

INTRODUCTION

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department: Cabonne Services
Responsible Section: Community Services
Responsible Officer: Children's Services Coordinator

Objective

Cabonne Out of School Hours Care staff are required to be aware of, and follow, these procedures. All procedures are reviewed regularly to reflect changing community needs, legislation, theory and practices.

Out of School Hours Care

Out of School Hours Care (OOSH) services provide care, play and learning for primary school aged children before and after school, in school holidays and on pupil free days.

OOSH services offer a valuable opportunity for children to access developmental play opportunities and encourage friendships beyond the classroom and across age groups. Programs focus on developing the social and emotional skills of the child through school connectedness, self-management, self-efficacy, and social awareness. These skills are linked to children's overall wellbeing, their capacity to engage in academic performance and future life outcomes.

Governance Structure

Australian Government <i>Department of Education, Skills and Employment</i> <i>Department of Human Services</i>	<ul style="list-style-type: none"> • Child Care Subsidy • Community Child Care Fund • National Quality Framework • Learning Frameworks
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NSW Government <i>Department of Education</i>	<ul style="list-style-type: none"> • Provider approvals • Service approvals • Compliance • Assessment & rating
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Cabonne Council <i>Approved Provider</i>	<ul style="list-style-type: none"> • General Manager • Deputy General Manager – Cabonne Services • Leader – Community Services



Cabonne Out of School Hours Care Service Provider	<ul style="list-style-type: none">• Children's Services Coordinator• Children's Services Supervisor• Children's Services Support Officer• Children's Services Administration Officer• Community Services Trainee
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Cabonne Out of School Hours Care Services	<ul style="list-style-type: none">• Lead Educators• Support Educators
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Families

ACCEPTANCE & REFUSAL OF AUTHORISATION

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care has comprehensive processes in place for managing authorisations that are sensitive to the needs of children and their families.

The *Education and Care Services National Regulations* require Approved Providers to ensure their services have policies and procedures in place in relation to the acceptance and refusal of authorisations. Written authorisations from parents or authorised persons help to ensure that the health, safety, and wellbeing of children are met. Through the authorisation process, parents are informed of the associated risks with a matter and can make informed decisions.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

Relevant Regulations

- Regulation 92 – Medication record
- Regulation 93 – Administration of medication
- Regulation 99 – Children leaving the education and care service premises
- Regulation 102 – Authorisation for excursions
- Regulation 160 – Child enrolment records
- Regulation 161 – Authorisation to be kept in enrolment record
- Regulation 168 – Education and care service must have policies and procedures.

Procedure

To comply with the *Education and Care Services National Regulations* our service requires written authorisation to be obtained in the below matters:

- Administration of medication.
- Administration of medical treatment, dental treatment, general first aid and ambulance transportation.
- Excursions and outings.
- The capturing, and publishing, of photographs.
- Water based activities.
- Children leaving the premises other than with the parent or guardian.
- Enrolment of children including naming of persons authorised to consent to medical treatment and excursions outside the premises.

The Approved Provider will ensure:

- The service has an Acceptance and Refusal of Authorisation Procedure in place.
- There are procedures in place if an inappropriate person attempts to collect a child from an out of school hours care venue.

The Principal Office will:

- Keep an enrolment record that includes the following information:
 - (a) the full name, date of birth and address of the child.
 - (b) the name, address and contact details of:
 - (i) each known parent of the child; and
 - (ii) any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted; and
 - (iii) any person who is an authorised nominee; and
 - (iv) any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child; and
 - (v) any person who is authorised to authorise an educator to take the child outside the education and care service premises; and
 - (vi) any person who is authorised to authorise the education and care service to transport the child or arrange transportation of the child for approved excursions.
 - (c) Details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities, or authorities of any person in relation to the child or access to the child.
 - (d) Details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person.

- (e) the gender of the child.
- (f) the language used in the child's home.
- (g) the cultural background of the child and, if applicable, the child's parents.
- (h) any special considerations for the child, for example any cultural, religious, or dietary requirements or additional needs.
- (i) the relevant health information set out in Regulation 162.
- Keep the following authorisations in the enrolment record for each child educated and cared for:
 - (a) an authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the service to seek:
 - (i) medical treatment for the child from a registered medical practitioner, hospital, or ambulance service; and
 - (ii) transportation of the child by an ambulance service; and
 - (iii) if relevant, an authorisation given under Regulation 102D (4) for regular transportation of the child
- Keep the following health information in the enrolment record for each child enrolled at the service:
 - (a) the name, address and telephone number of the child's registered medical practitioner or medical service; and
 - (b) if available, the child's Medicare number; and
 - (c) details of any:
 - (i) specific healthcare needs of the child, including any medical condition; and
 - (ii) allergies, including whether the child has been diagnosed as at risk of anaphylaxis; and
 - (d) any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy referred to in paragraph (c); and
 - (e) details of any dietary restrictions for the child; and
 - (f) the immunisation status of the child; and
 - (g) if the approved provider or a staff member has sighted a child health record for the child, a notation to that effect; and
 - (h) certificates for immunisation or exemption for the child, as required under section 87(1), (2) and (3) of the Public Health Act 2010 of New South Wales
- Provide a medication authorisation form (Regulation 92)

- Provide an excursion authorisation form (Regulation 99)
- Provide an enrolment authorisation form for new families to complete.
- Refuse to accept an authorisation if it does not comply with the National Regulations (for example, where a verbal authorisation was given but a written authorisation is required under the National Regulations).
- Exercise the right of refusal if written or verbal authorisations do not comply with National Regulations. If an authorisation is refused by the service, it is best practice to document:
 - (i) Details of authorisation.
 - (ii) Why the authorisation was refused.
 - (iii) Actions taken by the service.
- Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases provided they contact the parent/guardian as soon as practicable after the medication has been administered.
- Ensure families are provided access to the policies and procedures.
- Ensure staff follow policies and procedures.

Staff will:

- Ensure they have written authorisation before:
 - (a) Administering medication
 - (b) Administering medical treatment, dental treatment, general first aid and ambulance transportation
 - (c) Taking the child from the premises for an excursion or outing
 - (d) Taking photos of the children
 - (e) Publishing photos of children
 - (f) Allowing a child to leave the premises with someone other than the parent or guardian.
 - (g) Transporting the child
 - (h) Allowing someone other than the parent or guardian to consent to medical treatment and excursions outside the premises.
- Ensure all medication is administered with written authorisation, except for in an emergency where verbal authorisation is permitted by a parent, authorised person, medical practitioner, or an emergency service. (Regulation 93)
- In an asthma or anaphylaxis emergency, administer medication without verbal or written authorisation if needed. (Regulation 94)

- Complete a medication authorisation form each time medication is administered to a child being educated and cared for. (Regulation 92)
- Allow a child over pre-school age to self-administer medication in circumstances where there is written permission and a procedure related to self-administration. (Regulation 96)
- Ensure children only leave a premise if the child – (Regulation 99)
 - (a) Is given into care of parent or person authorised in enrolment form to collect child.
 - (b) Is taken on an excursion (with written authorisation).
 - (c) Is given into the care of a person, or taken outside premise, because child require medical care or there is an emergency.
- Ensure authorisation for an excursion or outing is given on the risk assessment related to the excursion. (Regulation 102)
- Ensure authorisation be given on the risk assessment with transportation details outlined in *Regulation 102D* and related to the excursion.
- Ensure all children have completed an Enrolment Form and Enrolment Authorisation form before they commence after school care.
- All authorisation forms are signed and dated by the parent, guardian, or authorised person.
- Inform the Principal Office if the authorisation does not meet the requirements outlined.
- Ensure they do not complete any action that requires authorisation if the authorisation given does not meet requirements. If authorisation does not meet requirements, the Principal Office should contact parent or guardian to complete the authorisation.

Families will:

- Complete the authorised person section of their child's enrolment form before their child commences at the service.
- Complete all authorisations required upon enrolment before their child commences after school care.
- Sign and date authorisation forms.
- Sign their child into care when they arrive (before school care & vacation care) and out of care before they depart (after school care & vacation care).
- Complete written authorisation where a child requires medication to be administered while they are being educated and cared for.

Authorisation Requirements

Authorisation documents are required for the following situations and must have details recorded as specified:

<p>Administration of Medication</p>	<ul style="list-style-type: none"> • The name of the child. • The authorisation to administer medication, signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication. • Name of medication to be administered. • Time and date the medication is to be administered or circumstances under which to be administered. • Dosage of the medication to be administered. • Whether the medication is to be self-administered, such as Ventolin or Insulin. • Reason for medication. • Period of authorisation to and from. • Date authorisation is signed. • Expiry date of medication. • Any instruction attached to the medication. • Educator (as the administer) must write full name and signature.
<p>Medical treatment of child including transportation by an ambulance service <i>(Included in child's enrolment record)</i></p>	<ul style="list-style-type: none"> • Name of child. • Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital, or ambulance service. • Authorisation for the transportation of child by an ambulance service. • Name, address, and telephone number of the child's registered medical practitioner. • Child's Medicare number, if available. • Name, relationship to child and signature of person providing authorisation.
<p>Emergency medical treatment <i>(Included in child's enrolment record)</i></p>	<p>The service can seek emergency medical assistance for a child as required without seeking further authorisation from a parent or guardian in the case of an emergency, including for those emergencies relating to asthma and anaphylaxis.</p>
<p>Collection of children <i>(Included in child's enrolment record)</i></p>	<ul style="list-style-type: none"> • Name of child • Name of parent or guardian of child, or the authorised person on the enrolment form providing authorisation • Name of person authorised by parent or authorised person named in the child's enrolment record to collect the child from the premises. • Relationship of authorised person to the child • Signature of person providing authorisation and date and or confirmation inwriting • Identification corresponding to the child's enrolment form of authorised person

Excursions

(If the excursion is a routine outing, the authorisation is only required to be obtained once every 12 months)

- The name of the child
- The date of the excursion (if not for routine outing)
- The reason for the excursion
- The proposed destination for the excursion
- The method of transport to be used
- The route to be taken to the excursion and returned
- The activities to be undertaken by the child during the excursion
- The period the child will be away from the premises
- The anticipated number of children likely to be attending the excursion
- The ratio of educators attending the excursion to the number of children attending the excursion
- The number of staff members and any other adults who will accompany and supervise the children on the excursion
- That a risk assessment has been prepared and is available at that service
- The name of the parent or guardian providing authorisation
- The relationship to the child
- The signature of the person providing authorisation and date
- Any water hazards and risks associated with water-based activities
- The items that should be taken on the excursion.

Links to Other Procedures

- Access
- Administration of First Aid
- Advertising and use of Social Media
- Child Enrolment and Orientation
- Confidentiality and Storage of Records
- Delivery and Collection of Children
- Excursions and Outings
- Incident, Injury, Trauma & Illness
- Water Play

ACCESS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care follows legislative requirements relating to the access of children in out of school hours care services.

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to the access of children in out of school hours care services. It is important for families and educators to be able to work together to ensure children can be in a stress-free and safe environment.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

Relevant Regulations

- Regulation 99 – Children leaving the education and care service premises
- Regulation 157 – Access for parents

Procedure

The Approved Provider & Principal Office will:

- Ensure educators are aware that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service, unless
 - (a) permitting the parent's entry would:
 - (i) pose a risk to the safety of the children and staff of the education and care service; or
 - (ii) conflict with any duty of the provider, staff, or educator under the Law; or

(b) the provider or staff member reasonably believes that permitting the parent's entry would contravene a court order. (*Regulation 157*)

- Maintain confidentiality for all matters relating to custody, access, and court orders.
- Store copies of all relevant documents provided by families in a safe and secure manner respecting the individual's privacy.
- Request a copy of the relevant court order from the family to save on the child's enrolment record. (*Regulation 160*)

Educators will:

- Ensure a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service, unless

(a) permitting the parent's entry would:

(i) pose a risk to the safety of the children and staff of the education and care service; or

(ii) conflict with any duty of the provider, staff, or educator under the Law: or

(b) the provider or staff member reasonably believes that permitting the parent's entry would contravene a court order. (*Regulation 157*)

- Ensure all parents and guardians are treated fairly and ethically.
- Ensure all persons collecting children from care, other than the parent or guardian, is a person who has been given permission on the child's enrolment record by a parent or guardian to collect the child from the family day care service.
- Request to see an authorised person's proof of identity if educator does not know this person when the person is coming to collect the child.
- Maintain confidentiality for all matters relating to custody, access, and court orders.
- Request a copy of any court orders, parenting orders or parenting plans that involve a child being cared and cared for.
- In situations where a family will not provide court orders, the educator must abide by the child's enrolment form in relation to individuals who have access to the child.

Families will:

- Provide copies of any relevant court orders to the service.
- Understand in situations where a family will not provide court orders, the educator must abide by the child's enrolment form in relation to individuals who have access to the child.
- Discuss all relevant issues with the service regarding who has legal access to the children.

- Understand that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service, unless
 - (a) permitting the parent's entry would—
 - (i) pose a risk to the safety of the children and staff of the education and care service; or
 - (ii) conflict with any duty of the provider, staff, or educator under the Law; or
 - (b) the provider or staff member reasonably believes that permitting the parent's entry would contravene a court order. (*Regulation 157*)

In relation to a person who has been prohibited by a court order from having contact with the child, the educator will:

- Not give that person any information concerning the child.
- Not allow that person access to the child.
- Inform the parent, guardian, or authorised person of the situation immediately, if contacted by a person prohibited by a court order from having contact with the child
- Contact the police, if necessary.
- Contact the Principal Office for help and support.
- Take all reasonable precautions to ensure the safety of all the children in care and the educator.

If a child is taken unlawfully or against the educator's wishes, the educator will immediately:

- Contact 000 and ask for police.
- Contact the parent, guardian, or authorised person.
- Contact the Principal Office on 6392 3219.
- Not place themselves or any other child in danger.

Links to Other Procedures

- Acceptance and Refusal of Authorisations
- Child Enrolment and Orientation
- Child Protection
- Confidentiality and Storage of Records
- Delivery and Collection of Children
- Providing a Child Safe Environment

ADMINISTRATION OF FIRST AID

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care has a duty of care to protect the health and safety of children, families, educators, staff, and visitors. This procedure aims to support educators and staff to preserve life, monitor ill or injured people and provide a safe environment.

First aid can save lives and prevent minor injuries or illnesses from becoming major. The ability to provide basic first aid is important in education and care services.

A first aid kit is an essential item for the workplace, vehicles and on excursions.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- St Johns Ambulance Australia – First Aid Factsheet:
https://stjohn.org.au/assets/uploads/fact%20sheets/english/Fact%20sheets_first%20aid%20kit.pdf

Relevant Regulations

- Regulation 12 – Meaning of serious incident
- Regulation 85 – Incident, injury, trauma and illness policies and procedures
- Regulation 86 – Notification to parents of incident, injury, trauma, and illness
- Regulation 87 – Incident, injury, trauma, and illness record
- Regulation 88 – Infectious diseases
- Regulation 89 – First aid kits
- Regulation 97 – Emergency and evacuation procedures
- Regulation 161 – Authorisations to be kept in enrolment record
- Regulation 162 – Health information to be kept in enrolment record
- Regulation 174 – Prescribed information to be notified to Regulatory Authority
- Regulation 176 – Time to notify certain information to Regulatory Authority

Procedure

The Principal Office will:

- Ensure all required staff have current approved first aid qualifications and document in staff files in MagiQ.
- Ensure incident, injury, trauma, and illness reports are being completed satisfactorily and within the required time frame.
- If needed, organise alternate care or collection of children where a serious incident has occurred.
- Report serious incidents to the Approved Provider and Regulatory Authority within 24 hours of incident.
- Ensure there is a fully stocked and accessible first aid kit in the Principal Office.
- Ensure all sites have a fully stocked, in date and accessible first aid kit.

Educators will:

- Maintain a current Education & Care first aid qualification, including asthma and anaphylaxis management.
- Implement first aid procedures where necessary.
- Not provide any first aid that is not within their training limits. Educators are encouraged not to provide any further treatment if they have not been trained to do so.
- Adhere to the *Incident, Injury, Trauma, and Illness Procedure* during first aid situations.
- Ensure that all children are adequately supervised while providing first aid.
- Reassure other children, keep them calm, keep them informed about what is happening, and away from the injured child.
- Contact emergency services immediately if required.
- Contact parent, guardian, or authorised person and the Principal Office as soon as practical after first aid has been applied.
- Have child collected from care if necessary.
- Ensure first aid kit is:
 - Fully stocked and always accessible, including on excursions.
 - Regularly checked to ensure packets are properly sealed, items have not exceeded expiry dates, and any previously used items have been replaced.
- Complete an incident report as soon as practical after applying first aid and forward to the Principal Office within 24 hours.
- Complete the Medication Authorisation form if any medication is given and have it signed by the parent.

- Conduct a risk assessment before an excursion to assess the potential risks to children's health and safety.

Families will:

- Provide written authorisation as to whether the service can access appropriate medical, dental or hospital treatment if such actions appear to be necessary.
- Supply the contact number of their registered medical practitioner or medical service.
- Supply contact information for those authorised to act if a parent cannot be contacted.
- Sign the incident, injury, trauma, or illness report to acknowledge they have been made aware of the incident and the first aid actions taken.
- Provide annual Management Plans if their child has asthma, anaphylaxis, diabetes, or severe allergies.

Links to Other Procedures

- Acceptance and Refusal of Authorisations
- Administration of Medication
- Child Enrolment and Orientation
- Incident, Injury, Trauma and Illness
- Medical Conditions
- Supervision

ADMINISTRATION OF MEDICATION

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care acknowledges that administering medication should be considered a high-risk practice. Written authorisation must be obtained from a parent, guardian or authorised person named on the child enrolment record before any medication is administered. This procedure ensures all medications are administered in a safe and accountable manner, according to the National Law and Regulations.

This section refers to the general requirements regarding administration of medication by educators to children in their care and to the administration of non-invasive medications such as oral and topical medications.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- State Archives and Records Authority of New South Wales – Functional Retention and Disposal Authority: FA404

Relevant Regulations

- Regulation 90 – Medical Conditions Policy
- Regulation 91 – Medical conditions policy to be provided to parent
- Regulation 92 – Medication Record
- Regulation 93 – Administration of medication
- Regulation 94 – Exception to authorisation requirement - anaphylaxis or asthma emergency
- Regulation 95 – Procedure for administration of medication
- Regulation 183 – Storage of records and other documents

Procedure

The Principal Office will:

- Provide an adequate Medication Authorisation Form for when educators administer medication.
- Safely store confidential health and medical details on children until they reach the age of 25 years old, according to Regulation 183 (2).
- Request families to update their child enrolment records annually to ensure current medical authorisations are kept.
- Ensure educators receive information about administering medication in their induction.

Educators will:

- Ensure medication is administered to a child only from its original packaging.
- Ensure medication is only administered to a child enrolled in the service with the written permission of the child's parent, guardian or authorised person using the Medication Authorisation Form.
- Ensure that each child in care has separate medical forms.
- Complete the Medication Authorisation Form when administering medication. The form may be used until it is full if the medication is regularly administered.
- Ensure the written instructions of the family are consistent with the instruction on the medication or as prescribed by a doctor.
- Not administer medication without written authorisation, except in the case of an emergency.
- In the case of an emergency, verbal permission can be given to an educator by a parent or person named in the child's enrolment record as authorised to consent to administration of medication; or if this permission cannot be readily obtained, a registered medical practitioner or an emergency service.
- Medication may be administered to a child without an authorisation in the case of an anaphylaxis or asthma emergency. In this case, the educator will ensure the parent of the child and emergency services are notified as soon as practicable.
- Ensure medications are stored correctly and securely away from children in an area at least 1.5 metres high or in an area inaccessible to children.
- Maintain confidentiality about a child's medical condition.
- Ensure the administration of homeopathic, naturopathic, over the counter or non-prescribed medications (including cold preparations, and paracetamol) also meet minimum legislative requirements and guidelines. This includes the provision of a signed Medication Authorisation Form by the family, written instructions, and dosage on the medication or from the health professional that dispensed the medication. Educators are not to give unidentified medication to a child where the instructions are not clear to the educator e.g., in an unfamiliar language to the educator.
- Comply to the Management Plans of children with medical conditions, such as asthma, epilepsy, diabetes, severe allergy, or anaphylaxis.

Families will:

- Ensure all child enrolment records are at the service with current authorisations.
- Provide a summary of the child's health, medications, allergies, doctor's name, address and phone number, and a Medical Management Plan to the service prior to starting care and ongoing as required.
- Keep the service up to date with any changes to a child's medical condition or Medical Management Plan.
- Prescribed medication must be provided by the child's parents. Medication must:
 - Be in the original packing, with the dosage instructions clearly visible.
 - Have the prescription sticker displaying on the medication packaging.
 - Be before the expiry date.
- Complete the Medical Authorisation Form authorising the educator to administer medication to their child. The form must be completed **every time** that the medication is required.

Self-Administration of Medication

A school-aged child may self-administer medication under the following circumstances:

- Written authorisation is provided by the person with the authority to consent to the administration of medication on the child enrolment record.
- Medication is to be provided to the educator for safe storage, and they will provide it to the child when required.
- Following practices outlined in the *Medical Conditions Procedure* including anaphylaxis and allergies, asthma, and diabetes.
- Self-administration of medication will be supervised by the educator.

Links to Other Procedures

- Acceptance and Refusal of Authorisations
- Administration of First Aid
- Child Enrolment and Orientation
- Incident, Injury, Trauma and Illness
- Medical Conditions
- Storage of Dangerous Substances and Equipment
- Supervision

ADVERTISING & USE OF SOCIAL MEDIA

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Advertising is an effective resource to increase community awareness of Cabonne Out of School Hours Care. All advertising will professionally promote the service in an ethical and positive manner that reflects the Service Philosophy & Cabonne Council's *Communications and Media Policy*.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Cabonne Council's *Communications and Media Policy*

Relevant Regulations

- Regulation 161 – Authorisations to be kept in enrolment record.

Procedure

The Approved Provider will:

- Support the Principal Office to effectively advertise Cabonne Out of School Hours Care.

The Principal Office will:

- Develop professional and accurate advertising material for the service.
- Advertise the service when needed using a variety of media.
- Regularly participate in promotional activities.
- Respond to requests for media coverage for special occasions and events, in line with Cabonne Council's procedures.
- Ensure no information, or images, of a child are used on the internet, or social media sites, without the written permission from a parent/guardian.

- Keep the Out of School Hours Care section of Cabonne Council's website current and relevant.
- Store photos in a confidential place.
- Not post, or share, any negative information about the service, staff members, families, or matter relating to the service on their personal accounts.
- Not harass, or bully, any staff member or family on their personal accounts.
- Not post photos, or videos taken at the service, on their personal social media accounts, including Snapchat, unless they are sharing a post from Cabonne Council.
- Ensure the Cabonne Council and Cabonne Out of School Hours Care logo appears on all individual advertising materials developed and is not altered in any format, according to Section 104 of the Education and Care Services National Law 2010 which states it is an *'offence to advertise education and care service without service approval. A person must not knowingly publish or cause to be published an advertisement for an education and care service unless it is an approved education and care service.'*

Educators will:

- Always promote the service to the wider community in a positive manner.
- Not advertise on their personal social media accounts. All advertisements are to be posted by Cabonne Council. Educators can then share Cabonne Council's social media posts.
- Store photos in a confidential place.
- Not post, or share, any negative information about the service, educators, families, or matter relating to the service on their personal accounts.
- Not harass, or bully, any stakeholders on their personal accounts.
- Not post photos, or videos taken at the service on their personal social media accounts, including Snapchat.
- Not engage in any form of social networking whilst supervising children.
- Take consideration in comments being sent via technology, the comment could be read in a negative way. These messages can be easily forwarded onto others. Educators are to discuss sensitive matters face to face, or via phone call.

Families are encouraged to:

- Always promote the service to the wider community in a positive manner.
- Not post, or share, any negative information about the service, educators, other families, or matters relating to the service on social media.
- Not harass, or bully, any stakeholders on social media.
- Not take photos of other children in care. If taking photo of own child, please ensure no other child is in the photo.

- Not use social media to discuss concerns with the service. Please attend the office, email or call.

Links to Other Procedures

- Acceptance and Refusal of Authorisations
- Child Enrolment and Orientation
- Child Protection
- Code of Conduct
- Ethical Conduct

ATTENDANCE RECORDS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care ensures stakeholders comply with legislative requirements of the current Child Care Provider Handbook and staff members understand their obligations for managing and reporting sessions of care.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Child Care Provider Handbook - <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>
- Family Assistance Law - <https://www.education.gov.au/early-childhood/provider-obligations/family-assistance-law>

Relevant Regulations

- Regulation 158 – Children's attendance records to be kept by Approved Provider
- Regulation 159 – Children's attendance records to be kept by family day care educator

Procedure

The Approved Provider will:

- Ensure all attendance records are kept in a secure manner.
- Provide support to the Principal Office with the administration of attendance records.

The Principal Office will:

- Process all attendance records and submit them to the Department of Education, through Harmony Software, weekly.
- Ensure, before submitting, that each attendance record contains the following:
 - (a) Child's name.

- (b) Start and end date of the week the record covers.
 - (c) Date of each session.
 - (d) Session start and finish time.
 - (e) Child's actual sign in and out times for each day they attend (except for absences).
 - (f) Charged session start and finish time (hours child is being charged for).
 - (g) Absence (where applicable).
 - (h) Additional absence reason (if required).
 - (i) The actual fee charged for the week, including additional fees and charges.
 - (j) Parent signature, or
 - (k) If parent unable to sign, a comment from educator stating why parent was unable to sign and that the attendance record has been printed for a manual signature.
- Provide support to educators on compliance requirements on completing and submitting attendance records.
 - Check attendance records to determine the hours or sessions of care for which subsidies claimed are valid.
 - Ensure no attendance record is varied after 28 days unless a late change or withdrawal reason is provided.
 - Email Statement of Entitlement to families every fortnight.
 - Generate weekly compliance reports.
 - Ensure all attendance records are kept for a period of 25 years.
 - Complete a Complying Written Arrangement for each child educated and cared for in the service that accurately reflects the attendance hours.
 - Ensure they invoice and receipt all families on a regular basis. Failure to do so is a breach of the Family Assistance Law.
 - Ensure they collect the gap fee from all families on a regular basis, via electronic funds transfer. Failure to do so is a breach of the Family Assistance Law.

Educators will:

- Ensure all attendance records remain confidential.
- Ensure all children are signed in upon arrival and signed out upon departure, by a parent, guardian, or authorised person. If this cannot be done, educators can sign the child in or out but must provide the following in the comments:
 - (a) Reason why the educator is signing instead of a parent, guardian, or authorised person. (e.g. Parent forgot their PIN)
 - (b) The **full name** of the authorised person dropping off or collecting the child. Do not write mum, dad, nan pop etc.

Example of sign in/out comment – Jane Smith collected child. Jane forgot her PIN.

- Ensure they do not, under any circumstances, use another individual's e-Signature to sign the attendance record as this provides false or misleading information.

Families are encouraged to:

- Record the actual arrival and departure times on the attendance record, at the time of arrival and collection.
- Ensure fees are paid on time and in full. If a family is two or more weeks overdue with payments, care may be refused until the outstanding amount is paid. If a family continues to not pay for care used after two weeks, the service will immediately cease the Complying Written Arrangement without the required fourteen days' notice.
- Communicate with the service if they are having financial difficulties that will result in late payments.
- Ensure a Complying Written Arrangement is completed before care commences.
- Give seven days written notice to the service when ceasing care or decreasing days of care.
- Not disclose their e-Signature PIN to any other persons, including educators. All individuals are to have their own e-Signature PIN and it cannot be shared among family members.

Links to Other Procedures

- Acceptance and Refusal of Authorisations
- Access
- Child Enrolment and Orientation
- Child Protection
- Confidentiality and Storage of Records
- Delivery and Collection of Children from Service
- Managing Records
- Non-Compliance

BUSH FIRE PROCEDURE – CLERGATE

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Clergate Public School is a bush fire prone area with a high landscape-to-site risk. Therefore, a bush fire plan is to be in place to ensure the safety of our children, families, educators, and staff.

Cabonne Out of School Hours Care – Clergate will not operate when there is a considerable risk to the safety of children or staff due to the threat of a potential emergency.

The Rural Fire Service are aware there are children on site before school, after school and during the school holidays and have been provided contact details in the event of an emergency.

If at any time, the Responsible Person is concerned about a nearby fire or smoke in the area – call (02) 6361 8288 and follow advice of emergency services.

