical health, emotional regulation, and cognitive functioning. Recognising the importance of adequate rest, our program is committed to providing a nurturing environment where children can unwind, recharge, and develop healthy sleep habits.

The service defines 'rest' as a period of inactivity, solitude, calmness or tranquillity and is considered different to a child being in a state of sleep regarding the school age care of children. Whilst most children who access our service may never need to sleep or rest during their time at the service, it is important that educators can accommodate the rest needs of all children regardless of their age if it is needed. Examples of when this may be necessary are when children are feeling unwell, if they are tired from an excursion or if they have additional needs and their rest requirements are greater than their peers.

Our sleep and rest policy is designed to ensure the safety, comfort, and well-being of every child in our program. It reflects our commitment to implementing best practices for sleep hygiene, promoting healthy sleep habits, and addressing individual needs and preferences. By establishing clear guidelines, procedures, and expectations surrounding sleep and rest, we aim to foster a culture of respect, responsibility, and mindfulness within our community.

Principles to Inform Policy:

The needs, safety, and well-being of children are placed at the forefront of the policy.

Priority is given to the safety of children during sleep and rest times

This policy is based on current research and evidence-based practices related to child development, sleep hygiene, and safety standards. Efforts are made to stay informed about updates in relevant literature and guidelines.

The policy recognises and accommodates diverse needs, backgrounds, and abilities among children in the program. Consideration is given to cultural differences, medical conditions, disabilities, and other factors that may impact sleep and rest.

Efforts are made to ensure compliance with relevant regulations, standards, and guidelines set forth by ACECQA and Education and Care Services National Regulations.

Procedures:

WEMOOSH will always provide a dedicated quiet space for children to rest and relax. This designated location may change between service times (e.g., ASC, BSC, VC).

All sleep and rest areas will always be within supervision. Children will not be left to rest unsupervised.

The designated rest area may be a cushion, mat or seat in a quiet section of the care environment. Quiet, solitary play experiences are available for those school age children who request the need for a rest or time away from their peers.

All dedicated sleep and rest areas will be free from hazards (e.g., electric cords, tools, etc.). Consideration will be given to the humidity, temperature, ventilation, noise and ambience of the space.

These environments will be free from cigarette or tobacco smoke.

Children will not rest with their face covered.

Children's clothing items should be checked prior to them sleeping to ensure it doesn't present any hazards to them, and any potentially hazardous clothing (e.g., scarves, hat cords) will be respectfully removed.

Educators will show awareness of children's comfort and avoiding overcrowding when children need rest or sleep.

Children who are unwell (and waiting collection from a parent /guardian) will be given the highest supervision priority and monitored constantly especially if the child has a high temperature, vomited or received minor trauma to their head. For example, a child who has received a blow to the head while playing sport.

Hygiene standards will be maintained when children use the rest/sleep area and equipment such as regularly washing pillowcases and blankets, particularly when a child is unwell.

Children's sleep times and temperatures will be monitored during rest and recorded digitally. These details to be recorded on software system. These details will be communicated to families upon pick up. If children are exhibiting unusual symptoms, e.g., extended rest, rising temperature etc. WEMOOSH will contact the family to arrange pickup.

The sleep and rest risk assessment will be reviewed annually.

This policy will be communicated to families during orientation and supplied in the Policy Handbook. Staff will be trained in monitoring sleep and rest during induction.

Under Regulation 84B

(a) How children will be protected from any risks identified in a risk assessment conducted under regulation 84C. To ensure the safety of children during sleep and rest, potential hazards such as improper use of bedding (e.g., covering children's faces), cords or cables within reach, and objects that could fall into the sleep area are identified during regular risk assessments. These hazards are mitigated by removing unnecessary items and adhering to safety protocols. Visual and auditory supervision is consistently maintained in all sleep and rest areas, ensuring immediate response to any safety concerns.

(b) How the sleep and rest needs of children being educated and cared for by the service are met, including how the ages, developmental stages, and the sleep and rest needs of individual children are considered.

The service accommodates up to 180 children aged between 4 and 12, who are at various developmental stages. Individualised plans are created for children with specific needs. Younger children (ages 4 to 6) may require naps or quiet time, while older children (ages 7 to 12) generally benefit from a calm environment for rest and relaxation. The service ensures that the unique sleep and rest needs of each child are considered and met.

(c) How the health care needs of individual children being educated and cared for by the service are met. Educators are trained to recognise signs of fatigue and other health needs related to sleep and rest. They maintain a safe and comfortable environment for rest, including ensuring that any health care plans for individual children are followed. Staff are also trained in first aid, CPR, and child protection to address any health issues that may arise during sleep periods.

(d) How requests from families about a child's sleep and rest and cultural preferences are considered. Families' requests and cultural preferences regarding a child's sleep and rest are considered and respected. The service encourages communication with families to ensure that any specific sleep and rest routines or preferences are incorporated into the child's care plan. Staff actively engage with families to understand and accommodate individual needs, ensuring consistency between the home and care environments.

(e) Supervision and monitoring during sleep and rest periods, including— (i) The method and frequency of checking the safety, health, and wellbeing of children during sleep and rest periods; and (ii) The documentation of sleep and rest periods. Staff are positioned to maintain continuous visual and auditory supervision of children during sleep and rest periods. Regular checks are conducted to ensure children's safety, health, and wellbeing. All sleep and rest periods are documented, including observations related to the child's state and any concerns noted during the rest period.

(f) How the sleep and rest practices at the service are consistent with any current health guidelines on the best practices to adopt to ensure the safety of children during sleep and rest. The service adheres to the most current health guidelines on safe sleep practices, ensuring that all sleep environments, bedding, and procedures comply with established best practices. This includes maintaining proper ventilation, temperature control, and lighting in sleep areas, as well as ensuring that children are placed in safe positions while resting.

(g) The induction, training, and knowledge of staff who educate and care for children at the service in relation to best practices for children's sleep and rest. All staff are provided with thorough induction and training on best practices for children's sleep and rest. This includes training in safe sleep environments, recognising signs of fatigue, and ensuring children's safety during rest periods. Staff are also trained in first aid, CPR, and child protection, equipping them to manage any emergencies that may occur.

(h) The location and arrangement of sleep and rest areas at the service and how this meets the sleep and rest needs of children being educated and cared for by the service. The service provides multiple sleep and rest areas, including inside the centre, in the tech room, and in designated outdoor reading corners. These areas are arranged to meet the varying sleep and rest needs of children. Younger children have access to comfortable, quiet spaces, while older children are provided with calm environments for rest. All areas are arranged to facilitate easy supervision by staff.

(i) Safety and suitability of cots, bedding, and bedding equipment, having regard to the ages and developmental stages of children who will use the cots, bedding, and bedding equipment. The service uses age-appropriate, safe furniture and bedding in all sleep and rest areas. Inside the center, there is a large couch with clean pillows and blankets. In the tech room, portable pillows and blankets are used, and outdoor reading corners feature mats and pillows. All equipment is regularly inspected to ensure it remains in good condition, and the bedding is kept clean and well-maintained.

(j) Management of potential hazards— (i) In sleep and rest areas; and (ii) On a child during sleep and rest periods. Potential hazards, such as loose bedding, cords or cables, and toys that could fall into sleep areas, are identified and addressed during regular inspections. Staff follow protocols to eliminate unnecessary items and ensure safe sleep environments. Additionally, continuous supervision is maintained to prevent risks such as covering a child's face with bedding during sleep.

(k) Management of physical safety and suitability of sleep and rest environments (including temperature, lighting, and ventilation). The service ensures that all sleep and rest areas are physically safe and suitable for children. Adequate lighting, ventilation, and temperature control are provided. Indoor areas are equipped with air conditioners and ventilation systems, while outdoor areas are strategically placed in shaded or sunlit spots, depending on the season. Blankets are available to adjust for warmth as needed.

(m) Communication of the sleep and rest policies and procedures to a parent. The service maintains clear communication with parents regarding the sleep and rest policies. Parents are informed about how sleep and rest periods are managed, and any individual concerns or preferences regarding their child's sleep routine are considered and respected. Families are encouraged to discuss any specific needs with the staff to ensure consistency between home and care environments.

Roles and Responsibilities:

Approved Provider	Ensuring compliance with relevant regulations, standards, and guidelines related to sleep and rest policies. Collaborating with the nominated supervisor and staff to review and update rest policies as needed. Addressing any concerns or issues related to sleep and rest raised by families, staff, or regulatory authorities. Providing and programming adequate sleep and rest spaces.
Nominated Supervisor	Overseeing the implementation of rest policies and procedures within the program. Ensuring that a supervised sleep and rest space is always available in the program. Monitoring the rest environment to ensure it is safe, comfortable, and conducive to relaxation. Addressing any incidents or concerns related to rest promptly and appropriately.
Educators	Supervising children during rest times to ensure their safety and well-being. Implementing rest procedures consistently and following safe sleep practices recommended for children. Monitoring children's behaviour and comfort levels during rest times and addressing any concerns as needed. Communicating effectively with other staff members and the nominated supervisor regarding rest procedures and any issues that arise.
Families and Children	Communicating with program staff about any concerns or changes in children's sleep patterns or needs. Encouraging children to participate in rest periods and reinforcing the importance of relaxation and rejuvenation.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
82, 84, 87, 103, 105, 106, 107, 110, 115, 124, 168, 169, 170, 171, 172	2.1.1, 2.1.2, 2.2.1	Illness, Incident, Injury and Trauma Providing a Child Safe Environment Daily Routines	Safe Sleep and Rest Information – Red Nose Australia Safe Sleep and Rest Information – ACECQA

		Hazardous Materials Written Program	
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Approval Date: 16/9/24

Date Reviewed:

Date for Next Review:

Policy Statement:

Our Service believes that educators are the most valuable asset to the quality of care provided and that employing and keeping high quality educators is imperative. We aim to employ the best possible educators and ensure they are fit and proper for employment in children's services. A flexible, harmonious working environment is maintained, which ensures the rights of employees are always met with educators employed under the appropriate awards and conditions. An orientation process is conducted for all employees to ensure they are aware of the values and practices of the service. Educators receive clear guidelines regarding the expectations for their conduct and are encouraged and supported to further their skills via professional development opportunities. Grievances are addressed quickly and effectively with the highest standards of confidentiality always practiced. All educators, volunteers, students, and visitors will be informed of their expectations and requirements related to safety and the proper care of children. All practices will be in accordance with the OSHC Code of Professional Standards. We will encourage positive and open communication between all parties involved. (National Quality Standards 4.2, 7.1. 7.2)

Procedures:

Staff Selection:

Director

- Desirable, minimum 3 years' experience in a relevant field and demonstrated.
- ability to work with children and staff.
- Holds a current first aid certificate or willing to undergo training to obtain this.
- A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
- Awareness of child protection responsibilities.
- Has an interest and desire to work with children.
- Has an ability to communicate with adults, children, and management.
- An ability to supervise and support educators.
- The Coordinator will be a minimum of 21 years of age.

Coordinator

- Relevant training as above and/or relevant experience to successfully fulfill the position.
- Holds a current first aid certificate or are willing to undergo training to obtain this.
- A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
- Awareness of child protection responsibilities.
- Has an interest and desire to work with children.
- Has an ability to communicate with adults and children.

Recruitment: Advertisements

All positions will be advertised internally for a period of one week before being advertised external. WEMOOSH will support the advancement of its own staff when they meet the requirements of the position.

- Advertisements shall be placed on various digital platforms.

- Advertisements are to include:
 - Job title.
 - Specific employment information, including hours of work and Award rate.
 - Include that a WWCC is required.
 - Advice to applicants to include their contact telephone numbers, a resume, a minimum of (2) referees with at least one a work reference, and full contact details.
 - Closing date and postal address for applications.
 - Contact name and number where the applicant can obtain more information.

Recruitment: Interview

- The interviewer(s) will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The interviewer(s) will decide who will ask each question.
- No longer than 5 days after the closing date the interviewer(s) will meet to discuss the applications, develop a short list and decide on the interview date and times.
- An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
- An interviewer will contact the applicants to determine the time and date of interview.
- Each applicant will be given a copy of the job description and relevant child protection forms before the interview.
- Each applicant will be asked the same questions with their answers recorded.
- The interviewer(s) can use a rating scale to evaluate each applicant's answers.
- Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the interviewers.
- Should management have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new, tailored questions.
- Management will then decide on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a 'child related' field.
- Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.

Recruitment: Notification

- Applicants will be given an approximate time that they will be contacted regarding their success for the position.
- The interviewer(s) will notify the successful applicant and negotiate a starting date. Preferably offers of employment will not be made until the screening check has been completed. If this is not reasonably practical, the employment is to be offered subject to the check being completed. Applicants are to be notified of this condition.
- A letter of confirmation will be sent to the successful applicant requesting acceptance in writing.
- After the appointment has been made and accepted the other applicants will be notified that the position has been filled.

Recruitment: Equal Employment Opportunities

- All educator positions will be advertised according to Equal Opportunity Legislation.

- No one will be discriminated against based on their cultural background, religion, sex, disability, marital status, or income.
- All applicants and referees will be asked the same questions.
- All applicants will be selected according to equal opportunity guidelines.
- Selection will be based only on suitability for the position based on the selection criteria, which have been drawn up by the interviewer. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet the children's needs, good communication skills, and demonstration in being a fit and proper person for the job, including Working with Children Check and appropriate answers to the interview questions.

Conditions of Employment:

- All relevant conditions set down by the award will apply to all employees.
- This includes sick leave, annual leave, rostered days off, overtime, jury duty, study leave, carers leave etc.
- Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
- Educators are encouraged to remain up to date with their appropriate conditions and inform management of any changes.
- Appraisals will then be conducted on an annual basis.
- All educators will always maintain professional behaviour.
- All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline and dismissal policies.
- Educators will be paid fortnightly in the form as advised by management.
- Annual leave will be taken when the service is closed during December /January
- Applications for leave must have 4 weeks prior notice and be approved by the Nominated Supervisor.
- The Nominated Supervisor, based on each applicant's request, will determine applications for leave without pay.
- Each educator will supply and record their full name, address, date of birth, evidence of any qualifications they hold including first aid and the identifying number of the employees Working With Children Check.

Staff Orientation:

The Staff Coordinator will conduct the orientation process as soon as possible after the applicant has accepted the position.

The orientation process will include:

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

The new educator will be provided with the following information:

- Centre operation and hours.
- The service philosophy and policies.

- Parent information book.
- Centre's code of conduct.
- Job description.
- Emergency procedure duties.
- Terms and conditions of employment.
- Superannuation information and forms.
- Taxation forms.
- Protocols for incidents
- Probation period and review and appraisal procedure.
- Appropriate lines of communication with educators and management.

Staff Professionalism:

The OSHC Code of Professional Standards, duty of care, and expectations will be discussed in the initial orientation process of all new educators.

Educators will be made aware of their duty of care and their responsibility in relation to supervision, health, and safety of the children.

Professional behaviour in all areas will be reviewed as part of the ongoing employment of all educators.

Management, in conjunction with the nominated Supervisor and or Coordinator, will immediately address any breach in the professional expectations outlined.

If the concern involves the Coordinator or Director, two representatives from management, will conduct the discussion.

All discussions will be recorded, and standard of behaviour and expectations clearly explained.

Any further problems will be addressed as per the discipline procedure.

Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies, they are to raise this with the Coordinator or management liaison officer.

Educators will be expected to know, understand, and perform their duties as per their job description.

Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.

Educators will be expected to start duties on time.

Educators will be expected to dress appropriately for their duties.

Educators must not attend work under the influence of drugs or alcohol.

Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.

Educators will use only suitable language that is not offensive to other educators, families, and children.

Educators will be expected to follow all confidentiality issues.

The service is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children.

Educators will be expected to know and follow the child protection policies.

The quality of the service and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.

The maintenance of good teamwork will be an expectation outlined in all job descriptions.

Any conflicts that arise must be addressed as outlined in the grievance procedure.

In-service Training and Development:

- Management will ensure that sufficient funds are made available in the budget for all in-service training and development.
- The Coordinator will inform management of any specific training and development needs of the educators.
- Appraisals and the services requirements will be used to ascertain further training needs.
- The Coordinator, in conjunction with management, will access all training available and determine what will be attended and by whom.
- Where possible a yearly plan of training will be made, including dates, educators attending, and costs.
- All educators will be consistently given opportunities to be involved various training throughout the year.
- All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
- A variety of training methods will be used including:
 - Internal workshops, which can be conducted by educators or outside presenters.
 - External meetings with other services to exchange ideas.
 - Time allocation made to educators to review any new resources that may be of value.
 - External workshops, conferences, and seminars.
 - Accredited short courses provided by registered training organizations.

Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.

All educators will be at work for the duration of any training activity they attend for the service.

The service will cover the costs of all authorised training. The individual however will cover tertiary study costs.

Grievance Procedures:

General Grievance Procedure

- On commencement, all educators and management members will be given the guidelines for grievance procedure.
- Educators and management will annually be offered the opportunity to participate in some form of conflict resolution training.
- All persons involved in the grievance should attempt to resolve the issue through informal discussion and use of problem-solving techniques.
- Persons directly involved in a legitimate grievance process will be expected to continue to conduct themselves at and around the service in a professional manner.
- Malicious or vexatious claims will not be tolerated and will be the subject of disciplinary action where appropriate.

- Any problem, complaint or concern arising between educators or between management should be dealt with by the persons concerned as close to the event as possible to avoid an escalation of the issue.
- Meetings of educators and/or management provide regular opportunities to raise and discuss general issues or concerns about the service. All discussions will be conducted in a confidential manner and involve only relevant persons. Only when all parties agree there is a benefit, should the discussion broaden to involve children and/or parents as appropriate.
- Either party may withdraw their grievance at any time. However, where the grievance identifies other issues of concern, management may decide to investigate those other issues.

Formal Grievance Procedure

Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.

Grievance between educators:

As appropriate, the Nominated Supervisor, the Coordinator, or the Liaison Contact should now be briefed about the grievance, its status and any progress/hindrance to steps taken to achieve resolution.

Grievance between committee members:

The whole committee should be briefed.

The grievance(s) will firstly be investigated by the Nominated Supervisor, Coordinator, or management as appropriate.

The investigation will involve:

- Interviews with both parties and/or witnesses
- Assessment of relevant documentation e.g., job descriptions, policies
- Preparation of a clear description of the issue
- Arranging a formal meeting between parties
- A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting and will prepare a written record of the outcome(s) of the meeting.
- Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist.

The meeting will:

- Identify the issue(s) of concern and persons who are involved
- Arrange all parties to be involved and to put forward their views
- Identify alternative solutions
- Attempt to reach a mutually satisfactory resolution of the issue(s).
- At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting.
- A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
- The neutral party will inform management of the meeting's outcome(s).
- Management will ensure that outcomes are included in job descriptions or service policies as appropriate.

- If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
- Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the discipline procedure will be followed.
- Management will provide both parties with support and information on counseling services to support their well-being.

Disciplinary Action:

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

Step 1: Verbal Warning.

Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.

Indicate what should happen to improve the situation and how the educators can improve their performance.

Identify any support needed to assist the educator to make the changes and take steps to implement these.

Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)

Give an opportunity for the educator to respond to the concerns and seek union representation if required.

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

Step 2: Written Notice.

Where the problem continues to occur, the educator will be given written notice of the complaints against them.

A formal documented interview with management will take place. The educator should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.

The educator will be given at least 48 hours' notice of the meeting.

Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.

The aim of the meeting is to negotiate how the situation may be improved.

The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.

The educator will be granted another probationary period.

The educator will be informed at this stage that termination will be considered if no changes occur.

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

Step 3: Final Written Warning.

If the problem still persists another meeting of management should be called, and the educator given notice to attend.

The matter should be discussed as per the first meeting and further action considered.

At this stage the educator will be given a "final written warning".

Again, the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.

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

Step 4: Termination of Employment.

If the problem still continues after the 3 warnings, another special meeting of management will be called and a decision made as to the employment of the educator.

If management believes that the educator's performance is unlikely to improve then the educator will be dismissed.

A written notice will be given indicating the date of dismissal (1 week from notice) and reasons for dismissal.

The educator may be paid out in lieu of such notice.

Procedure for dealing with serious unacceptable behaviour:

Where an educator in the workplace:

- Intentionally endangers life.
- Is found stealing.
- Reports to work under the influence of drugs or alcohol.
- Inflicts or threatens physical or sexual abuse or harassment.
-

The Nominated Supervisor, Coordinator or management will suspend the employee without loss of pay pending an investigation.

- The investigation is to be completed within 72 hours and an interview date determined.
- If the employee is a union member the union representative will be informed.
- The interview is to be attended by the Nominated Supervisor and or Coordinator, a nominated representative of management, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised in a formal manner of the findings from the investigation and the action being taken.
- When immediate termination is required, a dismissal notice is prepared at the interview. When continued employment is recommended a warning letter will be issued.

All the relevant records will be recorded on the employees file.

If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

Relief Educators:

- The service will employ relief educators on a casual basis to fill short-term vacancies or absences.
- The Coordinator will keep a register of relief educators, which will be maintained and updated regularly.
- A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register.
- Unless in an emergency, all relief educators will need to have been through an interview with the Coordinator, have referees and references checked, and are deemed a fit and proper person to care for the children.
- When no one from the services list is available to fill the position, the Coordinator may contact another Out of School Hours service to employ someone they recommend from their relief list.
- When necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision or limiting their direct access to children.
- Job descriptions will be drawn up for all relief educators.
- Relief educators will be asked to fill out a casual work agreement before commencement of duties.
- The Nominated Supervisor will, where possible, provide a modified induction to the service, which will include a tour of the service, introductions to educators, a copy of the staff handbook, job description for relief educators, code of conduct and copies of relevant policies. The Coordinator will ensure that they are fully aware of their duties and the services expectations prior to commencement.
- Relief educators must adhere to all areas of confidentiality.
- Anyone who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification such (so the children know they may go with that person) and a copy of the procedure for missing or absent children.
- All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

Volunteers, Students and Visitors:

Volunteers

- All volunteers must be interviewed by the Nominated Supervisor, Coordinator and provide two suitable referees and where possible references, before they will be able to work in the service. All volunteers will be required to comply with the WWCC guidelines.
- The Coordinator will provide a modified induction to the service, which will include a tour of the service, introductions to educators, job description and code of conduct. The Coordinator will ensure that they are fully aware of their duties and the service's expectations.
- All volunteers will be required to sign on and off.
- Volunteers will be given a copy of relevant policies such as behaviour management.
- Volunteers are not to discuss children's development or other issues with parents. Any development or areas of concerns or other issues must be brought to the attention of the nominated supervisor.
- Volunteers must adhere to all areas of confidentiality.
- Volunteers should never be left alone with or in charge of any children.
- Volunteers will not be used to do tasks that the employed educators normally do.

- Volunteers will be supernumerary when calculating basic educator: child ratios, except on excursions.
- Volunteers will be invited to take part in social activities of the service.

Students

- Placements will be offered to high school students who wish to gain work experience as part of a school program.
- The participating school must initiate the work experience, identify the student's suitability and work with the Nominated Supervisor, Coordinator in relation to times and expectations.
- The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation, or community services. The training organisation must initiate the placement, identify the student's suitability and work with the Nominated Supervisor, Coordinator in relation to times and expectations. The training organisation must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- All placements will be negotiated through the Nominated Supervisor, Coordinator and placement be only accepted on the discretion of the Nominated Supervisor, Coordinator based on issues such as staff ability to supervise and be available to help the students.
- After the Nominated Supervisor, Coordinator sees the placement as worthy they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
- Students will be provided with guidelines identifying their responsibilities, expectations, and code of conduct while at the service.
- Students should be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the parents.
- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used to undergo tasks that the employed staff normally do.

Visitors

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

Educator: Child Ratios:

The educator: child ratios as outlined in the National Standards will be always met.

There will be a maximum of 15 children to 1 educator.

There will be a maximum of 15 children to 1 educator for excursions.

- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service.
- If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
- Volunteers will only be counted on excursions to make up the higher number of educators required, or when temporarily employed.
- Students will not be counted as part of the educator: child ratio at any time.

Communication:

Educators/Management

Educators and management are to treat each other with respect, courtesy and understanding.

Appropriate language is to be always maintained.

The Nominated Supervisor, Coordinator is the main line of communication between the educators and management.

Educators can raise any issues with management through the Nominated Supervisor, Coordinator. The Nominated Supervisor will ensure that this is drawn to management's attention through the monthly report.

Where necessary, educators will be invited to management meetings to discuss their concerns.

Where the matter is seen as urgent, the Nominated Supervisor, Coordinator may raise the issue with management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.

If educators have an issue they do not wish to address with the Nominated Supervisor or Coordinator they may personally write to management identifying the problem and asking for the help of management. A copy of this letter must be given to the Nominated Supervisor and or Coordinator.

The issue should be raised at the next management meeting. The educator involved will be asked to attend the meeting to personally discuss the issue.

Where there is a distinct conflict between an educator and management, the educator or management member can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

Educators/Families

Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.

Educators and families will treat each other with respect, courtesy and understanding.

Appropriate language is to be always maintained.

Educators will not be judgmental towards families and will respect their need to use childcare.

Educators will accept family's individual differences in raising their children and in all cultural issues.

Educators will ensure families are greeted and farewelled in all sessions.

Educators will maintain regular, open communication with families. Educators should inform families personally about anything relating to their children as an ongoing process. This could be praise about the

child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.

Educators will regularly talk to families about the child's interests or activities and respond to suggestions from the families.

Educators will regularly talk to families about the child's cultural needs and celebrations and respond to these.

When family members contact the service to see how a child is settling in, educators will provide them with information regarding the child's participation and wellbeing.

Conversations will be maintained at a positive level.

Communication with families will be maintained in a variety of ways such as:

- Greeting and farewelling
- Personal conversations
- Notice boards
- Parent handbooks
- Newsletters
- Information from management

Educators will ensure that families are fully aware of all lines of communication and ensure these are followed.

Educators will be aware of their limitations in relation to family's problems and ensure they are referred to the appropriate people when required.

Families and educators are requested to always maintain confidentiality.

WEMOOSH has a code of conduct that reflects the expectations of the Educator and family's relationship. This document is signed by families on enrolment.

Educators/Children

Educators and children are to treat each other with respect, courtesy and understanding.

Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.

Appropriate language is to be always maintained.

Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.

Educators will be supportive and encouraging and communicate to children in a friendly, positive and courteous manner.

Educators will greet and farewell children each session.

Educators will initiate conversations with all children and develop an understanding of the child and their interests.

Educators will give praise and positive feedback to the children as often as possible.

Educators will form friendly and warm relationships with the children in their care.

When communicating with children, educators will ensure that they are understood and to communicate at the child's level.

Children will never be singled out or made to feel inadequate at any time.

Educators will not threaten or verbally abuse the children in any way.

Educator/Educator:

Educators are to treat each other with respect, courtesy, and empathy.

Appropriate language is to be always used between educators.

Educators are expected to work together as a team and be supportive of each other in the workplace.

Staff meetings are appropriate times to raise matters of interest or concern to other educators. The Coordinator will arrange for educators' contributions to be placed on the meeting Agenda.

Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.

Educators will familiarise themselves with the content of all notices displayed around the service.

An educator with concerns about the work practices or standards of another educator will firstly approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.

Educators should not unnecessarily involve families or other educators in their matters of grievance or complaint.

Staffing Arrangements:

The service's Nominated Supervisor will be always responsible for the service regardless of their attendance at the service.

In the absence of the Nominated Supervisor at any time, a Responsible Person will be selected to oversee the daily operation of the service. This person will not adopt the Nominated Supervisor's responsibilities during this time. The service will always display the details of the Nominated Supervisor and Responsible Person the service is operating. The responsible person will be nominated by the nominated supervisor.

The service will appoint an Educational Leader and display the name of this person for families should they wish to discuss the service's programming practices.

At all times the service is operating, there will be at least one educator who holds a current approved first aid, anaphylaxis, and asthma management qualification.

Educators will record their name and the hours they have worked directly with children each time they are working in the service. This record will also include the name of the Responsible Person, the Educational Leader, and the names of any students and visitors.

Code of Conduct

WEMOOSH cares about the safety, security and welfare of all employees. For this reason, it is prudent to have guidelines about how we all conduct ourselves in the workplace. Adhering to the following set of guidelines will help everyone to comply with legislation, be safe and uphold professional standards in the eyes of our clients and work colleagues. Codes of practice will vary slightly from one workplace to another so please read these guidelines carefully and ask any questions you may have if you don't understand any of them. It is important to follow these guidelines carefully to avoid complaints, accidents, disciplinary action and/or legal consequences. Please note that wherever the word "employees" has been used that this term includes unpaid employees and volunteers.

1. The personal behaviour of employees will not bring discredit to WEMOOSH, to the work performed by WEMOOSH or to fellow employees. Any complaints or problems about practices at any level should be discussed with the Managing Director and appropriate investigation/grievance procedures will be followed, as required.

2. Treat Children, Families and the Community, suppliers, co-workers, Service management and the public in a non-discriminatory manner with proper regard for their rights and dignity. In this regard, discrimination, victimisation or harassment based on a person's race, colour, religion, national origin, age, sex, sexual orientation, marital status, family responsibilities, pregnancy or potential pregnancy, union membership or non-membership, mental or physical disability, or any other classification protected by law will not be tolerated.

3. Employees will remain proficient in their practice and the performance of their duties. Employees will not undertake work beyond their capacity or competence. Employees will protect and enhance the dignity and integrity of their work and WEMOOSH.

4. Employees will distinguish clearly between statements and actions made as a private individual and as a representative of WEMOOSH.

5. Employees will not exploit work relationships for professional gain or profit. Employees will not exploit clients/customers for personal advantage, nor solicit attendees of WEMOOSH for activities resulting in personal gain.

Determining Responsible Person (RP) at the Service

The daily Responsible Person (RP) is nominated from the staffing available. RP is considered during programming and elected in advance.

In the case of RP absence, the next most qualified RP will be chosen during toolbox meeting.

The elected RP will be visually displayed behind the front desk.

All RP's will have already signed an acceptance of RP positioning.

Considerations

<i>Education and Care Services National Regulations</i>	<i>National Quality Standard</i>	<i>Other Service policies/documentation</i>	<i>Other</i>
35, 77, 78, 79, 80, 81, 82, 83, 84, 85, 90, 93, 94, 95, 96, 99, 100, 101, 102, 102B, 102C, 102D, 117A, 117B, 117C, 119, 123, 124, 125, 126, 127, 128, 136, 143A, 145, 146, 147, 148, 149, 150, 155, 156, 168, 169, 170, 171, 172, 173, 174.	Quality Area 1, Standard 2.2, Quality Area 7	Parent Handbook Staff Handbook Acceptance and Refusal of Authorisations Policy Enrolment And Orientation Policy Administration of Medication Policy Providing a Child Safe Environment Policy Allergy Policy Interactions with Children Policy Governance and Management Policy	

Approval date: 23/12/2022

Sun Protection

Policy Statement

Our service aims to balance the risk of skin cancer from too much sun exposure with maintaining adequate vitamin D levels in our children. We aim to take a sensible approach to sun protection in our service that empowers children to take responsibility for their own health and wellbeing ("My Time, Our Place" Outcome 3)

We aim to ensure that all children in attendance at the service when the UV forecast is 3 or above on the Cancer Council App will be protected from harmful rays of the sun. All staff will model appropriate sun protection behaviour and enforce the sun protection policy.

Strategies for teaching sun protection in the service will be based on children actively practicing and monitoring their own implementation of sun protection strategies as active learners ("My Time Our Place" Outcome 4). This will include children having opportunities to access UV alerts and monitoring the exposure to the sun of both themselves and their peers (My Time, Our Place" Outcome 5). Our service believes that educating children about UV radiation will have a major impact on reducing their chance of developing skin cancer in later life.

Background

The sun's ultraviolet (UV) radiation is both the major cause of skin cancer and the best source of vitamin D. We need vitamin D to maintain good health and to keep bones and muscles strong and healthy.

Evidence suggests that childhood exposure to UV radiation contributes significantly to the development of skin cancer in later life. Ultraviolet (UV) radiation cannot be seen or felt and can be high even on cool and overcast days. This means our service educators will teach children not to rely on clear skies or high temperatures to determine the need for sun protection and provide them with exposure to resources and materials that will reinforce this message and assist children to understand the complexities of their environment ("My Time, Our Place" Outcome 2).

Principles that Inform Policy

The safety, health and wellbeing of children is our number one priority. Our educators and staff implement policies and procedures to protect children from UV radiation from the sun, as well as burns from exposure to surfaces heated by the sun.

Outdoor play experiences are an important part of our children's healthy growth, learning, wellbeing, and development. We ensure that the outdoor environment offers the required shade and other sun protection measures are implemented by the educators.

We create opportunities for children to learn and develop, and this includes incorporating sun protection awareness into the program.

Our educators and staff role model quality educational practices, including sun safe practices.