If lives are in danger, call 000.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- NSW Department of Education – <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan>
- NSW Government – Be Prepared this Summer Toolkit
- Rural Fire Service - <https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans>
- Clergate Public School Emergency Management Plan

Principal Office will:

- Ensure the following documents are displayed at all sites:
 - Emergency Evacuation procedures

- Emergency Evacuation Diagram – to be reviewed every five years.
- Ensure emergency contact is available for critical events. This will be the ASC Mobile (0456 498 981).
- Ensure fire equipment is checked every six months and evidence of check is received.
- Ensure emergency numbers, relevant to the town, are clearly displayed.
- Ensure there is an emergency bush fire plan in place for vulnerable sites.
- Monitor fire ratings and close sites at risk of bush fires in a Catastrophic rating. These ratings are known the day before and can be found on the Rural Fire Service website - <https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans>
- Provide sites at risk of bush fires a Bush Fire Kit consisting of towels, buckets and a battery radio.
- Collaborate with local Rural Fire Service, educators and the Work Health and Safety Coordinator to develop an Emergency Management Plan for each site and review this plan annually.
- Ensure the Emergency Management Plan is provided to the relevant school.
- Check Fire Danger Ratings each day.
- Promptly alert educators and families if a site is to be closed due to a Catastrophic Fire Rating. The site may also close in bush fire prone area if the fire danger rating is Extreme.
- Ensure families are aware of the bush fire procedures.
- Complete an annual risk assessment for each site.

Procedure

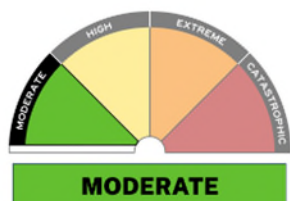
Responsible Person will:

- Ensure there is always at least one fully charged mobile phone on site.
- Have Hazards Near Me App downloaded on their phone.
- Contact the RFS 24-hour line if a fire starts nearby for advice - (02) 6361 8288
- Ensure all children's emergency contacts can be accessed easily in an emergency.

EXTREME OR CATASTROPHIC FIRE RATING

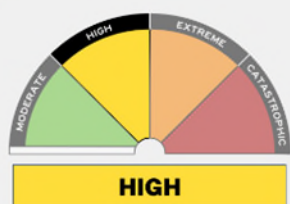
- Schools in bush fire risk areas will be advised to close by the Department of Education if bush fire rating is Catastrophic. Services within the grounds of these schools will also close. A Principal Office staff member will promptly notify educators and families via text and email if the service is not operating.
- If the school is not open, and during school holidays, the Principal Office (liaising with the Supervisor) will close the service if the bush fire rating is Extreme or Catastrophic or serious concerns are held about the weather conditions or the safety of the children and educators. Educators need to communicate any concern to the Principal Office in a timely manner.

- If the rating changes to either Extreme or Catastrophic unexpectedly, the Rural Fire Service will contact the Principal Office to advise them of these changes.
- The service will follow the advice of emergency services.



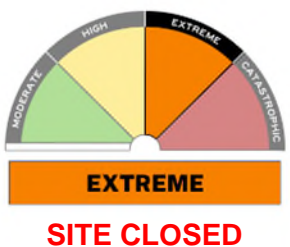
Plan and prepare.

- › Stay up to date and be ready to act if there is a fire.



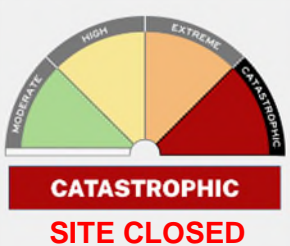
Be ready to act.

- › There's a heightened risk. Be alert for fires in your area.
- › Decide what you will do if a fire starts.
- › If a fire starts, your life and property may be at risk. The safest option is to avoid bush fire risk areas.



Take action now to protect your life and property.

- › These are dangerous fire conditions.
- › Check your bush fire plan and ensure that your property is fire ready.
- › If a fire starts, take immediate action. If you and your property are not prepared to the highest level, go to a safer location well before the fire impacts.
- › Reconsider travel through bush fire risk areas.






For your survival leave bush fire risk areas.

- › These are the most dangerous conditions for a fire.
- › Your life may depend on the decisions you make, even before there is a fire.
- › Stay safe by going to a safer location early in the morning or the night before.
- › Homes cannot withstand fires in these conditions.
- › You may not be able to leave, and help may not be available.

NEARBY FIRES

- All staff and educators must have the Hazards Near Me app on their phone, with notifications turned on.
- If a fire starts nearby, the Responsible Person will contact the **Rural Fire Service's (RFS) 24-hour line on 6361 8288** and follow their advice.
- Responsible Person will need to report back to the Principal Office as soon as possible after contacting the RFS 24-hour line.
- The service will follow any directions and advice given by emergency services.

- The Principal Office will contact families to come and collect children, on advice from emergency services.

	<p>Alert Level – Advice: A fire has started. There is no immediate danger. Stay up to date in case the situation changes.</p> <p>Action: Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site. If advised, initiate Full Evacuation (Off-Site).</p>
	<p>Alert Level – Watch and Act: There is a heightened level of threat. Conditions are changing and you need to start taking action now.</p> <p>Action: Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site. If advised, initiate Full Evacuation (Off-Site).</p>
	<p>Alert Level – Emergency Warning: An Emergency Warning is the highest level of Bush Fire Alert. You may be in danger and need to take action immediately. Any delay now puts life at risk.</p> <p>Action: Initiate Full Evacuation (Off-Site). Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site.</p>

WHEN A BUSH FIRE IS THREATENING THE SERVICE

- The Responsible Person must contact 000 immediately when concerned about the health and safety of children due to a nearby fire.
- The service will evacuate to an offsite location when advised to by emergency services.
- The Responsible Person must immediately relay this information back to the Principal Office.
- The Principal Office will contact Apple City Coaches who will immediately send out a bus to the site, that is big enough to fit all children.
- The Principal Office will work with the Rural Fire Service to ensure the prompt and safe evacuation of all persons on site.
- The Responsible Person must ensure the building is empty and all children are on the bus.
- Educators must stay with the children until all children have been collected.
- The Principal Office will advise families if a site has been evacuated and the off-site evacuation point where they will need to immediately collect their children from.
- Families will be encouraged to not travel to the service during a bush fire event. Vehicles are among the most dangerous places to be in bushfires.
- Families are discouraged from contact the Responsible Person directly as they may be using this phone to communicate with emergency services.

- Educators are not transport children in their own private vehicle unless directed to by emergency services.

EMERGENCY KIT

- Emergency agencies recommend having a kit ready with items that will ensure the staff and children at your service will be able to evacuate, withstand and recover from an emergency such as bushfires.
- The emergency kit should be kept in a carry bag in an easily accessible location. The kit is referred to as the 'Emergency Go Bag'.
- Emergency kit should contain:
 - Bottled water
 - Sunscreen
 - Torch & batteries
 - Device charger
 - Battery radio
 - First aid kit

Off-Site Evacuation Procedure

Early off-site evacuation in advance of bushfire impact is the safest option. Late evacuation can present a significant risk to life.

A full evacuation is defined as an urgent and immediate escape of all occupants. When an evacuation order has been given by emergency services:

- Contact Principal Office on 0456 498 981 and they will arrange immediate transportation.
- Responsible Person will calmly alert all persons present and quickly prompt them to shelter in place in classroom until bus arrives at the bus bay.
- Before exiting the building, an educator will check all rooms to ensure they are clear whilst shutting doors behind them, while maintaining supervision of the children.
- Educator will collect attendance records, visitor book, go bag, medications (if needed), and mobile phone.
- Once the bus has arrived, calmly walk to bus bay to embark the bus.
- Once on the bus, the Responsible Person will do a head count and ensure all children are accounted for. Alert emergency services if anybody is missing and their last known whereabouts.
- All educators are to remain with children until all children have been collected from the off-site evacuation point.
- Parents will be notified of the situation by the Principal Office and advised to come and collect their children as soon as possible from the off-site evacuation point.

Shelter in Place Procedure (Bush Fire Specific)

Shelter in place should only be action when it is unsafe to evacuate.

Any direct and specific evacuation direction from emergency services will override a shelter in place action. During large scale bushfires, assistance may not immediately be rendered and the service must be prepared to shelter in place for longer periods.

Shelter in place is defined as finding a safe location indoors and staying there until the threat is gone, or occupants are told to evacuate.

- Educator will calmly alert all persons present and quickly prompt them to move to a designated area, away from the immediate threat. Check all children and visitors are present.
- If children are outside, the educator should get them inside as quickly as possible.
- Immediately call 000.
- Turn on radio to emergency frequency for location.
- Fill buckets of water in preparation.
- Wet towels and cover bottom of all door ways.
- Wet towels and ensure all persons have a wet towel over their head.
- All persons should assemble and remain in the designated 'safe space', away from windows.
- All persons are to remain in the 'safe space' until emergency services direct them to evacuate.
- Contact Principal Office on 0456 498 981.
- The Principal Office will organise transportation if safe to do so and cleared to do so by emergency services.
- The Principal Office will communicate with families.

AT NO TIME SHOULD INDIVIDUALS PLACE THEMSELVES, OR OTHERS, AT RISK

Link to Other Procedures

- Emergency and Evacuation
- Incident, Injury, Trauma and Illness
- Fire Equipment

BUSH FIRE PROCEDURE – MULLION CREEK

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Mullion Creek Public School is a bush fire prone area. Therefore, a bush fire plan is to be in place to ensure the safety of our children, families, educators, and staff.

Cabonne Out of School Hours Care – Mullion Creek will not operate when there is a considerable risk to the safety of children or staff due to the threat of a potential emergency.

The Rural Fire Service is aware there are children on site after school and have been provided contact details in the event of an emergency.

If at any time, the Responsible Person is concerned about a nearby fire or smoke in the area – call (02) 6361 8288 and follow advice of emergency services.

If lives are in danger, call 000.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- NSW Department of Education – <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan>
- NSW Government – Be Prepared this Summer Toolkit
- Rural Fire Service - <https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans>
- Mullion Creek Public School Emergency Management Plan

Principal Office will:

- Ensure the following documents are displayed at all times:
 - Emergency Evacuation procedures

- Emergency Evacuation Diagram – to be reviewed every five years.
- Ensure emergency contact is available for critical events. This will be the ASC Mobile (0456 498 981).
- Ensure fire equipment is checked every six months and evidence of check is received.
- Ensure emergency numbers, relevant to the town, are clearly displayed.
- Monitor fire ratings and close sites at risk of bush fires in an Extreme or Catastrophic area. These ratings are known the day before and can be found on the Rural Fire Service website - <https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans>
- Provide sites at risk of bush fires a Bush Fire Kit consisting of towels, buckets and a battery radio.
- Collaborate with local Rural Fire Service, educators and the Work Health and Safety Coordinator to develop an Emergency Management Plan for each site and review this plan annually.
- Ensure the Emergency Management Plan is provided to the relevant school.
- Check Fire Danger Ratings each day.
- Promptly alert educators and families if a site is to be closed due to a Catastrophic Fire Rating. The site may also close in bush fire prone area if the fire danger rating is Extreme.
- Ensure families are aware of the bush fire procedures.
- Complete an annual risk assessment for each site.

Procedure

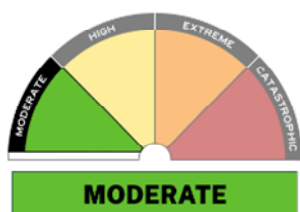
Responsible Person will:

- Ensure there is always at least one fully charged mobile phone on site.
- Have Hazards Near Me App downloaded on their phone.
- Contact the RFS 24-hour line if a fire starts nearby for advice - **(02) 6361 8288**
- Ensure all children's emergency contacts can be accessed easily in an emergency.

EXTREME OR CATASTROPHIC FIRE RATING

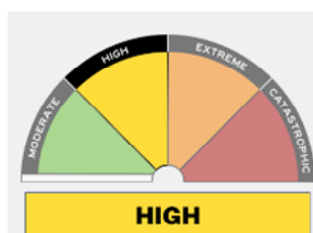
- Schools in bush fire risk areas will be advised to close by the Department of Education if bush fire rating is Catastrophic. Services within the grounds of these schools will also close. A Principal Office staff member will promptly notify educators and families via text and email if the service is not operating.
- If the Responsible Person holds serious concerns about the weather conditions or the safety of the children and educators, they need to communicate this to the Principal Office in a timely manner.

- If the rating changes to either Extreme or Catastrophic unexpectedly, the Rural Fire Service will contact the Principal Office to advise them of these changes.
- The service will follow the advice of emergency services.



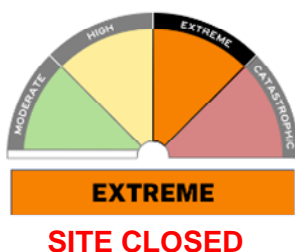
Plan and prepare.

- › Stay up to date and be ready to act if there is a fire.



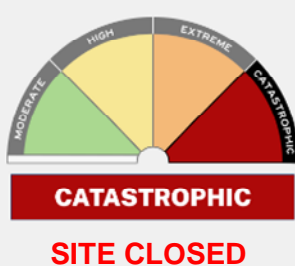
Be ready to act.

- › There's a heightened risk. Be alert for fires in your area.
- › Decide what you will do if a fire starts.
- › If a fire starts, your life and property may be at risk. The safest option is to avoid bush fire risk areas.



Take action now to protect your life and property.

- › These are dangerous fire conditions.
- › Check your bush fire plan and ensure that your property is fire ready.
- › If a fire starts, take immediate action. If you and your property are not prepared to the highest level, go to a safer location well before the fire impacts.
- › Reconsider travel through bush fire risk areas.






For your survival leave bush fire risk areas.

- › These are the most dangerous conditions for a fire.
- › Your life may depend on the decisions you make, even before there is a fire.
- › Stay safe by going to a safer location early in the morning or the night before.
- › Homes cannot withstand fires in these conditions.
- › You may not be able to leave, and help may not be available.

NEARBY FIRES

- All staff and educators must have the Hazards Near Me app on their phone, with notifications turned on.
- If a fire starts nearby, the Responsible Person will contact the **Rural Fire Service's (RFS) 24-hour line on 6361 8288** and follow their advice.
- Responsible Person will need to report back to the Principal Office as soon as possible after contacting the RFS 24-hour line.

- The service will follow any directions and advice given by emergency services.
- The Principal Office will contact families to come and collect children, on advice from emergency services.

	<p>Alert Level – Advice: A fire has started. There is no immediate danger. Stay up to date in case the situation changes.</p> <p>Action: Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site. If advised, initiate Full Evacuation (Off-Site).</p>
	<p>Alert Level – Watch and Act: There is a heightened level of threat. Conditions are changing and you need to start taking action now.</p> <p>Action: Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site. If advised, initiate Full Evacuation (Off-Site).</p>
	<p>Alert Level – Emergency Warning: An Emergency Warning is the highest level of Bush Fire Alert. You may be in danger and need to take action immediately. Any delay now puts life at risk.</p> <p>Action: Initiate Full Evacuation (Off-Site). Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site.</p>

WHEN A BUSH FIRE IS THREATENING THE SERVICE

- The Responsible Person must contact 000 immediately when concerned about the health and safety of children due to a nearby fire.
- The service will evacuate to an offsite location when advised to by emergency services.
- The Responsible Person must immediately relay this information back to the Principal Office.
- The Principal Office will contact Apple City Coaches who will immediately send out a bus to the site, that is big enough to fit all children.
- The Principal Office will work with the Rural Fire Service to ensure the prompt and safe evacuation of all persons on site.
- The Responsible Person must ensure the building is empty and all children are on the bus.
- Educators must stay with the children until all children have been collected.
- The Principal Office will advise families if a site has been evacuated and the off-site evacuation point where they will need to immediately collect their children from.
- Families will be encouraged to not travel to the service during a bush fire event. Vehicles are among the most dangerous places to be in bushfires.
- Families are discouraged from contact the Responsible Person directly as they may be using this phone to communicate with emergency services.
- Educators are not to transport children in their own private vehicle unless directed to by emergency services.

EMERGENCY KIT

- Emergency agencies recommend having a kit ready with items that will ensure the staff and children at your service will be able to evacuate, withstand and recover from an emergency such as bushfires.
- The emergency kit should be kept in a carry bag in an easily accessible location. The kit is referred to as the 'Emergency Go Bag'.
- Emergency kit should contain:
 - Bottled water
 - Sunscreen
 - Torch & batteries
 - Device charger
 - Battery radio
 - First aid kit

Off-Site Evacuation Procedure

Early off-site evacuation in advance of bushfire impact is the safest option. Late evacuation can present a significant risk to life.

A full evacuation is defined as an urgent and immediate escape of all occupants. When an evacuation order has been given by emergency services:

- Contact Principal Office on 0456 498 981 and they will arrange immediate transportation.
- Responsible Person will calmly alert all persons present and quickly prompt them to shelter in place in classroom until bus arrives at the bus bay.
- Before exiting the building, an educator will check all rooms to ensure they are clear whilst shutting doors behind them, while maintaining supervision of the children.
- Educator will collect attendance records, visitor book, go bag, medications (if needed), and mobile phone.
- Once the bus has arrived, calmly walk to bus bay to embark the bus.
- Once on the bus, the Responsible Person will do a head count and ensure all children are accounted for. Alert emergency services if anybody is missing and their last known whereabouts.
- All educators are to remain with children until all children have been collected from the off-site evacuation point.
- Parents will be notified of the situation by the Principal Office and advised to come and collect their children as soon as possible from the off-site evacuation point.

Shelter in Place Procedure (Bush Fire Specific)

Shelter in place should only be action when it is unsafe to evacuate.

Any direct and specific evacuation direction from emergency services will override a shelter in place action. During large scale bushfires, assistance may not immediately be rendered and the service must be prepared to shelter in place for longer periods.

Shelter in place is defined as finding a safe location indoors and staying there until the threat is gone, or occupants are told to evacuate.

- Educator will calmly alert all persons present and quickly prompt them to move inside the classroom.
- Immediately call 000 and follow any advice given by emergency services.
- Turn on radio to emergency frequency for location.
- Fill buckets of water in preparation.
- Wet towels and cover bottom of all door ways.
- Wet towels and ensure all persons have a wet towel over their head.
- All persons should assemble and remain in a designated 'safe space', away from windows.
- All persons are to remain in the classroom until emergency services direct them to evacuate.
- Contact Principal Office on 0456 498 981.
- The Principal Office will organise transportation if safe to do so and cleared to do so by emergency services.
- The Principal Office will communicate with families.

AT NO TIME SHOULD INDIVIDUALS PLACE THEMSELVES, OR OTHERS, AT RISK

Link to Other Procedures

- Emergency and Evacuation
- Incident, Injury, Trauma and Illness
- Fire Equipment

BUSH FIRE PROCEDURE – NASHDALE

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Nashdale Public School is a bush fire prone area and therefore, a bush fire plan is to be in place to ensure the safety of our children, families, educators, and staff.

Cabonne Out of School Hours Care – Nashdale will not operate when there is a considerable risk to the safety of children or staff due to the threat of a potential emergency.

The Rural Fire Service are aware there are children on site after school and have been provided contact details in the event of an emergency.

If at any time, the Responsible Person is concerned about a nearby fire or smoke in the area – call (02) 6361 8288 and follow advice of emergency services.

If lives are in danger, call 000.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- NSW Department of Education – <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan>
- NSW Government – Be Prepared this Summer Toolkit
- Rural Fire Service - <https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans>
- Nashdale Public School Emergency Management Plan

Principal Office will:

- Ensure the following documents are displayed at all sites:
 - Emergency Evacuation procedures

- Emergency Evacuation Diagram – to be reviewed every five years.
- Ensure emergency contact is available for critical events. This will be the ASC Mobile (0456 498 981).
- Ensure fire equipment is checked every six months and evidence of check is received.
- Ensure emergency numbers, relevant to the town, are clearly displayed.
- Ensure there is an emergency bush fire plan in place for vulnerable sites.
- Monitor fire ratings and close sites at risk of bush fires in a n Extreme and Catastrophic rating. These ratings are known the day before and can be found on the Rural Fire Service website - <https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans>
- Provide sites at risk of bush fires a Bush Fire Kit consisting of towels, buckets and a battery radio.
- Collaborate with local Rural Fire Service, educators and the Work Health and Safety Coordinator to develop an Emergency Management Plan for each site and review this plan annually.
- Check Fire Danger Ratings each day.
- Promptly alert educators and families if a site is to be closed due to an Extreme or Catastrophic Fire Rating.
- Ensure families are aware of the bush fire procedures.
- Complete an annual risk assessment for each site.

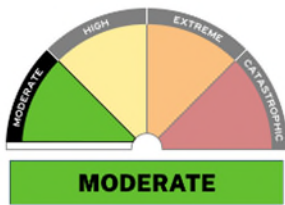
Procedure

Responsible Person will:

- Ensure there is always at least one fully charged mobile phone on site.
- Have Hazards Near Me App downloaded on their phone.
- Contact the RFS 24-hour line if a fire starts nearby for advice - (02) 6361 8288
- Ensure all children's emergency contacts can be accessed easily in an emergency.

EXTREME OR CATASTROPHIC FIRE RATING

- Services in bush fire risk areas will be advised to closed if bush fire rating is Extreme or Catastrophic. A Principal Office staff member will promptly notify educators and families via text and email if the service is not operating.
- If the school is not open, the Principal Office will close the service if the bush fire rating is Extreme or Catastrophic, or serious concerns are held about the weather conditions, or the safety of the children and educators. Educators need to communicate any concern to the Principal Office in a timely manner.
- The service will follow the advice of emergency services.



Plan and prepare.

- › Stay up to date and be ready to act if there is a fire.



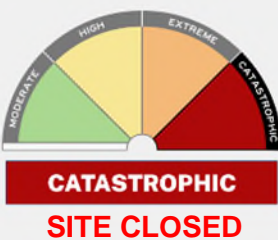
Be ready to act.

- › There's a heightened risk. Be alert for fires in your area.
- › Decide what you will do if a fire starts.
- › If a fire starts, your life and property may be at risk. The safest option is to avoid bush fire risk areas.



Take action now to protect your life and property.

- › These are dangerous fire conditions.
- › Check your bush fire plan and ensure that your property is fire ready.
- › If a fire starts, take immediate action. If you and your property are not prepared to the highest level, go to a safer location well before the fire impacts.
- › Reconsider travel through bush fire risk areas.






For your survival leave bush fire risk areas.

- › These are the most dangerous conditions for a fire.
- › Your life may depend on the decisions you make, even before there is a fire.
- › Stay safe by going to a safer location early in the morning or the night before.
- › Homes cannot withstand fires in these conditions.
- › You may not be able to leave, and help may not be available.

NEARBY FIRES

- All staff and educators must have the Hazards Near Me app on their phone, with notifications turned on.
- If a fire starts nearby, the Responsible Person will contact the **Rural Fire Service's (RFS) 24-hour line on 6361 8288** and follow their advice.
- Responsible Person will need to report back to the Principal Office as soon as possible after contacting the RFS 24-hour line.
- The service will follow any directions and advice given by emergency services.
- The Principal Office will contact families to come and collect children, on advice from emergency services.

	<p>Alert Level – Advice: A fire has started. There is no immediate danger. Stay up to date in case the situation changes.</p> <p>Action: Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site. If advised, initiate Full Evacuation (Off-Site).</p>
	<p>Alert Level – Watch and Act: There is a heightened level of threat. Conditions are changing and you need to start taking action now.</p> <p>Action: Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site. If advised, initiate Full Evacuation (Off-Site).</p>
	<p>Alert Level – Emergency Warning: An Emergency Warning is the highest level of Bush Fire Alert. You may be in danger and need to take action immediately. Any delay now puts life at risk.</p> <p>Action: Initiate Full Evacuation (Off-Site). Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site.</p>

WHEN A BUSH FIRE IS THREATENING THE SERVICE

- The Responsible Person must contact 000 immediately when concerned about the health and safety of children due to a nearby fire.
- The service will evacuate to an offsite location if advised to by emergency services.
 - The Responsible Person must immediately relay this information back to the Principal Office.
 - The Principal Office will contact Apple City Coaches who will immediately send out a bus to the site, that is big enough to fit all children.
 - The Principal Office will work with the Rural Fire Service to ensure the prompt and safe evacuation of all persons on site.
 - The Responsible Person must ensure the building is empty and all children are on the bus.
 - Educators must stay with the children until all children have been collected.
 - The Principal Office will advise families if a site has been evacuated and the off-site evacuation point where they will need to immediately collect their children from.
- Families will be encouraged to not travel to the service during a bush fire event. Vehicles are among the most dangerous places to be in bushfires.
- Families are discouraged from contact the Responsible Person directly as they may be using this phone to communicate with emergency services.
- Educators are not to transport children in their own private vehicle unless directed to by emergency services.

EMERGENCY KIT

- Emergency agencies recommend having a kit ready with items that will ensure the staff and children at your service will be able to evacuate, withstand and recover from an emergency such as bushfires.
- The emergency kit should be kept in a carry bag in an easily accessible location. The kit is referred to as the 'Emergency Go Bag'.
- Emergency kit should contain:
 - Bottled water
 - Sunscreen
 - Torch & batteries
 - Device charger
 - Battery radio
 - First aid kit

Off-Site Evacuation Procedure

Early off-site evacuation in advance of bushfire impact is the safest option. Late evacuation can present a significant risk to life.

A full evacuation is defined as an urgent and immediate escape of all occupants. When an evacuation order has been given by emergency services:

- Contact Principal Office on 0456 498 981 and they will arrange immediate transportation.
- Responsible Person will calmly alert all persons present and quickly prompt them to shelter in place in classroom until bus arrives at the bus bay.
- Before exiting the building, an educator will check all rooms to ensure they are clear whilst shutting doors behind them, while maintaining supervision of the children.
- Educator will collect attendance records, visitor book, go bag, medications (if needed), and mobile phone.
- Once the bus has arrived, calmly walk to bus bay to embark the bus.
- Once on the bus, the Responsible Person will do a head count and ensure all children are accounted for. Alert emergency services if anybody is missing and their last known whereabouts.
- All educators are to remain with children until all children have been collected from the off-site evacuation point.
- Parents will be notified of the situation by the Principal Office and advised to come and collect their children as soon as possible from the off-site evacuation point.

Shelter in Place Procedure (Bush Fire Specific)

Shelter in place should only be action when it is unsafe to evacuate.

Any direct and specific evacuation direction from emergency services will override a shelter in place action. During large scale bushfires, assistance may not immediately be rendered, and the service must be prepared to shelter in place for longer periods.

Shelter in place is defined as finding a safe location indoors and staying there until the threat is gone, or occupants are told to evacuate.

- Educator will calmly alert all persons present and quickly prompt them to move to a designated area, away from the immediate threat. Check all children and visitors are present.
- If children are outside, the educator should get them inside as quickly as possible.
- Immediately call 000 (if not already in contact with the RFS).
- Turn on radio to emergency frequency for location.
- Fill buckets of water in preparation.
- Wet towels and cover bottom of all door ways.
- Wet towels and ensure all persons have a wet towel over their head.
- All persons should assemble and remain in the designated 'safe space', away from windows.
- All persons are to remain in the 'safe space' until emergency services direct them to evacuate.
- Contact Principal Office on 0456 498 981.
- The Principal Office will organise transportation if advised to do so by emergency services.
- The Principal Office will communicate with families.

AT NO TIME SHOULD INDIVIDUALS PLACE THEMSELVES, OR OTHERS, AT RISK

Link to Other Procedures

- Emergency and Evacuation
- Incident, Injury, Trauma and Illness
- Fire Equipment

BUSH FIRES

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care is committed to the safety of our children, families, educators and staff in bush-fire prone areas.

Sites in bush fire prone areas have their own Bush Fire Procedure and these should be referred to over this procedure.

If lives are in danger, call 000.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- NSW Department of Education – <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/current-service-providers/emergency/plan>
- NSW Government – Be Prepared this Summer Toolkit
- Rural Fire Service - <https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans>

Principal Office will:

- Ensure the following documents are displayed at all sites:
 - Emergency Evacuation procedures
 - Emergency Evacuation Diagram – to be reviewed every five years.
- Ensure emergency contact is available for critical events. This will be the ASC Mobile (0456 498 981).
- Ensure fire equipment is checked every six months and evidence of check is received.

- Ensure emergency numbers, relevant to the town, are clearly displayed.
- Ensure there is an emergency bush fire plan in place for vulnerable sites.
- Monitor fire ratings and close sites at risk of bush fires in a Catastrophic rating. These ratings are known the day before and can be found on the Rural Fire Service website - <https://www.rfs.nsw.gov.au/fire-information/fdr-and-tobans>
- Provide sites at risk of bush fires a Bush Fire Kit consisting of towels, buckets and a battery radio.
- Collaborate with local Rural Fire Service, educators and the Work Health and Safety Coordinator to develop a Bush Fire Procedure for each site and review this plan annually.
- Check Fire Danger Ratings each day.
- Promptly alert site Supervisors, educators and families, in bush fire prone areas, if a site is to be closed due to an Extreme or Catastrophic Fire Rating.
- Ensure families are aware of the bush fire procedures.
- Complete an annual risk assessment for each site.

Procedure

Responsible Person will:

- Ensure there is always at least one fully charged mobile phone on site.
- Have Hazards Near Me App downloaded on their phone.
- Contact the RFS 24-hour line if a fire starts nearby for advice - **(02) 6361 8288**
- Ensure all children's emergency contacts can be accessed easily in an emergency.




EXTREME OR CATASTROPHIC FIRE RATING – Schools in Bush Fire Prone Areas

- Schools in bush fire risk areas will be advised to close by the Department of Education if bush fire rating is Catastrophic. Services within the grounds of these schools will also close. A Principal Office staff member will promptly notify educators and families via text and email if the service is not operating.
- If the Responsible Person holds serious concerns about the weather conditions or the safety of the children and educators, they need to communicate this to the Principal Office in a timely manner.
- If the rating changes to either Extreme or Catastrophic unexpectedly, the Rural Fire Service will contact the Principal Office to advise them of these changes.
- The service will follow the advice of emergency services.

NEARBY FIRES

- All staff and educators must have the Hazards Near Me app on their phone, with notifications turned on.

- If a fire starts nearby, the Responsible Person will contact the **Rural Fire Service's (RFS) 24-hour line on 6361 8288** and follow their advice.
- Responsible Person will need to report back to the Principal Office as soon as possible after contacting the RFS 24-hour line.
- The service will follow any directions and advice given by emergency services.
- The Principal Office will contact families to come and collect children, on advice from emergency services.

	<p>Alert Level – Advice: A fire has started. There is no immediate danger. Stay up to date in case the situation changes.</p> <p>Action: Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site. If advised, initiate Full Evacuation (Off-Site).</p>
	<p>Alert Level – Watch and Act: There is a heightened level of threat. Conditions are changing and you need to start taking action now.</p> <p>Action: Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site. If advised, initiate Full Evacuation (Off-Site).</p>
	<p>Alert Level – Emergency Warning: An Emergency Warning is the highest level of Bush Fire Alert. You may be in danger and need to take action immediately. Any delay now puts life at risk.</p> <p>Action: Initiate Full Evacuation (Off-Site). Contact the RFS 24hr line 6361 8288 and seek advice on bushfire in the surrounding area and any potential threat to the school site or access routes to and from the school site.</p>

WHEN A BUSH FIRE IS THREATENING THE SERVICE

- The Responsible Person must contact 000 immediately when concerned about the health and safety of children due to a nearby fire.
- The service will evacuate to an offsite location when advised to by emergency services.
- The Responsible Person must immediately relay this information back to the Principal Office.
- The Principal Office will work with the Rural Fire Service to ensure the prompt and safe evacuation of all persons on site.
- Educators must stay with the children until all children have been collected.
- The Principal Office will advise families if a site has been evacuated and the off-site evacuation point where they will need to immediately collect their children from.
- Families will be encouraged to not travel to the service during a bush fire event. Vehicles are among the most dangerous places to be in bushfires.
- Families are discouraged from contacting the Responsible Person directly as they may be using this phone to communicate with emergency services.

- Educators are not to transport children in their own private vehicle unless directed to by emergency services.

Full Evacuation Procedure (Off-Site)

Early off-site evacuation in advance of bushfire impact is the safest option. Late evacuation can present a significant risk to life.

A full evacuation is defined as an urgent and immediate escape of all occupants. When an evacuation order has been given by emergency services:

- Contact Principal Office on 0456 498 981 and they will arrange immediate transportation.
- Responsible Person will calmly alert all persons present and quickly prompt them to shelter in place in classroom until bus arrives at the bus bay.
- Before exiting the building, an educator will check all rooms to ensure they are clear whilst shutting doors behind them, while maintaining supervision of the children.
- Educator will collect attendance records, visitor book, go bag, medications (if needed), and mobile phone.
- Once the bus has arrived, calmly walk to bus bay to embark the bus.
- Once on the bus, the Responsible Person will do a head count and ensure all children are accounted for. Alert emergency services if anybody is missing and their last known whereabouts.
- All educators are to remain with children until all children have been collected from the off-site evacuation point.
- Parents will be notified of the situation by the Principal Office and advised to come and collect their children as soon as possible from the off-site evacuation point.

Shelter in Place Procedure (Bush Fire Specific)

Shelter in place should only be action when it is unsafe to evacuate.

Any direct and specific evacuation direction from emergency services will override a shelter in place action. During large scale bushfires, assistance may not immediately be rendered and the service must be prepared to shelter in place for longer periods.

Shelter in place is defined as finding a safe location indoors and staying there until the threat is gone, or occupants are told to evacuate.

- Educator will calmly alert all persons present and quickly prompt them to move inside the classroom.
- Immediately call 000 and follow any advice given by emergency services.
- Contact Principal Office on 0456 498 981.
- Turn on radio to emergency frequency for location.
- Fill buckets of water in preparation.

- Wet towels and cover bottom of all door ways.
- Wet towels and ensure all persons have a wet towel over their head.
- All persons should assemble and remain in a designated 'safe space', away from windows.
- All persons are to remain in the classroom until emergency services direct them to evacuate.
- The Principal Office will organise transportation if safe to do so and cleared to do so by emergency services.
- The Principal Office will communicate with families.

AT NO TIME SHOULD INDIVIDUALS PLACE THEMSELVES, OR OTHERS, AT RISK

Link to Other Procedures

- Emergency and Evacuation
- Incident, Injury, Trauma and Illness
- Fire Equipment

CHILD ENROLMENT AND ORIENTATION

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care will implement systems and practices that allow for placements to occur in a fair and ethical manner.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Child Care Provider Handbook - <https://www.education.gov.au/early-childhood/resources/child-care-provider-handbook>

Relevant Regulations

- Regulation 91 – Medical conditions policy to be provided to parents.
- Regulation 160 – Child enrolment records to be kept by Approved Provider
- Regulation 161 – Authorisations to be kept in enrolment record.
- Regulation 162 – Health information to be kept in enrolment record.

Priority of Access

The Australian Government has developed 'Priority of Access Guidelines'. This is to ensure the system is fair when the service has a waiting list and parents are applying for a limited number of vacancies. These guidelines are set out in the following:

- Priority 1 - A child at risk of serious abuse or neglect
- Priority 2 – Child of single parent, or parents who both satisfy, the work, training, study test.
- Priority 3 - Any other child.

Within these main priority categories, priority should also be given to children in:

- Children in Aboriginal or Torres Strait Islander families.
- Children in families which include a person with a disability.
- Children in families on low incomes.
- Children in families from culturally and linguistically diverse backgrounds.
- Children in socially isolated families.

Enrolment Process

1. **The family makes a CCS claim** – Families should first lodge a CCS claim with Services Australia before their child starts at the service.

If a child starts at your service before the family has lodged a claim, or while their claim is being assessed, the family must be charged full fees.

If the family is assessed as eligible, CCS can be backdated up to 28 days from when the claim was made. Backdated CCS will be paid directly to the family.

2. **The provider and the family agree on care arrangements** - Before enrolling a child, the service must come to an agreement with the family on the care arrangements for the child. Families must agree to the care arrangements in writing. They can do this electronically or in hard copy.
3. **The provider submits an enrolment notice** – Once care arrangements have been agreed on, the provider must submit an enrolment notice in Harmony. The provider must do this within seven days after the end of the week in which the agreement was made.
4. **The family confirms the enrolment** – Once an enrolment notice has been submitted, the family will be prompted to confirm the enrolment via their Centrelink online account. CCS payments will not be made until the enrolment has been confirmed.

Procedure

The Principal Office will:

- Maintain a register of families requiring care, through third-party software, Harmony Software.
- Review and update the waiting list register every three months.
- Email through the enrolment form link to families, explaining they will need to upload a birth certificate, provide at least two emergency contact and if relevant provide court orders relating to the child.
- Process the enrolment information by:
 - (a) Creating a new folder for the family in MagiQ. Please ensure there is no folder already in MagiQ from siblings attending. Check the Archived Families folder.
 - (b) Uploading enrolment form and any other relevant documentation in the family's folder.
 - (c) Book the child into Harmony Software.
 - (d) Create CCS Enrolment with Centrelink & ask family to confirm it.
 - (e) Email all parents and authorised persons a link to create an e-Signature PIN.
- Email all new families the Parent Handbook
- Ensure if the child has a medical condition, the following has been completed before the child commences care:
 - (a) Medical Management Plan (to be completed by a doctor)
 - (b) Risk Minimisation Plan (to be completed by the Responsible Person or a staff member)
- Store any court orders, parenting orders and parenting plans provided to the service on the child's enrolment record.
- Ensure families know they must complete a Site Induction with the Responsible Person before their enrolment can be processed.

The Responsible Person will:

- Complete a Site Induction with new families before they commence care and document this on Appenate.

Families are encouraged to:

- Complete an enrolment form and any other paperwork required before starting care.
- Provide any relevant court orders, parenting orders or parenting plans to the service that dictate who has access to the child. Parents are reminded that the service cannot abide by these orders if they do not have a copy.
- Provide a Medical Management Plan to the service if their child suffers from asthma, anaphylaxis, diabetes, or severe allergies. This plan must be completed by a doctor and renewed annually.
- Complete an orientation at their relevant site before commencing care.

CASUAL BOOKINGS

When a child has a casual booking, the family must notify the service of their need for a casual day. Upon notification by the family, the Principal Office will:

- Confirm casual sessions.
- Enter these casual sessions into Harmony Software
- Confirm the casual booking with the parent/guardian via email.
- Enter booking into casual bookings located on the Children' Services Supervisor's desk.
- Notify the Responsible Person rostered on for the casual session and ensure they acknowledge the notification. This can be done by text, phone call or email.

Links to Other Procedures

- Access
- Confidentiality and Storage of Records
- Delivery and Collection of Children from Service
- Managing Records
- Medical Conditions
- Safe Arrival of Children

CHILD PROTECTION

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Every child has a right to be cared for in a safe secure environment. It is important that every child coming into care is kept safe, nurtured, has their emotional and physical needs met, and has issues relating to child abuse dealt with in a sensitive and reassuring manner.

Cabonne After School Care will implement and review procedures in accordance with the NSW Child Protection Legislation to ensure that all stakeholders within the childcare service are informed of their responsibilities in child protection matters.

Cabonne Children's Services staff are mandatory reporters and have a legal obligation to report suspected child abuse and neglect to the relevant authorities.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Children and Young Persons (Care and Protection) Act 1998
- Child Protection (Prohibited Employment) Act 1998
- Commission for Children and Young People Act 1998
- Ombudsman Amendment Child Protection and Community Services Act 1998
- Office of Children's Guardian - <https://ocg.nsw.gov.au/>

Relevant Regulations

- Regulation 84 – Awareness of child protection law
- Regulation 157 – Access for parents

Definitions

At risk of significant harm - in relation to a child or young person means that there are current concerns for their safety, welfare, or wellbeing because of the presence to a **significant extent** of any one or more of the following circumstances:

- The child's or young person's basic physical or psychological needs are not being met or at risk of not being met.
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive medical care.

- Any such circumstances may relate to a single act or omission or to a series of acts or omissions.
- In the case of a child or young person who is required to attend school in accordance with the Education Act 1990 - the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act.
- The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated.
- The child or young person is living in a household where there have been incidents of domestic violence and, therefore, the child or young person is at risk of serious physical or psychological harm.
- A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm.

Reasonable grounds means that you suspect a child may be at risk of significant harm based on:

- Your observations of the child, young person, or family; or
- What the child, young person, parent, or another person has told you. It does not mean that you are required to confirm your suspicions or have clear proof before making a report.

Reportable Allegation – an allegation that an employee or contractor of a relevant entity has engaged in conduct that may be reportable conduct. It is not necessary to have any evidence to support that the alleged conduct occurred in order to notify the Children’s Guardian.

Reportable conduct

- A sexual offence (child related)
- Sexual misconduct (child-related)
- Ill treatment of a child
- Neglect of a child
- An assault against a child
- An offence under s43B of the Crimes Act 1900 (Failure to reduce or remove risk of child becoming victim of child abuse)
- An offence under s316A of the Crimes Act 1900 (Concealing child abuse offence)
- Behaviour that causes significant emotional or psychological harm to child.

More information and the Mandatory Reporter Guide are available at the Child Story Reporter website <https://reporter.childstory.nsw.gov.au>

Procedure

The Approved Provider will:

- Determine appropriate action to be taken in relation to a child protection allegation against an educator, with support from Principal Office staff.

- Ensure allegations of criminal offence against children are reported to the NSW Police immediately.
- Ensure if a child is suspected to be at risk of significant harm, a report is made to the Child Protection Helpline promptly.
- Contact the OCG Reportable Conduct Directorate on (02) 8219 3800 if a child protection allegation is raised against an employee or registered educator. The Reportable Conduct Directorate will assist with how to proceed with allegation.
- Apply processes consistently and with integrity and treat all people involved with respect. This includes recognising and managing actual, potential or perceived conflicts of interest.
- Operate within the requirements for a Child Safe Organisation.

The Principal Office will:

- Refer to the Mandatory Reporter Guide where there is a suspicion of risk of harm and encourage educators to access guide.
- Report to the Regulatory Authority, within seven days:
 - Serious incidents
 - Complaints
 - Circumstances which pose a risk to the health, safety, or wellbeing of children
 - Any incident or allegation that physical or sexual abuse of a child or children has occurred or is occurring while the child or children are being educated and cared for by the service.
- Contact and consult with the Office of Children's Guardian regarding any Child Protection matter.
- Cooperate with relevant authorities when a child protection incident occurs.
- Work in collaboration with other agencies and organisations to ensure children's safety and wellbeing is supported.
- Document all information in relation to child protection incident and inform staff members to do the same (record keeping). Staff members should not investigate the incident, only collect and review information, and ask clarifying, non-leading questions.
- Maintain confidentiality – see Confidentiality and Storage of Records Procedure
- Protect the wellbeing of the children by acting sensitively in matters of child protection.
- Support staff members and families when a child protection incident occurs.
- Ensure that any adult working or volunteering directly with children hold a current a Working with Children Check.
- Ensure the Nominated Supervisor verifies Working with Children Checks prior to a staff member commencing work.
- Participate in the Child Protection Refresher Course annually, unless significant changes occur, to which staff members must complete the full Child Protection Certificate.

- Report to Child Protection Helpline (13 21 11) where there are reasonable grounds to suspect a child is at risk of significant harm.

Staff members (Educators) will:

- Utilise the Mandatory Reporters Guide and consult with the Children's Services Coordinator and/or Children's Services Supervisor to inform decisions about whether an incident needs to be reported or documented.
- Document all information in relation to child protection incident (record keeping). Staff should not investigate the incident, only collect information, and ask clarifying, non-leading questions.
- Report to Children's Services Coordinator and/or Children's Services Supervisor where there are reasonable grounds to suspect a child is at risk of harm.
- Ensure that no improper relationship is established with a child by spending inappropriate special time with a child, inappropriately giving gifts, showing special favours, or asking a child to keep a relationship or secret to themselves.
- Ensure there is no inappropriate physical contact with a child, undressing in front of a child or any discussion of a sexual nature.
- Provide the Principal Office with information, if required, to complete child protection reports.
- Maintain confidentiality – see *Confidentiality and Storage of Records Procedure*
- Protect the wellbeing of the children by acting sensitively in matters of child protection.
- Participate in the Child Protection Refresher Course every two years, unless significant changes occur, to which educators must complete the full Child Protection Certificate.
- Ensure all visitors sign the Visitors Register.
- Always provide adequate supervision of children to protect children from risk of significant harm.
- Take all reasonable steps to protect children from abuse.
- Fully include all children in our service.
- Ensure no child is intentionally or knowingly put at risk of abuse while being cared for in the education and care service.
- Be unnecessarily physical with children.
- Ensure they never discriminate against children or express personal views on cultures, race, or sexuality.
- Not add a child as a 'friend' on their private social media accounts.

If a child discloses to you that abuse is occurring:

- 1. Move to a discreet location where you can speak quietly, if needed.**
 - Ensure you are still able to supervise other children.

2. Be calm and patient.

- Give the child the time they need to tell you about their experience.
- Do not try and rush them.

3. What to ask?

- Don't ask too many questions. It shouldn't feel like an interrogation.
- You don't need to know everything; you are not investigating.
- You should stop asking questions once you feel there is something to report. You should then be passing this information onto the Children's Services Coordinator, Children's Services Supervisor or the Community Services Department Leader.
- Use open rather than leading questions. Ask, 'What happened?' rather than, 'Did they do X to you?'. You want the child to explain what happened. You don't want to put ideas in their mind.

4. Take notes.

- After the child has told you what happened, make notes using the child's own words. Use their exact words. If they say, 'They whacked me', don't say 'They assaulted me' in your notes.
- Make sure notes are stored securely and only shared on a need-to-know basis, appropriately confidentiality and privacy. Don't leave them lying around.
- Make sure notes are dated.

5. Be supportive.

- Reassure the child they did the right thing by talking to you.
- Reassure the child that it isn't their fault.

6. Don't make promises you can't keep.

- Tell the child you need to report the matter because you want to help.
- Don't promise the child you won't say anything or can make the abuse stop but reassure them you will do what you can to help.

Do not:

- Express panic, shock, anger or disbelief
- Ask leading questions.
- Dismiss, minimise or challenge the disclosure.
- Make promises you cannot keep (including keeping the disclosure a secret).
- Confront alleged perpetrator.

Families are encouraged to:

- Report any concerns of a child being at risk of harm whilst in care to the educator or Principal Office by calling 02 6392 3219 or emailing childservices.confidential@cabonne.nsw.gov.au

- Abide by the decisions of the Nominated Supervisor or delegated staff member of the service in relation to the placement of the child into care, if requested.
- Uphold the confidentiality and respect the privacy of those involved in any incident that may occur.
- Not take photos of any other child in the service.
- Abide by the *Fees & Charges Procedure* if ceasing care with the service.

If a staff member (Educator) is accused of child protection incident, the service will:

- Make mandatory reports to Police and/or Department of Communities and Justice, if needed.
- Conduct risk assessment and manage any real or perceived risk to children. If risk is present, follow advice of Police or DCJ.
- Contact the Office of Children's Guardian about the allegation within 7 days.
- Contact the Regulatory Authority about the allegation within 7 days.
- Advise the staff member that an allegation has been made against them. (If Police or DCJ are involved, the service will not notify staff member until receiving clearance from these bodies)
- Provide further advice to OCG and/or Regulatory Authority when asked.
- Document all phone calls, emails and meetings.
- Alert the Approved Provider.
- Develop an Action Plan that outlines how the service will respond, including any training the staff member will be asked to complete.
- For more information - <https://ocg.nsw.gov.au/employees-and-volunteers/reportable-allegation-against-employee/process-and-support>

The Approved Provider will consider whether:

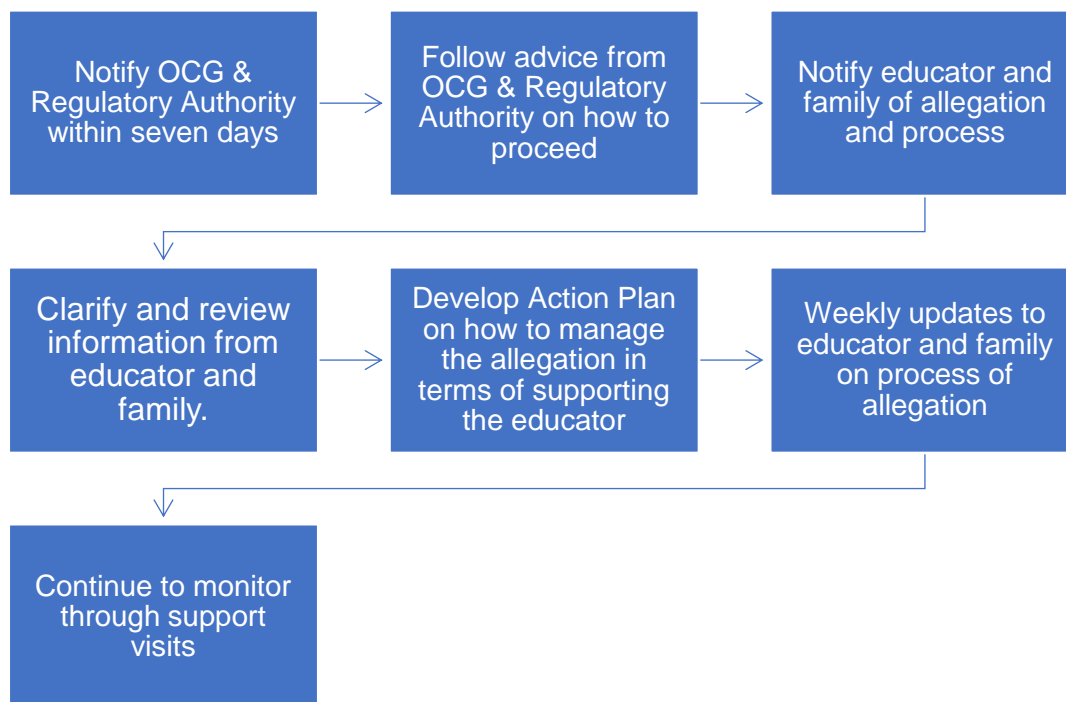
- The alleged conduct has breached a professional standard.
- The alleged conduct has breached the code of conduct or any professional or ethical codes.
- The alleged conduct has breached an accepted community standard.

Conduct that is not reportable to the OCG:

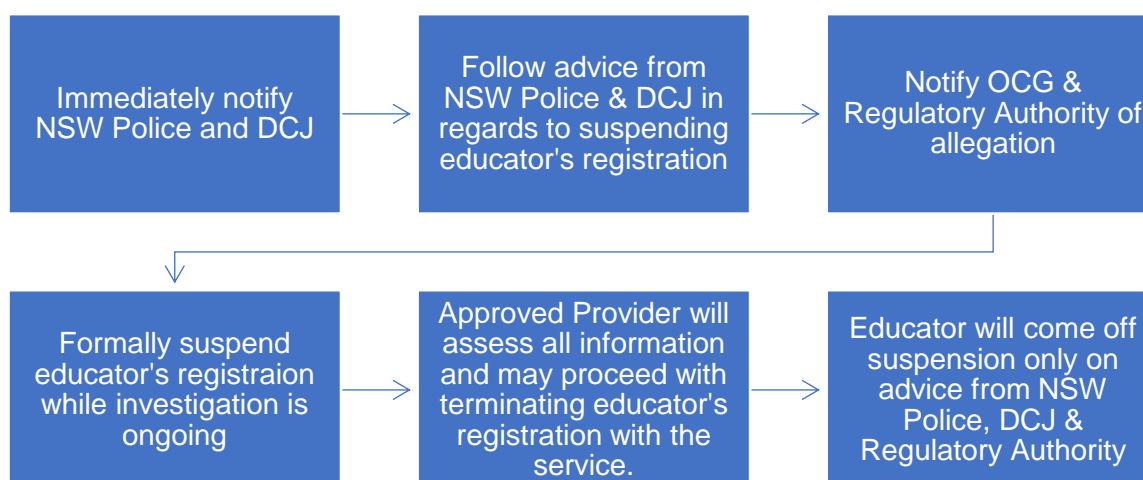
- Trivial or negligible conduct (non-serious assault)
- Conduct that is reasonable for the purpose of management or care of a child, having regard to:
 - The age, maturity, health or other characteristics of the child
 - Any relevant code of code or professional standard

- Conduct of a class or kind exempted from being reportable conduct by the Children's Guardian Act s30

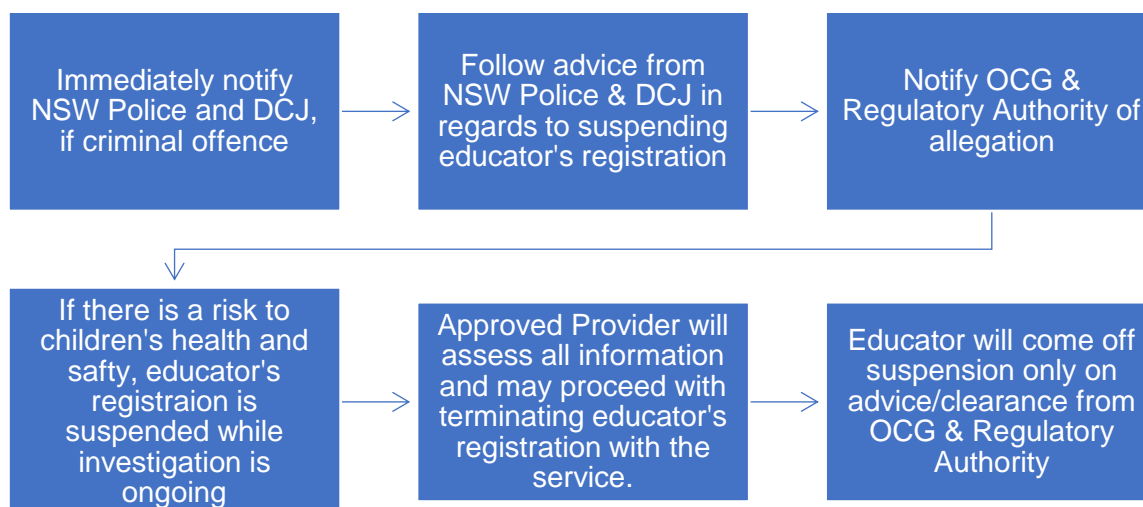
Process of allegation against educator or household member – Non-Reportable



Process of allegation against educator or household member – Criminal Offence



Process of allegation against educator or household member – Reportable Conduct



If a family is unsatisfied with the outcome of an allegation they have raised

An individual can contact the Regulatory Authority if they wish to escalate an allegation due to being unsatisfied with the outcome reached by Approved Provider:

Regulatory Authority

Quality Assurance and Regulatory Services Directorate
Early Childhood Education, NSW Department of Education
Locked Bag 5107, PARRAMATTA NSW 2124

Ph: 1800 619 113 (toll free)

Email: ececd@det.nsw.edu.au

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 Children's Legislation Amendment (Wood Inquiry Recommendations) Act 2009 expands the information sharing provisions of the Children and Young Persons (Care and Protection) Act 1998 to allow a freer exchange of information between prescribed bodies relating to a child or young person's safety, welfare, or wellbeing. Certain agencies can share information regarding the safety, welfare and wellbeing of children and young people and their families and educators without their consent; however, where possible, client consent should be sought.

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.

Ring 000 immediately if there is a life-threatening situation.

Links to Other Procedures

- Access
- Code of Conduct
- Complaint Handling
- Confidentiality & Storage of Records
- Ethical Conduct
- Guiding Children's Behaviour
- Incident, Injury, Trauma, Illness
- Inclusion and Diversity
- Interactions with Children
- Professional Development
- Providing a Child Safe Environment
- Supervision
- Supporting Monitoring and Supervising Educators
- Tobacco, Alcohol and Other Drug Free Environment
- Visitors

CODE OF CONDUCT

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care is committed to a code of professional conduct, upholding ethical principles and professional standards that guide decision-making and practice. The Code of Conduct outlines the expected behaviours and child safe standards for the way we work, as well as the actions, behaviours and conduct expected at our service.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Early Childhood Australia Code of Ethics (2016)
- The United Nations Convention on the Rights of the Child (1989)
- National Child Safe Standards
- Service Philosophy
- Cabonne Council's Code of Conduct

Procedure

The Principal Office will:

- Ensure the service always operates in line with the Education and Care Services National Law and National Regulations.
- Ensure all staff members are provided with, abide by and sign a copy of the Code of Conduct annually.
- Ensure decision-making processes are clear and transparent.
- Develop and review policies, guidelines, and procedures through a process of consultation with all stakeholders.
- Implement anti-bias practices in the workplace and promote diversity.
- Communicate in a positive and respectful manner to all staff, educators, families, children, and others who interact with the service.
- Pass relevant information on to educators and families in a timely manner.
- Be trained in recognising and responding to Child Protection situations.
- Provide opportunities for feedback and improvement.

Educators will:

- Abide by, and have knowledge of, the service's Code of Conduct and Philosophy, and Early Childhood Australia's Code of Ethics.
- Uphold the rights of children and young people who are being educated and cared for.
- Ensure a professional and respectful relationship is maintained with all staff, educators and families while demonstrating integrity, honesty, and mutual respect.
- Actively promote and consider the cultural safety and inclusion of all children and young people.
- Empower children and young people by providing an environment where they can actively participate and 'have a say', especially on issues that are important to them.
- Always hold a current Working with Children Check. This can be renewed within three months of your check expiring.
- Always ensure attendance records are true and accurate – by ensuring parents and authorised persons correctly sign children in and out of each session of care. Refer to *Attendance Records Procedure* for more information.
- Always positively promote themselves and Cabonne Out of School Hours in the community and on social media.
- Maintain a safe workplace for all staff and visitors.