We encourage involvement by families in our educational program and see them as valuable partners in promoting the importance of sun protection.

This policy is adopted as standard for all OSHC services endorsed as Sun Smart by the Cancer Council NSW.

This Policy will not be changed unless advised by the Cancer Council NSW.

Procedure

Scheduling of Activities.

The following procedures will be implemented when scheduling activities when the UV Rating is 3 or above on the Cancer Council App.

Outdoor activities will be scheduled where appropriate outside of peak UV times or planned for shaded areas and sun protection used for all children.

In non-daylight-saving time (April-Sept) outdoor activities can take place at any time as long as sun protection (hats, clothing, sunscreen, shade) is used when the UV index is 3 or above.

Where the UV index for that day is not known, sun exposure will be minimised between the hours of 10am and 2pm (11am and 3pm during day light saving).

When planning excursions, sun protection will be included in the risk assessments for service participation.

All sun protection practices will be maintained while staff are escorting children to and from school and on any excursions.

Shade

Structured outdoor activities will be held in shaded areas whenever possible when the UV index is 3 or higher.

The service will identify shade options at various times of the day and the year within the outdoor space and promote these to the children. Educators will set up activities and play spaces to make best use of the shade.

Children will be encouraged to use available shade when playing outside during times when the UV index is high.

Clothing

Educators and children will wear protective clothing when outside during periods of time when the UV index is 3 or above.

Midriff, crop, or singlet tops do not provide adequate protection and are not recommended. The Family Handbook will remind families and children of the appropriate clothing to wear to the service to meet the sun protection policy.

Children will be encouraged to wear sun safe hats that protect the face, neck, and ears when outside. Recommended hats are bucket hats and broad brimmed hats. Baseball caps and visors are not recommended.

Children who do not have a hat must play in a sheltered area. Staff are to enforce the rule that where a child has not got a hat or is wearing clothing that is not recommended as appropriate, they must access shaded areas in which to play.

Sunscreen.

SPF 30+ Broad Spectrum water-resistant sunscreen will be available at the service for children and educators to use.

Educators will ensure there are regular reminders (minimum every 2 hours) to apply sunscreen prior to outdoor play during the months of October to March between 11am and 3pm or when the UV index 3 or above.

Role Modelling of Staff

Educators will wear protective clothing and practice a combination of sun protection strategies (sun-safe hats, clothing, sunglasses, SPF 30+ broad spectrum water resistant sunscreen) when in attendance at the service.

Wherever possible, staff will seek out shade when undertaking outdoor supervision in months where the UV alert is 3 or above.

Educators will use opportunities to discuss with children sun protection and demonstrate a positive and proactive approach to the management of sun protection in the service.

Collaboration with children.

Children will be provided with opportunities to take leadership roles in managing sun protection.

Opportunities for children to set alarms for when the UV index increases above or drops below 3 will be provided and children assigned duties regarding UV reminders, hats reminders and management of sunscreen.

Education and Information

The sun protection policy will be available to all families using the service.

Parents will be informed of the sun protection policy including appropriate clothing requirements on enrolling their child in the centre through the Family Information Booklet.

Upon enrolment in the vacation care program, parents will be advised of suitable protective clothing and hats for children to wear at the service and encouraged to apply a sunscreen to their child prior to attending the service during the spring and summer vacation care periods.

Where children have allergies or sensitivity to the sunscreen, parents will be asked to provide an alternative sunscreen, or the child encouraged to play in the shade.

The centre will incorporate sun and skin protection awareness activities in the program and provide notices and posters about the topic from the Cancer Council NSW as appropriate.

Roles and Responsibilities

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Take reasonable steps to ensure that the nominated supervisor, educators, and staff follow the policy and procedures. Centre-based services: ensure adequate shading over areas for both active and passive outdoor play. Ensure access to an adequate supply of in-date sunscreen for children, educators and staff. Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, staff, volunteers and families, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or
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	• significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service.
Nominated Supervisor	Implement the Sun protection policy and procedures, ensuring all action plans that are in place are carried out. Monitor the UVI daily, identify when and how any sun protection changes need to occur, and communicate this to educators and staff. Promote sun safe practices with all children, families, educators, and staff within the service. Ensure that all children have access to sunscreen or are wearing sun-safe clothing unable to wear sunscreen.
Educators	Implement the Sun Protection policy and procedures. Monitor the UVI daily and manage outdoor play and learning accordingly. Monitor the impact of sun on play equipment and surfaces that children will be touching and using such as soft fall mats, artificial surfacing, etc. Role-model sun safe practices. Communicate with families about sun safe practices in general and specific expectations within the service (e.g., wearing protective clothing).
Families	Be aware of and follow the service's Sun protection policy and procedures. Send children to the service in appropriate clothing that offers sun protection.

Considerations.

Education and Care Services National Regulations	National Quality Standard	Service policies/documentation	Other
100, 113, 114, 116, 168, 169, 170, 172, 173.	2.3.2, 6.3.2,	Providing a Child Safe Environment Excursions Transport	WHS Act and Regulations 2012 NSW Cancer Council www.cancercouncil.com.au/reduce-risks/sun-protection

Approval date: 23/12/2022
Date for Review: 23/12/2023

Supervision

Aim:

To ensure that adequate supervision of children is always maintained in all areas.

Background:

Supervision is crucial for ensuring the safety, well-being, and positive development of children. Supervision maintains a secure environment where children can engage in various activities without risk. It allows staff to monitor interactions, prevent accidents, and promptly address any issues that may arise. Moreover, supervision enables educators to facilitate constructive engagement, promoting social skills, teamwork, and personal growth among children.

Principles to Inform Policy:

The primary objective of supervision is to ensure the safety and well-being of all participants. Policies should prioritise measures to prevent accidents, injuries, and emergencies.

Establishing appropriate staff-to-participant ratios is essential to maintain effective supervision. This ensures that staff members can adequately monitor and support all individuals under their care.

Supervision policies should account for the age, developmental level, and specific needs of participants. Different age groups may require varying levels of supervision and support.

Conducting regular risk assessments of the environment and activities helps identify potential hazards and informs supervision practices. Policies should include procedures for risk assessment and mitigation.

Supervision policies should allow for flexibility to adapt to changing circumstances, such as varying group sizes, activity types, or environmental conditions, while still maintaining safety standards.

Regular evaluation of supervision practices and feedback mechanisms from staff, participants, and parents/guardians enable continuous improvement of supervision policies and procedures.

Policies should adhere to relevant legal and regulatory requirements governing child supervision, such as child-to-staff ratios, background checks for staff, and health and safety standards.

Procedure:

The design and layout of the Service, including the entrance, always enable visual supervision of children without compromising the children's dignity and rights.

All permanent educators employed at the Service possess qualifications which meet or exceed the regulations (e.g. academic, first aid, CPR, asthma and anaphylaxis, working with children check).

The supervision considers the number of children, their ages and abilities, the group composition and dynamics, the area of play, and the activity (e.g. water play). Educators are actively involved in children's play so can anticipate hazardous situations and to respond to children who become distressed for any reason.

Certain areas (e.g., toilets, front gate) will have individual procedures (as outlined below) in place to ensure that these are being supervised and checked regularly (every 15 minutes). These systems will be communicated in toolbox meetings and/or within area role description (as outlined on area lanyard).

All areas are checked for risks prior to play, and educators continually monitor areas for hazards. Educators are aware of what to do if hazards are present, or if issues occur. Adhering to program rules and guidelines regarding supervision and safety. Communicating any specific needs, concerns, or instructions related to

their child's supervision to program staff. Ensuring children are aware of behavioural expectations and safety rules while attending the OOSH program. Providing updated contact information and emergency contacts to program staff. Supporting the OOSH program in promoting positive behaviour and respectful interactions among children. Encouraging open communication with program staff regarding any issues or feedback related to supervision or program activities.

Educators will position themselves in ways that allow for maximum supervision of an area (i.e., facing towards area, not behind walls etc.).

If an educator must leave an area, they will organise with the Responsible Person for someone to replace them or close the area until they return.

During term 1, while attending the Service, kindergarten children will wear bright orange shirts over their school shirt.

Clear boundaries are set for the children such that they understand where is out of bounds etc. Cones will be placed to outline out of bounds areas.

During staff meetings, educators discuss each other's experience, knowledge and skills, and the need to support one another to ensure that children are effectively supervised. Additional educators are employed if the Nominated Supervisor deems it necessary for effective supervision.

Bathroom Checks:

Every 15 minutes, the afternoon tea server/other designated person(s) (for ASC) or the Responsible Person (for BSC) will check activity within the children's toilet. The educator doing the check will announce loudly and verbally upon entering the bathroom. Any issues within the bathroom will be communicated to the nominated supervisor.

The educator doing the check will also scan for graffiti, rubbish or other issues within the bathroom. After finishing the check, the staff conducting the check will record on form.

Front Gate Checks:

Every 15 minutes, the Top leader (or other designated person(s)) will visually check to ensure that the black front gate is closed. If the gate is not closed, they will walk down (ensuring that staff are around to maintain supervision of top playground) to close it. Following the gate check, staff will sign off on a digital form.

Excursions:

During all Vacation Care excursions, bright coloured orange shirts will be worn by all children to help with supervision whilst on the excursion.

If, during an excursion where public access is possible, the public becomes a problem (deemed by a responsible person or educator) then the children will be removed from the problem and relocated to an area that is safe and away from the problem. If this problem cannot be solved, then the excursion will be cancelled, and the children will be taken back to the centre.

Supervision strategies for free play during excursion will be organised during the termly Vacation Care meeting. Strategies will be reminded on the day of the excursion by the Nominated Supervisor.

Procedures for missing children during an excursion are outlined in the 'Excursions, Senior Excursions and Incursions' policy.

Roles and Responsibilities:

Approved Provider	Ensuring compliance with relevant regulations and standards regarding supervision.
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	Providing resources and support to facilitate effective supervision practices. Collaborating with the nominated supervisor to develop and review supervision policies and procedures. Allocating adequate funding and staffing resources to maintain appropriate staff-to-child ratios. Responding to any concerns or issues related to supervision promptly and appropriately.
Nominated Supervisor	Ensuring compliance with supervision policies, regulations, and standards. Developing, implementing, and reviewing supervision policies and procedures in collaboration with the approved provider and educators. Providing leadership, guidance, and support to educators regarding supervision practices. Conducting regular assessments of supervision practices and environments to identify and address any risks or concerns. Communicating effectively with staff, parents/guardians, and other stakeholders regarding supervision matters. Nominating staff for bathroom and front gate checks.
Educators	Following supervision policies and procedures as directed by the nominated supervisor. Providing active supervision of children during program hours, including monitoring activities and interactions. Maintaining appropriate staff-to-child ratios and ensuring adequate coverage during all program activities. Participating in training and professional development opportunities to enhance supervision skills and knowledge. Reporting any incidents, concerns, or emergencies to the nominated supervisor promptly. Collaborating with colleagues and the nominated supervisor to ensure consistency in supervision practices.
Families and Children	Adhering to program rules and guidelines regarding supervision and safety. Communicating any specific needs, concerns, or instructions related to their child's supervision to program staff. Ensuring children are aware of behavioural expectations and safety rules while attending. Providing updated contact information and emergency contacts to program staff. Encouraging open communication with program staff regarding any issues or feedback related to supervision or program activities.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
87, 88, 89, 155, 156	1.1, 2.1, 2.2, 3.2, 4.2, 5.1, 6.1, 7.1	Outdoor Play and Games Policy Staffing Absent and Runaway Children Daily Routines Supervision Plan Excursions, Senior Excursions and Incursions Missing Child Policy	

Approval date: 21/5/24

Date for Review: 20/5/25

Water Safety

Policy Statement:

Our water safety policies and procedures are designed to ensure the safety of children in and around water, while also fostering a secure learning environment. We are dedicated to safeguarding the well-being of children during water activities through vigilant supervision and comprehensive education.

Our service will plan experiences with appropriate levels of challenge where children will be encouraged to explore, experiment, and take appropriate risks ("My Time, Our Place", Outcome 4), including the use of water as a medium for play in both the outdoor and indoor environment and on excursions.

Background:

The safety and well-being of all children in our care is our utmost priority, and we are committed to ensuring water safety is effectively managed during any water-based activities.

Drowning remains a significant concern for Australian children, as it continues to be one of the leading causes of child fatalities. We recognize the gravity of this issue and are dedicated to preventing drowning incidents and near-drowning situations. We acknowledge the potential long-term effects of non-fatal drowning incidents, such as brain damage and permanent disability, and are committed to taking proactive measures to protect the children in our care. We understand that supervision is the most critical factor in preventing childhood drowning.

The service recognises the following locations are bodies of water:

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

Procedures:

Water Safety in relation to excursions

- The service will ensure that every precaution is taken so that children are able to enjoy water-based excursions safely.
- Risk assessments will be carried out for programmed water-based excursions, as referred to in our Excursions policies.
- Our service adheres to a ratio of 1 qualified educator for every 10 children for water-based excursions.
- Educators will maintain constant supervision.

- Children's swimming ability will be assessed prior to any free-range water activities. Children with limited swimming skills or confidence will be placed under extra supervision and have activities modified to safely suit their skill level.
- Children will be taught water safety prior to water use.

Water safety in relation to water-based activities within the service

- Water use within the service will be supervised to ensure that the safety of children, and educators is a priority. The hygienic state of water will be assessed before it is used for children's play.
- At the completion of the activity the water containers will be emptied, and the containers turned upside down or packed away.
- Educators will ensure water troughs or containers for water play are filled to a safe level. These activities will be always supervised by adults and containers or troughs will be emptied onto garden areas after use. Children will be discouraged from drinking from these water vessels.
- Children will be instructed in the safe use of equipment used during water-based activities, for example, slip and slide, water-guns, bubble machines, etc.
- Any buckets of water that may be used for cleaning or hand washing will not be left unsupervised near the children and will be emptied immediately after use.
- The children's play areas will be checked each morning to ensure that no containers or pools of water are accessible for children. If rain occurs during the day, outdoor play areas will be checked for safety prior to the children entering the outdoor environment.
- Children are allowed to engage in water play in their school uniform, as activities will finish earlier with ample time dry off.
- Any water play within the service will adhere to a ratio of 1:15.

Roles and Responsibilities:

Roles	Responsibilities
Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Keep a child safe environment. Ensure that there is adequate supervision provided given the ages and developmental needs of children undertaking water activities (including a ratio of 1:10). Ensure risk assessments are undertaken, and water hazards and risks associated with water-based activities are taken into consideration. Take reasonable steps to ensure that the policy and procedures are current, reviewed regularly, and communicated to educators, staff, and stakeholders. Take reasonable steps to ensure that nominated supervisors, educators, staff, and volunteers follow the policy and procedures. Ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, and volunteers, and available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: • Affect the fees charged or the way they are collected. • Significantly impact the service's education and care of children.

	Significantly impact the family's ability to utilise the service.
Nominated Supervisor	Ensure that there is adequate supervision provided given the ages and developmental needs of children undertaking water activities (including ratios). Inform families about water safety practices at the service. Ensure first aid and CPR qualifications and requirements are always met. Ensure that at least one educator, staff member or nominated supervisor who holds a current approved first aid qualification attends all times that children are being educated and cared for by the service. Undertake risk assessments for excursions near water and for water-based activities. Take reasonable steps to ensure that the policy and procedures are current, reviewed regularly, and communicated to educators, staff, and stakeholders. Take reasonable steps to inform and support educators and staff of their responsibilities in always implementing the policy and procedures. Guide and mentor educators and staff to be able to follow the policy and procedures.
Centre-based educators	Reinforce water safety messages within the children's education program. Make sure water hazards are managed as outlined in your procedure, e.g., water trough is emptied and packed away as soon as play has ended. Ensure buckets that contain liquids are not accessible to children. Empty, safely cover or make inaccessible to children all water containers when they are not in use, e.g., mop buckets, bathtubs, water troughs, pet water containers. Ensure water troughs or containers for water play will be always supervised and containers or troughs will be emptied after use. Inspecting indoor and outdoor environments for potential water hazards, particularly during and after wet weather.

Principles to Inform your Policy

- The safety, health and wellbeing of children is our number one priority. All water-based activities will be adequately supervised, and no child will be left unattended when in proximity to water.
- Water-based play is an important part of our children's healthy growth, learning, wellbeing, and development. Our educators and other staff ensure that all precautions are employed to safeguard children during these experiences.
- Clear roles and responsibilities ensure that management, educators, and other staff are aware of their roles and responsibilities in relation to water safety.
- We create opportunities for children to learn and develop. This includes incorporating water safety awareness into the educational program.