Staff members and educators must never:

- Handle children roughly, not even through play.
- Pull or grab children.
- Swing or pick up children by the arms.
- Communicate inappropriately (i.e. swear, yell, scream, scold, intimidate).
- Discipline children using corporal punishment, physical force or unreasonable discipline.
- Engage in inappropriate or unprofessional relationships with children or their families.
- Subject children to physical, emotional, or sexual abuse or neglect or grooming behaviour.

Families are encouraged to:

- Respect confidentiality of staff members and other families.
- Act in an ethical and respectful manner.
- Discuss any concerns regarding respectfully with a member of the Principal Office.

Links to Other Procedures

- Attendance Records
- Child Protection
- Ethical Conduct
- Guiding Children's Behaviour

COLLABORATIVE PARTNERSHIPS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care will foster an environment which promotes effective partnerships between staff and families that utilises and respects the knowledge that all parties bring to actively promote children's wellbeing, learning and development. All stakeholders will work together to ensure that all relevant and appropriate information relating to education and care of children and the operation of the service is accessible and communicated to families and staff.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

Procedure

The Principal Office will:

- Provide a Parent Handbook to all new families enrolling with the service.
- Communicate with families through regular updates.
- Provide opportunities to families to offer feedback on the service.
- Support educators in the establishment and carrying out of their services in accordance with the requirements under the National Quality Framework.
- Support staff members and educators in their participation in the Assessment and Rating Process.
- Provide appropriate ongoing professional development opportunities to staff members.

Educators will:

- Keep families informed about the activities of the children in care.
- Engage collaboratively and respectfully with families from enrolment and orientation, to learn about their culture, values and beliefs and the priorities they have for their child's learning and wellbeing.
- Actively support the inclusion of all families, providing thoughtful and tailored opportunities enabling participation in the service, including building a sense of belonging for Aboriginal

and Torres Strait Islander families or those from culturally and linguistically diverse backgrounds.

- Support families to participate in the service, make meaningful contributions to service decisions and share in the decision making about their child's learning and wellbeing.
- Provide families with current and accessible information about the service both at the time of enrolment and on a regular basis thereafter.
- Maintain families right to confidentiality.
- Respect the different roles and responsibilities of staff members and support each other in carrying out the responsibilities of their respective positions.
- Positively promote Cabonne Out of School Hours Care in the community.
- Provide all information and consultation required for staff to perform their duties.
- Promote the role of the Principal Office to families and promote access to staff by families for assistance and support.

Families are encouraged to:

- Provide information to the service that will assist in their education and care.
- Read family newsletters and information forwarded from the service or educator.

Links to Other Procedures

- Child Enrolment and Orientation
- Ethical Conduct
- Inclusion and Diversity
- Interactions with Children

COMPLAINT HANDLING

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care acknowledges the right for all persons to be able to state their views and have them heard. It is important to ensure complaints are resolved by discussion and negotiation between the parties concerned. A mediating problem-solving approach should be adopted with efforts made to encourage constructive communication between the parties involved.

A complaint is any matter related to work or the work environment that is causing concern or distress to any individual or group of individuals. Complaints may arise from any act, situation, discussion, or omission, which may be considered unfair, discriminatory, or unjust. The practices will be made freely available to all stakeholders in an easily understood format. Records will be kept of complaints raised, action taken, outcomes reached, method of resolution and feedback from the originating person.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Cabonne Council's Policies and Procedures

Procedure

Feedback is encouraged both formally and informally. Information about the importance of encouraging feedback is included in the enrolment interview held with all families.

Both verbal and written complaints are accepted. A complaint form is used to record complaints, whether formal or informal. All complaints are to be well-documented.

Complaints can be made by parents and families, school age children, members of the community, and service personnel in their capacity as private citizens.

What does the service do when it receives a complaint?

All complaints, whether verbal or written, are formally acknowledged within five working days. Complainants will be informed of the stages involved in investigating their complaint and wherever possible realistic timeframes will be communicated to them. Follow up is important and complainants will be informed of the progress of their complaint. Open and honest communication is essential, even when there is little or no new information to report. Complaints must be handled as quickly as possible to avoid the complaint escalating.

Personnel about whom a complaint is made will be informed about the complaint and can respond. In addition, they will be informed of their right to seek assistance from a support person. They will also be regularly informed as to the progress of the complaint.

Managing a Complaint

Where possible, complaints will be dealt with immediately by Responsible Person as this is usually the person with the closest relationship with the family. If the complaint is about an issue that the supervisor considers to be outside their control, or the family does not feel they wish to share it with the supervisor, the complainant will be directed to the Nominated Supervisor and/or Approved Provider for their complaint to be resolved.

Where the service will have to share confidential information with another person to resolve an issue, or of the nature of a complaint requires that a third party must be informed to meet legislative requirements, they will inform the family of the need prior to any further discussions on the matter.

- The complaint will be documented and any legal requirements in relation to the complaint considered, such as the need to notify regulatory authorities.
- The complainant will be asked to provide information regarding how the situation could be rectified to their satisfaction.
- If possible, the problem will be resolved immediately. If this is not possible, the complainant will be advised that the issue will be given high priority and dealt with as soon as possible.
- If the issues are complex the complainant will be asked to put their concerns in writing.
- Where mediation is required, all parties will have the right to agree to the appointment of the mediator.

Notifiable Complaint

Complaints alleging that the safety, health, or wellbeing of a child was or is being compromised, or that the law has been breached must be reported to the Regulatory Authority within 14 days of the complaint being made. Written reports must include:

- Details of the event or incident.
- The name of the person who initially made the complaint.
- If appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- Any other relevant information.

Complaints Between a Family and Staff Member

- Discuss with individuals concerned. Families are encouraged to discuss any complaints with the staff member in question before contacting the Principal Office.
- Nominated Supervisor to document all communication with individual making complaint.
- Always remain respectful and professional, allowing the individual to speak.
- Discuss how the individual would like the matter resolved.

- Nominated Supervisor to submit a Notification of Complaint to the Regulatory Authority if it is a notifiable complaint and alert the Leader – Community Services.
- Ensure the individual is regularly contacted and kept up to date with progress of complaint.
- Approved Provider/ Nominated Supervisor to gather all evidence necessary.

Complaints Between Staff Members

- In the first instance the employees shall attempt to resolve the complaint between themselves.
- If the complaint is still unresolved, the complaint can be referred to the Nominated Supervisor for mediation.
- If still unresolved, the Nominated Supervisor, in consultation with the parties involved, will determine the next course of action. This may necessitate the involvement of the Leader and Safety, People & Culture.
- If the complaint relates to a breach of the Law or Regulations or of special conditions of the service, the Nominated Supervisor will investigate the circumstances, and an action plan will be completed.

Links to Other Procedures

- Child Enrolment and Orientation
- Ethical Conduct

CONFIDENTIALITY & STORAGE OF RECORDS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care respects the privacy rights of children, families, educators, and staff as they have access to confidential and personal information daily. This procedure ensures all stakeholders are clear about the requirements in relation to confidentiality of records, or information obtained concerning:

- The children in care.
- Staff members.
- Families of the children registered with the service.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- State Archives and Records Authority of New South Wales, Functional Retention and Disposal Authority: FA404

Procedure

The Principal Office will:

- Not communicate confidential information, directly or indirectly, to any other person other than:
 - (a) to the extent necessary for the education and care or medical treatment of the child to whom the information relates; or
 - (b) a parent of the child to whom the information relates, except in the case of information kept in a staff record; or
 - (c) the Regulatory Authority or an authorised officer; or
 - (d) as expressly authorised, permitted, or required to be given by or under any Act or law; or
 - (e) with the written consent of the person who provided the information.
- Ensure personal information of staff, families and children is handled in a confidential and respectful manner.

- Ensure records are stored in a safe and secure place.
- Ensure no confidential information is readily available or on display in the office environment.
- The main door is always shut and locked.
- Computers and phones where confidential information is accessible are password protected and locked when not in use.
- Ensure paperwork is destroyed securely through Cabonne Council's secure shredding bins.
- Understand it is not appropriate for staff members to discuss children in care with people other than the child's family.
- Ensure records are kept in accordance with State Archives and Records Authority of New South Wales, Functional Retention and Disposal Authority: FA4045

Records relating to the receipt by childcare providers of allegations of child abuse.	Retain minimum of 45 years after action completed, then destroy
Records documenting: <ul style="list-style-type: none"> • a child's enrolment, attendance, assessment, learning and development plans, programs, medication and health records, contacts and authorisations. • an incident, illness, injury or trauma suffered by a child (see entry above for allegations of child abuse). • attendance of staff, educators, volunteers, students and visitors. • planning for and approval to conduct excursions, incursions, etc. 	Retain in accordance with the relevant legislative requirements and/or national standards and guidelines, then destroy
Records relating to applications to the regulator to provide or operate a child-care service by or on behalf of the organisation. Records include applications, supporting documentation, reports of inspections and associated correspondence. Includes unsuccessful applications.	Retain in accordance with the relevant legislative requirements and/or national standards and guidelines, then destroy
Policies and procedures relating to the health, safety, and protection of children whilst in the care of the service, including emergency plans and procedures.	Retain minimum of 45 years after policy or procedure is superseded, then destroy
Records relating to routine operational management of a child-care service e.g. waiting lists, applications and acceptances where the child does not attend, general daily or weekly routines and programs etc.	Retain until administrative or reference use ceases, then destroy
Records relating to the development, review and establishment of strategic plans, policies and procedures relating to the regulation and provision of childcare services. Records include policy proposals, research papers, results of consultations, supporting reports, major drafts, final policy documents.	Required as State Archives
Records relating to the investigation of a licensee, licensed centre or authorised supervisor for serious incidents or breaches that result in	Required as State Archives

<p>sanctions and/or prosecutions. Serious incidents include death or serious injury, physical or sexual assault. Records include complaints, notifications, investigation reports, correspondence, briefings, reports and recommendations, and records of remedial action.</p>	
<p>Records relating to the receipt and investigation by the regulator of allegations of child abuse that do not result in sanctions and/or prosecutions.</p>	<p>Retain minimum of 99 years after action completed, then destroy</p>
<p>Records relating to approved applications for a licence to conduct a children's service, or to become a licensee or authorised supervisor of a children's service. Records include:</p> <ul style="list-style-type: none"> • applications and supporting documentation • applications for variations and notifications of changes • approvals and revocations • investigations of allegations that are not related to child abuse and do not result in sanctions or prosecutions • advice on matters related to accreditation, compliance etc. 	<p>Retain minimum of 45 years after revocation, suspension, surrender or expiry of licence or authority, then destroy</p>
<p>Records relating to unsuccessful applications for a licence to conduct a children's service, or to become a licensee or authorised supervisor. Records include:</p> <ul style="list-style-type: none"> • application form and supporting documentation • details of the reason for the licence refusal • appeals and outcomes. 	<p>Retain minimum of 10 years after action completed, then destroy</p>
<p>Records relating to monitoring compliance with requirements and routine liaison with centres over terms and conditions. Records include:</p> <ul style="list-style-type: none"> • compliance reports and statements • inspection checklists • inspection assessment reports/responses • records of site visits 	<p>Retain minimum of 10 years after action completed, then destroy</p>

Educators will:

- Not communicate confidential information, directly or indirectly, to any other person other than:
 - (a) to the extent necessary for the education and care or medical treatment of the child to whom the information relates; or
 - (b) a parent of the child to whom the information relates, except in the case of information kept in a staff record; or
 - (c) the Regulatory Authority or an authorised officer; or
 - (d) as expressly authorised, permitted, or required to be given by or under any Act or law; or
 - (e) with the written consent of the person who provided the information.

- Be sensitive to the rights of staff members and families to have information of a personal nature handled in a tactful, secure, and discreet manner.
- Ensure records are stored in a safe and secure place that is not easily accessible to families and visitors to the service.
- Ensure records are kept and handed to the Principal Office for scanning:
 - (a) if the record relates to an incident, illness, injury, or trauma suffered by a child while being educated and cared for by the education and care service, until the child is aged 25 years.
 - (b) if the record relates to the death of a child while being educated and cared for by the education and care service or that may have occurred because of an incident while being educated and cared for, until the end of 7 years after the death.
 - (c) in the case of any other record relating to a child enrolled at the education and care service, until the end of 3 years after the last date on which the child was educated and cared for by the service.
 - (d) if the record relates to the approved provider, until the end of 3 years after the last date on which the approved provider operated the education and care service.
 - (e) if the record relates to a nominated supervisor or staff member of an education and care service, until the end of 3 years after the last date on which the nominated supervisor or staff member provided education and care on behalf of the service.
 - (f) in case of any other record, until the end of 3 years after the date on which the record was made.
- Understand it is not appropriate for them to discuss children in care with people other than the child's family and the service.
- Not refer to a child by name, or disclose any identifying information, when discussing an incident with another staff member, family member, or member of the public.
- Immediately notify the Nominated Supervisor if confidential information has been disclosed or a privacy breach has occurred.

Families are encouraged to:

- Respect the private and confidential relationship between themselves and staff members.
- Refrain from discussing grievances with an educator in public.
- Alert the Nominated Supervisor if it is believed there has been a privacy breach.

Links to Other Procedures

- Child Enrolment and Orientation
- Child Protection
- Managing Records
- Medical Conditions

CUSTOMER SERVICE

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care maintains high standards and satisfaction through regular consultation and interactions with all stakeholders.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Cabonne Council's Policies and Procedures

Procedure

The Principal Office will:

- Develop, conduct, and maintain ongoing opportunities for all stakeholders to provide feedback on service delivery.
- Answer the phone and door in an uplifting manner, giving a positive first impression of the service.
- Answer the phone using the line – 'Good morning/afternoon, Cabonne Children's Services. You're speaking with...'
- Respond to messages and emails within two business days.
- Dress professionally and behave appropriately in the workplace.

Educators will:

- Participate in opportunities to provide feedback to the service.
- Support the service to collect feedback from families and other stakeholders.
- Always display themselves and the service in a professional manner.
- Dress professionally and behave appropriately in the workplace.
- Always greet families in a positive manner.

Families are encouraged to:

- Provide feedback to the service in any format regarding service delivery.

Links to Other Procedures

- Code of Conduct
- Ethical Conduct

DEALING WITH INFECTIOUS DISEASES

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Children are often infectious before symptoms appear therefore it is always important to implement effective hygienic practices. It is also important that service staff act appropriately and with sensitivity when dealing with an infectious child and their family. Clear and consistent policies and procedures will assist educators in ensuring children, educators, staff, and families are kept free from infection.

The three most important ways of preventing the spread of infectious disease:

- Effective hand washing
- Exclusion of sick children and service staff; and
- Immunisation

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Australian Government Department of Health
- NSW Health
- Public Health Act 2010 (NSW)
- Staying Healthy in Child Care - <https://www.nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services>

Procedure

The Principal Office will:

- Provide information and resources to staff members on how to prevent the transmission of infectious diseases.
- Model safe hygienic practices where possible.
- Report any occurrence of an immune preventable disease to the Department of Health Infectious Diseases Unit for confirmation of the disease and the procedures to be followed.
- Provide any information supplied by NSW Health in relation to the occurrence of an immune preventable disease to educators if required.

Educators will:

- Implement good hygiene practices that aim to prevent the spread of infectious diseases.

- Ensure that they protect themselves from infections that are vaccine preventable or contracted due to poor hygiene practices.
- Follow the guidelines in preventing infectious diseases as outlined in Staying Healthy - Preventing Infectious Diseases in Early Childhood Education and Care Services.
- Seek advice from a medical practitioner on what vaccinations and screenings are encouraged for individuals working with children.
- Report any occurrence of an immune preventable disease to the service.
- Not attend work when unwell.
- Follow *Hygiene, Cleaning, and Infection Control Procedure*.
- Follow food preparation and handling procedures in conjunction with regular hand washing.
- Ensure children will wash their hands thoroughly, especially before mealtimes.

When a child has symptoms of an infectious disease:

- Isolate the child away from others.
- Contact the parent or authorised person to collect immediately.
- Ensure the child is given fluids and kept comfortable.
- Apply first aid, if needed.
- Complete an Incident Report and have parent or authorised person sign when child is collected.
- Advise family to keep the child home until child is no longer infectious (exclusion period has been complete), is no longer symptomatic and is feeling well again.

Families are encouraged to:

- Not send infectious, or unwell children, to care.
- Ensure children stay up to date with their immunisations.
- Promptly pick up an unwell child when contacted by an educator or staff member.
- Notify the service if their child has been diagnosed with an infectious or vaccine preventable disease (e.g. whooping cough, measles, rubella).

Links to Other Procedures

- Administration of First Aid
- Administration of Medication
- Exclusion of Unwell Children
- Health
- Hygiene, Cleaning, and Infection Control
- Incident, Injury, Trauma, and Illness

DELIVERY TO, & COLLECTION OF CHILDREN FROM, AN EDUCATION & CARE PREMISES

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care will facilitate the safe arrival and departure of children in their care by only allowing children to be collected from their education and care service by an authorised person, named on the child's enrolment record or facilitate the safe collection from, or delivery to, a school bus.

Cabonne Out of School Hours Care does not provide or arrange transportation to or from the service. Families must work independently with local bus companies to arrangement transportation for their children.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Education NSW – Transporting Children Safely - <https://education.nsw.gov.au/early-childhood-education/leadership/resource-library/transporting-children-safely>

Relevant Regulations

- Regulation 99 – Children leaving the education and care premises.
- Regulation 102AAB – Safe arrival of children policies and procedures.
- Regulation 102AAC Risk assessment for the purpose of safe arrival of children policies and procedures.
- Regulation 161 – Authorisations to be kept in enrolment record.
- Regulation 168 – Education and care service must have policies and procedures.
- Regulation 170 – Policies and procedures to be followed.
- Regulation 171 Policies and procedures to be kept available.
- Regulation 177 – Prescribed enrolment information and other documents to be kept by approved provider.

Procedure

The Principal Office will:

- Inform educators of their responsibilities in this procedure upon registration.
- Assist educators to improve their practices to ensure the safety of the child is met.
- Promote awareness of the arrival and departure procedures to families through parent orientations and family newsletters.
- Ensure every child has an enrolment record that is updated annually and includes the names of each authorised person with the authority to collect child from the service.
- Ensure all court orders provided to the service are saved in the child's enrolment record and educators are aware of these court orders.
- Ensure all attendance records are adequately completed by educators.
- Contact parents immediately at the time of notification in the event a child has not arrived.
- Contact the emergency contacts named in the child's enrolment form in the event the child has not arrived if a parent cannot be reached.
- Contact the NSW Police if the child is confirmed missing by the parent, or all attempts to reach a parent or emergency contact have been unsuccessful.
- Include transportation on the annual risk assessment for each site.
- Follow the process for casual bookings to ensure all children are accounted for.

Educators will:

- Ensure no child leaves the service unless:
 - (a) They are given into the care of a parent of the child (unless prohibited by a court order).
 - (b) They are given into the care of the authorised nominee named in the child's enrolment record.
 - (c) They are given into the care of a person authorised by the parent or authorised nominee named in the child's enrolment record to collect the child.
 - (d) They are taken on an excursion with authorisation by parent/guardian or authorised nominee named in the child's enrolment record.
 - (e) They require medical, hospital or ambulance care or treatment.
 - (f) There is another emergency.
- Not under any circumstances transport children in a car.
- Ensure that the authorised person is 18 years or over when collecting child. If the person is 16 years and above, they are permitted to collect with written authorisation from the child's parent or guardian.
- Ensure a driver's licence (or other form of photo identification) is sighted whenever a new authorised person collects the child. The licence number will need to be recorded as evidence of sighting on the attendance record.

- Ensure attendance records are signed (manually or electronically) by the person delivering of collecting the child, at all locations where a handover occurs.
- Physically receive the child when they arrive at the premises.
- Inform families of their responsibility to closely supervise children:
 - (a) On arrival to the premises until physical handover has occurred; and
 - (b) On departure after handover particularly if any hazards are present such as driveways, glass, prickly bushes, or ponds.
- Ensure the exact arrival and departure times are entered on the attendance record.
- Ensure they leave a comment on attendance record if signing the child in or out of care due the authorised person being unable to sign (has no electronic signature) or has forgotten to sign in/out.
- Contact Principal Office as soon as a child is identified as unaccounted for.

Families are required to:

- Sign the child in/out using their unique electronic signature PIN each session of care.
- Deliver and collect the child at the contracted times.
- Contact the Principal Office when children will be not attending service on booked days or transportation arrangements change.
- Make prior arrangement with the Principal Office for additional and casual days 24 hours in advance of required booking.
- Provide details of any court order, parenting orders or parenting plans provided to the approved provider relating to powers, duties responsibilities or authorities of any person in relation to the child access to the child.
- Provide details any other court order provided to the approved provider related to the child's residence or the child's contact with a parent or other person.
- Provide prior notice of an alternate person picking up a child to the service.
- Ensure contact information is up to date.
- Organise transportation with a bus company, if required. Cabonne After School Care does not provide or arrange transportation to or from the service.

CASUAL BOOKINGS

When a child has a casual booking, the family must notify the service of their need for a casual day. Upon notification by the family, the Principal Office will:

- Confirm casual sessions.
- Enter these casual sessions into Harmony Software
- Confirm the casual booking with the parent/guardian via email.

- Enter booking into casual bookings book located on the Children's Services Supervisor's desk.
- Notify the Responsible Person rostered on for the casual sessions and ensure they acknowledge the notification. This can be done by text, phone call or email.

CHILDREN TRAVELLING BY BUS

Cabonne Out of School Hours Care acknowledges that it is the responsibility of the bus company to ensure the safe transportation of children when children are on their buses.

Principal Office will:

- Provide School Child Travel forms to document the transportation of bus children.
- Ensure all enrolments have contact details of the parent and at least one emergency contact (authorised person).

Educators will:

Regarding children travelling to service:

- Educator must be waiting at bus area to physically receive child from the bus.
- If child does not disembark bus, an educator must get on the bus to ensure the child is not remaining on the bus. If a child is unaccounted for, follow the below Action Plan for Non-Attendance of Children.
- Educator must sign child in once received from the bus.

Regarding children travelling from the service:

- Educator to escort child to the bus and sight the child embarking the bus.
- Educator must sign child out once they have embarked the bus.

Families must:

- Contact the Principal Office when child will be not attending service on booked days or transportation arrangements change.
- Organise transportation with a bus company, if required. Cabonne After School Care does not provide or arrange transportation to or from the service.

ACTION PLAN FOR NON-ATTENDANCE OF CHILDREN

Parents and/or guardians are required to give the Principal Office notice if their child is not attending. When this process is not adhered to, educators will respond in the following way. Please remember to maintain supervision of children present and ensure their safety is prioritised.

Scenario	Action	Who
If booked child does not arrive at the service without any explanation	Contact Nominated Supervisor on mobile phone to inform of non-arrival.	Responsible Person on duty
	Confirm with the parent or guardian that the child should be in care.	Nominated Supervisor or Children's Services Supervisor
	Child is confirmed as absent by parent or guardian - Inform service of confirmed absence.	Nominated Supervisor or Children's Services Supervisor
	Parent confirms child should be in attendance - Contact NSW Police immediately.	Nominated Supervisor or Children's Services Supervisor
	If all efforts to contact parents and authorised persons have been unsuccessful, contact NSW Police.	Nominated Supervisor or Children's Services Supervisor
If booked child does not arrive and service is informed by school the child was not present on the day	Contact Nominated Supervisor on mobile phone to inform of non-arrival and relay message from school.	Responsible Person on duty
	Contact parent or guardian to confirm absence	Nominated Supervisor or Children's Services Supervisor
	Parent confirms absence – Advise service of confirmed absence	Nominated Supervisor or Children's Services Supervisor
	If there is no response from family and there appears to be a concern for the child's whereabouts, contact NSW Police for advice.	Nominated Supervisor or Children's Services Supervisor
If child presents at service and states they are not attending due to alternate arrangements	Explain to child that educators are legally obliged to keep the child safe, and they are not able to let the child go until non-attendance has been confirmed by a parent or guardian. If child insists on leaving, take note of their whereabouts if possible.	Responsible Person on duty
	Contact Nominated Supervisor	Responsible Person on duty

	Contact parent to confirm arrangement.	Nominated Supervisor or Children's Services Supervisor
	Parent confirms absence – Advise service of non-attendance	Nominated Supervisor or Children's Services Supervisor
	Parents states child is to attend service – Advise service of attendance.	Nominated Supervisor or Children's Services Supervisor
	If child has left the service, advise of whereabouts if known and contact parent. Discuss contacting NSW Police if parent is unable to immediately attend to their child.	Nominated Supervisor or Children's Services Supervisor
	If child continues to insist on leaving on more than one occasion, the parent will be contacted to terminate care.	Nominated Supervisor or Children's Services Supervisor
If child has missed arranged transportation to the service (e.g. bus)	Contact Nominated Supervisor	Responsible Person on duty
	Maintain supervision of all other children.	Responsible Person on duty
	Contact parent or guardian to arrange alternative transport.	Nominated Supervisor or Children's Services Supervisor

Links to Other Procedures

- Acceptance and Refusal of Authorisation
- Access
- Attendance Records
- Child Enrolment
- Child Protection
- Excursions and Outings
- Safe Arrival of Children
- Supervision

DENTAL HEALTH

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care will promote positive dental hygiene behaviour in children and families to contribute to reducing the incidence of dental cavities and facilitate the prevention and management of dental trauma in children.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Staying Healthy in Child Care - <https://www.nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services>
- Australian Dental Association - <https://ada.org.au/>

Guidelines for Promoting Healthy Teeth

To assist in healthy dental care and aid in the reduction of teeth problems it is recommended that guidelines be adhered to by avoiding the following:

- Sweetened drinks.
- Using food as a reward.
- Bottles containing sweetened drinks.
- Frequent snacks in between meals that do not promote healthy teeth.

Dental Incidents

- Do not reinsert the tooth back into the socket.
- Gently rinse the tooth or tooth fragments in clean milk or clean water and place in clean container or wrap in cling wrap to give to parent.
- Place a firm pad of gauze over the socket and have the child bite gently on the gauze.
- Contact the parent or authorised person immediately to collect and seek dental care.
- Complete an Incident Report and notify the Principal Office.

Procedure

The Principal Office & Educator will:

- Encourage families to provide healthy foods for their children whilst in care.
- Provide healthy food options for provide meals.
- Encourage children to drink water after eating and ensure water is always available while in care.
- Promptly report to families any accidents, incidents, and signs of teeth problems such as pain and swelling the child might have.
- Encourage and support parents to provide healthy food, which is considerate of appropriate dental care practices.
- Encourage healthy snacks such as vegetables, cheese, yoghurt, fruit, or plain pasta.

Families are encouraged to:

- Provide healthy food for their child.
- Promote good dental health practices with their child.

Links to Other Procedures

- Administration of First Aid
- Health
- Incident, Injury, Trauma, and Illness

DETERMINING A RESPONSIBLE PERSON

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department: Cabonne Services
Responsible Section: Community Services
Responsible Officer: Children's Services Coordinator

Objective

Cabonne Out of School Hours Care will ensure a Responsible Person is on site at each approved service during operational hours.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

Regulations

- Regulation 150 – Responsible person
- Regulation 168 – Education and care service must have policies and procedures

Procedure

One of the following must be available to provide support to educators when they are educating and caring for a child:

- The Approved Provider – If the Approved Provider is an individual, or a person with management or control of the service.
- The nominated supervisor of the service.
- The person is day to day charge of the service.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> • Ensuring there is a responsible person. • Ensuring that the name of the Nominated Supervisor is displayed prominently at the service. • Notifying the Regulatory Authority if there is a change of person in the role of Nominated Supervisor. • Ensuring that the Nominated Supervisor have a sound understanding of their role.
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<p>Nominated Supervisor</p>	<ul style="list-style-type: none"> • Ensuring that, in their absence, another responsible person is placed in day-to-day charge of the service. • Notifying the Approved Provider and the Regulatory Authority within 7 days of any changes to their personal situation, including circumstances that affect their status as fit and proper, or if they are subject to disciplinary proceedings.
<p>Responsible Person</p>	<ul style="list-style-type: none"> • Will stand in place of Nominated Supervisor when they are not present at service. • Understanding that a Responsible Person placed in day-to-day charge of an approved service does not have the same responsibilities under the National Law as the Nominated Supervisor.

Links to Other Procedures

- Child Protection
- Governance and Management of the Service
- Supervision

EDUCATIONAL PROGRAM & PRACTICE

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care will assist educators to provide an educational program and practice for each individual child, that is child centred, stimulating, values the importance of play, and is in a supportive environment that extends their learning. We will provide children opportunities to maximise their potential and develop a foundation for future success in learning. The service will ensure that all children will experience quality teaching and learning.

The educational program and practice must be appropriate to the developmental and emerging skills of the children. Parents, children, educators, and the service staff will work in partnership to plan for children's development and learning in a nurturing and supportive environment.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- My Time Our Place: Framework for School Aged Children

Regulations

- Regulation 73 – Educational Program
- Regulation 74 – Documenting of child assessments or evaluations for delivery of educational program
- Regulation 75 – Information about educational program to be kept available
- Regulation 76 – Information about educational program to be given to parents

Procedure

Program Planning and Documentation

The Responsible Person will:

1. **Ensure the educational program enhances each child's learning and development.**
Specifically:
 - Ensure curriculum decision making using the approved framework contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

- Ensure each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.
- Ensure all aspects of the program, including routines are organised in ways that maximise opportunities for each child's learning.
- Seek out children's interests, valuing their contributions and ideas and demonstrate appreciation for their input.
- Provide a variety of resources and experiences, setting up the environment so that shelving for equipment and toys is easily accessible, allowing children to make choices about their activities, and observing children's preferred choice.
- Provide indoor and outdoor learning environments that are inclusive of all children.
- Provide play based indoor and outdoor learning environments, which are designed and organised to engage every child in quality experiences, both built and natural environments, and loose parts.
- Provide leisure-based opportunities for children that complement their school experiences as well as their individual interests and home experiences.
- Provide opportunities for children to engage in adventurous play

2. Facilitate and extend each child's learning and development. Specifically:

- Use intentional teaching to extend children's learning and development.
- Respond to all children's ideas and play, through open-ended questions, interactions, and feedback.
- Ensure each child's agency is promoted, enabling them to make choices and decisions that influence events within their world.
- Ensure the program of activities is flexible and allows opportunity to build on children's discoveries or spontaneous interest throughout the day.
- Ensure children's planned experiences are child focused and are based on observation of children's needs, voices, interests, and responses to previous experiences.
- Seek and include information from parents to assist in the planning of activities for each child.
- Regularly talk to parents about their child's activities whilst in Out of School Hours Care.

3. Ensure a planned and reflective approach to implementing the program. Specifically:

- Ensure the program is assessed and documented as part of an ongoing cycle. This includes observations, analysing learning, planning, implementation, and reflection.
- Ensure critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
- Ensure families are informed about their child's progress including:
 - The content and operation of the Educational Program as it relates to their child.

- Information about their child's participation in the program is available to families.
- A program that is displayed at the service in a place accessible to parents.
- Educators ensure that a copy of the program is sent to the educational leader once a term.

Educational Leader will:

- Lead the development and implementation of the educational program and planning cycle.
- Assist educators to implement the approved learning frameworks.
- Deliver information, resources, and professional development, which will assist an educator with education and care practices.
- Ensure all educators are delivering an education and care program that addresses the child's needs.
- Ensure the educator is involving the holistic child in the programming and planning process.
- Ensure the educator is participating in the programming cycle - Observing, Planning, Programming, Reflection and Forward Planning.
- Be available to discuss a child's development with educators and families.

Educators will:

- Ensure that the sharing of information will remain a vital component of each child's program and will maintain a positive focus.
- Obtain written permission from parents to share information relating to their children, family and situation to external organisation or persons, if required.
- Share information relevant to a child and/or family if required, for the ongoing support, or development of the child.
- Respond to families and children in an unbiased and consistent manner.
- Utilise parent knowledge as well as the resources provided by professional and community organisation to ensure the program is culturally relevant.
- Develop and maintain programs (through a variety of individual methods) of activities, which meet regulatory and National Quality Standard requirements.
- Ensure programs are always displayed.
- Promote to parents, the importance of developing resilience in children to support in their daily lives and participation in school activities and accompanying routines.
- Ensure that the family of a child, identified with additional needs is offered support by referral to the local Department of Education Intervention School Transition Office, or other relevant support services.
- Attend professional development training.
- Maintain knowledge of current trends in planning and children's learning and development.

- Encourage self-help skills and independence.
- Develop activities and experiences, support children at school by:
 - Encouraging interactions with peers in games and activities.
 - Encouraging the development of language and literacy skills in conversations, by reading books, drawing, writing, and other literacy type activities.
 - Developing simple routines.

Training and Resources

The Principal Office will:

- Provide training opportunities for staff and educators to ensure developmentally appropriate programs are implemented within the service for all children.
- Access support services to resource and support educators in the provision of developmentally and culturally appropriate programs, for children with additional needs.
- Ensure that children and their families are supported in their individual cultural identity, home language and religious beliefs.

Make available to families on request:

- Contact details of other education and care programs including out of school hours care services and early intervention services.

Links to Other Procedures

- Collaborative Partnerships
- Guiding Children's Behaviour
- Inclusion and Diversity
- Interaction with Children
- Physical Activity and Screen Time
- Supervision

EMERGENCY & EVACUATION PROCEDURES

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care is committed to the safety of our children, families, educators, and staff. By identifying the risks of various emergency situations, stakeholders can conduct practice procedures and respond safely and calmly in real emergency situations.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- NSW Department of Education – Emergency Planning Workshop

Regulations

- Regulation 97 – Emergency and Evacuation Procedures
- Regulation 98 – Telephone or Other Communication Equipment

Implementation

In preparation for emergency procedures, a detailed risk assessment of the following will be conducted by the Nominated Supervisor annually by March. This will identify any potential risk that may be relevant to the service environment, including:

- Flood
- Severe storm – dust, rain or thunder
- Earthquake
- Security incident, threat or intrusion – object, person, car or animal
- Bush fire
- Structure fire
- Medical emergency

- Asset emergency – loss of power, water, communications
- HAZMAT or pollution

Educators will ensure rehearsal and evaluation of emergency and evacuation procedures are conducted every three months.

Roles & Responsibilities

Principal Office will:

- Ensure the following documents are available to all educators:
 - Risk assessments – to be reviewed annually.
 - Emergency Evacuation procedures
 - Emergency Evacuation Diagram – to be reviewed every five years.
 - Bush Fire Emergency Plan – to be reviewed every five years.
- Ensure emergency contact is available for critical events. This will be the ASC Mobile - 0456 498 981.
- Ensure Emergency Evacuation Procedures are displayed at each service.
- Ensure the emergency evacuation diagrams are displayed in a prominent position near each exit and updated every five years.
- Ensure fire equipment is checked every six months and evidence of check is received.
- Ensure emergency numbers, relevant to the town, are clearly displayed.

Educators will:

- Ensure all families are aware of the emergency evacuation procedures in place during the orientation process, or when procedures are updated.
- Ensure that rehearsals of emergency evacuation procedures are scheduled every three months and:
 - That the schedule maximised the number of children participating in the procedures.
 - These rehearsals take place at different times of the day.
 - Give families the opportunity to offer feedback.
- Ensure all emergency contact lists are updated as required.
- Ensure the rehearsal of the emergency evacuation procedures are documented and evaluated.
- Ensure 'Emergency Go Bag' is fully stocked and kept in an accessible location with the following items:
 - Emergency contact list.
 - First aid kit.

- Management plans and risk minimisation plans.
- Medications
- Bottled water
- Tissues
- Sunscreen
- Any other item educator deems necessary.

Full Evacuation Procedure

A full evacuation is defined as an urgent and immediate escape of all occupants.

- Educator will calmly alert all persons present and quickly prompt them to evacuate to the designated assembly area.
- Ensure all persons capable of evacuating without assistance leave the building first. Ambulant persons will then be assisted by staff members to evacuate safely.
- Before exiting the building, an educator will check all rooms to ensure they are clear whilst shutting doors behind them, while maintaining supervision of the children.
- Educator will collect attendance records, visitor book, go bag, medications (if needed), and mobile phone.
- Once all occupants have exited, no one is to re-enter the building.
- Contact 000
- The educator will perform a roll call and alert emergency services if anybody is missing and their last known whereabouts.
- Educator to call Principal Office as soon as possible.
- Parents will be notified of the situation and advised to come and collect their children as soon as possible (if necessary).
- Educator will only re-enter the building once emergency services have advised it is safe to do so.

A full evacuation may be necessary when the following occurs:

- Flood
- Structure Fire
- Bush Fire
- Asset Emergency
- HAZMAT Emergency

Shelter in Place Procedure

Shelter in place is defined as finding a safe location indoors and staying there until the threat is gone, or occupants are told to evacuate.

- Educator will calmly alert all persons present and quickly prompt them to move to a designated area, away from the immediate threat. Check all children and visitors are present.
- Ensure all persons capable of moving to designated area without assistance do so first. Ambulant persons will then be assisted by staff members to the designated area.
- If children are outside, the educator should get them inside as quickly as possible.
- Immediately call 000 if the event or issue requires the police, ambulance, or fire service.
- Children should remain out of sight during the period, and blinds will be drawn. Ensure the children are kept below the window level.
- All persons are to remain until the threat has passed.
- If required, perform a full lock down procedure ensuring all doors and windows are locked and that all occupants are accounted for and in a safe and secure location.
- All educators, children and visitors will remain in the locked room until the “All Clear Signal” is given by the person in charge.

A shelter in place may be necessary when the following occurs:

- Severe Storm
- Security incident, threat, or intrusion - objects, person, car or animal.
- Bush Fire
- Environmental Hazard

AT NO TIME SHOULD INDIVIDUALS PLACE THEMSELVES, OR OTHERS, AT RISK

Link to Other Procedures

- Bush Fires
- Incident, Injury, Trauma and Illness
- Fire Equipment

ENVIRONMENTAL SUSTAINABILITY

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care supports children to become environmentally responsible and show respect for the environment. Children's awareness of the environment will be promoted through daily practices, resources, and interactions.

References

- Guide to the National Quality Framework

Procedure

The Principal Office will:

- Encourage staff, families, and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations.
- Provide electronic documents to allow to minimise paper usage.
- Implement sustainable practices within office environment, where possible.

Staff members will:

- Undertake environmentally friendly practices and experiments where possible. These include:
 - Recycling
 - Gardening
 - Energy conservation
 - Water conservation
 - Role model sustainable practices.
- Share ideas between staff members, children and families about sustainable ideas, implementation, and resources.
- Role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use. Emptying water play containers onto grass areas, turning taps off when not in use etc.

ETHICAL CONDUCT

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

The Early Childhood Australia (ECA) Code of Ethics underpins the core values, beliefs, and practices within Cabonne After School Care. The service acknowledges the importance of behaving in an ethical manner and applying ethical conduct in all aspect of the service.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Early Childhood Australia Code of Ethics

Procedure

The Approved Provider will:

- Ensure changes within the service are explained to educators, families, and service staff prior to implementation.
- Ensure professional development is available to service staff.

The Principal Office will:

- Abide by and regularly refer to, the ECA Code of Ethics.
- Develop an understanding of their obligations in following the ECA Code of Ethics.
- Regularly reflect upon their own practices in line with the ECA Code of Ethics and relevant legislation.
- Ensure every educator has access to the ECA Code of Ethics.

Educators will:

- Abide by, and regularly reflect on, the ECA Code of Ethics.
- Develop their understanding of their obligations in following the ECA Code of Ethics.
- Be professional and ethical in the operation of their education and care service.

- Treat all people with care, dignity and acknowledge that each person is unique.
- Promote Cabonne After School Care positively in the community.
- Collaborate with respect and value one another.
- Act with integrity and believe that everyone has the right to be treated equally and fairly and without discrimination.
- Think proactive, not reactive.

Links to Other Procedures

- Collaborative Partnerships
- Inclusion and Diversity



VISION

Professionals who adhere to this Code of Ethics act in the best interests of all children and work collectively to ensure that every child is thriving and learning.

PREAMBLE

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The *Code of Ethics* acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

This *Code of Ethics* is informed by the principles in the *United Nations Convention on the Rights of the Child* (1991) and the *Declaration on the Rights of Indigenous Peoples* (2007). A Code of Ethics is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this *Code of Ethics* the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The *Code of Ethics* recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

CORE PRINCIPLES

The core principles in this *Code of Ethics* are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.



DEFINITIONS OF TERMS IN ECA'S CODE OF ETHICS

A CODE OF ETHICS—defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities.

CORE PRINCIPLES—fundamental and prized values of the profession.

FAMILIES—the people who have significant care responsibilities for and/or kinship relationships with a child.

CHILDHOOD PROFESSIONAL—a person who works with or on behalf of children and families in education and care settings.

COMMUNITIES—a group of people living in the same place or having a particular characteristic in common.

COLLEAGUES—includes employers and those with whom you work directly or more broadly.

STUDENT—a person undertaking study at a secondary or tertiary institution.

ACKNOWLEDGEMENT

The first *Code of Ethics* for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the *Code of Ethics* began in 2003 with the second version launched in 2007. The second review of the *Code of Ethics* began in 2014 with the third (current) version approved by the ECA National Board in February 2016.

ECA is grateful to everyone who has contributed to the development and ongoing review of the *Code of Ethics* including those who have participated in consultation surveys, forums and workshops over the years as well as those who have provided advice and oversight through their service on reference and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the Code.



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Code of Ethics



Early Childhood Australia
A voice for young children



IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.



IN RELATION TO COLLEAGUES, I WILL:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.



IN RELATION TO FAMILIES, I WILL:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality.



IN RELATION TO THE PROFESSION, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.

IN RELATION TO COMMUNITY AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.



EXCLUSION OF UNWELL CHILDREN

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care believes children's health and safety are of the utmost importance. To keep children, families and educators safe, unwell children must be excluded from care until they are symptom free and feeling better.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Public Health Act 2010 No 127 (NSW)
- Staying Healthy in Childcare - <https://www.nhmrc.gov.au/sites/default/files/documents/reports/clinical%20guidelines/ch55-staying-healthy.pdf>

Relevant Regulations

- Regulation 86 – Notification to parents of incident, injury, trauma, and illness
- Regulation 92 – Medication record
- Regulation 93 – Administration of medication
- Regulation 99 – Children leaving the education and care premises.

Procedure

The Principal Office will:

- Provide information to educators and families regarding exclusion periods, notifiable diseases, and information from NSW Health.
- Notify the Regulatory Authority if there is a notifiable disease occurrence in the service.

Staff will:

- Not attend work if they are unwell.
- Stay up to date with first aid qualifications.
- Inform the Principal Office as early as possible if they are unable to work due to an illness.

Families will:

- Ensure they do not send their child to care if they are unwell.
- Collect their children immediately when asked to by an educator.
- Refer to the 'Is Your Child Too Sick for Care?' resource if they are unsure whether to bring their child to care.

When a child is unwell or has a high temperature, staff will:

- Discuss with the person dropping off whether the child should be attending care.
- Not accept a child into care if they are not well enough to participate in normal activities, have a high temperature or require special attention because of ill health.
- Ensure any medication administered to children prior to commencing at the service has been disclosed by the parent. A Medication Authorisation form must be completed if the educator needs to continue to administer medication throughout the day.
- Comfort the unwell child and provide a safe and comfortable space for them until the child is collected.
- Contact parent or authorised person to collect the child from care.
- If a child's temperature reaches 38 degrees, or above, they must be excluded from other children and collected from care:
 - Record temperature and time, every ten minutes, on Incident Report Form.
 - Check the child's current enrolment record for authorisation to administer paracetamol in the case of a high temperature.
 - Contact the parent or authorised person if paracetamol needs to be given to assist in bringing down the temperature.
 - Administer paracetamol if authorised and complete Medication Authorisation Form.
 - Ensure child continues sipping water.
 - Have parent or guardian sign the Medication Authorisation when collecting.
 - If temperature reaches 40°C and no contact has been made with the parent/authorised person to collect the child, call for an ambulance.
- Complete an Incident Report and have a parent or authorised person sign when child is collected.

When a child has diarrhoea, staff members will:

- Monitor the child.
- After two loose bowel motions, contact the parent and ask them to collect the child.
- Separate child from the other children where the educator can maintain adequate supervision.
- Complete an Incident Report and have parent or authorised contact sign when child is collected.

- Children can return to the service 24 hours after last loose bowel movement.

When a child is vomiting, staff members will:

- Use the Incident Report Form to assess if the child has any other symptoms.
- Contact the parent or an authorised contact to collect the child from care.
- Separate child from the other children where the educator can maintain adequate supervision.
- Complete an Incident Report and have parent or authorised contact sign when child is collected.
- Children can return to the service only once all vomiting has ceased for a period of 24 hours.

Sprains, breaks and other physical injuries:

- For sprains and other non-emergent injuries:
 - Apply first aid and allow the child to rest in a quiet area.
 - Contact the parent or an authorised contact to collect the child from care if they are uncomfortable due to the pain.
- For broken bones and injuries that require urgent medical attention:
 - Apply first aid and call for an ambulance.
 - Contact parent or an authorised person.
 - Keep child still and calm until emergency services arrive.
- Complete an Incident Report for all injuries and have parent or authorised contact sign.
- If a child has a sprain, broken bone or has had surgery, the service requires a medical certificate providing clearance to return to the service, or procedures to ensure the child's safe inclusion into the service.

Links to Other Procedures

- Administration of First Aid
- Administration of Medication
- Child Enrolment and Orientation
- Dealing with Infectious Diseases
- Health
- Hygiene, Cleaning, and Infection Control
- Incident, Injury, Trauma, and Illness
- Medical Conditions

4.3 Excluding children and adults

The aim of exclusion is to reduce the spread of infectious disease. The less contact there is between people who have an infectious disease and others, the less chance the disease has of spreading.

Excluding children, staff and parents who are at risk of transmitting infection to others limits the spread of infection in education and care services.

Identifying people who are at risk of transmitting infection to others will generally be based on symptoms. Although some infections can be spread before the person becomes sick, people are usually most infectious when they have symptoms. For this reason, it is best to exclude children, staff, and parents and carers from education and care services when they are sick.

By excluding anyone who is sick, you can protect many other people from becoming sick.

Educators and other staff and children who show symptoms of infectious disease should be excluded from the service.

The exclusion procedure

Education and care services should be mindful of the circumstances of each family. Services should work with families to make arrangements that consider the needs of the sick child and minimise the spread of disease, while limiting the impact on employment and other requirements, if possible. See [Involving parents and carers](#) for strategies to inform and collaborate with parents and carers on exclusion requirements.

The minimum exclusion periods recommended here aim to reduce the spread of infectious diseases between children, educators and other staff, and families visiting early education and care services. The exclusion periods are based on how long a person with a specific disease is likely to be infectious.

The need for exclusion and the length of time a person is excluded depend on:

- the type of infection
- if symptoms are present and how severe they are
- how easily the infection or disease can spread
- how long the person is likely to be infectious
- how severe the infection or disease can be.

As soon as you have identified that a person may have an infectious disease, the person should leave the education and care service and not return until they are well (see [Returning to the service](#)).

- Children – keep the child separated from other children until their parent or carer can pick them up (see [What to do if a child seems sick](#)).
- Educators and other staff – they should leave as soon as they start to feel sick.
- Parents, carers and other people who make short visits to the service – ask them not to attend the service if they are sick. If it cannot be avoided (for example, if no-one else is available to pick up a child), minimise risk by meeting the parent outside or restricting their movement in the service.

Provide the parent, carer or staff member with the relevant fact sheets for the symptom or disease.

Identifying the need for exclusion

To determine when a person should be excluded, check whether the symptoms or diagnosed sickness have an exclusion period. [Table 4.1](#) lists the recommended minimum exclusion periods for symptoms, and [Table 4.2](#) lists periods for diagnosed conditions.

Sometimes people who have been in contact with a person infected with a specific condition may also need to be excluded (see [Table 4.2](#)).

The recommendation 'Not excluded' means that exclusion is not required. However, the person with symptoms or a condition can still be infectious. Encourage staff to help prevent the spread of disease by staying home whenever they are sick. Encourage parents and carers to keep a sick child at home, even if the child is not very sick or if the disease is not serious (for example, if they have a cold).

[Table 4.1](#) and [Table 4.2](#) are support tools; they do not replace clinical assessment, management or judgement. They should be used together with any medical management plans provided by a doctor (for example, for an [immunocompromised child](#)). Encourage parents and carers to seek medical advice for any concerning symptoms or if symptoms continue. See the fact sheets for more information about each of the symptoms and conditions.

Contact your local [public health unit](#) if you have any questions about the recommended exclusion periods.

Exclusion based on symptoms

In most cases, exclusion will be based on symptoms ([Table 4.1](#)). Symptoms are the most obvious triggers for action.

Using your best judgement, assess whether the person's symptoms indicate that they are probably infectious. Follow these principles:

- Assess whether the symptoms have a known cause that is not infectious. For example, if a child has chronic asthma, they may have a cough but not be infectious.
- Assess whether symptoms are new. Symptoms that have been present for a long time or that recur are likely to have a non-infectious cause.
- Assess symptoms together, rather than separately. For example, a child with a cough would not usually be excluded, but a child with a cough who also had a fever and runny nose should be excluded until the symptoms have resolved or until the sickness is diagnosed.
- Assess general wellness as well as specific symptoms. For example, a child with a cough who is unhappy and lacks energy is more likely to be sick than a child who has a cough but is happily playing (see [Identifying severe sickness](#) for lists of serious and concerning symptoms).

Follow these principles and the guidance in [Table 4.1](#) to decide on exclusion periods for individual cases. Communicate clearly with parents and carers about exclusion periods and when the child can [return to the service](#).

Whenever a medical professional has diagnosed a specific condition, use the exclusion periods in [Table 4.2](#).

People in the service who have been in contact with a person with symptoms do not need to be excluded. Contacts should only be excluded for specific conditions once the sickness is diagnosed ([Table 4.2](#)).

Table 4.1 Recommended minimum exclusion periods based on symptoms

These recommendations are practical guidelines that try to balance the risk of infection with the risk of sending children or staff home unnecessarily. Minimising the spread of infection is important even with mild diseases, because these diseases can have serious effects on very young or immunocompromised people. When you are making decisions about exclusion, consider whether keeping the sick person at the service would put other people at risk.

Only use the recommendations in the table for children without [serious symptoms](#). If a child has serious symptoms, call an ambulance (000) immediately.

Symptom	Should the child or staff member go home as soon as the symptom appears	Exclusion of person who is sick
Diarrhoea or vomiting	Yes, go home as soon as possible for any diarrhoea or vomiting	<ul style="list-style-type: none"> Exclude until there has not been any diarrhoea or vomiting for at least 24 hours If the diarrhoea or vomiting are confirmed to be due to norovirus, exclude until there has not been any diarrhoea or vomiting for at least 48 hours Staff members with these symptoms should not handle food until they have not vomited or had diarrhoea for at least 48 hours (they can be assigned to other duties after at least 24 hours, or stay away from the service for at least 48 hours) Check if your state or territory has different requirements for gastroenteritis <p>Talk to your local public health unit for advice if there are several children and staff with diarrhoea or vomiting at the service. Check if your state or territory has different requirements for gastroenteritis</p>
Eye discharge (pus or severe wateriness)	Yes, go home as soon as possible	<ul style="list-style-type: none"> Exclude until discharge from the eyes has stopped (unless a doctor has diagnosed a non-infectious cause for the eye discharge)
Fever (temperature more than 38.0 °C)	Yes, go home as soon as possible	<ul style="list-style-type: none"> Exclude until the temperature remains normal, unless the fever has a known non-infectious cause If the child has gone home from the service with a fever but their temperature is normal the next morning, they can return to the service If the child wakes in the morning with a fever, they should stay home until their temperature remains normal Normal temperature is between 36.5 °C and 38.0 °C If a doctor later diagnoses the cause of the child's fever, follow the exclusion guidance for that disease
Rash	No, stay at the service unless: <ul style="list-style-type: none"> it develops rapidly it is combined with fever or other concerning symptoms 	<ul style="list-style-type: none"> Rash on its own may not be cause for concern, but rash can often be combined with other symptoms In cases of rapidly developing rash or when rash is combined with other concerning symptoms, exclude until the concerning symptoms have gone

(Continued)

Excluded in some cases Excluded

Symptom	Should the child or staff member go home as soon as the symptom appears	Exclusion of person who is sick
Respiratory symptoms (cough, runny or blocked nose, sore throat)	Yes, if the symptoms: <ul style="list-style-type: none"> • are severe or • are getting worse (more frequent or more severe) or • are combined with concerning symptoms such as: <ul style="list-style-type: none"> – fever – rash – tiredness – pain – poor feeding 	If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if: <ul style="list-style-type: none"> • they have several respiratory symptoms at the same time or • they have developed new symptoms while at the service or • the respiratory symptoms are severe or • the respiratory symptoms are getting worse (more frequent or severe) or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) <p>A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service</p> <p>Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms</p>

Scenario 4.3

Kai, a child in the kinder room, has a runny nose and is not engaged with the morning lesson. He eats lunch and then says he is really tired and would like to have a nap. Kai does not normally have a nap during the day. When he lies down for a nap, he starts coughing.

Points to consider:

- Kai is not behaving like his usual self.
- Kai is eating and drinking normally.
- Kai has several respiratory symptoms including a runny nose and appears significantly more tired than usual.

You call Kai's parents and get through to his mum, who says she can come to collect him in 20 minutes.

Points to discuss with Kai's mum:

- his symptoms – runny nose, severe tiredness and cough
- exclusion recommendations based on his symptoms.

When Kai's mum arrives, you provide the [Respiratory symptoms fact sheet](#) and explain that he can return to the service after his concerning symptom (severe tiredness) has resolved.

Exclusion based on a diagnosed condition

If a medical practitioner has diagnosed a specific condition, use the exclusion periods for that condition ([Table 4.2](#)).

Some states and territories may have different requirements for certain conditions. Check with your local [public health unit](#) if your state or territory has different or additional requirements.

Contact your local public health unit for information and support if you have a [disease outbreak](#), or a case of a [notifiable or concerning disease](#).