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other

168	2.2	Health & Safety Policies. Excursion Policy.	My Time, Our Place. Work, Health & Safety Act 2011.
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Approval date: 23/12/2022

Transportation

Aim:

WEMOOSH is committed to ensuring that children and educators are safe when being transported between our site and schools in both before and after school care. This Policy outlines the Service's requirement for the transport, delivery, and collection of children to ensure that the safety, security, and wellbeing of the children entrusted to its care are given the highest priority.

Background

Services and parents have a shared responsibility to ensure the safety and wellbeing of each enrolled child entering and leaving the premises. This is also the case when children arrive or depart using a centre bus service for Before and After School Care, home delivery or Vacation care programs.

In accordance with NSW Legislation and the Education and Care Regulations, this policy maintains a clear process for transporting children to the intended destination of either WEMOOSH activities or school. This policy ensures that educators, children, and carers are aware of the duties and responsibilities required to safely transport children in a consistent manner.

Principles to Inform Policy

Children's safety, health, and wellbeing is paramount. We are committed to meeting all the regulatory requirements to ensure the safe transportation of children by our service, including for excursions, single trips and regular transportation.

Our educators and staff are integral to the education and care of our children. Clear roles and responsibilities and relevant training ensure they are aware of their roles and responsibilities in relation to the safe transportation of children.

We value and support the families at our service. At all times we seek their authorisation and input regarding our transportation of their children.

We have clearly defined roles and use effective communication to ensure that management, educators, and staff are aware of their responsibilities in relation to the safe arrival of children to the service from an education or early childhood service and from the service to an education or early childhood service.

Procedures

Before School Care and School Delivery

The educator on the bus is to use software system and allocated room to do a roll call. Children are then moved into a minibuss room and transported either to school or to the centre. They are then signed into the school/centre or signed out of centre.

In term 1 if there are kindergarten children on the roll then another staff member on the bus is to walk those children into their class.

The educator on the bus is to make sure all children under 145cm are sitting on a booster seat and that all seat belts are on.

Children are head counted both on and off the bus.

Seat belts are to remain on until the bus driver verbally announces that it is okay to take them off.

Children on the roll are to be signed out of the centre as the children get off the bus and are out of our care.

The bus must be checked by a separate staff that all children have gotten off the bus.

The driver of the bus must complete a digital safety checklist at the end of every run. This data is stored on the centre's google drive in a confidential manner.

An educator (other than the driver) must also physically inspect the bus after its last run and complete a final bus run checklist.

If a child is behaving unsafely on the bus, the educator must deal with the situation. Educators are permitted to pull the bus over and turn the engine off to deal with the situation.

Behavioural warnings will be given out in the event of unsafe behaviour on the bus as it can endanger many people. Unsafe behaviour can include but is not limited to:

- Taking off seat belts before the bus has come to a complete stop at their destination,
- Throwing things around the bus,
- Rude gestures to members of the public whilst driving,
- Unsafe contact with other children whilst on the bus.

After School Care and Collection

WEMOOSH works in conjunction with the schools it picks up from to make sure there is a safe area for children to be loaded onto the bus.

Educators will mark the roll at the designated waiting spot. Children's safety is the school responsibility until the child has been put on the minibus and taken into WEMOOSH's care.

If a child/ren is/are not at the designated bus waiting area, and a suitable time passes for their arrival, the educator will contact the school office to ascertain if the child was at school. If they were at school, but still have not arrived at the waiting area, the educator will ring the responsible person at the centre to let them know the child/ren that are not at the waiting area and to contact the primary carers to find their whereabouts. This must happen before 3.30pm.

If the child is meant to be there this afternoon, then teachers and students will be asked if they know the whereabouts of the child.

If the child cannot be located within a reasonable time, the bus Educator will let the teacher at the designated area, or the school know that they are leaving to take the other children back and that the child has not been located. WEMOOSH will contact the caregivers of this child and inform them of this issue.

The school maintains responsibility for the whereabouts of the child until they are signed in to WEMOOSH's care.

If the child is found by the school after the bus has left, then the school is to inform the OOSH and then a bus is to be rang to let them know they must go back to the school to pick up the child.

Educators will drive the children to WEMOOSH, and park in the designated minibus zone. A second staff member will open the door for the children and head count them off the bus. Once off the bus, they will record the time of each child disembarking before walking the children through the gate and lead them up top.

Vacation Care

WEMOOSH Staff will count children as they are getting on and off Buses or coaches and make sure that number represents the same number as the roll.

If numbers do not match, then a recount is to occur. If a child is found to be missing, then the bus will not depart until that child has been located.

When Minibuses are used as well as coaches then it will be documented which children are on the Minibuses as to avoid confusion. The same children will get back onto the minibuses as to further lessen confusion.

Roles and Responsibilities

Approved Provider	Ensure that obligations under the Education and Care Services National Law and National Regulations are met. If you are a new centre-based service: notify the regulatory authority that the service will offer or arrange regular transportation as part of your application for service approval. Notify the regulatory authority of any changes/termination to regular transport. Ensure no child is transported by the service without an authorisation from a parent or other person named in the child's enrolment record as having authority. Ensure the appropriate risk assessments are completed and all relevant actions are undertaken prior to an excursion. Ensure the risk assessments for excursions include the specific considerations related to transportation listed in regulation 101. Ensure the appropriate risk assessments are completed and all relevant actions are undertaken prior to transporting children. Ensure the risk assessments for transportation: • identify and assess risks that transporting the child may pose to the safety, health or wellbeing of the child • specify how the identified risks will be managed and minimised • include the specific considerations listed in regulation 102C. Ensure all supervision requirements are met during transportation, including educator to child ratios. Ensure first aid requirements are met during transportation, including the availability of up-to date, suitably equipped first aid kits and that educators or staff with first aid qualifications and training are in attendance. Ensure jurisdictional requirements relating to seatbelts and children's safety restraints are met. Ensure a nominated supervisor or staff member (other than the driver) is present to account for children as they embark and disembark the vehicle at the service premises and ensure required records are made immediately and kept. Ensure a nominated supervisor or staff member (other than the driver) conducts a check of the interior of the vehicle after all children have disembarked at the service premises to ensure no children remain on the vehicle and ensure required records are made immediately and kept. Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the policy and procedures. Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the Safe arrival of children policy and procedures. Ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, volunteers, and families, and available for inspection.
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	Notify families at least 14 days before changing the policy or procedures if the changes will: • affect the fees charged or the way they are collected or • significantly impact the service's education and care of children or • significantly impact the family's ability to utilise the service.
Nominated Supervisor	Implement the Safe transportation of children policy and procedures. Ensure no child is transported by the service without an authorisation from a parent or other person named in the child's enrolment record as having authority. Conduct a risk assessment for an excursion, including the specific considerations related to transportation listed in regulation 101. Conduct risk assessments prior to the service transporting children. Ensure the risk assessments for transportation: • identify and assess risks that transporting the child may pose to the safety, health or wellbeing of the child • specify how the identified risks will be managed and minimised • include the specific considerations listed in regulation 102C. Ensure all educators and staff understand their supervision responsibilities and expectations relating to transportation of children. Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the Safe arrival of children policy and procedures. Verify that all the required equipment and/or items are taken on the transportation, including, but not limited to, a first aid kit, emergency contact lists, children's individual medication, required medical management plans and mobile phone. Verify that educators or staff with current first aid qualifications and training are in attendance during transportation. Ensure jurisdictional requirements relating to seatbelts and children's safety restraints are met. Ensure a nominated supervisor or staff member (other than the driver) is present to account for children as they embark and disembark the vehicle at the service premises and ensure required records are made immediately and kept. Ensure at least one nominated supervisor or staff member (other than the driver) conducts a check of the interior of the vehicle after all children have disembarked at the service premises to ensure no children remain on the vehicle and ensure required records are made immediately and kept. Ensure an up-to-date list of attendances will be used to account for each individual child's journey. Ensure an up-to-date emergency contact list and allergy and illness information is available to each educator on Podio and other software providers. Contact emergency services in the first instance then notify parents/guardians immediately after a serious incident, injury, trauma, or medical emergency, or as soon as is practicable.

	When children leave the premises using transport that is not part of the service, ensure they leave in accordance with regulation 99 and the service's Delivery of children to, and collection from, education and care service premises policy and procedures.
Educators	Ensure transportation is carried out in line with the Safe transportation of children policy and procedures. Must not drive or supervise while under the influence of drugs, alcohol or any other judgment-impairing substances. Check all children transported by the service have an authorisation from a parent or other person named in the child's enrolment record as having authority. Check that a risk assessment for an excursion has been conducted, including the specific considerations related to transportation listed in regulation 101. Check that risk assessments have been conducted prior to the service transporting children and ensuring the risk management/minimisation strategies they contain are implemented. Check the risk assessments for transportation: » identify and assess risks that transporting the child may pose to the safety, health, or wellbeing of the child. » specify how the identified risks will be managed and minimised. » include the specific considerations listed in regulation 102C. Ensure the required educator to child ratios are in place and children are always supervised. Undertake regular attendance checks to account for all children. Ensure that all the required equipment and/or items are taken on the transportation, including, but not limited to, a first aid kit, emergency contact lists, children's individual medication, required medical management plans and mobile phone. Ensure jurisdictional requirements relating to seatbelts and safety restraints are met. Complete any relevant documentation of children's attendance and movement to and from the transportation. Account for all children as they embark and disembark a vehicle during regular transportation at the service premises and complete a record immediately confirming children have been accounted for. Conduct a check of the vehicle after all children have disembarked at the service premises for regular transportation to ensure no children are left on the vehicle and complete a record immediately to confirm the check has been completed. Be aware of and follow the Safe arrival of children policy and procedures. Communicate with families regarding safe transportation, including for excursions, e.g., pick-up location and destination, the means of transport, and

	the number of educators and staff and any other adults involved in the transportation. Contact emergency services in the first instance then notify parents/guardians immediately after a serious incident, injury, trauma, or medical emergency, or as soon as is practicable.
Families	Sign the authorisation for their child to attend an excursion and/or for their child to be transported by the service. Ensure they complete the attendance record upon delivery and collection of their child. Provide emergency contact details on the child's enrolment form and ensure that they are kept up to date. Keep informed about the service's safe transportation processes, including for excursions, e.g., pick- up location and destination, the means of transport, and the number of educators and staff and any other adults involved in the transportation. Keep informed about the service's policy and procedures, including for safe transportation of children. Reinforce the safe transportation practices with their child, e.g., seatbelts

Considerations:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
89, 99, 100, 101, 102, 102B, 102C, 102D, 122, 123, 136, 158, 168, 169, 170, 171, 172, 175, 177	3.2.1, 4.1, 7.1.2, 6.2, 7.1.3,	Excursion Policy Child Protection Written Authorisations	NQS 2011, Education and Care Services National Regulations 2011 Road and Transport Regulations Education and Care Services National Amendment Regulations 2022

Approval date: 23/12/2022

Date for Review: 23/12/2023

WEMOOSH PROCEDURES

Absent and Runaway Children

Absent Children

Families must advise the centre if their child will be absent on a day that they are booked into care.

Notification to centre (24 hour answering machine) as early as possible. If no notification is given, we will follow the non-notification policy procedures.

Families MUST notify centre if their child is sent home sick from school. This is the family's responsibility NOT the Schools or other children.

If the child's listed contacts fail to notify, the centre staff will endeavour to ring the family, if they do not answer:

- Staff will leave a message asking for the child's whereabouts
- If nothing is replied to, the centre will assume the child is safe.

Booked Care will still incur the normal fee plus a \$10 non-notification fee.

Runaway Children

Runaway children refer to children that have willingly left the Centre's designated areas, despite efforts of staff to keep them within bounds.

Families will be contacted if a child has left Centre's boundaries. Staff will not pursue the child, as their responsibility lies with the remainder of the children and as to avoid encouraging the child to run further.

If child leaves the school grounds (or excursion area) children's emergency contacts and the police will be notified. The centre will not take responsibility for children who leave the nominated area.

For children that have left the Service undetected, please see the *Missing Children* policy.

Allergy Awareness

Procedure:

Staff will be educated about the dangers that can be associated with allergens to children & adults with severe allergies.

Parents of children who have a known food allergy will be consulted prior to enrolment regarding the severity of the child's allergy, the symptoms, and the emergency procedures to be followed in case of an allergic reaction.

The centre will provide information in the parent handbook, as well as on notice boards about the centre's allergy awareness.

Children are not to bring in or consume products that contain, but not limited to, nuts. If children are seen eating/with nut products, we will ensure that the child puts the product either in the bin or in their bag. The child will have to wash their hands and clean up the area where the allergen was present. The family will be spoken to and reminded that we do not bring in nut products. Note: This does not include products that contain the warning "may contain traces of nuts".

If any parents are unsure about a certain food, they are encouraged to discuss it with the staff.

Eating areas will be frequently cleaned during mealtimes to minimise the chance of cross-contamination.

Families of children who have anaphylaxis can be provided the opportunity to discuss the menu. The menu will be catered to support children with anaphylaxis and to minimise the use of those allergens.

Animals Within the Program

Aim:

The Guide to the National Quality Framework recognises the services role in supporting children to understand and appreciate the natural environment and the interdependence between people, plants, animals and the land (p.198 - p.199). Providing children with access to animals in an education and care service can help them learn about the life cycle, relationships and improve communication.

Background

The benefits of pets in an OSHC service are many, there are also a range of concerns to consider to ensure the safety and wellbeing of children, staff visitors and the animals. Inclusion of pets within the service must be in consultation with Management and Families. Staff will ensure that everyone in the centre will treat all animals with respect and in a humane way, at all times. Strict supervision will be maintained.

Procedure

The decision to keep a pet or have an animal visit the centre will be made by the Nominated Supervisor, Coordinator based on an observed need or value to the children.

Any animal or bird will only be considered with the clear understanding of them being safe and suitable with children, and an assurance that the animal will be properly cared for.

Checks need to be made regarding individual children's allergies before considering an animal in the centre.

Risk assessments will be completed prior to inclusion of any animal.

Animals attending the centre will have appropriate vaccinations and parasite control.

Appropriate arrangements shall be made to ensure the animal is appropriately cared for outside of service operating hours.

If the animal requires legal ownership, for example in the case of a dog or cat, the animal will not be owned by the service.

The legal owner of the animal will assume responsibility for on going care and veterinary cost unless the medical need is directly related to time spent at the service,

Educators are responsible for assessing any situation WEMOOSH where animals are involved to ensure the health, safety and wellbeing of children, families, and animals.

All animals, which are kept in the centre, shall be maintained in a clean and healthy condition.

Animals showing any signs of infection, illness or parasites will be removed from the centre immediately and provided with appropriate care.

All hygiene procedures will be followed regarding cleaning and disposal of waste.

Animals will be provided with areas removed from children for breaks as required.

Everyone in the centre will treat all animals with respect and in a humane way, at all times.

Staff will be trained in care, handling and interaction with the animal as appropriate.

Rules for interaction with animals will be developed and displayed.

A staff member will be designated the duty of ensuring that the animal is appropriately fed and looked after.

Appropriate food and water will be maintained.

Animals will be restricted from the food preparation area.

Assessment of risks should be comprehensive and ongoing.

Children will not be permitted to feed an animal without a staff member present.

Children will be educated on an ongoing basis on how to properly care for, handle and interact animals.

Children will be reminded about the hygiene practices required after handling any animal and staff will ensure that this is maintained.

Children will abide by displayed interaction guidelines.

Anti-Discrimination

Aim:

WEMOOSH will not discriminate any child or persons based on race, sex, gender, sexual orientation, religion, age, ability, or any other characteristic.

Background:

Anti-discrimination at WEMOOSH is a fundamental principle aimed at creating an inclusive and welcoming environment for all children. We are committed to providing a space where children from diverse backgrounds, abilities, cultures, and identities feel valued, respected, and free from discrimination.

By promoting anti-discrimination policies, WEMOOSH seeks to foster a culture of tolerance and acceptance, encouraging children to embrace differences and develop empathy. This approach not only supports the emotional and social well-being of all participants but also contributes to a broader societal commitment to equity and diversity.

In implementing anti-discrimination measures, WEMOOSH emphasizes the importance of equal access to activities, resources, and opportunities, ensuring that no child is excluded or marginalized based on their race, ethnicity, gender, religion, disability, or any other characteristic.

Procedures:

Staff shall accept and value every parent and child regardless of race, cultural background, religion, sex, ability, sexual preference, or any other characteristic.

Staff will make themselves aware of the specific cultures represented in the families and general community of the centre.

Staff will not be judgmental towards the parents and respect any differences in childcare practices (With the exception of Child Protection concerns).

Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program.

All staff will engage in intercultural awareness learning and the sharing of information regarding multicultural programming.

Staff will make themselves aware of any issues or behaviour, which may be offensive to the various cultures.

Children will be encouraged to explore and share a range of cultural activities and experiences.

Staff should be aware of and ensure that festivals and celebrations of many cultures are included in the program.

The program will present positive experiences for the children, which are not based on sex role stereotypes.

All children will be encouraged to try a variety of activities regardless of sex.

Resource materials used in the centre will as far as possible be non-stereotyped.

Staff should act as positive role models encouraging children to be involved in activities commonly stereotyped for the opposite sex.

All staff will sign the WEMOOSH code of conduct and WEMOOSH statement of dedication to Child Protection.

Encourage parents or caregivers to be actively involved in promoting anti-discrimination principles and behaviors, reinforcing these values at home.

Artificial Intelligence

To ensure the ethical and effective use of Artificial Intelligence (AI) in programming, observations, and reflections at WEMOOSH, enhancing educational outcomes while maintaining privacy and integrity.

Background:

While AI presents a potentially revolutionary tool for documentation, it requires thoughtful consideration, reflection, and ethical foresight for its appropriate and effective use. It should be regarded as a tool to assist, not replace, educators in their work.

AI has been a part of technological advancements for many years, providing valuable tools and capabilities across various sectors. However, recent developments have made generative AI more accessible. Generative AI refers to advanced algorithms that can create new content, such as text, images, and more, based on existing data. This new accessibility opens innovative possibilities for enhancing educational programming, observations, and reflections at WEMOOSH. However, it also raises concerns about data privacy, ethical use, and the potential for misuse or bias in AI-generated content.

Generative AI can enhance educational settings by providing personalised learning, increasing efficiency which ultimately provides more time for educators to be present with children. AI tools help tailor content to individual needs, automate administrative tasks, and improve observations.

Procedures:

Selection of Tools

WEMOOSH will discuss and decide on the use of AI tools during regular staff meetings.

The decision-making process will involve input from educators, administrative staff, and IT specialists.

Staff will review each tool's capabilities, data security measures, and compliance with ethical standards.

AI tools that demonstrate clear educational benefits, ease of use, and strong support for privacy and security will be prioritised.

Implementation and Training

WEMOOSH will organise training sessions for all educators to ensure they understand how to effectively use AI tools.

Training will cover technical aspects, ethical considerations, and data privacy protocols.

AI tools will be introduced gradually, starting with a limited scope and expanding based on feedback and effectiveness.

Ongoing support and resources will be provided to educators to address any challenges that arise during implementation.

Data Management

WEMOOSH will establish strict data management protocols to ensure the security and confidentiality of all data collected and processed by AI tools.

Regular audits will be conducted to ensure compliance with data management protocols and to identify any potential vulnerabilities.

Monitoring and Evaluation

WEMOOSH will implement a simple monitoring system to track the use and impact of AI tools.

Regular feedback will be collected from educators, families, and children to assess their experiences and perceptions of AI use.

Staff meetings will include discussions on the effectiveness of AI tools and any adjustments needed.

Anonymous feedback forms will be used for staff to provide feedback.

Ethical Considerations and Compliance

WEMOOSH will develop an ethical framework to guide the use of AI, ensuring that all applications are aligned with the service's values and principles. All AI tools will undergo regular ethical reviews to assess their impact on the service.

WEMOOSH will stay informed about legal and regulatory changes related to AI and will update its policies and procedures accordingly.

Any ethical concerns or incidents related to AI use will be promptly addressed, with transparent communication to all stakeholders.

WEMOOSH will maintain open lines of communication with families regarding the use of AI in the service.

Families will be encouraged to share their thoughts and concerns about AI use, and WEMOOSH will ensure that these are considered in decision-making processes.

Assisted Toileting

To ensure safe and appropriate procedures are maintained when supporting children who require toileting assistance.

Background

Assisted toileting at WEMOOSH is a key aspect of ensuring the well-being and comfort of children in their care. This service is designed to support children who may require assistance with using the restroom due to age, developmental needs, or specific medical conditions. It emphasizes privacy, dignity, and sensitivity to each child's individual needs.

Assisted toileting procedures at WEMOOSH involve trained staff members providing discreet and respectful assistance as needed. This includes helping with clothing, hygiene, and ensuring a safe and clean restroom environment. By offering this support, WEMOOSH aims to create a welcoming and inclusive atmosphere where all children, regardless of their level of independence, can participate fully in the program's activities, fostering a sense of belonging and ensuring their physical and emotional comfort.

Procedure:

- Where possible, two staff are to assist children with toileting needs.
- Change areas should provide appropriate privacy.
- Staff are to adhere to Health and Hygiene procedures e.g., washing hands, and using protective equipment such as gloves and aprons.
- Staff should also adhere to WHS procedures, if the child requires lifting, or other physical support.
- Soiled items such as underwear, nappies and wipes, gloves etc. should be disposed of carefully. These items should be sealed in plastic bags and taken home by the child.
- Staff should always be respectful, using appropriate language and terminology.
- Staff should be aware of the child's feelings and comfort levels, using reassuring and supportive language during toileting assistance.
- Change areas should be sanitised after toileting assistance. Surfaces should be wiped with approved disinfectant solution; any soiled area should be cleaned with disinfectant and warm water.

Aims and Objectives:

The Centre:

- To provide a comfortable and supportive environment for families and caretakers, staff, and children and strive for open communication and good relations between all parties.
- To provide a safe and clean environment that ensures the safety and well-being of all individuals.
- To create an inclusive environment for all children, staff, educators, families, and stakeholders, regardless of their race, cultural background, religion, sex, or ability.
- To maintain a caring, friendly, and welcoming environment that fosters a sense of belonging for everyone.
- To deliver high-quality care for children that meets their individual needs and supports their development.
- To ensure that our equipment and facilities are suitable for the needs and abilities of school-aged children, promoting inclusivity.
- To encourage good nutrition by providing nutritious snacks and modelling healthy eating habits.

The Families and Caretakers:

- To support families and caretakers who are working, looking for work, studying, or need care on an occasional basis by offering flexible care options.
- To make families and caretakers feel welcome and valued, acknowledging the importance of their role in their child's life.
- To respect and value every family and caretaker regardless of their race, cultural background, religion, sex, or ability.
- To provide clear and transparent information about the quality of care we offer for their child, building trust and confidence in our center.
- To keep families and caretakers updated and informed about any issues or developments relating to the service.
- To promote open communication between families and caretakers and the center, encouraging active engagement and feedback.
- To maintain positive relationships between families and caretakers, staff, and management through respectful and collaborative interactions.
- To continually review and update our practices to meet the current needs of families and caretakers and the community we serve.

The Children:

- To foster an inclusive and respectful environment where every child is valued, irrespective of their race, cultural background, religion, sex, or ability.
- To promote positive communication and nurturing relationships between staff and children, creating a safe and supportive space for their growth.

- To encourage and support individual interests, allowing each child to explore their unique passions and talents.
- To promote children's independence and self-help skills, empowering them to take an active role in their own development.
- To provide opportunities for self-expression and self-direction, allowing children to develop their voices and make choices in their learning experiences.
- To create an environment that fosters each child's self-esteem, recognizing and celebrating their achievements and efforts.
- To guide children in developing self-discipline skills through positive examples and gentle guidance.
- To nurture empathy and a sense of community, encouraging children to care for and appreciate each other and their surroundings.
- To involve children in the planning, implementation, and evaluation of activities, valuing their input and encouraging their active participation.
- To design a balanced program that is stimulating, interesting, and exciting, providing opportunities for exploration and skill development.
- To tailor the program to meet the developmental and leisure needs of all individuals, acknowledging and embracing our centers' cultural diversity.
- To create a space where children can play with friends, fostering social interactions and cooperation.
- To actively involve children in decision-making processes, respecting their viewpoints and perspectives.

The Staff:

- To create a positive and enthusiastic atmosphere that encourages personal initiative and cooperation among staff members.
- To respect and value all staff members, recognizing the diverse strengths and contributions they bring to the center.
- To promote mutual respect, courtesy, and understanding among all staff members, creating a supportive team environment.
- To provide support and assistance where needed, ensuring staff members feel valued and appreciated.
- To offer relevant training and professional development opportunities to enhance staff members' understanding and skills related to inclusion and diversity.
- To ensure that all staff members are aware of their expectations and duties in promoting inclusion and diversity.
- To foster open communication and collaboration among staff members, promoting a sense of unity and shared purpose.

The Community:

- To respond to the changing needs of the local community, adapting our services and programs to meet the evolving demands.
- To be sensitive to the needs of residents around the center, considering factors like parking, noise, and other considerations.

- To value and respect the cultural diversity of our community, celebrating the richness it brings to our center.
- To build positive relationships with local schools, local councils, and government bodies, collaborating for the betterment of our community.
- To maintain open communication with schools, neighbours, and other relevant groups in the area, promoting understanding and cooperation.
- To stay informed about current issues in the local area and actively engage in community events and initiatives.

By embracing these aims and objectives, we are committed to creating an inclusive, respectful, and diverse environment at WEMOOSH. We recognize that our community is made stronger by embracing the unique qualities of each individual, and we strive to celebrate and nurture the diversity within our center. Through continuous collaboration and open communication, we aim to create an environment where every child, parent, staff member, and community member feels valued, respected, and included.

Child Protection – Mandatory Reporting

The safety and welfare of all children is of paramount importance.

WEMOOSH believes that it is every child's right to be safe and protected from all forms of abuse, violence or exploitation. It is the legal and moral obligation of all adults who work within our service to ensure the safety and wellbeing of all children in our care. All staff, including casual staff, volunteers and students have a duty of care to ensure the safety and protection to all children who access the service's facilities and/ or programs.

Staff and management have a legal responsibility, as Mandatory Reporters, to take action to protect and support children they suspect may be at significant risk of harm.

Our service will carry out the responsibilities of Mandatory Reporters as indicated under legislation. This responsibility involves following the procedures as outlined by Community Services and the NSW Commission for Children and Young People.

Background

Mandatory reporting in New South Wales (NSW) is a legal framework designed to safeguard the well-being of children by requiring certain professionals to report suspected cases of child abuse or neglect. This system is underpinned by the Child Protection Act 1998 (NSW), which emphasizes the paramount importance of a child's safety and protection. Professionals mandated to report include teachers, doctors, nurses, police officers, and early childhood educators. When these professionals have reasonable grounds to believe that a child is at risk of harm due to abuse or neglect, they are legally obliged to promptly report their concerns to the relevant authorities, such as the Department of Communities and Justice. Mandatory reporting plays a crucial role in identifying and addressing child protection issues, ensuring that vulnerable children receive the necessary interventions and support to safeguard their welfare.

Procedures

Mandatory Reporting

A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.

In OOSH services mandatory reporters are:

Staff that deliver services to children

Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.

Staff are mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998.

Section 23 (1)

a-b) Child is at significant risk of harm – Neglect

- a) a) basic physical or psychological needs not being met or are at risk of not being met
- b) parents/carers unwilling or unable to provide necessary medical care
 - b1) parents/carers unwilling or unable to arrange for the child or young person to receive an education
- c) Child is at significant risk of harm – Physical / Sexual abuse

- d) Child is at significant risk of harm – Domestic violence
- e) Child is at significant risk of harm – Serious Psychological harm
- f) Child is at significant risk of harm – Prenatal report

Staff will undergo training in relation to child protection and reporting as part of the training budget.

Any staff that forms a belief based on reasonable grounds that a child is at risk of harm should ensure they record the details of the report in a clear objective format.

Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.

Any staff who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with their coordinator/ authorised supervisor, as he or she may have information the staff member is not aware of. The coordinator will then assist staff in running the online Mandatory Reporters Guidelines tool (see point below for more information) to determine whether the report meets the threshold for significant risk of harm.

If directed by MRG to report to Community services, staff should report their concerns to the Child Protection Helpline and create an eReport:

- Mandatory Reporters phone 13 36 27
- Non-Mandatory reporters' phone 132 111

When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child's information, family information, reporter details and outcomes of the MRG.

If Coordinator/ authorised supervisor has been advised to but has not reported to Community Services, you are legally responsible to do so.

Once a report is made to the CS Helpline no further report needs to be made unless new information comes to hand.

Mandatory Reporting Guidance tool

A Mandatory Reporting Guidance tool has been developed to help frontline mandatory reporters, including OOSH workers determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide reporter on what action should be taken. The MRG is an interactive tool and is available online at <https://reporter.childstory.nsw.gov.au/s/>

If still in doubt the Community Services Helpline will provide feedback about whether the report meets the new threshold for statutory intervention.

If new information presents concerning the child or young person run the MRG tool again

Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.

The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether further action is recommended.

For assistance with referral information.

- Human Services Network <https://www.hsnet.nsw.gov.au/>
- Family Services NSW <https://familyservices.org.au/>
- Office of the Children's Guardian <https://ocg.nsw.gov.au/>

Reporting Staff

If staff members suspect another staff member of misconduct, they will follow a procedure to report the issue to the Office of the Children's Guardian. Firstly, they will gather all relevant information and evidence regarding the alleged misconduct. Next, they will prepare a detailed report outlining the incident, including dates, times, locations, and the names of any witnesses. Following this, they will contact their immediate supervisor or manager to inform them of their concerns. The supervisor will then guide them on the formal reporting process to the Office of the Children's Guardian, which may include completing specific forms or submitting the report through a designated channel. Staff members will ensure that they maintain confidentiality throughout this process and cooperate fully with any investigations that may ensue. It is their responsibility to prioritize the well-being and safety of the children under their care.

Information exchange

To provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.

The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange

Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people.

Under Chapter 16A NSW Children and Young Persons (Care and Protection) Act 1998, Staff will exchange information that relates to a child or young person's safety, welfare or wellbeing, whether or not the child or young person is known to Community Services and whether or not the child or young person consents to the information exchange.

The information requested or provided must relate to the safety, welfare, or wellbeing of the child. Information includes:

- A child or young person's history or circumstances
- A parent or other family member, significant or relevant relationship
- The agency's work now and in the past

Where information is provided in good faith and according to legal provisions, under section 29 & section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

An exchange of information form is to be completed when exchanging information regarding child protection with another agency.

Where a complaint is made about a staff member, or someone in the service.

Should an incident occur that involves a child being put at risk of harm from a member of staff, volunteer, trainee, or person visiting the service, this is regarded as 'reportable conduct' and necessitates such conduct being reported to the Children's Guardian within 30 days.

Where the allegation is made to a staff member or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.

If the Coordinator or person in charge is suspected, then the chairperson on management committee should be informed.

Management will also follow this advice.

The matter will be treated with strict confidentiality.

For the protection of both the children and the staff member involved, the staff member should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is resolved.

Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.

Recruitment of staff

All staff employed by the service including management, full time/ part time carers, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out.

When the service engages a self-employed individual to provide services, the provider is required to provide a Certificate for Self Employed People. People who do not have this certificate will not be left to supervise of any children. This certificate ensures verification that the person employed is not banned by law from working with children. These certificates are issued through the NSW Commission for Children and Young People. Application form and instructions are available on www.kids.nsw.gov.au.

For further information

- Keep Them Safe www.keepthemsafe.nsw.gov.au
- Human Services Network www.hsnet.nsw.gov.au
- Community Services www.community.nsw.gov.au
- NSW Commission for Children and Young People www.kids.nsw.gov.au
- Office of the Children's Guardian <https://ocg.nsw.gov.au/>

Children's use of Personal Devices

Background

The dangers associated with children's mobile phone usage underscore the need for this policy. Excessive screen time can lead to various health issues, including sedentary behavior, disrupted sleep patterns, and a higher risk of obesity. Additionally, children's exposure to inappropriate content, cyberbullying, and online predators underscores the importance of robust policies that ensure their digital safety.

Procedure:

The children's usage of mobile phones in WEMOOSH is not permitted.

Generally, personal devices will be used inappropriately if it:

- Disrupts or is likely to disrupt the leisure and play environment or interfere with the operation of WEMOOSH,
- Threatens or is likely to threaten the safety or well-being of any person,
- Is in breach of any law.

Inappropriate use of mobile phones will include children using them to bully, intimidate or otherwise harass other people through any SMS or text message, photographic, photos, video, or other data transfer system available on the phone or device.

No internet access is to be used by the children while at WEMOOSH.

- Children must not lend a device to another child for use. The student who owns the phone will be held responsible for its use.
- Children bring mobile phones and devices to WEMOOSH at their own risk – the centre staff will not accept responsibility for any loss or damage to mobile phones or for investigating loss or damage.
- The procedures applying to the inappropriate use and security of mobile phones, apply equally to the inappropriate use of portable computer games, iPods, and similar devices.

Children are allowed to bring a personal mobile device during vacation care, however they may only use it during a designated period (e.g., 1pm-2pm, after lunch).

Children with smart watches are not permitted to call, text, or use other internet-related functions. If a parent needs to contact their child, they are to pass the message through the Greeter.

Consequences:

If there is an increase in inappropriate use of devices within the centre the children involved will lose the privilege of using their devices to assist in dealing with children's welfare related incidents that involve bullying, intimidation and or harassment. Mobile use will be suspended pending further investigation. Behaviour warnings can be issued.

Conflicts of Interest

Background:

A conflict of interest occurs when a person's personal interests' conflict with their responsibility to act in the best interests of the service. Preventing conflicts of interests within non-profit organisations are critical as it upholds integrity, trust, and transparency. By establishing clear guidelines for identifying, disclosing, and managing conflicts of interest, such a policy protects the organisation and its leadership from legal liabilities and ensures compliance with regulatory requirements. Moreover, it preserves the alignment of activities and decisions with our goals, preventing conflicts from undermining its objectives.

Procedure:

It is the policy of WEMOOSH, as well as a responsibility of the board, that ethical, legal, financial or other conflicts of interest be avoided and that any such conflicts (where they do arise) do not conflict with the obligations to WEMOOSH.

WEMOOSH will manage conflicts of interest by requiring board members to:

- avoid conflicts of interest where possible,
- identify and disclose any conflicts of interest,
- carefully manage any conflicts of interest,
- and follow this policy and respond to any breaches.

Once an actual, potential or perceived conflict of interest is identified, it must be documented, as well as being raised with the board.

Once the conflict of interest has been appropriately disclosed, the board (excluding the board member who has made the disclosure, as well as any other conflicted board member) must decide whether those conflicted board members should:

- vote on the matter,
- participate in any debate,
- or be present in the room during the debate and the voting.

In exceptional circumstances, such as where a conflict is very significant or likely to prevent a board member from regularly participating in discussions, it may be worth the board considering if it is appropriate for the person conflicted to resign from the board.

In deciding what approach to take, the board will consider:

- whether the conflict needs to be avoided or simply documented,
- whether the conflict will realistically impair the disclosing person's capacity to impartially participate in decision-making,
- alternative options to avoid the conflict,
- WEMOOSH's objects and resources,
- and the possibility of creating an appearance of improper conduct that might impair confidence in, or the reputation of WEMOOSH.

The approval of any action requires the agreement of at least a majority of the board (excluding any conflicted board member/s) who are present and voting at the meeting. The action and result of the voting will be recorded in the minutes of the meeting and in the register of interests.

If the board has a reason to believe that a person subject to the policy has failed to comply with it, it will investigate the circumstances. If it is found that this person has failed to disclose a related party transaction or conflict of interest, the board may act against them. This may include seeking to terminate their relationship with WEMOOSH.

Daily Routines

Background:

Establishing routines at WEMOOSH is essential for promoting structure, learning, and a sense of security among children. These routines offer a predictable daily framework that balances education, recreation, and relaxation.

Consistency in routines helps children develop time management skills and a sense of responsibility while allowing them to thrive in a safe and supportive environment. Moreover, routines at OOSH programs foster socialization, as children learn to collaborate, share, and engage in group activities. By providing a balance between structure and flexibility, WEMOOSH contributes to the holistic development of children, addressing their academic, social, and emotional needs during the crucial after-school hours.

Procedure:

A daily routine will be discussed and organised by staff and children and displayed at the centre.

The routine will reflect the Centre's philosophy of care.

The routine will be structured around regular events, arrival, departure, school drop off and collection, afternoon tea.

The routine will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the centre.

All staff, children and visitors will sign in and out of the centre to aid emergency evacuation.

The centre afternoon routine will ideally be:

- 2.15pm Staff Toolbox meeting
- Designated Afternoon Tea staff will begin preparing afternoon tea.
- Set up free play areas and activity.
- Staff member(s) go on bus for transport run.
- Take out roles, make kindergarten children list and assign to a staff member (1st term only).
- When children arrive greet them in a warm friendly manner attending to their needs.
- The staff that has been nominated for the sign in roll will make a note of the Kindies and collect them from the kinder rooms. Supervise children signing in and bag placement.
- Nominated staff will wash and sanitise tables for afternoon tea.
- Ensure hand washing for afternoon tea.
- Children will collect afternoon tea right after they sign in.
- Children help to clean up after afternoon tea.
- The activities resume until 4.45pm then cleanup, with help of the children.
- Staff will progressively leave for 15 minutes to write their reflections.

- From 5.30pm play will be restricted to the centre's immediate vicinity.
- 5.45pm centre toilets are locked, hall is secured, and staff supervises children and ensures equipment is stored safely and is correctly back into the same place as they were found, and area is clean i.e., sweep and washes floors.

Details of activities are as follows:

For details on the specific rules of each area, please refer to the staff and family handbook.

Push Bike Procedure

All push bikes, scooters and skateboards that are brought to the centre can only be ridden by the children they belong to.

They are allowed to be used in the top playground only. This area will be supervised. If this area is not open or are too populated with children there won't be any bike or scooter riding allowed.

Children must obtain a "bike license" prior to using their vehicle.

Children will follow the rules outlined in the bike license agreement and may only use their vehicle with a valid license.

Sand Pit

- Supervise free play plus programed activities.
- No child is to be running in this area.
- The sand pit will be closed at 4.30pm approximately.
- Children must not wear shoes and socks when in the sand pit.
- Children will help clean up the sand pit after play.

Craft

- Cognitive, woodwork, Imaginative, recycled and cooking are the areas the craft activities may be based around.
- The craft activity is to be safe for all children.
- Scissors, hot glue, and other tools that could cause harm must be maintained and checked before each session. Activity must be always supervised.
- Children under the age of 8 cannot use the hot glue gun.
- Children must wear protective clothing when doing the craft.
- Jottings and photographs need to be taken about the children's ideas and behaviours and put into Podio.

Gross Motor Sport

- Staff members will be rostered into this position each afternoon.
- This staff member is responsible for providing a large motor skill activity with emphasis on teaching children skills, eye hand coordination, ball skills, teamwork, playing to rules with an emphasis of playing for fun.
- The staff member will display high levels of supervisory skills.

Greeter

- The greeter will be checking emails for new attendances and making changes accordingly to Quick Kids.
- Make notes in the daybook of any changes for the supervisor to see.

- Print rolls, group lists and bus rolls.
- To relieve staff that need to use the amenities.
- Greeter does first aid

Clean Up

Each staff is allocated duties regarding cleaning (to be followed as per roster)

- Washing up if it has not already been done. Hot water and detergent is to be used.
- All equipment is to be packed up.
- Afternoon tea table mats are to be wiped down with warm soapy water and then sanitised wiped with paper towel.
- Any broken equipment / toys need to be reported to the top leader and observations need to be made on podio.
- Floor needs to be swept.
- The outdoor area to be swept.
- The school is to be free from children's property and returned to the state it was found in.

Inside the Centre

- Children can watch TV or help staff clean up.
- Children may also engage in drawing, or other small craft activities, provided they are not making a mess or being disruptive.

Fruit

- Fruit needs to be washed and cut into easy to eat pieces. Children in this age group are losing teeth and this needs to be considered and accommodated.
- Fruit will be available for the children during the afternoon sessions. They are encouraged to only have a small amount at a time.
- Fruit will be cut in the morning session.

Lock Up

The toilets, computer room and halls are to be checked for damage and locked at 5.45pm along with the school, garden gates, sheds and storage boxes.

Rain and the hall

The staff members rostered on gross motor activities will coordinate a well-balanced program of games and activities. Attention to the noise levels will need to be strictly enforced by these staff members.

- Activities can be drama, indoor group games, or creative play.
- There is no eating in the hall (afternoon tea will be set up at a table outside the hall if needed).
- The children are not to touch the equipment that does not belong to the centre (school hall rules apply).
- When playing games, children must have shoes on or shoes *and* socks off (never just socks).
- No running around the outside of the hall.
- Children must remain inside the hall unless instructed otherwise.
- Supervise when toilets are being used.
- Special attention to ensuring the displays on the walls are not disturbed.

Play Environment

The play environment needs to be set out as per programmed with considerations from the children to extend and explore their own creativity.

Play environments can be planned to complement theme weeks at the centre. Resource boxes will be kept with props in-groups i.e. all animals together, hair stuffs together.

Educational Direction

At WEMOOSH, we utilise several educational tools to support the development of the written program, including, but not limited to:

- The *My Time, Our Place* (MTO) learning framework.
- The WEMOOSH Philosophy.
- The Emergent Curriculum.
- Our Educators.
- Howard Gardener's Theory of Multiple Intelligences
- Lee Vygotsky's Theory of Social Development
- Bob Hughes Taxonomy of Play
- 8 Ways of Teaching

Purpose

Our written program is not a rigid set of activities assigned to educators to implement. Instead, all educators program, resource, and reflect on their own activities. This policy provides a framework based around peer-reviewed pedagogical practices that allows educators to maintain a clear focus on play as central to their program.

Image of the Child

Children are viewed as competent, curious, full of knowledge, potential, and interested in connecting to the world around them. Educators are deeply aware of children's potential and construct all their work and environment of the children's experience to respond appropriately.

The United Nations Convention on the Rights of the Child (CRC) is an international treaty that establishes fundamental rights for children worldwide. It includes rights to survival, protection, participation, education, health, identity, play, family life, non-discrimination, and freedom of expression. The CRC emphasizes children's individuality and mandates governments to uphold and protect these rights, ensuring their well-being and development.

The Environment

The space within the school or the environment is considered the third teacher. Educators intentionally organise, support and plan for various spaces for children. The daily schedules are planned to ensure that there is a balance between individual, small and large group activities, child directed and educator-initiated activity and indoor and outdoor experiences.

The Three Subjects of Education: Children, Families and Educators

For children to learn, their well-being must be guaranteed; such well-being is connected with the wellbeing of families and caretakers and Educators. Children, families, caretakers, and educators have rights; the right to safety, care and welfare, the right to be involved and the right to grow professionally.

The Power of Documentation

Documentation is a means to collect information, observations, and learning. It can be in the form of observations, photography, video, conversation transcripts and/or visual mediums like paint, wire, clay or drawing materials. Educators use documentation to identify strengths, ideas, and next steps to support learning. We also use WEMOOSH TV as a means of celebration and reflection.

Emergent Curriculum

Emergent Curriculum is a way of teaching and learning that requires educators to observe and listen to the children. Educators ask questions and listen for the children's ideas, hypotheses, and theories. After observing children in action, the educators compare, discuss, and interpret their observations.

Educators plan activities, studies, and long-term projects in the OOSH environment based on their observations.

Educators collaborate with children and the exchange of theories is referred to as the Cycle of Inquiry. Educators use their interpretations, intentions, and goals (social, emotional, and academic) to make choices that they share with children. Learning is seen not as a linear process but as a spiraling progression. As part of this process, the children are guided by the OOSH educators. The Emergent Curriculum is guided through Themes, Intentional Teaching, and Goals. Families and caretakers have an intrinsic role within this cycle, informing policy and programs and providing critical reflection and feedback that helps us grow.

WEMOOSH is structured to implement intentional teaching:

- Term 1: Social and Emotional interactions
Autumn Vacation Care: Visual art
- Term 2: The World and its People
Winter Vacation Care: Drama and Music
- Term 3: History, Past, Present and Future
Spring Vacation Care: Science
- Term 4: Global Festivals
Summer Vacation Care: Sport

Global Citizenship

Global citizenship refers to the awareness, understanding, and active engagement in addressing global issues and challenges. It involves recognizing that individuals are interconnected with people from various cultural, social, and geographic backgrounds, and that their actions have implications beyond their immediate communities. Global citizens are committed to promoting social justice, environmental sustainability, and cultural diversity on a global scale.

Encouraging global citizenship involves fostering a sense of responsibility and empathy for the world. Children's global citizenship is promoted through:

- **Education:** Incorporate global perspectives into curricula, teaching about international issues, cultures, and interconnectedness. Encourage critical thinking and discussions on global challenges.
- **Cultural Awareness:** Teach respect for cultural differences and celebrate diversity. Expose students to different cultures, traditions, and viewpoints to foster open-mindedness.
- **Service Learning:** Engage students in projects that address global issues, such as poverty, climate change, or human rights. Connect classroom learning to real-world action.
- **Multilingualism:** Encourage the learning of languages spoken in different parts of the world, enhancing communication, and understanding across cultures.
- **Technology:** Use technology to connect students with peers from around the world, promoting cross-cultural dialogue and collaboration.
- **Field Trips and Exchanges:** Organize trips or student exchanges to different countries, providing firsthand experiences of diverse cultures and global challenges.
- **Community Engagement:** Partner with local organizations focused on global issues. Involve students in community service initiatives that have a global impact.

- **Modeling Global Citizenship:** Teachers and educational institutions can lead by example, demonstrating values such as empathy, compassion, and responsible consumption.
- **Media Literacy:** Teach students to critically evaluate global news and media, helping them understand different perspectives and recognize biases.
- **Global Awareness Days:** Mark important global awareness days, such as Earth Day, World Humanitarian Day, and International Day of Peace, to initiate discussions and activities.
- **Sustainable Practices:** Educate about sustainable living and consumption patterns that consider the global impact on resources and the environment.
- **Empathy-Building Activities:** Engage children in activities that help them understand the challenges faced by people in different parts of the world, fostering empathy and a sense of shared responsibility.

The aforementioned practices are framed by the termly themes and are designed in accordance to critical reflection and children's voice and interests as observed with staff.

The Role of the Educators

The image of the child shapes the role of the educators and involves four major components.

Educators are:

- **Co-constructors:** partners, guides, nurtures, solves problems, learns, and hypothesizers.
- **Researchers:** learns, observes, revisits.
- **Documenters:** listens, records, displays, revisits.
- **Advocates for children:** involved in the community, politics relating to children, allow and open pathways for children's voices to be heard and present work to other educators and community members.

The Role of Families and Caretakers

Families/caretakers are an essential component of the centre. They are an active part of their children's learning experiences and help to ensure the welfare of all the children in the centre. All families and caretakers are members of the Family Team.

Programmed Activities

Programmed activities provide the backbone of the children's and educators' learning experiences. They are based on the strong convictions that learning by doing is of great importance and that to discuss in group and to revisit ideas and experiences is the premier way of learning. Project ideas come from experiences of the children and educators, a chance event or problem posed.

Other theorists that influence the Program include:

Howard Gardner's Theory of Multiple Intelligences

Howard Gardner's theory of multiple intelligences suggests that there are different types of intelligence that individuals possess, and each person may excel in one or more of these areas. The theory proposes the following eight intelligences:

1. **Linguistic Intelligence:** The ability to use language effectively, including listening, speaking, reading, and writing. People with linguistic intelligence excel in communication and often become writers, poets, or public speakers.
2. **Logical-Mathematical Intelligence:** The capacity for logical reasoning, problem-solving, and mathematical thinking. Individuals with this intelligence tend to excel in mathematics, science, and analytical fields.

3. **Spatial Intelligence:** The ability to perceive and understand the visual-spatial world. People with spatial intelligence are skilled at interpreting and creating visual images and often become artists, architects, or engineers.
4. **Musical Intelligence:** The capacity to understand and create music, including rhythm, pitch, and melody. Individuals with musical intelligence may become musicians, composers, or music teachers.
5. **Bodily-Kinesthetic Intelligence:** The ability to control and coordinate body movements effectively. People with bodily-kinesthetic intelligence excel in physical activities and may pursue careers in sports, dance, or acting.
6. **Interpersonal Intelligence:** The capability to understand and relate well to others, including empathy and social skills. Individuals with interpersonal intelligence are skilled in communication and often become teachers, counselors, or leaders.
7. **Intrapersonal Intelligence:** The capacity for self-awareness and understanding one's own emotions, thoughts, and motivations. People with intrapersonal intelligence are reflective and introspective, making them good psychologists, philosophers, or spiritual leaders.
8. **Naturalistic Intelligence:** The ability to recognize and categorize patterns in nature and understand the natural world. Individuals with naturalistic intelligence may excel in biology, environmental science, or gardening.

Lev Vygotsky's theory of Social Development.