Table 4.2 Recommended minimum exclusion periods for specific diagnosed conditions

 Not excluded Excluded in some cases Excluded		
Condition	Exclusion of person who is sick	Exclusion of contacts <small>(people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)</small>
Asthma	Not excluded	Not excluded
Bronchiolitis	<p>If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if:</p> <ul style="list-style-type: none"> • they have several respiratory symptoms at the same time or • they have developed new symptoms while at the service or • the respiratory symptoms are severe or • the respiratory symptoms are getting worse (more frequent or severe) or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) <p>A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service</p> <p>Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms</p>	Not excluded

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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;"> Not excluded </div> <div style="display: flex; align-items: center;"> Excluded in some cases </div> <div style="display: flex; align-items: center;"> Excluded </div> </div>		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Bronchitis	<p>If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if:</p> <ul style="list-style-type: none"> • they have several respiratory symptoms at the same time or • they have developed new symptoms while at the service or • the respiratory symptoms are severe or • the respiratory symptoms are getting worse (more frequent or severe) or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) <p>A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service</p> <p>Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms</p>	Not excluded
<i>Campylobacter</i> infection	<p>Exclude until there has not been any diarrhoea or vomiting for at least 24 hours</p> <p>Staff members with these symptoms should not handle food until they have not vomited or had diarrhoea for at least 48 hours (they can be assigned to other duties after at least 24 hours, or stay away from the service for at least 48 hours)</p> <p>Talk to your public health unit for advice if there are several children and staff with diarrhoea or vomiting at the service. Check if your state or territory has different requirements for gastroenteritis</p>	Not excluded

(Continued)

 Not excluded Excluded in some cases Excluded		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Chickenpox (varicella)	Exclude until all blisters have dried – this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	<p>Not excluded</p> <p>Staff or children who are immunocompromised are at high risk of developing severe disease if exposed</p> <p>Talk to immunocompromised or pregnant staff about risk and recommend they seek medical advice</p> <p>For any immunocompromised children, talk to the parents about the child's potential risk of exposure and follow the child's agreed action plan (see Plans for immunocompromised children)</p>
Cold sores (<i>herpes simplex</i>)	<p>Not excluded if the person can maintain hygiene practices to minimise the risk of transmission</p> <p>If the person cannot maintain these practices (for example, because they are too young), exclude until the sores are dry</p> <p>Cover sores with a dressing, if possible</p>	Not excluded

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<div style="display: flex; justify-content: space-between; align-items: center;"> Not excluded Excluded in some cases Excluded </div>		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Common cold	<p>If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if:</p> <ul style="list-style-type: none"> • they have several respiratory symptoms at the same time or • they have developed new symptoms while at the service or • the respiratory symptoms are severe or • the respiratory symptoms are getting worse (more frequent or severe) or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) <p>A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service</p> <p>Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms</p>	Not excluded
Conjunctivitis	<p>Exclude until discharge from the eyes has stopped</p> <p>Not excluded if a doctor has diagnosed non-infectious conjunctivitis</p>	Not excluded

(Continued)

Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
COVID-19	<p>If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if:</p> <ul style="list-style-type: none"> • they have several respiratory symptoms at the same time or • they have developed new symptoms while at the service or • the respiratory symptoms are severe or • the respiratory symptoms are getting worse (more frequent or severe) or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) <p>A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service</p> <p>Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms</p>	<p>Not excluded</p> <p>Refer to state or territory advice</p>
Croup	<p>If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if:</p> <ul style="list-style-type: none"> • they have several respiratory symptoms at the same time or • they have developed new symptoms while at the service or • the respiratory symptoms are severe or • the respiratory symptoms are getting worse (more frequent or severe) or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) <p>A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service</p> <p>Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms</p>	<p>Not excluded</p>

(Continued)

 Not excluded Excluded in some cases Excluded		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Cryptosporidiosis	Exclude until there has not been any diarrhoea or vomiting for at least 24 hours Staff members with these symptoms should not handle food until they have not vomited or had diarrhoea for at least 48 hours (they can be assigned to other duties after at least 24 hours, or stay away from the service for at least 48 hours) Talk to your local public health unit for advice if there are several children and staff with diarrhoea or vomiting at the service. Check if your state or territory has different requirements for gastroenteritis	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Ear infection	Not excluded unless associated with other concerning symptoms	Not excluded
Fifth disease (slapped cheek syndrome, erythema infectiosum, human parvovirus B19)	Not excluded	Not excluded

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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;"> Not excluded </div> <div style="display: flex; align-items: center;"> Excluded in some cases </div> <div style="display: flex; align-items: center;"> Excluded </div> </div>		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Flu (influenza)	<p>If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if:</p> <ul style="list-style-type: none"> • they have several respiratory symptoms at the same time or • they have developed new symptoms while at the service or • the respiratory symptoms are severe or • the respiratory symptoms are getting worse (more frequent or severe) or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) <p>A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service</p> <p>Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms</p>	Not excluded
Fungal infections of the skin or scalp (ringworm, tinea, athlete's foot)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
<i>Giardia</i> infection (giardiasis)	<p>Exclude until there has not been any diarrhoea or vomiting for at least 24 hours</p> <p>Staff members with these symptoms should not handle food until they have not vomited or had diarrhoea for at least 48 hours (they can be assigned to other duties after at least 24 hours, or stay away from the service for at least 48 hours)</p> <p>Talk to your local public health unit for advice if there are several children and staff with diarrhoea or vomiting at the service. Check if your state or territory has different requirements for gastroenteritis</p>	Not excluded
Glandular fever (Epstein–Barr virus, infectious mononucleosis)	Not excluded	Not excluded

(Continued)

 Not excluded Excluded in some cases Excluded		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Head lice	Not excluded, as long as effective treatment begins before the next attendance at the service The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until at least 7 days after jaundice starts, or if there is no jaundice, until at least 2 weeks after onset of other symptoms Talk to your public health unit for advice	Not excluded Talk to your public health unit for advice
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Hepatitis E	Exclude until at least 7 days after jaundice starts, or if there is no jaundice, until at least 2 weeks after onset of other symptoms	Not excluded Talk to your public health unit for advice
Hib (<i>Haemophilus influenzae</i> type b)	Exclude until the person has received antibiotic treatment for at least 4 days	Not excluded Talk to your public health unit for advice
HIV (human immunodeficiency virus)	Not excluded	Not excluded

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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;"> Not excluded </div> <div style="display: flex; align-items: center;"> Excluded in some cases </div> <div style="display: flex; align-items: center;"> Excluded </div> </div>		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Human metapneumovirus	<p>If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if:</p> <ul style="list-style-type: none"> • they have several respiratory symptoms at the same time or • they have developed new symptoms while at the service or • the respiratory symptoms are severe or • the respiratory symptoms are getting worse (more frequent or severe) or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) <p>A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service</p> <p>Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms</p>	Not excluded
Impetigo (school sores)	<p>Exclude until antibiotic treatment has started</p> <p>Cover any sores on exposed skin with a watertight dressing</p>	Not excluded
Measles	<p>Exclude for at least 4 days after the rash appeared</p>	<p>Immunised contacts are not excluded</p> <p>For non-immunised contacts, talk to your public health unit for advice</p> <p>Talk to immunocompromised or pregnant staff about risk and recommend they seek medical advice</p> <p>Exclude all immunocompromised children until 14 days after the rash appears in the last case at the service</p>
Meningitis (viral)	<p>Exclude until person is well</p>	Not excluded

(Continued)

 Not excluded Excluded in some cases Excluded		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Meningococcal infection	Exclude until the person has completed antibiotic treatment	Not excluded Talk to your public health unit for advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mosquito-borne diseases (Barmah Forest virus, Chikungunya virus, Dengue virus, Zika virus, Japanese encephalitis, malaria, Murray Valley encephalitis virus, Ross River virus, West Nile virus – including Kunjin virus)	Not excluded Talk to your public health unit for advice	Not excluded
Mumps	Exclude for at least 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus infection	Exclude until there has not been any diarrhoea or vomiting for at least 48 hours Talk to your local public health unit for advice if there are several children and staff with diarrhoea or vomiting at the service. Check if your state or territory has different requirements for gastroenteritis	Not excluded
Pneumococcal disease	Exclude until person has received antibiotic treatment for at least 24 hours and feels well	Not excluded

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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; align-items: center;"> Not excluded </div> <div style="display: flex; align-items: center;"> Excluded in some cases </div> <div style="display: flex; align-items: center;"> Excluded </div> </div>		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Pneumonia	<p>If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if:</p> <ul style="list-style-type: none"> • they have several respiratory symptoms at the same time or • they have developed new symptoms while at the service or • the respiratory symptoms are severe or • the respiratory symptoms are getting worse (more frequent or severe) or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) <p>A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service</p> <p>Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms</p>	Not excluded
Roseola (exanthum subitum, sixth disease)	Not excluded	Not excluded
Rotavirus infection	<p>Exclude until there has not been any diarrhoea or vomiting for at least 24 hours</p> <p>Staff members with these symptoms should not handle food until they have not vomited or had diarrhoea for at least 48 hours (they can be assigned to other duties after at least 24 hours, or stay away from the service for at least 48 hours)</p> <p>Talk to your local public health unit for advice if there are several children and staff with diarrhoea or vomiting at the service. Check if your state or territory has different requirements for gastroenteritis</p>	Not excluded

(Continued)

 Not excluded Excluded in some cases Excluded		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
RSV (respiratory syncytial virus)	<p>If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), monitor them and exclude them if:</p> <ul style="list-style-type: none"> • they have several respiratory symptoms at the same time or • they have developed new symptoms while at the service or • the respiratory symptoms are severe or • the respiratory symptoms are getting worse (more frequent or severe) or • they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding) <p>A person can often have an ongoing cough after they have recovered from a respiratory infection. If their other symptoms have gone and they are feeling well, they can return to the service</p> <p>Talk to your local public health unit for advice if there are several children and staff with respiratory symptoms at the service. Check if your state or territory has different requirements for respiratory symptoms</p>	Not excluded
Rubella (German measles)	Exclude until the person has fully recovered or for at least 4 days after the rash appears	Not excluded Talk to immunocompromised or pregnant staff about risk and recommend they seek medical advice
<i>Salmonella</i> infection (salmonellosis)	<p>Exclude until there has not been any diarrhoea or vomiting for at least 24 hours</p> <p>Staff members with these symptoms should not handle food until they have not vomited or had diarrhoea for at least 48 hours (they can be assigned to other duties after at least 24 hours, or stay away from the service for at least 48 hours)</p> <p>Talk to your local public health unit for advice if there are several children and staff with diarrhoea or vomiting at the service. Check if your state or territory has different requirements for gastroenteritis</p>	Not excluded

(Continued)

 Not excluded Excluded in some cases Excluded		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Scabies and other mites causing skin disease	Exclude until the day after starting treatment	Not excluded
<i>Shigella</i> infection (shigellosis)	Exclude until there has not been any diarrhoea or vomiting for at least 24 hours Staff members with these symptoms should not handle food until they have not vomited or had diarrhoea for at least 48 hours (they can be assigned to other duties after at least 24 hours, or stay away from the service for at least 48 hours) Talk to your local public health unit for advice if there are several children and staff with diarrhoea or vomiting at the service. Check if your state or territory has different requirements for gastroenteritis	Not excluded
Shingles (zoster infection)	Exclude children until blisters have dried and crusted Adults who can cover the blisters are not excluded (they are excluded if blisters cannot be covered)	Talk to your public health unit for advice about pregnant women and anyone who is immunocompromised
Staph infection (<i>Staphylococcus aureus</i>)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Streptococcal sore throat	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Thrush (candidiasis)	Not excluded	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Trachoma (<i>Chlamydia trachomatis</i> eye infection)	Exclude until antibiotic treatment has started and Talk to your local public health unit for advice	Talk to your public health unit for advice

(Continued)

 Not excluded Excluded in some cases Excluded		
Condition	Exclusion of person who is sick	Exclusion of contacts (people who have been in contact with the person who is sick, but who have no symptoms; if they have symptoms, they should follow the same guidance as the person who is sick)
Tuberculosis (TB)	Talk to your local public health unit for advice about exclusion	Talk to your public health unit for advice about screening, antibiotics and TB clinics
Typhoid and paratyphoid fever	Exclude until cleared by the local public health unit	Not excluded Talk to your public health unit for advice
Warts	Not excluded	Not excluded
Whooping cough (pertussis)	Exclude until at least 5 days after starting appropriate antibiotic treatment, or for at least 21 days from the onset of coughing if the person does not receive antibiotics	Talk to your public health unit for advice about excluding non-immunised contacts Talk to immunocompromised or pregnant staff about risk and recommend they seek medical advice
Worms	Not excluded	Not excluded

Note that exclusion advice is consistent with the Communicable Diseases Network Australia Series of National Guidelines, if available.

EXCURSIONS & OUTINGS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Objective

Cabonne Out of School Hours Care is committed to conducting excursions and outings in a safe manner. Excursions can enrich children's learning, and it is essential for children to have a balance of experiences that help them feel both secure and confident to explore and learn more about the world in which they live.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework

Relevant Regulations

- Regulation 99 – Children leaving the education and care premises
- Regulation 100 – Risk assessment must be conducted before excursion
- Regulation 101 – Conduct of risk assessment for excursion
- Regulation 102 – Authorisations for excursion
- Regulation 102B - Transport risk assessment must be conducted before service transports child
- Regulation 102C - Conduct of risk assessment for transporting of children by the education and care service
- Regulation 102D - Authorisation for service to transport children

Definition

Excursion - In relation to an Education and Care Service, means an outing that is not regular. Also referred to as 'Non-Routine Outings'.

Procedure

The Principal Office will:

- Provide a risk assessment template to thoroughly assess the risks and hazards of the excursion location and meet regulatory requirements.
- Inform families at the initial registration of the regulatory requirements relating to outings or excursions.

- Assign risk assessment numbers for each excursion destination.

Staff members will:

- Plan and identify the purpose of the outing or excursion.
- Link the outing or excursion to the educational program.
- Determine appropriateness of excursions based on the children's needs, abilities, and interests.
- For excursions with activities that include or involve adventurous play, stairs, water, or structures with a fall height over 60cm, ensure that the benefits and risks are documented and weighed.
- Conduct a risk assessment in accordance with Regulation 101:
 - A)** The risk assessment must identify and assess risks that the outing or excursion may pose to the safety, health or wellbeing of any child taken on the outing or excursion; and
 - B)** Specify how the identified risks will be managed and minimised.
 - C)** The completed risk assessment must be received at least 24 hours prior to the outing or excursion taking place. The risk assessment will be approved by Principal Office staff and a risk assessment number allocated.
- Ensure that risk assessments specify the destination and activities that will occur, as well as whether it is an outing or excursion.
- Ensure a parent, guardian, or authorised person, signs the risk assessment giving permission for the child to attend the outing or excursion.
- Ensure completed forms are received and approved by the Principal Office before conducting any outing or excursion.
- Ensure the Principal Office is notified of every outing and excursion before children are taken off the premise.
- Ensure the following items are taken on all excursions:
 - First aid kit
 - Mobile phone
 - Emergency contact phone numbers for children
 - Medical information for all children attending the excursion
 - A list of all children attending the excursion
- Ensure all outings or excursions are conducted in a safe manner.
- Always supervise children on outings or excursions and consider supervision implications before conducting excursions.

Families are required to:

- Complete an enrolment form and enrolment authorisations before a child is permitted to be taken on an excursion.

- Sign an excursion authorisation if they are comfortable with their child being taken on the excursion. Families do not have to permit children to attend an excursion if they are not comfortable with them attending.

Links to Other Procedures

- Acceptance and Refusal of Authorisations
- Educational Program and Practice
- Sun Protection
- Supervision

FEES AND CHARGES 2024-2025

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department: Cabonne Services
Responsible Section: Community Services
Responsible Officer: Children's Services Coordinator

2024-2025 FEES & CHARGES

Fee Description	Amount Charged per session, per child
Before School Care – Permanent Booking	\$33.00
Before School Care – Casual Booking	\$35.00
After School Care – Permanent Booking	\$33.00
After School Care – Casual Booking	\$35.00
Vacation Care	\$80.00

Procedure Statement

Cabonne Out of School Hours Care aims to be an affordable and viable education and care service. The service meets all legislative requirements and manages the provision of the Child Care Subsidy.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Family Assistance Law

Procedures

The Principal Office will:

- Develop a Fees & Charges Procedure.
- Set the fees and charges each financial year based on the annual budget to ensure the required income will be received to run the service efficiently to meet legislative requirements. This will involve the Cabonne Council Finance team.
- Keep all stakeholders informed during this fee setting process.
- Include the Fees and Charges Procedure to families.
- Monitor Child Care Subsidy eligibility.

- Provide fortnightly Statement of Entitlement to families.
- Ensure families are aware that a Complying Written Arrangement can be immediately terminated if a family is more than two weeks overdue with child care fees.
- Give all families minimum four weeks' notice of change of fees and charges.
- Ensure attendance records are completed accurately.
- Always collect the gap fee from families, as per the requirements of the Family Assistance Law. The gap fee can be waived in special circumstances when approved by the Australian Government.
- Charge all families the same fee, for the same services.
- Issue an invoice each week for child care fees and keep a record.
- Issue a receipt for all money received from the families and keep a record.
- Ensure all accounts are kept confidential.
- Ensure all accounts are paid **via electronic funds transfer**. This service does not accept cash payments following legislation in the Family Assistance Law.
- Regularly follow up on outstanding accounts and follow the below Debt Recovery process when an account is over \$100 outstanding.
- Promote RedPay as the preferred payment method.

Families will:

- Pay child care fees **via electronic funds transfer** as per the due date on invoices. The services cannot accept cash payments. RedPay is the preferred payment method for all services.
- Understand that their Complying Written Arrangement can be immediately terminated by if fees are more than two weeks overdue.
- Apply for the Child Care Subsidy through Centrelink, if required.
- Understand if our service has been advised to close from the local authorities due to a natural disaster, you will not be charged.
- Understand that a parent will be charged an absence day and will be liable for fees if a child does not attend a booked session of care, unless the parent:
 - Gave a minimum of seven days written notice to **end or change** a Complying Written Arrangement (booking). This does not apply when the booking is ongoing, and the parent gives seven days' notice that a child will be away for that session only.
 - Gave 24 hours', or more, notice for cancelling casual care sessions. Parent is liable for casual days if they are cancelled within 24 hours of session commencing.
- Ensure all child care fees are paid before, or soon after, finishing in care. Outstanding accounts may be sent for formal debt collection.
- Advise the service when they will be late to collect their child.
- Give 24 hours' notice when cancelling casual care sessions. If a family cancels within the 24-hour period they will be liable for the fees

NOTICE OF CANCELLATION REQUIREMENT

Type of Booking	Notice Required to Cancel Booking
Permanent booking	Seven days' written notice to end a regular booking during the school term. Current booking and liable fees for booking will be applied for the seven-day period.
Casual booking & Vacation Care	24 hours' written notice to cancel a casual booking during the school term, or Vacation Care.

DECREASING OR CHANGING DAYS

Type of Booking	Notice Required to Change Booking
Permanent booking	Seven days' written notice to change a regular booking during school terms. Current booking and liable fees for booking will be applied for the seven-day period.

ABSENCES AT END OF ENROLMENT

The Family Assistance Law mandates that if a family has confirmed their child's last day at a service, but that child does not attend their last booked session of care, no Child Care Subsidy will be paid for any days after the child's last physical attendance at the service. For example -

1. Your child attends Thursday and Friday each week and has not attended for his last two weeks and does not attend on his very last day of care. No CCS will be payable for any absence since his last physical attendance (non-absence day) as the child did not attend on his last day, you will be required to pay full fee for those absence days.
2. Your child attends every day but not her very last day. No CCS will be payable for the very last day only and you will be required to pay full fee.

DEBT RECOVERY

Active Families

Families with an outstanding amount of over \$100 on top of their weekly fee will be required to pay off their debt, while also ensuring they are paying their weekly fees. The amount paid 'on-top' of the weekly fee will be negotiated on a case-by-case basis.

Families with an outstanding amount over \$1,000 on top of their weekly fee will not be permitted to attend care until the outstanding amount is paid in full.

Families who don't consistently pay the extra weekly amount to reduce their debt will not be permitted to attend care until the outstanding amount is paid in full. The service will allow families to miss two extra payments only before care is suspended.

Non-Active Families

For families who leave the service and have an outstanding account, the below process will be followed:

- Family will be contacted via email and/or phone to discuss payment or a payment plan. Payment plans will be negotiated on a case-by-case-basis.

- If a family chooses a payment plan, their payments will be monitored to ensure consistent payments are made as per the payment plan.
- After two unsuccessful email attempts, a registered letter will be sent outlining the outstanding amount and directing the family to contact the service within fourteen days of receiving letter. The letter will need to be collected within 14 days to avoid the service proceeding with formal debt collection.
- If there is no response from the family after fourteen days, the service will proceed with formal debt collection.

Link to Other Procedures

- Attendance Records
- Child Enrolment and Orientation

FIRE EQUIPMENT

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care requires appropriate fire equipment to ensure the safety of staff, children and visitors.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework

Equipment Required on Site

- Smoke Detectors
- Fire Blankets
- Fire Extinguishers

Procedures

The Principal Office will:

- Ensure all services have adequate fire equipment.
- Ensure all fire equipment is inspected every six months, and a receipt of this inspection is received and documented.
- Ensure all fire equipment has appropriate signage.

Educators will:

- Implement fire equipment into the Evacuation Procedures.
- Inform the Principal Office if fire equipment has been damaged.

Link to Other Procedures

- Emergency and Evacuation Procedures

FOOD HANDLING

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Young children are more at risk from food poisoning because their bodies and natural immune defences are not fully developed. Children's education and care services that supply food to children must meet certain food safety requirements to protect children from harm. These services include long day care centres and preschools, family day care, and out of school hours and vacation care.

OOSH Educators have a duty of care to protect children against food-borne hazards. Food handled correctly will ensure that the children & educators in OOSH receive high-quality and safe food.

References

- Eat Smart Play Smart – NSW Health
https://www.health.nsw.gov.au/health/schools/Documents/oosh/EatSmartPlaySmart_Manual_ThirdEdition-V7.pdf
- NSW Food Authority <https://www.foodauthority.nsw.gov.au/retail/childrens-services>
- Cabonne Out of School Hours Care's *Food, Dietary and Nutrition Procedure*

Standard 3.2.2A of the Food Standards Code

Standard 3.2.2A requirements **do not** apply to:

- services handling food supplied by parents or handling only packaged food
- services where food handling is part of an educational program and not a commercial offering
- services where the only potentially hazardous food served is milk
- the handling of food to raise funds solely for community or charitable causes
- providing food for free.









The requirements **do apply** to children's services supplying unpackaged food that is potentially hazardous and ready-to-eat as part of their service offering.

Qualification Requirements

- There must be one educator per site with the NSW Food Safety Supervisor Certificate. This certificate expires every five years.
- The Food Safety Supervisor is responsible for:
 - a) Overseeing day-to-day food handling
 - b) Ensure food safety risks are managed
 - c) Share skills & knowledge
 - d) Promote positive food safety practices.
- A copy of this certificate must remain on site.
- All other others must complete the free Food Handler Basics Training available on the NSW Food Authority website.

Potentially Hazardous Food

Potentially hazardous foods are foods with certain characteristics that support the growth of bacteria, or the production of toxins, and must be kept at 5°C or colder, or 60°C or hotter, to stay safe to eat. They are foods you would keep in the fridge at home. Examples of potentially hazardous foods include:

 <p>Raw and cooked meat and poultry</p> <p>Deli meat, burgers, curries, kebabs, pâté, meat pies</p>	 <p>Foods with eggs, beans and nuts</p> <p>Quiche, aioli, mayonnaise, mousses, tofu</p>	 <p>Dairy and foods containing dairy</p> <p>Milk, dairy desserts, fresh cream, custard, cheese</p>	 <p>Cooked rice and pasta</p> <p>Fried and plain rice, spaghetti, carbonara, lasagne</p>
 <p>Seafood</p> <p>Sushi, prawns, fish, mussels, oysters, shellfish</p>	 <p>Sprouted seeds</p> <p>Alfalfa sprouts, clover sprouts, chickpea sprouts</p>	 <p>Cut fruits and vegetables</p> <p>Cut melon, salads, pre-cut fruit trays</p>	 <p>Foods containing potentially hazardous foods</p> <p>Sandwiches, pizzas, rice rolls.</p>

Foods not considered potentially hazardous include:

- raw whole fruit and vegetables
- bread
- biscuits

- crackers and crispbreads
- plain cakes.

Procedure

Food Poisoning

Food that causes illness may not look, smell or taste any different. Food poisoning can usually be prevented if care is taken when selecting, handling, storing and preparing food. The main cause of food poisoning is harmful bacteria. Small numbers of bacteria in foods are usually not a problem. However, if present in sufficient numbers, bacteria can cause food poisoning.

The bacteria that cause food poisoning can be found everywhere

- Skin, saliva, nostril, hair, faeces, urine, sweat
- Rubbish bins, dirt
- Animals and insects
- Food, especially raw foods e.g. raw meat, fish, and chicken
- Clothing
- Dish cloths and tea towels.

There are four things that bacteria need to multiply:

1. **Food** – bacteria grow fastest in high-risk foods. High risk foods include raw and cooked meat, chicken, fish and other seafood, milk, cheese, yoghurt and other milk-based products, eggs, sauces, salad dressing, cooked pasta and rice, cut fruit and vegetables, processed food containing eggs, beans or other protein rich foods.
2. **Moisture** – all living things need moisture to grow. Low moisture foods like crackers, bread, cake, uncooked pasta and uncooked rice are not considered high risk.
3. **Temperature** – most bacteria like warmth and grow best between 5°C and 60°C. This is known as the danger zone. Room temperature is usually in the danger zone.
4. **Time** – bacteria double in number every 20–30 minutes. Leaving high risk food in the danger zone for more than two hours is risky, as bacteria will have enough time to increase in numbers to a dangerous level.

Keep high risk foods out of the danger zone.

- The temperature danger zone is between 5°C and 60°C. Bacteria that cause food poisoning grow rapidly in the danger zone.
- Cold food needs to be stored at 5°C or below.
- Hot food needs to be kept at 60°C or above.

Remember the 2 Hour Rule

- High risk food left in the temperature danger zone for longer than 2 hours is dangerous and should be thrown out.

Food Preparation Facilities

1. Easy access to hot and cold running water enables you to wash your hands frequently during food preparation and to keep the food preparation equipment and areas clean.
2. Wash dishes in hot soapy water and rinse thoroughly with hot water then allow to air dry.
3. Ensure soap is available for educators and children to wash their hands. Washing hands with soap helps remove bacteria from your hands.
4. Provide paper towels for educators and children to dry their hands. Re-using towels and tea towels can spread bacteria.
5. Check refrigerator is large enough to store all perishable foods.
6. Regularly monitor the temperature of the refrigerator and adjust it if required. To minimise the growth of harmful bacteria the temperature in the main part of your refrigerator should be less than 5°C. Use a probe thermometer to test the temperature of a food in the refrigerator or a small container of water permanently kept in the refrigerator. Label the container for this purpose.
7. Provide adequate seating so that children can sit whilst eating. This can reduce the risk of choking or accidents.
8. Check all equipment is in good condition. Dispose of any equipment that has cracks, crevices or chips that can harbour bacteria. This is particularly important for chopping boards made of soft material (such as plastic or wood), which can develop cracks or cut marks over time. This can make the boards difficult to clean thoroughly as bacteria may lodge in the crevices and contaminate foods subsequently cut on the board. Plastic or wooden boards should be replaced frequently to prevent crevices forming. Non-porous cutting boards such as Pyrex are useful. All cutting boards should be scrubbed regularly in hot, soapy water and allowed to dry completely.

Personal Hygiene

1. Germs from sick people can be spread through food. When you are sick, do not prepare or handle food for children and do not allow children who are sick to participate in cooking or food preparation activities.
2. Washing hands reduces the possibility of contaminating food with bacteria from the hands. If you choose to wear gloves when serving food make sure you wash your hands before putting on the gloves. Wash hands with soap and warm running water:
 - before handling food
 - after going to the toilet
 - after handling raw food, money or garbage
 - after smoking
 - after touching ears, nose, hair or your mouth.
3. Dry hands completely using paper or single use towels. To prevent bacteria spreading do not use a dishcloth or tea towel to dry hands.

4. Use tongs or wear disposable gloves when handling cooked food or 'ready to eat' foods such as sandwiches, fruit, cheese, crackers.
5. Ensure any cuts or sores are thoroughly bandaged with clean, waterproof material and covered by wearing disposable gloves.
6. Tie hair back or wear a hat to reduce the chance of contamination from hair falling into food.
7. Wear clean clothing.
8. The *National Quality Standards* state that the service should be a tobacco free environment. Do not allow smoking in the food preparation area.
9. Encourage children to wash their hands before handling or eating food to reduce the risk of bacteria spreading.
10. To limit the spread of bacteria do not allow children to share food, plates, cups or utensils. Serve finger foods or dips to children on individual plates or use tongs to serve.

Safe Food Selection

1. Food may sometimes contain harmful bacteria before you buy it. Check all packages carefully before purchasing or accepting deliveries of food to your service. Do not buy, accept or use any of the following potentially unsafe foods:
 - Swollen, chilled food packages: swelling results from action by bacteria, which produces gas.
 - Swollen cans: this swelling may also indicate bacterial action.
 - Dented cans: knocks hard enough to cause dents can lead to faulty seams and breaks in a can's seal, allowing bacteria to enter.
 - Frozen food packages containing ice crystals or large chunks of ice: this suggests that the food may have previously thawed and been refrozen.
 - Frozen foods that have been stored above the 'food line' in a frozen food display cabinet (usually about 5cm below the rim of the cabinet). This line indicates the level below which food must be kept to remain frozen.
 - Torn packages and imperfect seals.
2. It is important to buy foods that are within their 'best before dates' or 'use-by dates' and with sufficient shelf life remaining to allow time to use the food. It is illegal to sell food that is outside its use-by date because these dates are an indication of the safety of the food. Best before dates are indicators of quality but should also allow sufficient storage time before expiry.
3. If food is delivered to the service, make sure someone is available to check that any high-risk food is at or below 5°C or, at or above 60°C. Also check that frozen foods are completely frozen.

Safe Food Storage

1. Keep perishable food cold during transportation e.g. from supermarket to your service. Place cold food in an insulated bag to make sure it stays cold for the entire journey. Place it in the refrigerator or freezer immediately on arrival.
2. Refrigeration of perishable foods minimises bacterial growth. If foods are not to be used immediately place them in the refrigerator. Perishable foods that should be stored in the refrigerator include:
 - sandwiches (all fillings)
 - salads
 - pre-cooked meals (such as spaghetti bolognese, fried rice, meat and vegetables, quiche and pies)
 - all dairy foods (such as milk, cheese, custard and yoghurt)
 - cut up fruit or fruit salad, fruit juice (unless the label states the food does not require refrigeration)
 - some drinks do not require refrigeration prior to opening but must be refrigerated after opening.

If you are unsure if a food needs to be kept cold, it is best to store it in the refrigerator.