Vygotsky's sociocultural theory emphasizes the role of social interactions, cultural tools, and the Zone of Proximal Development (ZPD) in a child's cognitive development. The ZPD is the difference between what a child can do alone and what they can achieve with help. Scaffolding provides temporary support to aid learning within the ZPD. Social interactions, language, and play crucial roles in shaping a child's thinking and problem-solving abilities. Vygotsky's theory underscores the interactive nature of learning and the importance of social and cultural influences in a child's development.

Bob Hughes' Taxonomy of play

Play theorist Bob Hughes vies play as a fundamental and essential part of human development. His "Taxonomy of Play" identifies 16 different types of play that children display in normal play development.

<i>Symbolic play</i>	E.g., when a stick becomes a horse.
<i>Rough and tumble play</i>	Play fighting.
<i>Socio-dramatic play</i>	Social drama.
<i>Social play</i>	Playing with rules and societal structures.
<i>Creative play</i>	Construction and creation.
<i>Communications play</i>	E.g., words, jokes, acting, body and sign languages, facial expressions
<i>Dramatic play</i>	Performing or playing with situations that are not personal or domestic, e.g., playing "Harry Potter".

<i>Deep play</i>	Risky experiences that confront fear.
<i>Exploratory play</i>	Manipulating, experimenting.
<i>Fantasy play</i>	Rearranges the world in the child's fantastical way.
<i>Imaginative play</i>	Pretending.
<i>Locomotive play</i>	Chasing, swinging, climbing, playing with the movements of your body.
<i>Mastery play</i>	I.e., Lighting fires, digging holes, games of elemental control.
<i>Object play</i>	Playing with objects and exploring their uses and potential.
<i>Recapitulative play</i>	Carrying forward the evolutionary deeds of becoming human, e.g., dressing up with paints and masks, damming streams, growing food.
<i>Role play</i>	Exploring other ways of being, e.g., pretending to drive a bus or be a policeman or use a telephone.

8 Aboriginal Ways of Teaching

The "8 Aboriginal Ways of Teaching" framework is a model developed by Gawaian Bodkin-Andrews and Linda Burrows that incorporates Indigenous Australian perspectives and ways of learning into the teaching process. This framework aims to enhance engagement and educational outcomes for Indigenous students while also benefiting all students. The eight ways are:

Story Sharing: Sharing personal stories, cultural narratives, and experiences to connect with students and convey knowledge.

Learning Maps: Creating visual representations or diagrams that help students visualize concepts, relationships, and ideas.

Nonverbal: Incorporating nonverbal communication, body language, and visual cues to convey information.

Symbols and Images: Utilizing symbols, images, and visual metaphors to communicate complex ideas and concepts.

Land Links: Connecting learning to the land, environment, and nature to foster a deeper understanding of cultural and ecological relationships.

Non-linear: Embracing non-linear thinking and presentation styles that may differ from traditional linear structures.

Deconstruct/Reconstruct: Breaking down complex ideas and reconstructing them in meaningful ways to enhance comprehension.

Community Links: Connecting classroom learning to the broader community, including families, Elders, and local cultural contexts.

Fraud Control

Background:

By fostering a culture of integrity, transparency, and accountability, this policy aims to safeguard the organisation's resources and uphold the trust of stakeholders, ensuring that funds allocated for our programs are utilised for their intended purposes, thereby maximising their impact on the communities we serve.

Procedures:

Internal controls will be established and maintained to mitigate identified fraud risks, including the designation of duties, dual authorisation for financial transactions, and regular reconciliations. Monitoring mechanisms will be implemented to detect potential indicators of fraud, such as unusual financial transactions or discrepancies in reporting, with regular reviews of financial records and documentation conducted to identify anomalies or irregularities.

All purchases will require the attainment of a receipt and tax invoice. All purchases will be documented digitally, and receipts will be archived. All purchases will be made in accordance with the funding plan. Any changes to the plan will be communicated via email or phone call to the funding body.

Swift and appropriate action will be taken to address confirmed instances of fraud, including disciplinary measures, termination of contracts, or legal proceedings as warranted. Communication of outcomes from fraud investigations will be carried out as appropriate, maintaining transparency and integrity in all communications while respecting confidentiality and privacy considerations.

This policy will be communicated to all relevant stakeholders, including staff, board members, and families, with training opportunities provided to related staff to enhance their understanding of their roles and responsibilities under this policy.

Background

Reducing our carbon footprint at WEMOOSH is of paramount importance in our efforts to mitigate climate change and ensure a sustainable future for the next generation. WEMOOSH plays a crucial role in the lives of children, offering a supportive and enriching environment outside of regular school hours. However, we also have a responsibility to instill values and practices that promote environmental consciousness and reduce carbon emissions.

Procedure:

The use of recycled paper will be encouraged at the centre. Private and confidential information will not be included in the recycle program and be disposed of according to the confidentiality policy.

The children will be encouraged to finish artwork with the aim of reducing waste and wasting ink. Staff will encourage the children to be aware of excessive waste and to ensure children use the correct waste bin.

The use of recycled materials such as plastic bottles, cardboard packaging will be encouraged in the craft activities. The sourcing of recycled materials will be sort from the parent body outlined in family handbook.

Podio will be used for all programming and observations limiting the use of paper.

All food scraps will be placed in the organic bin then removed to the compost bins.

Staff will program and use the tools for thoughtful waste disposal and recycling.

The worm farm will be maintained and upkeep frequently.

Hazardous Materials

Background:

The presence of hazardous materials at WEMOOSH poses significant risks to children's safety and well-being. Accidental exposure or improper handling of these substances can result in severe health issues, including chemical burns, respiratory problems, and eye irritation. It is crucial to ensure strict storage, usage, and disposal protocols are in place to minimize these dangers and create a secure environment for all participants.

Procedure:

Hazardous Chemicals used in activities which are likely to cause danger to children, staff and others in the centre will only be used after a full risk assessment is taken.

Should any pests or vermin be identified then action will be taken to rid the centre of the problem.

Aerosol cans such as spray paints etc. used for specific activities will only be used outside in a well-ventilated area.

All staff will be made aware of dangerous products and where they are stored.

All Material Safety Data Sheets (MSDS) will be kept and staff will be shown where they are kept.

Dangerous Products include:

- Cleaning materials
- Disinfectants
- Flammable/ poisonous substances
- Tools
- Toiletries
- First Aid Equipment
- Medications

Staff is responsible to ensure that these products remain secure and do not inadvertently provide access to these items by the children.

Staff should be aware of appropriate first aid measures regarding poisons

Phone Poison Information Centre 131126.

Hours of Operation

The Centre will operate during government school terms Monday to Friday, between the hours of:

- 6:30am to 9am Before School
- 2:30pm to 6pm After School Care
- 7:30am to 5:30pm During Vacation Care

WEMOOSH will be closed for 4 weeks during the December/January school holiday.

The centre will be closed on designated public holidays.

All parents will be notified of days of closure through our Facebook and letters/emails home.

All hours of operation will be given to parents in our enrollment package.

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

Please refer to 'Delivery and Collection of Children' and 'Fees' sections for further information regarding these procedures.

Hygiene

Background:

Maintaining hygiene at WEMOOSH is of paramount importance in ensuring the health and well-being of children and families. Proper hygiene practices not only minimize the spread of illnesses but also foster essential life skills and habits. Good hygiene habits instilled during activities, such as handwashing and cleanliness, contribute to the overall physical health and mental well-being of children. By reducing the risk of contagious diseases and promoting a clean and comfortable environment, WEMOOSH create a safe space for growth, learning, and play. Moreover, these habits empower children to make informed choices about their health, setting the foundation for a lifetime of well-being.

Procedures:

Educators will maintain and model appropriate hygiene practices and encourage the children to adopt hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing educators should acknowledge children who are modelling hygiene practices and look for opportunities to provide opportunities for children who have not developed the same level for awareness.

Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by Educators to support these practices.

Educators will provide a non-judgmental approach to differences in hygiene practices and standards between families to support children' developing sense of identity. Where practices differ to standards expected in the service remind children that these are practices to be followed in the service, but they may be different for them at home.

Hand washing will be practiced by all Educators upon entering the service, 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.

Children will wash their hands before cooking and afternoon tea (please refer to our allergy policy) as well as after toileting.

All Educators must wear disposable gloves when in contact with blood, open sores or other bodily substance, clothes contaminated with bodily fluids or cleaning up a contaminated area. Educators must wash hands with soap and water after removing the gloves. Educators with cuts, open wounds, or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.

Gloves will be made available to staff when handling and providing food. Gloves are not mandatory however safe food handling practices (e.g., using tongs) are. Children who are helping educators providing food are not required to wear gloves due to environmental concerns however will be made to use tongs when handling food.

The service will be cleaned daily, and rosters maintained as evidence of the cleaning tasks being undertaken.

All toilet facilities will have access to a basin or sink with running cold and or hot water and soap and paper towel for washing and drying hands.

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

Soap and paper towel will also be available in the kitchen area.

All Toilets, hand basins and kitchen facilities used by the service will be cleaned and disinfected daily. Toilets used by children are the responsibility of the school to clean. Surfaces will be cleaned with detergent 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 regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.

Food:

All food will be prepared and stored in a hygienic manner.

Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygiene practices when preparing food. This participation should always be supervised, and explanation provided to children on the reasons why hygienic conditions are maintained.

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

Kitchen equipment will to be cleaned and stored appropriately.

Surfaces are cleaned before and/or after food preparation.

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

The service will provide food handling and hygiene information to parents.

The service will regularly review and evaluate food handling and practices in line with current best practice guidelines from recognised authorities.

Children will be encouraged not to share their drinking and eating utensils.

Tongs and spoons will be used for the serving of food. Where possible Educators will encourage children to self-serve for food and drinks encouraging the development of their food handling skills as well as acknowledging their growing sense of independence.

All cups, plates and utensils will be washed in hot, soapy water or in the dishwasher.

Educators are not required when handling food to use gloves if correct hand washing practices have been implemented (See Food policy). 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.

Gloves must be removed, discarded, and replaced after using the toilet, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body.

All rubbish or left over food is to be disposed of immediately in lidded bins and bins emptied at least daily and then wiped with disinfectant.

Immunisation

Background

Immunisation of children at WEMOOSH programs is critical in safeguarding their health and the health of the broader community. Immunisations protect children from serious and potentially life-threatening diseases, such as measles, mumps, rubella, and whooping cough. By ensuring that children at WEMOOSH are up to date with their vaccinations, we not only reduce their individual risk but also contribute to herd immunity, preventing the spread of contagious diseases and protecting those who cannot be immunized, such as individuals with weakened immune systems. This promotes a safe and healthy environment for all participants and underscores the public health significance of immunization.

Procedure:

Non-immunised children will be required to stay at home during an outbreak of a vaccine-preventable disease.

The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.

All staff should have common childhood disease immunity and encouraged to undergo immunisation for Hepatitis B.

Signage will be posted at the centre when outbreak occurs. It is the parent's responsibility to let the centre know of non-immunisation of any child during orientation.

Management of Basic First Aid

Background

The Education and Care Services National Regulations require approved providers to have procedures in place in relation to the administration of first aid.

Procedure

The nominated supervisor is responsible for ensuring that a minimum of one Educator must always be present at the service who is currently qualified in first aid, asthma management and anaphylaxis management.

The service will endeavour to have all educators with current first aid qualifications.

A current first aid certificate or willingness to undergo training will be advertised for all new positions.

Educators will undergo first aid training as part of their condition of employment. Thereafter, educators will renew their certificates as required.

The centre will budget for the cost of the first aid course or renewal for each educator as part of the training budget.

A fully stocked and updated first aid kit will be kept in the designated secured place in the centre. The Bottom Leader will ensure that the medications have viable dates, and the first aid kit remains well resourced. Educators are to ensure that this is easily accessible to all educators and volunteers and kept inaccessible to the children.

A separate travelling first aid kit will be also maintained and taken on all excursions and to outdoor activities.

Cold packs will be kept in the freezer for treatment of bruises and strains.

At orientation, educators and volunteers will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it.

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

Telephone numbers of emergency contacts, local doctor and poisons centre will be located next to the phone.

In the event of an emergency the educator administering the first aid must not leave the patient until emergency services or the parent arrives. All emergency calls should be made by a second educator.

In the case of an incident, injury, illness or trauma (IIIT), the first aid attendant will:

- Assess the IIIT.
- Assess and ensure the safety of other children/staff.
- Ensure that supervision of other children is maintained (by other staff and/or space is made from the injured person(s) if necessary).
- Attend to the injured person(s) and apply first aid as required.
- Ensure that disposable gloves are used with any contact with blood or bodily fluids.
- Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the hygiene policy.
- Ensure that anyone who has encountered any blood or fluids wash their hands thoroughly in warm soapy water.

- Record the incident and treatment given in the IIT sheet (incident, injury, illness, and trauma) recording the following details:
 - Name and age of child
 - Date, time, and location of incident
 - Description of injury and circumstances of how it occurred, including witnesses.
 - Treatment given and name and signature of first aid attendant.
 - Details of any medical personnel contacted.
 - Name and details of any parent or emergency contact notified or attempted to notify.
 - Time and date of report and name and signature of a person making report.
 - Name and signature of nominated supervisor
 - Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
- *(Please note - for minor incidents, only a 'booboo slip' needs to be filled, recording name, date, incident details and educator and carer signatures).*

The Educator or Nominated Supervisor should obtain parental signature confirming knowledge of the accident report form.

Where the service has had to administer first aid and the incident is deemed serious as per Regulation 12, the Nominated Supervisor will ensure that the steps outlined in the service "Management of Incident, Injury and Trauma" policy are followed and the Regulatory Authority is notified within 48 hours.

Missing Child Procedure

Background:

Our program provides valuable support to families by offering care and activities for children outside of regular school hours. Within this environment, ensuring the safety and security of all participating children is paramount. Unfortunately, the risk of a child going missing, whether due to wandering off or other circumstances, is a reality that must be addressed with diligence and sensitivity. The emotional distress and potential danger associated with a missing child necessitate a well-defined and proactive approach. A clear policy outlining procedures for responding to and managing incidents involving missing children is crucial. Such a policy not only provides guidance for staff in the event of an emergency but also reassures parents and guardians that their children are in capable hands. This policy acknowledges the importance of collaboration with parents, guardians, staff, and relevant authorities to ensure a coordinated and effective response to missing child incidents. By establishing protocols that prioritise the safety and well-being of children, WEMOOSH aims to create a secure environment whereby families can have confidence in their children's care.

Procedures:

Internal Discovery of Missing Child

This incident occurs when staff, children, or other members within the school grounds suspect or notice that a child is missing.

- Notify Responsible Person of missing child, Responsible Person to contact Bottom Leader to check software for if missing child is signed out.
- Responsible Person (or other designated person(s)) to check toilets (including hall) and with all staff for child's whereabouts.
- Responsible Person to alert all staff of missing child via text. The text will include the child's name and Photo.
- Lockdown is to be initiated. For a missing child lockdown, all children are to be taken to a designated area as decided by Top leader.
- Children to be split into school groups and head count is to be conducted as organised by Top leader. During this process, staff will call out the child's name and ask other children for information regarding the whereabouts of the missing child.
 - o If feasible, large school groups of children should be split into manageable groups to facilitate head count quicker.
- During head count, Responsible Person (or other designated staff) to begin deep search of the school

to check all areas (e.g., hall toilets, behind sheds, classrooms, vegetable garden, behind centre etc.). The Responsible Person should aim to utilise as many staff as feasible to conduct deep search.

- Top leader will sign into the software to calculate the expected headcount number (subtracting excursion numbers if necessary).
- Depending on result of headcount, child's emergency contact to be called.
 - o If emergency contact does not answer, staff will continue to call all contacts in the child's file.
 - o If a family member is already present, other contacts in the child's file will be called.
- If the emergency contact(s) do not know the whereabouts of the child, police to be called.
 - o Staff will attempt to ascertain if the child is at their personal home, in conjunction with the police and the child's family.
- Children will be let out of lockdown, however, play space for remaining children will be controlled and limited until the missing child has been located.

- Once child has been located and found, the incident reporting process will begin. (See 'Incident Reporting' procedure below).

External Discovery of Missing Child

This incident occurs when a member of the public notifies the centre of a missing child, that has gone offsite undetected.

- Bottom Leader (or whomever receives the notification that the child is missing offsite) will ask for the location and details of the child (i.e., name of the child, emotional state of the child). The Bottom Leader will check to see if the child has already been signed out.
 - o If the child has been signed out, the Bottom Leader will contact the child's family.
 - o If the child has not been signed out, the Bottom Leader will immediately report to the Responsible Person, who will either leave (or designate a staff) to go and collect the child. The leaving staff will take whichever phone the member of the public contacted the school with as to keep their contact with them, and a first aid bum bag.
- The Responsible Person or Bottom Leader (whoever has the remaining centre phone) will alert all staff that the child is missing offsite via text.
- Upon finding the child, the staff member will debrief with the child (e.g., check if they're okay, check for any injuries, ask the child why they left and explain why they should not leave the site). If the child is injured, the staff member will perform basic first aid, or, if necessary, call 000.
- Upon confirmation of the child being within the care of a staff member again, the Responsible Person will call the emergency contact of the child and communicate all the necessary details.
- Upon returning to the Service, the incident reporting process will begin. (See 'Incident Reporting' procedure below).

Incident Reporting Procedure

Following a missing child incident, the Responsible Person, child, family of the child and all staff involved must debrief and report their involvement of the incident. This process must be conducted as soon as feasibly possible as to retain as much clarity and accuracy in statements as possible. Formal and/or informal support must be offered to all parties involved. All conversation must be documented as soon as possible. A reportable incident notification must also be shared with Mayfield East Public School and the WEMOOSH Committee.

Debrief with child:

Upon returning to the centre, the child must be debriefed on the incident. This debrief should be conducted in a casual manner, and the child should not be scolded or punished. The debrief will involve lines

of open questioning and should include:

- "Did you leave the centre on your own?"
- "How did you leave the service?"
- "Why did you leave the service?"
- "Are you okay/hurt?"
- "What happened once you left the service?"
- "Did anybody approach or help you?"

The discourse of the debrief will differ from incident to incident, however the above questions should resemble

the core of questioning that is required for reporting. All answers must be documented at the time or as soon

as possible after.

Debrief with staff involved:

Following a missing child incident, all staff involved in the process must be debriefed on the incident. This process should be documented during the conversation, and specific details of the incident must be attained. The debrief must include, but is not limited to, questions including:

- "When did you last see the child?"
- "Were there any notable behaviours or emotions?"
- "What was the last reportable time you or anyone saw the child?"
- "Where were you at the time of the incident?"

Debrief with family:

Following a missing child incident, a debrief with the family must be held. Additional support to the child and the family must be offered. The debrief will include all details of the incident as acquired prior to the debrief. Channels of communication to continually report details as they are gained in the future should be established to continue necessary discourse on the incident. A follow-up meeting/debrief will also be offered.

Details provided to the family should include, but not limited to:

- The timing of the incident (i.e., when the child was noticed to be missing, when the lockdown occurred, when the headcount occurred, when the child was reported missing).
- The state of the child when they were found.
- What processes occurred that allowed the child to get out undetected.
- Potential solutions to ensure that this incident would not occur again.

Reporting Requirements:

Any incident whereby a child leaves the Service must be reported to ACECQA. Details required for the report that must be documented following an incident include, but not limited to:

- Details of the child (name, DOB), family (contact information), educators and any other person(s) involved.
- Timing of the incident (e.g., time the child was noticed missing, time of lockdown, time of child found, time of child returning to centre, time of debriefs etc.)
- How the child got out of the service.
- Why the child left the service.
- The responsive procedure.
- Witness statements from all staff involved throughout the afternoon (including times).
- Any other key details of the incident.

Movies and Electronic Games

Background

Movies and electronic games have become integral components of WEMOOSH, offering children engaging opportunities for entertainment, learning, and social interaction.

These activities not only provide a break from academic routines but also foster creativity, critical thinking, and teamwork. Movies at WEMOOSH include age-appropriate selections that encourage discussion, promote cultural awareness, and explore diverse themes. They create a shared experience that enhances social bonds among children.

Electronic games, on the other hand, can be both recreational and educational. They stimulate problem-solving skills, coordination, and digital literacy, aligning with the evolving interests of today's tech-savvy youth. By incorporating movies and electronic games responsibly,

WEMOOSH aims to strike a balance between entertainment and enrichment, ensuring that children have a well-rounded and enjoyable after-school experience.

Procedures:

TV, Film, and Electronic Games will only be viewed that have a G or PG rating.

Viewing of television will be kept at the discretion of the centre supervisor.

Generally, television viewing will be kept to a minimum usually depending on factors such as weather and general behaviour. Movies shown are mostly 'G' rated. Movies with a PG rating are shown at the staff's discretion.

M rated movies are for seniors only with parental permission.

Outdoor Play and Games

Background:

Outdoor play offers a range of benefits for children. It fosters physical health and well-being, allowing children to develop their gross motor skills, improve fitness, and reduce the risk of health issues like obesity. Outdoor play stimulates cognitive development by encouraging problem-solving, creativity, and exploration. Further, it enhances social skills through interactions with peers and builds emotional resilience, promoting mental well-being. Policies that prioritize and facilitate outdoor play opportunities recognize its pivotal role in promoting the holistic development of children.

Procedure:

Staff members are to be allocated to this supervising role by the coordinator daily. Staff member(s) will be given an activity according to the program that will be suitable for the afternoon. Any equipment needed for the activity will be in good condition and retrieved from the storage areas before the children arrive at the centre. Staff are given ample opportunity and encouragement to engage with the development of the program, which is constantly improved through reflection and children's interests'/voices.

During wet weather, children are permitted to jump in the puddles, given permission and supervision from an educator ensue. Children must remove their shoes and socks in order to do so.

Play Equipment Procedure:

Supervision of equipment must be vigilant. Staff are not to leave the play equipment unattended. Children will take unnecessary risks on the equipment such that adequate supervision is always needed. Specific rules for the play equipment are as follows:

- Children are not to climb up the slide.
- Children are to use the monkey bars one at a time and are encouraged to all go in the same direction.
- Children are not to jump off the top platforms.
- Children are not to dig up or kick the dirt around.
- Foam mats are not to be used on the play equipment.
- Children are not to push one another on the play equipment.

Field Procedure:

Group games are often held on the field. Rules are implemented to foster the safe and engaging experience through group games. The rules for the field are as follows:

- Children are to respect all the centres equipment. Use of individual's equipment must be equitable (fair). Their equipment must be safe and with the understanding that the centre holds no responsibility for their broken equipment. The use of hard balls is unsafe and will not be accepted.
- The choosing of team members for team sports will be done in the following manner: the children will be asked to find a person of the same height, one member of this pair will be on one team and the other on the opposing team. At no time would any child be humiliated during play by differing skill levels or popularity. The rules of the games are to be clearly explained to all the children before commencement of game.
- Noise levels need to be kept with at a reasonable level. Whistles are to be used by the staff in short sharp bursts to control the group. Staff is to be aware of the emergency whistle blowing and respond by moving the group to the muster point.

- The boundary fences are to be out of bounds (one metre from the boundary fence). All respect and care should be directed to the adjoining properties.
- The children are to always wear appropriate footwear. During term 1 and term 4 hats and sunscreen are to be worn by children and staff.
- Children are not to damage the plants/surrounding garden.
- Children are not allowed to go behind the shed, where it supervision cannot be maintained.
- Children are not allowed to go the garden behind the fence at the back of the field.

Hill Procedure:

The hill is another key outdoor area, utilised for creative free play and physical activity. Active supervision needs to be maintained on the hill. Specific rules for the hill are as follows:

- Children must wear a hat and sunscreen during term 1 and term 4.
- Children are not allowed to climb trees without an educator being present.
- Children are not allowed to climb the boundary fence.
- Children are not allowed to throw the rocks.
- Children are not allowed to go behind the shed at the top, as they cannot be supervised.

Policy Development and Review

Background

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for the development and review of their policies.

Procedure

Policy Development:

- The management will identify and prioritize the need for new policies based on a systematic evaluation of current operations and feedback from stakeholders.
- All new policies will align with the principles of "My Time, Our Place" and the service's philosophy.
- Parents, educators, and other relevant persons will be encouraged to provide input and be involved in the development, review, or changes to policies through regular feedback sessions, surveys, or focus groups.

Policy Review:

- All policies will be reviewed within a 12-month period, with more frequent reviews if the need arises or there are changes to legislation or recognised best practices.
- The review process will involve an evaluation of policy effectiveness, appropriateness of responses to incidents, and alignment with the center's aims and objectives, philosophy, and current legislation.
- Feedback from parents, educators, and other stakeholders will be carefully considered during the policy review process.

Policy Communication:

- Changes to existing policies will be communicated immediately to all involved in the service through multiple channels, including newsletters, notice boards, and our website.
- The date of when policy changes become effective will be clearly stated.
- Training or orientation sessions will be conducted to ensure all stakeholders are aware of updated policies and their implications.

Policy Maintenance:

- Policies will be regularly maintained and updated to remain relevant and effective.
- The management team will be responsible for overseeing the policy maintenance plan and ensuring timely revisions are made.
- The policy manual will be readily accessible on our website, and printed copies will be available upon request for families and staff.

Roles of Management

Background

This policy on the roles of management at WEMOOSH, is crucial to establish clear guidelines and expectations for our leadership team. It outlines the responsibilities and accountability of management personnel, ensuring efficient operations, adherence to safety protocols, and the provision of high-quality care and educational services to the children enrolled in the program. This policy helps maintain transparency, consistency, and professionalism in the management of WEMOOSH, fostering a safe and nurturing environment for children and promoting effective communication among staff and stakeholders.

Procedure:

The management will ensure that the service is managed according to the funding bodies' requirements and that all relevant guidelines, acts, regulations, and the constitution are adhered to.

The Management Structure will be recorded with the duties clearly described.

Members of the committee will consist of paid members of the association, Mayfield West Out Of School Hours INC

Office bearers will be elected each year at the Annual General Meeting

All committee members will know the requirements regarding:

- Management structure, roles, and duties
- Constitution
- Centre's Philosophy and Goals
- Policies and Procedures
- Funding and operational agreements.
- National Standards
- Meetings
- Financial requirements
- Employment responsibilities.

Membership of the association will be open to all parents using the service and they will be actively encouraged to participate.

Decisions about the overall operation of the centre will be made at the management committee level and all decisions will be passed on to parents through the weekly newsletter.

The Nominated Supervisor will attend committee meetings and present a written progress report regarding the running of the centre's and will provide information to the committee to assist in making decisions.

Nominated management members may gain access to the services records etc. This may only happen in accordance with confidentiality guidelines and when necessary to fulfil their management responsibilities.

School Hall

Background:

The hall at Mayfield East Public School presents a space for a variety of programming opportunities, as well as a safe space for lockdowns and/or other events.

Procedure:

The staff member who is allocated for supervising the activities in the hall is responsible for locking the hall returning the key and ensuring the cleanliness of the hall environment.

The rules for the hall use are as follows:

Children are not to touch any equipment in the hall that is not owned by the centre e.g., the piano.

Children are not to touch or go near the curtains.

The chairs in the hall may be used and moved without scratching the floor. Children are not to sit on a large pile of chairs. Any chairs moved must be restored at the end of the session.

Any door or window that is open must be with the authority of the supervising staff member and must be secured at the end of the session.

When opening the large hall door, staff must be present both inside and outside the hall to ensure that children are not near the door while it is opening.

Children are not to go behind the curtains, in the AV room and/or the stage.

Balls are not allowed in the hall, unless specifically programmed and supervised.

The wearing of socks and shoes or bare feet is to be enforced as to avoid slipping hazards.

Noise levels within the hall need to be kept within reasonable levels. No shouting will be accepted, whistles are only to be used by the staff in short sharp bursts to control the group.

Staff is to be aware of the emergency bell blowing and respond by moving the group to the muster point.

Single Educator

Aim:

To ensure the safety and well-being of children and educators during times when only one educator is present with children at WEMOOSH.

Background:

While WEMOOSH attempts to maintain a two-staff minimum as a best practice model, there are still certain circumstances where single educator situations may occur (e.g., staff shortages, emergencies, bus runs, or specific programming needs). These situations necessitate particular care to uphold the service's duty of care and ensure compliance with relevant regulatory requirements.

Procedures:

Child and Educator Safety Considerations:

Educators will always have access to a mobile communication device.

Programmed areas are designed to maximise supervision of children.

Procedures are in place to negate situations where a single educator is left alone with a single child. In the rare circumstance that this occurs (e.g., emergencies, bus run anomalies), educators will communicate with coordinators that this has occurred and will make effort to resolve the situation as quickly as possible.

- For bus runs, educators will arrange alternate arrangements to avoid one-on-one situations. For example, if there is only one child to be dropped off to Carrington, the educator will take some children from Tighes Hill Public School too, such that the single Carrington child is not left alone on that leg of the journey.

At least two educators will be present during opening and closing of the service. If one of the educators are absent during this process, the other educator must inform management and alternate arrangements (if possible) will be made.

- Procedures are in place during opening procedures such that if the second opening staff is absent, other staff will arrive within 30 minutes to minimise the time spent as a single educator.

First Aid Provisions:

Educators in single educator situations must hold a current first aid qualification, including anaphylaxis and asthma management certifications. Educators in these situations will also have close access to a first aid kit (e.g., bus bum bags during bus runs).

Selecting an Educator for Single Situations:

Educators who are experienced, confident and familiar with WEMOOSH policies and procedures will be selected for single educator scenarios. This includes their first aid, behaviour management and communication skills and training. Educators will also be chosen with consideration to the needs and dynamics of the children present (i.e., age, behaviour, health needs etc).

All incidents, observations, and any safety concerns will be documented and reported to coordinators for follow-up and continuous improvement.

Roles and Responsibilities:

Approved Provider	Ensure that policies and procedures regarding single educator situations are developed, documented, and compliant with relevant laws and regulations. Allocate resources and support to ensure that educators have access to necessary equipment, training, and clear communication protocols. Monitor and evaluate the effectiveness of the policy through regular reviews and updates, including seeking feedback from staff, coordinators, and families. Ensure that any incidents in single educator situations are promptly addressed, documented, and reviewed to prevent future occurrences. Provide access to first aid training and certifications for educators as part of their role in single educator situations.
Nominated Supervisor	Implement the single educator policy by managing daily staffing to reduce single educator situations wherever possible. Conduct risk assessments to identify and address potential hazards in single educator settings and adapt the environment as needed to ensure safety. Select and assign appropriately qualified and experienced educators to work in single educator situations, considering the needs and behaviours of the children in their care. Facilitate communication and check-in procedures with educators working alone and act as the point of contact for emergencies or urgent support needs. Provide ongoing support and regular training to educators regarding best practices, behaviour management, and emergency procedures in single educator contexts.
Educators	Adhere to all procedures outlined in the single educator policy, including maintaining communication with coordinators and following check-in/check-out protocols. Remain vigilant in supervising children, prioritizing their safety, and being prepared to respond to emergencies alone if necessary. Actively participate in all required first aid and emergency response training and ensure certifications are kept current. Assess the environment regularly to ensure it remains safe and organised, adjusting if necessary to support effective supervision. Communicate with families to provide reassurance, answer questions about single educator situations, and address any concerns. Report any incidents, observations, or challenges encountered in single educator situations to the coordinator for further review and support.
Families and Children	Communicate any specific needs, health conditions, or behaviour concerns about their child to the service, especially if their child is likely to be in single educator situations.

	Cooperate with the service by following sign-in and sign-out procedures and notifying the service of absences or changes in schedule that could affect single educator staffing. Raise any concerns or provide feedback regarding single educator situations, helping WEMOOSH continuously improve its approach to safety and supervision.
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Written Program

Background

Our written program is not a rigid set of activities assigned to educators to implement. Instead, all educators program, resource, and reflect on their own activities. This policy provides a framework based around peer-reviewed pedagogical practices that allows educators to maintain a clear focus on play as central to their program. The program is devised from observation and reflective practice with consideration to the national quality framework, centre goals and philosophy and specific children's development.

Procedures

At WEMOOSH, we utilise several educational tools to support the development of the written program, including:

- the *My Time, Our Place* learning framework.
- the WEMOOSH Philosophy.
- the Emergent Curriculum.
- our Educators.
- 8 Aboriginal Ways of Learning.
- Bob Hughes' Play Types.
- An adaptation of the National Curriculum's Outdoor Learning aims.

Programming will be conducted weekly and will incorporate a range of children's voices, intentional teachings, and extensions from previous activities to engage our reflective practice.

Children's voices will be recorded on Podio throughout the week by all staff.

Extensions will be made on successful programs to further develop children's interests and deepen their play and skillset.

Intentional teachings will be shaped by weekly themes chosen by the staff, children and community.

Families will be consistently encouraged to provide feedback and share ideas on the program.

WEMOOSH will provide ongoing training and professional development opportunities for educators and staff to enhance their skills and stay informed about best practices in out-of-school care.

Comprehensive records of program activities will be kept on Podio, including schedules, planning documents, and assessments, to ensure accountability and facilitate program improvement.