3. Do not leave perishable foods at room temperature. If food has been at room temperature for more than two hours, it must be thrown out.
4. To limit bacterial growth and keep perishable food at a safe temperature, ensure your refrigerator temperature is 5°C or lower.
5. Store perishable food in sealed containers or covered properly to maintain quality and prevent cross contamination.
6. Raw (uncooked) food contains more bacteria than cooked or processed food. To prevent cross contamination store cooked and raw food separately. Store raw food in the bottom of the fridge or in a sealed section of the refrigerator (such as the fruit and vegetable drawers or meat keeper section) to ensure it doesn't drip on foods that are already cooked.
7. Regularly check the freezer temperature is below -15°C to keep frozen foods in good condition. Defrost the freezer when ice builds up.
8. Divide large amounts of food into smaller containers before storing in the refrigerator or freezer to allow the food to cool or freeze more rapidly.
9. Store non-perishable foods (e.g. canned, dried foods) in a dry place. When non-perishable foods are opened and packages cannot be resealed, transfer food into a sealed container.
10. Check cupboards and refrigerator regularly to remove stale or suspect foods.

Safe Food Preparation

1. Use separate equipment to prepare raw and cooked food e.g. have a chopping board for raw meats and one for cooked meats. Using different coloured boards makes for an easy system. If it is not possible to have separate equipment for raw and cooked foods, ensure equipment is washed thoroughly between uses.
2. Wash fruit and vegetables well in clean water to remove soil and bacteria.
3. Always thaw frozen food in the refrigerator (on the bottom shelf or in the meat keeper draw) or in the microwave. If thawing food in the microwave, make sure it is used immediately. Do not thaw food on the kitchen bench or run frozen food under water to help it to thaw.
4. Thawed raw meat, chicken or fish is a good environment for bacteria to grow and cannot be refrozen unless cooked first. The cooked dish can then be frozen.
5. To limit the time food is between 5°C - 60°C (the danger zone) reheat food once only.
6. If food needs to be reheated, reheat quickly to at least 60°C just before serving. If food needs to be kept warm for an extended period keep it at 60°C or above.

Regular Cleaning

1. Wash work areas and equipment with warm water and soap and rinse in hot water. If not using a dishwasher, it is necessary to wash up in water at 45°C and rinse in water at least 77°C.
2. After washing, sanitise all work areas and equipment to destroy bacteria. Use an approved chemical sanitizer that is safe for food preparation.
3. Avoid using tea towels and allow equipment to air dry. Wipe up food spills with a paper towel then throw it away. If tea towels need to be used, ensure a clean tea towel is used each time. If used, tea towels should be cleaned and sanitised daily.
4. Establish a cleaning roster. In addition to cleaning the benches, walls and floors, regularly clean appliances such as refrigerators, stoves, ovens and microwaves to reduce the opportunity for bacteria to grow. Also clean the area around and under appliances, fixtures and fittings, exhaust canopies and filters.
5. Keep floors clean by sweeping or vacuuming floors daily and washing them at least weekly.

Waste and Vermin

1. Ensure adequate rubbish bins, with lids, are available and regularly emptied and maintained.
2. Be alert to signs of vermin activity and prevent their access by ensuring doors and windows close tightly and by repairing any cracks in cupboards.
3. Use qualified personnel if pest control is required

Record Keeping

- Ensure the Safe Food Handling poster is displayed,
- Ensure the Daily Safety Checklist is completed each day, including the Safe Food Handling section.

Links to Other Procedures

- Food, Dietary and Nutrition
- Hand Washing and Toileting
- Health
- Hygiene, Cleaning & Infection Control

FOOD, NUTRITION & DIETARY REQUIREMENTS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care recognises the primary school years of a child's life are a critical period for their healthy development and growth. During this time, both physical and intellectual development is largely dependent upon adequate nutritional intake. Many of the eating habits and attitudes to food developed in childhood continue throughout life.

We aim to provide nutritional foods for breakfast and afternoon tea.

This procedure is closely related to the *Food Handling Procedure*.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- NSW Department of Health – Munch and Move
- Cabonne Out of School Hours Care's *Food Handling Procedure*

Relevant Regulations

- Regulation 77 – Health, hygiene, and safe food practices
- Regulation 78 – Food and beverages
- Regulation 79 – Service providing food and beverages
- Regulation 80 – Weekly menu

Procedure

The Principal Office will:

- Collect and record relevant information about individual dietary requirements of children (allergies, intolerances, cultural) on enrolment forms.
- Ensure every child that suffers from severe allergies, anaphylaxis or diabetes has a Management Plan from a medical practitioner before the child starts care.

- Complete a Risk Minimisation Plan with the family if a child suffers from allergic reactions, anaphylaxis, or diabetes.
- Develop a Food Handling Procedure in place to ensure food is stored, prepared and served in a safe manner.
- Monitor service's menus in relation to the Australian Guide to Healthy Eating.

Educators will:

- Consider the Australian Guide to Healthy Eating when planning menus.
- Provide healthy food options for breakfast and afternoon tea.
- Respect the requests of families relating to dietary, religious, or cultural beliefs.
- Ensure water is readily available (both indoors and outdoors) for children to consume.
- Be aware of children with food allergies, food intolerances and special dietary requirements.
- Always supervise children while eating and drinking.
- Encourage water as a drink.
- Teach children to turn away from food when they cough or sneeze, and then to wash and dry their hands.

Families will:

- Communicate current dietary requirements of their children.
- Provide a Medical Management Plan to educator if child suffers from severe allergies, anaphylaxis, or diabetes. Children will not be permitted to start care until Management Plan have been received.

Australian Dietary Guidelines

Guideline 1

To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs.

- Children and adolescents should eat sufficient nutritious foods to grow and develop normally. They should be physically active every day and their growth should be checked regularly.

Guideline 2

Enjoy a wide variety of nutritious foods from these five food groups every day.

- Plenty of vegetables of different types and colours, and legumes/beans.
- Fruit.

- Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley.
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans.
- Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat.
- And drink plenty of water.

Guideline 3

Limit intake of foods containing saturated fat, added salt, added sugars and alcohol.

- a) Limit intake of foods high in saturated fat such as many biscuits, cakes, pastries, pies, processed meats, commercial burgers, pizza, fried foods, potato chips, crisps and other savoury snacks.
 - Replace high fat foods, which contain predominately saturated fats such as butter, cream, cooking margarine, coconut and palm oil with foods which contain predominately polyunsaturated and monounsaturated fats such as oils, spreads, nut butters/pastes and avocado.
 - Low fat diets are not suitable for children under the age of 2 years.
- b) Limit intake of foods and drinks containing added salt
 - Read labels to choose lower sodium options among similar foods.
 - Do not add salt to foods in cooking or at the table.
- c) Limit intake of foods and drinks containing added sugars such as confectionary, sugar-sweetened soft drinks and cordials, fruit drinks, vitamin waters, energy and sports drinks.
- d) If you choose to drink alcohol, limit intake. For women who are pregnant, planning a pregnancy or breastfeeding, not drinking alcohol is the safest option.

Guideline 4

Encourage, support and promote breastfeeding.

Guideline 5

Care for your food; prepare and store it safely.

Links to Other Procedures

- Child Enrolment and Orientation
- Dental Health
- Food Handling
- Health
- Medical Conditions
- Supervision



Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts



GOVERNANCE & MANAGEMENT OF SERVICE

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care aims to have effective leaders and management ensuring a high-quality education and care service is delivering quality outcomes for children, families, and staff.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011\

Funding

The Department of Education, through the Community Child Care Fund, funds the operations of each service. It is the responsibility of the Approved Provider to budget for salaries, training, and equipment from this funding. Income is also generated from fees and charges.

Licensing

The NSW Department of Education is responsible for regulating the service. The service operates under the National Quality Framework, including the Education and Care Services National Law 2010 and the Education and Care Services National Regulations 2011.

Procedures

Approved Provider will:

- Employ fit and proper staff to operate the services.
- Account for government funding.
- Maintain communication with state and federal government departments.

The Principal Office will:

- Commit to ethical, business-like, and lawful conduct, including proper use of authority and professional conduct.
- Demonstrate unconflicted loyalty to the interests of the service.
- Avoid conflicts of interest with respect to their role.

- Not use information exclusive to the educators for personal gain and will respect the confidentiality of all information obtained during meetings or through their role.
- Respect the confidentiality appropriate to issues of a sensitive nature.

Key Personnel

Job Title	Roles & Responsibilities
Department Leader – Community Services	Acts as Licensee representative to support the effective operations of the service.
Nominated Supervisor	<ul style="list-style-type: none"> • Oversees the operations of the service. • Reports to relevant government departments. • Supervises and manages service staff. • Maintains legislative requirements. • Implements training for educators. • Support and monitor educators to comply with legislation. • Oversee the recruitment and induction of new educators. • Liaise with educators and families regarding childcare.
Educational Leader	<ul style="list-style-type: none"> • Support and monitor educators to comply with legislation. • Assists with the recruitment and induction of new educators. • Liaise with educators and families regarding childcare. • Supports Nominated Supervisor in their duties. • Leads the development of educational programs and practice
Administration Officer	<ul style="list-style-type: none"> • Oversee duties of administration. • Oversee processing of attendance records. • Oversee weekly processing reports. • Creating updates for families • General correspondence (phone calls, letters, emails) • Enrolling Children

GUIDING CHILDREN'S BEHAVIOUR

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care aims to guide children's behaviour in a positive way. We acknowledge that the dignity and rights of each child must always be maintained and the importance of ensuring children are not subjected to any form of punishment or isolation when developing their behavioural skills.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- My Time, Our Place

Guidelines

Regulation 155 - Interactions with children states:

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that:

- a) Encourage children to express themselves and their opinions; and*
- b) Allow the children to undertake experiences that develop self-reliance and self-esteem; and*
- c) Always maintain the dignity and rights of each child; and*
- d) Give each child positive guidance and encouragement toward acceptable behaviour; and*
- e) Show regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.*

Procedures

The Principal Office will:

- Support educators and families to encourage positive behaviours.
- Model positive, socially accepted behaviours and language.
- Demonstrate appropriate reactions to children's exploratory behaviour.
- Communicate information about children with relevant parties.
- Treat each child with respect and without bias.

- Participate in professional development.

Educators will:

- Ensure child management techniques do not include physical, verbal, or emotional punishment, including for example, punishment that humiliates, frightens, or threatens the child, and the child is not isolated for any reason other than illness, accident, or a prearranged appointment with parental consent.
- Respect each child as an individual.
- Use positive guidance strategies that promote accepted children's behaviour.
- Be consistent in their approach to guiding children's behaviour.
- Reach agreements with families and staff in response to children's challenging behaviour.
- Endeavour to understand why a child behaves a certain way.
- Be proactive and prevent behaviour difficulties where possible.
- Be patient.
- Model positive, socially accepted behaviour and language.
- Provide an environment that supports the strategies of guiding behaviour.
- Create opportunities for children to be independent and self-reliant.
- Be objective and support children through periods of change and challenging behaviour.
- Demonstrate appropriate reactions to children's exploratory behaviour.
- Share information with families regularly in a constructive and positive manner about children's behaviour.

Families are encouraged to:

- Respond to their child in a positive and consistent manner.
- Discuss approaches and work with the educator to guiding children's behaviour.
- Interact with all children in the service in an appropriate manner.

Links to Other Procedures

- Child Protection
- Collaborative Partnerships
- Ethical Conduct
- Inclusion and Diversity
- Interactions with Children
- Professional Development

HAND WASHING & TOILETING

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care are aware that many diseases are spread by body fluids. Children and staff are at twice the usual risk of diarrhoeal infections and increased risk of Hepatitis A, due to assisting young children with toileting routines. Safe toileting and hand washing procedures significantly reduces the risk and the spread of diseases transmitted by faeces and body fluids.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- Public Health Act 1991 2010 No127
- Work Health and Safety Regulation 2011 (NSW)
- Work Health and Safety Act 2011 (NSW)
- Staying Healthy in Childcare – Preventing infectious diseases in childcare

Procedures

The Principal Office will:

- Be aware of the legislative requirements regarding toileting practices and facilities.
- Keep up to date with information about current hygienic practices in education and care services.
- Supply services with a Hand Washing poster.

Educators will:

- Abide by their obligations under the Education and Care Services National Regulations 2011 and the National Quality Standard. This includes the following requirements:
 - The premises of a children's service must have toilet and hand washing that are safe and appropriate for the children.
 - The dignity and need for privacy of each child is respected during toileting.
 - Consultation with families on any toileting issues relating to their child.

- Sharing of information about a child's toileting while in care with that child's family.
- Support toileting as being relaxed and positive experiences.

Toileting Procedure

- Ask families to supply several changes of clothing.
- If a child has got faeces on their clothes, dispose of faeces in the toilet and place the soiled clothes in a plastic bag. Keep these bags in a designated place until the parent or carer can take them home that day.
- Help the child use the toilet, if needed.
- After they have finished toileting, guide younger children to the handwash basin and help them wash their hands.
- Supervise older children while they wash their hands.
- Explain to the child that washing their hands and drying them properly will stop germs that might make them sick.
- Always do your own hand hygiene after helping children use the toilet.

Hand Washing Procedure

The process of thoroughly washing and rinsing your hands should take 20 seconds. This can be achieved by slowly counting to 20. Wash hands with soap and running water, preferably warm.

- Wet hands with running water (preferably warm water for comfort)
- Apply soap to hands
- Lather soap and rub hands thoroughly.
- Rub hands together for at least 15 seconds
- Rinse thoroughly under running water
- Turn off the tap using paper towel
- Dry thoroughly with a new paper towel

Liquid soap dispensers and disposable paper towels are the preferred option for hand washing. Alcohol based hand cleaners can have a role if proper hand washing facilities are not available, e.g. on excursions. After several uses of an alcohol-based hand wash cleaner you will need to wash your hands properly with liquid soap and water.

When drying hands, use disposable paper towel as the preferred option.

Table 2.1 When to do hand hygiene

Who	Before	After
Educators and other staff	<ul style="list-style-type: none"> Starting work, so harmful germs are not introduced into the service Eating or handling food Giving medication Putting on gloves Applying sunscreen or other lotions to children Going home, so harmful germs are not taken home with you 	<ul style="list-style-type: none"> Eating or handling food Using the toilet Helping children use the toilet Taking off gloves Changing a nappy (see section 2.5 Nappy changing and toileting) Cleaning the nappy change area Wiping a child's nose or your own nose Cleaning up body fluids such as faeces, urine, vomit or blood Handling garbage Coming in from outside play Applying sunscreen or other lotions to children Touching animals
Children	<ul style="list-style-type: none"> Starting the day at the service; parents and carers can help with this Eating or handling food Going home, so harmful germs are not taken home with them 	<ul style="list-style-type: none"> Eating or handling food Using the toilet Touching mucus (snot) Coming in from outside play Touching animals

Links to Other Procedures

- Dealing with Infectious Diseases
- Health
- Hygiene, Cleaning, and Infection Control
- Interactions with Children
- Supervision

HEALTH

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care acknowledges the importance of good health and hygiene practices to ensure the safety and wellbeing of children, families, and staff members. It is important to promote children's health by encouraging and assisting educators to adopt effective health and safety practices and maintain, promote, and manage health concerns.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- Work Health and Safety Regulation 2011 (NSW).
- Work Health and Safety Act 2011 (NSW).
- Public Health Act 2010 No 127.
- Staying Healthy in Childcare www.nhmrc.gov.au.
- Munch and Move NSW www.healthykids.nsw.gov.au/campaigns

Procedures

The Principal Office will:

- Develop and maintain procedures and policies to ensure that educators and families are informed and aware of good health and hygiene practices. These are based on current and up to date information which is regularly sourced from Staying Healthy in Childcare. Procedures will be developed in relation to:
 - Exclusion of sick children including general rules for infection control
 - Dental health
 - Hand washing
 - Toileting
 - Cleaning
 - Food handling and storage
 - Handling body fluids

- Provide current information on health and hygiene practices which reflects current research, best practice, and advice from relevant health authorities.
- Implement and role model appropriate hygienic and healthy practices.

Educators will:

- Promote and role model good health and hygiene practices.
- Actively support children to wash hands regularly.
- Keep up to date with current practices and implement service procedures.
- Respect the management practices of a family for a child with specific conditions or illnesses.
- Treat a child's health status professionally and confidentially.
- Follow the recommendations listed on a child's Medical Management Plan.
- Inform the service if their health status changes e.g. illness or hospitalisation, pregnancy etc.
- Refer to the related policies:
 - Dealing with Infectious Diseases
 - Dental Health
 - Exclusion of Unwell Children
 - Hand Washing & Toileting
 - Hygiene, Cleaning, and Infection Control

It is the responsibility of the family to:

- Support the educator to comply with health and hygiene practices and guidelines.
- Keep sick or infectious children out of the care environment.
- Keep the educator informed on Medical Management Plans for their child if required e.g. asthma, diabetes, epilepsy, and anaphylaxis.

Links to Other Procedures

- Dealing with Infectious Diseases
- Dental Health
- Exclusion of Unwell Children
- Hygiene, Cleaning, and Infection Control
- Hand Washing & Toileting

HYGIENE, CLEANING & INFECTION CONTROL

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care will ensure preventative measures are taken to minimise the spread of infectious diseases by providing a safe and hygienic environment.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- Work Health and Safety Regulation 2011 (NSW).
- Work Health and Safety Act 2011 (NSW).
- Staying Healthy in Childcare –
<https://www.nhmrc.gov.au/sites/default/files/documents/reports/clinical%20guidelines/ch55-staying-healthy.pdf>

Cleaning

Some harmful germs can survive for periods of time in the environment, usually on surfaces such as benchtops, door handles and toys. How long a germ can survive on a surface depends on the type of germ, the type of surface, temperature and humidity, and how often the surface is cleaned. Regular cleaning reduces the number of germs in the environment and breaks the chain of infection.

Routine cleaning should be done daily and when surfaces are visibly dirty.

Cleaning and disinfection should be done after any spills or bodily fluids (urine, faeces, vomit, blood, breastmilk)

If there is a disease outbreak, to break the chain of infection, education and care services may need to do a thorough cleaning process that goes beyond routine cleaning practices.

Cleaning Equipment

Appropriate cleaning equipment for education and care services includes:

- disposable cloths, or cloths that can be washed in a washing machine using hot water

- utility gloves
- buckets
- mops with detachable heads (so you can wash them in a washing machine using hot water)
- a vacuum cleaner (a vacuum fitted with HEPA filters is recommended, but if this is not available, try to finish vacuuming before children enter rooms to allow time for dust to settle)
- a dishwasher

Keep cleaning equipment well maintained, clean, and stored in a way that allows it to dry between uses.

Consider colour-coding the cloths and sponges for each area so that it is easier to keep them separate. For example, bathroom is red, kitchen is green, general is blue and yellow is infectious.

Wear utility gloves when cleaning. Wash your hands after taking the gloves off. Utility gloves should be washed and dried between uses.

Cleaning Products

Cleaning products suitable for use in education and care services include:

- detergent for general cleaning
- disinfectants (general-purpose disinfectant or bleach)
- dishwashing liquid
- dishwashing tablets, if a dishwasher is used

When choosing cleaning products, always consider the product's effectiveness against harmful germs. Appropriate cleaning products for education and care services are those that are specifically labelled and intended for cleaning. These cleaning products have consistent and standardised ingredients that are effective against germs.

Do not use domestic kitchen products such as vinegar or bicarbonate of soda as cleaning products – they are not as effective against germs.

Always use the products at the right strength (that is, diluted correctly) to ensure they are effective. Follow the instructions on product labels and use the product correctly and for the correct purposes.

Store all cleaning products appropriately, away from children.

Environmental Sustainability

Education and care services can consider environmental sustainability in their service. For the Staying Healthy Guidelines, this is most relevant in cleaning procedures.

Single-use products such as cleaning cloths are the safest to use to break the cycle of infection. But multiple-use products can also be effective, if they are washed and dried properly between uses.

Services can buy sustainable supplies, such as:

- forest-friendly or recycled paper products (for example, paper towels)
- eco-friendly cleaning and disinfecting products – but only if they are sold as effective cleaning products.
- bulk supplies to minimise packaging waste.

When to Clean

Clean up any spills of body fluids immediately.

Clean these types of areas frequently:

- Horizontal surfaces and frequently touched surfaces – Particles produced by coughing and sneezing contain germs and fall towards the ground, landing on horizontal surfaces. Hands also transfer germs onto surfaces that children and all staff frequently touch (for example, doorhandles, light switches, toys). Clean horizontal and frequently touched surfaces at least once a day. Clean them again if they become visibly dirty or contaminated with blood or other body fluids.
- Wet areas – The kitchen/food preparation area, toilets and nappy changing areas are wet areas. Many germs thrive in wet or damp conditions, so wet areas are likely to become contaminated with germs and be sources of germs that spread to other areas. For this reason, keeping kitchens and bathrooms clean and dry is a most important step to break the chain of infection. Clean these areas at least once a day. Clean them again if they become visibly dirty or contaminated with blood or other body fluids.

Surface or area	Wash daily and when visibly dirty	Wash weekly and when visibly dirty	Wash regularly and when visibly dirty or obviously contaminated
Bathrooms – wash tap handles, toilets and doorknobs; check the bathroom during the day and clean if visibly dirty	✓		
Toys and objects children put in the mouth (for example, building blocks)	✓		
Surfaces that children touch frequently (for example, benchtops, taps, cots and tables)	✓		
Doorknobs	✓		
Floors		✓	

	<p>✓</p> <p>If children do not use the same items every day</p>	<p>✓</p> <p>If children do use the same items every day</p>
Beds, stretchers, linen and mattress covers		
Sofas, soft chairs, beanbags, cushions		✓
Low shelves		✓
Other surfaces not often touched by children		✓

How to do Routine Cleaning

Routine cleaning (also called environmental cleaning) is regular cleaning that reduces the number of harmful germs that survive on surfaces in the education and care service. Spills of any body fluids need extra cleaning.

How to clean hard surfaces

'Hard' surfaces are surfaces that are waterproof or impermeable to liquid. They include tables, hard floors, taps and basins. A surface that is waterproof but feels soft (such as a vinyl sofa) is a 'hard' surface for cleaning purposes. Hard surfaces are recommended for education and care services to make cleaning easier.

Routine cleaning with detergent and water, followed by rinsing and drying, is the best way to remove harmful germs from hard surfaces.

- Detergents help loosen the germs so that clean water can rinse them away.
- Mechanical cleaning (scrubbing the surface) physically removes germs.
- Rinsing with clean water removes loosened germs and detergent residue from the surface.
- Drying the surface makes it harder for germs to survive or grow.

Basic steps for routine cleaning of hard surfaces

1. Put on utility gloves.
2. Mix detergent and warm water in a clean bucket or basin. Do not use handwashing basins for cleaning. Follow the manufacturer's instructions on how much detergent to use.
3. Wet a clean cloth or paper towel with the detergent mixture.
4. Vigorously rub the surface with the cloth or paper towel to physically remove germs. If repeat scrubbing is needed, first rinse the cloth in the detergent mixture, or get a new paper towel and wet it in the mixture.

5. Once the surface appears clean, empty the bucket, place any cloths to be washed in a plastic bag and discard any paper towels.
6. Rinse the bucket or basin and wash your hands.
7. Add clean water to the bucket or basin.
8. Wet a new clean cloth or paper towel with the clean water. Wipe the surface to remove detergent. Repeat if needed.
9. Dry the surface with a clean paper towel.

Make up fresh detergent and water every day in a clean, dry container. The mixture should be made up fresh daily to stop germs from growing in the container. Label the container with the time and date of mixing and the type of detergent. Empty out any mixture from the previous day and rinse the container before refilling. Do not top up the container with water during the day because this dilutes the mixture, making it less effective.

If you are using the mixture in a spray bottle, spray the surface heavily and rub it. Spraying a surface with a fine mist and then wiping it dry with a cloth or paper towel is not enough to dislodge germs.

Warm water is recommended when cleaning because this makes it easier to remove dirt from a surface. However, cold water and a little extra scrubbing can also clean effectively.

Start the cleaning process in the cleanest areas and finish in the dirtier areas. This helps to prevent cross-infection because it decreases the risk of contaminating a clean room with germs from a dirty room.

How to clean soft materials

'Soft' materials can absorb water and other liquids and are usually made of cloth.

Common soft materials used in education and care services include sheets, towels and tea towels. Most of these should be washed every day.

Wherever possible, other soft materials in the service should be removable to allow laundering. For example, items such as sofas, soft chairs and beanbags should either be made of impermeable materials or have removable cloth covers that are laundered regularly.

Effective laundering involves:

- washing with detergent in a machine on a hot setting ($\geq 60^{\circ}\text{C}$)
- drying in sunlight OR drying in a tumble dryer on a hot setting ($\geq 40^{\circ}\text{C}$)
- drying items completely before storing them or using them again.

You do not need to wash contaminated cloth items separately if the water is at the correct temperature and the correct amount of detergent is used. This applies to cloth items used by a child who is sick or that are contaminated with body fluids. Examples include bed linen used by a child with a respiratory infection or gastroenteritis, or a towel with blood or vomit on it.

Cleaning And Hygiene Practices During Pandemic

During any infectious disease outbreak, routine cleaning is increased in frequency, particularly on high-touch surfaces such as door handles, tables, light switches, bathroom areas and any toys or surfaces which may have been mouthed or in contact with bodily fluids.

Surfaces are cleaned and then disinfected to remove germs.

Further advice regarding infectious cleaning will be sought from the Public Health Unit should there be any direct concern regarding the exposure to a disease or virus, during pandemic.

Safely Dealing with Wounds & Bodily Fluids

Wounds

If a child is bleeding from an injury, nosebleed or bite from another child, you must:

- look after the child
- dress the wound (if needed)
- check that no-one else has come in contact with the blood
- clean up the blood.

In an emergency, call 000 for an ambulance. If the situation is not urgent, follow the service's procedures about notifying the parent or carer.

Looking after the child:

1. Avoid contact with the blood.
2. Comfort the child and move them to safety, away from other children.
3. Put on gloves, if available.
4. Apply pressure to the bleeding area with a bandage or paper towel.
5. Elevate the bleeding area, unless you suspect a broken bone.
6. When the wound is covered and no longer bleeding, remove your gloves, put them in a plastic bag or alternative, seal the bag and place it in the rubbish bin.
7. Wash your hands thoroughly with soap and running warm water.

It is a good idea to wear a face shield or protective eyewear if there is a chance that blood could enter your eyes or mouth (for example, if the child has a mouth wound and is coughing).

Dressing the wound:

1. Put on gloves, if there is time.
2. Dress the wound with a bandage or suitable substitute and seek assistance.
3. Remove your gloves, put them in a plastic bag, seal the bag and place it in the rubbish bin.
4. Wash your hands thoroughly with soap and running warm water.

Bodily Fluids

Strategies to prevent spills of body fluids include:

- regularly toileting children (changing their nappy or taking them to the toilet)
- excluding children with vomiting or diarrhoea
- encouraging children to blow their noses, especially any who have a runny nose, and disposing of tissues appropriately

- minimising the risk of injury by supervising and supporting children to play safely.

When a spill occurs, clean it up as soon as possible. If possible, place a safety sign around the spill to keep people away until it can be cleaned.

When cleaning up a spill of blood, faeces, urine, vomit or breastmilk, wear gloves and wipe up the spill with paper towels. Next, clean the surface with warm water and detergent, and dry with paper towels. Wipe the area with disinfectant and allow to dry.

Wash your hands thoroughly with soap and running warm water after you have cleaned any spills of body fluids.

Table 2.2 When to wear and how to maintain gloves

Type of gloves	When to wear them	How to maintain them	Examples
Disposable gloves	<ul style="list-style-type: none"> • When there is a chance you may come in contact with body fluids, including faeces, urine, vomit or blood 	<ul style="list-style-type: none"> • No maintenance – use them once and throw them away; do not reuse 	<ul style="list-style-type: none"> • Changing nappies • Managing cuts and abrasions • Cleaning spills of body fluids
Utility (reusable) gloves	<ul style="list-style-type: none"> • When cleaning the education and care service • When preparing bleach solutions 	<ul style="list-style-type: none"> • Clean according to the manufacturer's instructions • Hang up to dry after use, preferably outside • Store dry between uses • Replace when showing signs of wear 	<ul style="list-style-type: none"> • General cleaning duties

Links to Other Procedures

- Dealing with Infectious Diseases
- Hand Washing & Toileting
- Health
- Nappy Changing, Toileting and Hand Washing

INCIDENT, INJURY, TRAUMA & ILLNESS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care will effectively respond to, manage, and report incidents, injuries, illnesses, and emergencies that occur at the service to ensure children's health, safety, and wellbeing. Educators have a duty of care to children being educated and cared for in their service.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework

Relevant Regulations

- Regulation 12 – Meaning of serious incident
- Regulation 85 – Incident, injury, trauma and illness policies and procedures
- Regulation 86 – Notification to parents of incident, injury, trauma, and illness
- Regulation 87 – Incident, injury, trauma, and illness record
- Regulation 88 – Infectious diseases
- Regulation 89 – First aid kits
- Regulation 97 – Emergency and evacuation procedures
- Regulation 161 – Authorisations to be kept in enrolment record
- Regulation 162 – Health information to be kept in enrolment record
- Regulation 174 – Prescribed information to be notified to Regulatory Authority
- Regulation 176 – Time to notify certain information to Regulatory Authority

Procedures

The Principal Office will:

- Be familiar with the regulatory requirements in relation to dealing with emergency situations with children.
- Ensure the family has given written authorisation for staff members of the service, to seek and carry out emergency ambulance, medical, hospital or dental advice or treatment, before accessing these services.

- Upon receiving notice of a serious incident involving a child attending a service where the incident results in the child receiving medical, dental or hospital treatment, the service will notify the Approved Provider and the Regulatory Authority within 24 hours.
- Have current first aid qualifications and Asthma and Anaphylaxis Management Training, as described in the Regulations.
- Upon receiving notice of the death of a child while being provided with care, the Nominated Supervisor will immediately notify the Approved Provider and the Regulatory Authority. The Nominated Supervisor will then immediately proceed to the service to offer support and assistance.
- Ensure all staff members have current first aid qualifications.
- Ensure each service has an adequately stocked first aid kit.
- Discuss with the families their responsibility in covering any expenses arising from emergency treatment, (as documented in the Enrolment Form) and their responsibility in providing adequate information on the child's:
 - Health
 - Past and current medical history and any allergies
 - Medications if relevant
 - Recommended medical and dental provider
 - Written action plans for medical conditions e.g., anaphylactic reactions, asthma, haemophilia, diabetes, epilepsy, severe allergies etc.
- Notify families if there is an occurrence of an infectious disease at the service as soon as practicable.

Educators will:

- Ensure the parent of a child who is injured, becomes ill or suffers a trauma is notified as practically as possible and without delay.
- Complete Evacuation Procedures every three months that includes serious incidents.
- Prominently display cardiopulmonary resuscitation (CPR) guides both inside and outside premises.
- Display current relevant emergency telephone numbers in a prominent position.
- If Responsible Person, have a current first aid qualification and asthma and anaphylaxis management training.
- Ensure they have a copy of a child's Management Plan and Risk Minimisation Plan, where applicable, before the child's commences care.
- In the event of an incident, injury, trauma, or illness, inform the family or emergency contact as soon as practical and without delay, allowing the family to take over the responsibility of their child and decide on further action to take if necessary.

- Complete the incident, injury, trauma, or illness record as soon as practical after an incident has occurred. The form is to be signed by both the educator and the parent and forwarded to the service within 24 hours of an incident.
- Inform the service staff of any injury to a child that requires medical attention.
- Inform the service of any serious incident within 24 hours of incident occurring.
- Refer to a child's Medical Management Plan, where applicable, before applying first aid

Families are encouraged to:

- Provide up to date medical and contact information in case of an emergency.
- Seek their own health insurance if they desire.
- Annually complete a Medical Management Plan and Risk Minimisation Plan to assist the educator with the management of a child's medical condition, if required to do so.
- Take over the responsibility of their child as a matter of urgency, if contacted by the service to do so.

SERIOUS INCIDENTS

Serious incidents include:

- Head injuries
- Fractures
- Serious Burns
- Epileptic seizures
- Whooping cough
- Removal of any body part
- Measles
- Meningococcal infection
- Diarrhoea requiring hospitalisation.
- Anaphylactic reaction requiring hospitalisation.
- Asthma requiring hospitalisation.
- Witnessing violence of a frightening event
- Sexual assault
- Death of a child
- An incident where emergency services attended or should have attended.
- A child is missing.
- A child has been taken from the service with authorisation.
- A child is mistakenly locked in or out of the service.

In serious incidents, staff members will:

- Notify 000 immediately and follow instructions given.

- Contact the parent, guardian, or authorised person as soon as practical and without delay, remain calm and clearly inform them of the situation.
- Contact the Principal Office.
- Complete an incident report as soon as practical and forward to the Principal Office within 24 hours, for the service to notify the Regulatory Authority

Educators can contact other parents to come and collect their children after a serious incident has occurred and are encouraged to de-brief with the service or professional counsellor.

Educators are reminded to never put themselves, or others, in any danger.

Links to Other Procedures

- Acceptance and Refusal of Authorisation
- Administration of First Aid
- Administration of Medication
- Child Enrolment & Orientation
- Dealing with Infectious Diseases
- Dental Health
- Health
- Medical Conditions
- Supervision

INCLUSION & DIVERSITY

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care acknowledges the need for an inclusive program and practices based on children's rights and social justice principals; that is the right to fair and equal treatment regardless of age, gender, class, ethnicity, sexuality, geographic location, languages spoken, cultural background, additional need, or other circumstances.

Our service:

- Recognises differences, as well as similarities, in people and respect this, not just within our service but in promoting respect for all people in the wider community.
- Promote child friendly communities and are advocates for universal access to a range of high-quality early childhood and school age care programs.
- Is commitment to full participation of children with additional needs.
- Creates an environment that reflects the lives of children and families using the service and the cultural diversity of the broader community including Aboriginal and Torres Strait Islander communities.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework

Procedure

Information Sharing

- On initial contact with the service, families will be requested to provide information relevant to the successful inclusion of their child into the service (e.g. cultural background, age, additional needs)
- Written permission will be obtained from families to share information relating to their children, family and situation to external organisations or persons, if required.
- Information relevant to a child and/or family may be shared between service staff, if required for the placement, ongoing support, or development of the child.

The Principal Office will:

- Support the employment of staff from a range of social and cultural backgrounds.

- Ensure professional development is provided for staff to extend their knowledge of social justice, inclusive and anti-bias practices through professional development opportunities, resources and publications and discussions with peers.
- Ensure compliance with relevant state and commonwealth legislation to provide an inclusive and discrimination-free environment.
- Ensure staff have skills and expertise necessary to support inclusion of children with additional health and developmental needs.
- Ensure a Strategic Inclusion Plan is completed annually with the Inclusion Support Agency.
- Ensure there are individual support plans for children with additional needs.

Educators when working with children will:

- Respect the rights and dignity of each child.
- Ensure all the children have a right to access all learning experiences, to equally participate in the program and to succeed as a learner.
- View all children as competent with many strengths and abilities and as initiators and active social constructors of their own learning.
- Support children to interact with the environment and equipment in ways that children can identify.
- Build children's positive sense of self through identifying and responding to each child's strengths and learning styles.
- Create environments that are inviting and inclusive and support children's exploration, creativity, and learning.
- Develop respectful and trusting relationships with children, so they can feel empowered and more open and respectful of others.
- Support children to identify and act against unfairness or other biased behaviours.
- Embed Aboriginal and Torres Strait Islander practices in the everyday program.

Educators when working with families will:

- Show sensitivity to and respect for the range of family structures including same sex families, social values, and child rearing practices evident in the service and the wider community.
- Share and exchange information relevant to the child.
- Respect the family's home language and communication styles and use a range of verbal and written methods of communication.
- Value multiple perspectives and empower families as decision makers about their child's learning and wellbeing.
- Provide a program that responds to the individual strengths and interests of all children.

Educators when working with children with additional needs will:

- Use an inclusive approach ensuring that all children, especially children with additional needs, have the same opportunities to participate in all experiences and all aspects of the program.
- Seek specialised assistance or additional support to successfully include children with additional needs.
- Help them achieve educational success.
- Plan experiences based on the child's strengths, talents, likes and dislikes and family priorities for their child.
- An approach that develops a sense of belonging, and comfort in the service environment.
- Encourage use of educational tools that reflect children and people with disabilities as active participants in the community.
- Adapt environments, routines, and staffing arrangements to appropriately facilitate the inclusion of children with additional needs.

Families are encouraged to:

- Provide information to the educator and service staff about their child's individual likes, dislikes, and needs.
- Accurately complete the enrolment form and ensure information is updated when needed.
- Discuss their children's additional needs, culture, and other information with staff.
- Participate in the educational program when asked to.

Links to Other Procedures

- Child Enrolment and Orientation
- Child Protection
- Collaborative Partnerships
- Confidentiality and Storage of Records
- Interactions with Children
- Professional Development

INTERACTIONS WITH CHILDREN

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Children who experience relationships in an education and care setting that are built on respect, fairness, acceptance, cooperation, and empathy, and are given the opportunity to develop these qualities themselves, are enhanced by these quality interactions.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework

National Law - Under Section 166 of the Education and Care National Law, a staff member, may receive a penalty for up to \$10,000 (up to \$50,000 in the case of Approved Provider) for subjecting a child to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

Procedure

The Principal Office will:

- Role model respectful and positive interactions with the children that convey to the children that they are valued as competent and capable individuals.
- Treat each child without bias.
- Have regard to the size and composition of groups in which children are being educated and cared for by the service.
- Use a positive approach in guiding behaviour.
- Have caring, equitable, and responsive relationships between themselves and children.

Educators will:

- Maintain supportive relationships, positive interactions, listen to children and encourage children to express themselves and their opinion.
- Allow children to undertake experiences that develop self-reliance and self-esteem.
- Ensure the dignity, rights and agency of each child are maintained.

- Use positive guidance and encouragement toward acceptable behaviour. Take a positive approach to guiding children's behaviour that empowers children to regulate their own behaviour and develop skills to negotiate and resolve conflicts or disagreements with others.
- Consider each child's family and cultural values, age, physical and intellectual development, and abilities.
- Provide an environment that is secure and interesting with a positive atmosphere.
- Create opportunities for children to be independent and self-reliant to work through differences, learn new things and take calculated risks.
- Ensure that the routines and experiences children encounter during care are appropriate and reflect each child's family and cultural values, age, and physical and intellectual development.
- Encourage children to express themselves and develop confidence in their abilities and opinions.
- Show an interest and participate in what the child is doing, actively engage in children's learning and share decision making with them.
- Support children through periods of change.
- Respond to all children in a fair and consistent manner.
- Treat each child without bias regardless of their physical or intellectual ability, gender, religion, culture, family structure or economic status.
- Respect children's agency and encourage them to express themselves and their opinions.
- Always maintains the dignity and the rights of each child.
- Have regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for.

Families are encouraged to:

- Respond to all children in a fair and consistent manner.
- Share relevant information with staff regularly.
- Role model effective communication skills to their children.
- Inform staff of events or incidents that may impact on their child's behaviour at the service (e.g. moving to a new house, a new sibling).

Links to Other Procedures

- Child Protection
- Collaborative Partnerships
- Inclusion & Diversity
- Professional Development

MANAGING RECORDS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Regulatory, licensing and funding bodies require the retention and maintenance of records in relation to service stakeholders and children. All Cabonne Out of School Hours Care records are required to be kept up to date, stored confidentially in a safe and secure area with access by authorised persons only. This includes both electronic and hardcopy format. Carefully organised storage systems are required to easily access records.

References

- Education and Care Services National Law 2010 (Section 175)
- Education and Care Services National Regulations 2011
- NSW Privacy and Personal Information Protection Act 1998 No 133
- NSW Government Information (Public Access) Act 2009
- Freedom of Information Amendment (Reform) Act 2010 Act 48 of 1977
- Child Care Provider Handbook

Procedure

The Principal Office will:

- An appropriate person will be appointed to the role of Nominated Supervisor to ensure for the purposes of section 175(1) of the Law, the following documents are prescribed in relation to each education and care service operated by the approved provider—
 - a) the documentation of child assessments or evaluations for delivery of the educational program as set out in regulation 74.
 - b) an incident, injury, trauma and illness record as set out in regulation 87.
 - c) a medication record as set out in regulation 92.
 - d) in the case of a centre-based service, a staff record as set out in regulation 145.
 - e) a record of volunteers and students as set out in regulation 149.
 - f) the records of the responsible person at the service as set out in regulation 150.
 - g) in the case of a centre-based service, a record of educators working directly with children as set out in regulation 151.

- h) a children's attendance record as set out in regulation 158.
 - i) child enrolment records as set out in regulation 160.
 - j) a record of the service's compliance with the Law as set out in regulation 167.
 - k) a record of each nominated supervisor and any person in day-to-day charge of the education and care service under section 162 of the Law.
 - l) in the case of a centre-based service, a record of children embarking a means of transport at the education and care service premises as set out in regulation 102E(4)(c).
 - m) in the case of a centre-based service, a record of children disembarking a means of transport at the education and care service premises as set out in regulation 102F(4)(d).
- Ensure the above records must be made available to a parent/guardian of a child on request unless prohibited by a court order.

Records must be kept at the service for the following periods:

Records and documents required to be kept at the service (National Regulations 183)			
Type of Record	Responsibility	Timeframe	Reference
Evidence of current public liability insurance Note: does not apply if the insurance is provided by a state or territory government	Approved Provider	Available for inspection at service premises or office	Regulations 29, 30, 180
Self-Assessment	Approved Provider	Current plan is to be kept	Regulations 31, 55
Incident, injury, trauma, and illness record	Approved Provider	Until the child is 25 years old	Regulations 87, 183
Medication record	Approved Provider	Until the end of 3 years after the child's last attendance	Regulations 92, 183
Child attendance	Approved Provider	Until the end of 3 years after the record was made	Regulations 158-159, 183
Child enrolment	Approved Provider	Until the end of 3 years after the child's last attendance	Regulations 160, 183

Death of a child while being educated and cared for by the service	Approved Provider	Until the end of 7 years after the death	Regulations 12, 183
Record of service's compliance history	Approved Provider	Until the end of 3 years after the Approved Provider operated the service	Regulation 167
Records identified as relevant to child safety and wellbeing (including child sexual abuse) be:	Approved Provider	Recommended to be kept for 45 Years	

Educators will:

- Ensure above stated documents are completed when required and forwarded to the Principal Office as soon as possible.

Links to Other Procedures

- Child Enrolment and Orientation
- Confidentiality and Storage of Records
- Governance and Management
- Non-Compliance

MEDICAL CONDITIONS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care recognises the need to ensure that children with diagnosed medical conditions have their medical requirements met whilst in child care. The service will work with families to minimise the risk of exposure of children to foods and other substances which may trigger severe allergy or anaphylaxis. Staff will ensure that any medical conditions, that they are notified of, are managed appropriately.

References

- Education and Care Services National Law 2010 (Section 175)
- Education and Care Services National Regulations 2011
- NSW Department of Health, Allergies and Anaphylaxis. www.health.nsw.gov.au
- Asthma Australia
- Australasian Society of Clinical Immunology and Allergy (ASCIA) - <https://www.allergy.org.au/hp/anaphylaxis/ascia-action-plan-for-anaphylaxis>

Medical Conditions that require a Medical Management Plan

- Asthma
- Anaphylaxis
- Severe Allergies
- Diabetes
- Epilepsy
- Any other severe medical conditions that impact the child's everyday life.

Medical Management Plans, also known as Action Plans, are to be completed and signed by a doctor and renewed annually.

Medical Conditions that require a Risk Minimisation Plan

- Asthma
- Anaphylaxis
- Allergies

- Diabetes
- Epilepsy
- Intolerances
- Any other medical condition that may impact the child while at family day care.

A Risk Minimisation Plan is completed by the Nominated Supervisor and must be renewed annually.

Procedure

The Principal Office will:

- During the enrolment process seek information about any specific health needs, allergy, or relevant medical condition that a child may have. This information will be communicated in writing on the enrolment form (current Medical Management Plan will need to be completed annually by a medical or health profession).
- Provide all parents with a copy of the '*Medical Conditions Procedure*' and '*Incident, Injury, Trauma and Illness Procedure*'.
- Advise parents the child cannot attend the education and care service unless the appropriate medication is provided each day the child attends.
- Advise the parents the child cannot attend education and care unless the medical Management Plan and the Risk Minimisation Plan are current.
- Always ensure that educators and service staff working with children have current training in asthma and anaphylaxis management.
- Keep a register of all children with medical conditions and when their relevant forms will expire.
- Complete a **Risk Minimisation Plan** annually, in consultation with families. This will nominate where the medication is to be kept, and outline strategies for minimising the identified risks.
- Seek information about any specific health care needs, allergies, or relevant medical conditions that a child may have during the enrolment process and on an ongoing basis. This information will then be communicated in writing.

Educators will:

- Review the Medical Management Plan to ensure it states what symptoms and signs to look for, what action to take, including authorised persons, the child's doctor, and what first aid to give.
- Always ensure that they have current First Aid Certificate.
- Ensure the child has the specified medication outlined in the Medical Management Plan every time the child arrives in care.
- Ensure all appropriate medication is taken on excursions and review the Risk Minimisation Plan for the excursion.

- Ensure any medication brought to the service is stored as per manufacturer's instruction, has a clear label with their name on it, is not past expiry date and is inaccessible to children. It will be stored with the Medical Management Plan and easy to access.
- Ensure a child at risk of food allergies eats food that has been specifically prepared for them. Where the educator is preparing food for the child, ensure that it has been prepared according to the parent's instructions and has been approved by the parent.
- All bottles, other drinks, lunch boxes, food packages provided by parents/guardians of a child should be clearly labelled with the child's name.
- Consider in some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all activities.
- Ensure tables are washed down after eating.
- Ensure hand washing for all children before and after eating.
- Ensure they follow measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils.
- Ensure the Medical Management Plan is followed in the event an incident relating to the child's specific health care need occurs.
- Display emergency contact phone numbers for local area.
- Record any medication given on the Medication Authorisation form.
- Complete the Incident Injury Trauma Illness Record and send into Principal Office within 24 hours if an incident occurs.
- If a child self-administers medication, ensure the practices for self-administration of medication procedure is followed.
- Ensure all original medical forms are always kept on site. Any forms need to be registered by the Principal Office will need to be faxed, scanned, or emailed.

Families are required to:

- Provide a Medical Management Plan, that has been completed by a doctor, upon enrolment.
- Complete Medication Authorisation to allow the educator to administer medication accordingly.
- Provide the service with relevant medication, in the original packing with dosage instructions.
- Update Medical Managing Plan annually, when requested by the Principal Office.

Practices for Self-Administration of Medication

If a child self-administers medication, ensure the correct procedure is followed.

A child over pre-school age may self-administer medication under the following circumstances:

- Written authorisation is provided by the person with the authority to consent to the administration of medication on the child enrolment form.
- Medication is to be provided to a staff member for safe storage, and they will provide it to the child when required.
- Self-administration of medication for children over pre-school age will be supervised.

Managing Children with Asthma

- Administer first aid or medical treatment according to either:
 - The child's Asthma Action Plan or Medical Management Plan; or
 - A doctor's instructions.
- Dial 000 for an ambulance and notify the families in accordance medical management plan
- Staff members must inform the Principal Office if they administer first aid.
- Ensure regulations and policies are adhered to when administering medication and treatment in emergencies, and written consent has been given.
- Keep a reliever puffer in your first aid kit and emergency go bag.
- A written Medical Management Plan and Risk Minimisation Plan must be completed during enrolment and updated annually.

Managing Children with Anaphylaxis

- Administer first aid or medical treatment according to either:
 - The child's Anaphylaxis Action Plan or Medical Management Plan; or
 - A doctor's instructions.
- Dial 000 for an ambulance and notify the families in accordance with medical management Plan
- Staff members must inform the Principal Office if they administer first aid.
- Ensure regulations and policies are adhered to when administering medication and treatment in emergencies, and written consent has been given.
- A written Medical Management Plan and Risk Minimisation Plan must be completed during enrolment and updated annually.

Managing Children with Diabetes

- Administer first aid or medical treatment according to either:
 - The child's Medical Management Plan; or
 - A doctor's instructions

- Dial 000 for an ambulance and notify the families in accordance medical conditions plan
- Staff members must inform the Principal Office if they administer first aid.

Links to Other Procedures

- Acceptance and Refusal of Authorisations
- Access
- Administration of First Aid
- Administration of Medication
- Child Enrolment and Orientation
- Confidentiality and Storage of Records
- Storage of Dangerous Substances and Equipment

NON-COMPLIANCE

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care will ensure the requirements of the Law and Regulations are always met to ensure the safety and wellbeing of all children, families, visitors, and staff. These requirements need to be met to ensure the service remains licensed and eligible for Child Care Subsidy.

References

- Education and Care Services National Law 2010 (Section 175)
- Education and Care Services National Regulations 2011
- Child Care Provider Handbook
- Cabonne Council's *Safe & Respectful Behaviours Policy*

Staff members and Educators will abide by the following:

- Education and Care Services National Regulations 2011
- Education and Care Services National Law 2010
- My Time Our Place
- Cabonne After School Care Policy and Procedures.
- Cabonne After School Care Educator's Agreement
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Any other relevant legislation

Procedure

The Principal Office will:

- Ensure that all staff members understand their responsibilities in relation to the National Law, National Regulations, the Family Assistance Law, the National Quality Framework and service policies and procedures.
- Monitor compliance regularly through support visits, documentation, and the child care IT system (MagiQ).

- Ensure the Nominated Supervisor is informed of any issues with non-compliance.
- Notify the Regulatory Authority of any serious incidents or complaints which allege a breach to the legislation. These include complaints alleging the health, safety or wellbeing of a child is being compromised and where the law has been contravened. This must be done through ACECQA's website.
- Develop an Action Plan to support a staff member in meeting the requirements of the service if breaches are serious or continuous.
- Explain the breach and appropriate action, which needs to occur. If the staff member requires a support person in this process, this support person can be present to support the staff member but will not speak on their behalf.
- Consider confidentiality and the severity of the breach to determine if families enrolled with the service are notified of non-compliance issues.

Educators will:

- Rectify a non-compliance breach when brought to their attention, either immediately or as per the Action Plan created by Nominated Supervisor.
- Seek clarification from Principal Office staff if they are unsure of any non-compliance breaches.
- Work cooperatively with service staff if a breach is identified.
- Actively work to remain compliant in all areas of the education and care service.

Procedure for Non-Compliance Breaches

- Educator notified of breach verbally, and then in writing.
- Approved Provider notified of breach,
- Regulatory Authority notified of breach of National Law or National Regulation (if occurred).
- If National Law has been contravened, or a child put at serious risk of harm, the matter will immediately be referred to the Approved Provider and Cabonne Council's Safe & Respectful Behaviours Framework will be implemented.
- If the educator requests a meeting with Nominated Supervisor, they can have a support person, but this person cannot speak on their behalf.

Links to Other Procedures

- Administration of Medication
- Attendance Records
- Advertising & Use Social Media
- Confidentiality and Storage of Records
- Emergency and Evacuation Procedures
- Excursions

- Fire Equipment
- Hygiene, Cleaning, and Infection Control
- Hand Washing and Toileting
- Rest & Relaxation
- Storage of Dangerous Substances and Equipment
- Supervision
- Tobacco, Alcohol and Other Drug Free Environment
- Visitors to Premise
- Water Safety

PARTICIPATION OF STUDENTS & VOLUNTEERS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care is committed to facilitating students, sharing knowledge, and shaping future early childhood educators. It is essential that students are provided with opportunities and resources to demonstrate their competencies, and to gain experience.

Our service also encourages volunteers to participate in the educational program, such as grandparents.

Cabonne Out of School Hours Care will offer placements to:

- High school students who wish to gain work experience as part of a high school program, where the school has initiated the work experience, identified the student's suitability, worked with the service to arrange suitable times, and provided authorisation for the student to participate.
- Students attending registered training organisations and studying in a relevant field, such as early childhood education and care, teaching, recreation, or community services where the training organisation has initiated the placement, identified the student's suitability, worked with the nominated supervisor in relation to times and expectations and provided written authorisation for the student to participate.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Children and Young Persons (Care and Protection) Act 1998
- Guide to the National Quality Framework
- Child Care Provider Handbook
- Keep Them Safe: A shared approach to child wellbeing", NSW Government Children Legislation Amendment (Wood Inquiry Recommendations Act 2009)
www.keepthemsafe.nsw.gov.au

Procedure

The Principal Office will:

- Provide staff members and students with appropriate paperwork to authorise the placement.

- Provide students and volunteers with guidelines identifying their responsibilities, expectations, and code of conduct while at the service during a work experience induction.
- Ensure students and volunteers over the age of 18 years have completed a Working with Children Check prior to commencing.
- Give support and guidance to students and volunteers where possible.
- Request that students and volunteers adhere to all areas of confidentiality.

Educators will:

- Ensure students and volunteers are never left alone with any children.
- Inform families when a student or volunteer is on placement at the service.
- Provide students with ongoing constructive feedback and assessment that is fair and equitable.
- Provide students and volunteers with opportunities to learn and participate in a positive, encouraging environment.
- Encourage students and volunteers to participate and communicate in an open and honest manner.
- Ensure that students and volunteers do not discuss children's development or other issues with parents.

Students and volunteers will:

- Abide by the Education and Care Services National Law and National Regulations.
- Abide by and sign a Student/Volunteer Code of Conduct.
- Take responsibility for the role that they are undertaking whilst on placement, viewing it as part of their own professional development.
- Inform staff members early in the placement of any assessment requirements that need to be completed.
- Work with staff members to timetable requirements.
- Be responsible for completion of own assessment requirements.
- Sign the visitors register whenever entering and leaving the education and care service.
- Not be alone with children.

Links to Other Procedures

- Child Protection
- Collaborative Partnerships
- Inclusion and Diversity

PHYSICAL ACTIVITY & SCREEN TIME

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care seeks to promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence of their fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences. Our service also supports limiting the amount of time children spend engaging in screen time and sedentary behaviour for recreational purposes.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Public Health Act 2010 No 127 (NSW).
- NSW Health Munch & Move program www.healthykids.nsw.gov.au
- Move and Play Every Day, 2014, www.health.gov.au/internet/main/publishing.nsf/content/health-publth-strateg-phys-act-guidelines#npa05
- SunSmart NSW – <https://www.sunsmart.com.au/>

Procedure

The Principal Office and Educators will:

- 1. Promote children's participation in a range of safe active play learning. Provide opportunities for children to be active every day through a balance of planned and spontaneous active play experiences (including everyday physical tasks), in the indoor and outdoor environments.**
 - Foster the development of a range of fundamental movement skills - including running, galloping, hopping, jumping, leaping, side sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling.
 - Ensure active play experiences are play based, varied, creative, and developmentally appropriate and catered to the abilities and interests of each individual child.
 - Support educators to provide active play experiences that encourage children to explore, challenge, extend and test their limits.
 - Ensure all active play experiences are safe by providing an appropriate environment, ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.

- Encourage children's participation in physical activity of varying intensity (e.g. lighter through to vigorous activity).
- Provide space, time, and resources for children to revisit and practice fundamental movement skills and engage in active play.
- Educators will provide opportunities for learning about the importance and benefits of being physically active and involve children in the planning of active play experiences.
- Educators will actively role model to children appropriate physical activity behaviours.
- Encourage children to consume water before, during and after active play experiences.
- Provide opportunities for physical activity during excursions (e.g. walking excursions promoting physical activity and safe active travel).

2. Provide a positive active play environment which reflects cultural and family values

- Positively encourage children to participate in a range of active play experiences.
- Provide children with ongoing encouragement and positive reinforcement.
- Provide positive instruction, role modelling of the correct FMS and constructive feedback to children to assist them in developing and refining their FMS.
- Plan active play experiences that are inclusive of and reflect the diverse cultural backgrounds of our educators, families, and community.
- Work in collaboration with families and other professionals to provide active play experiences that are inclusive of all children including those with additional needs.
- Promote physical activity for everyone to participate in a fun experience and not for competition.
- Invite and engage families and the wider community to participate in promoting physical activity with the children.
- Encourage children to be understanding and accepting of the different physical skills and abilities of other children.
- Provide families with information and ideas on incorporating physical activity at home, including sharing information about community events that promote children's wellbeing through physical activity.

3. Promote lifelong learning and enjoyment of physical activity

- Provide opportunities and encourage all educators to engage in professional development topics related to promoting physical activity and limiting small screen time for example Munch & Move training.
- Offer a range of active play learning experiences.
- Encourage children to be as active as possible during daily active play times.
- Encourage all children to participate in active play experiences to the best of their ability.
- Provide opportunities for children to engage in discovery learning about the importance of being physically active and reducing small screen time as part of their learning experiences.

- Assist children to develop daily habits, understanding and skills that support health and wellbeing.
- Ensure any fundraising promotes healthy or active lifestyles and advocates for children's wellbeing.

4. Limit time children spend engaging in screen time sedentary behaviour whilst at the service.

- Limit the amount of time spent on screens.
- Endeavour to limit experiences involving screen use to those which have an educational component – including movement.
- Discuss with children the role of screen time in their lives and support them in making healthy choices about their use of screen time for both education and recreation.
- Educators to model appropriate screen behaviours to the children.
- Encourage the promotion of productive sedentary experiences for rest and relaxation.
- Ensure that an appropriate balance between inactive and active time is maintained each day.
- Under no circumstances is the screen to be used as a reward or to manage challenging behaviours.

5. Encourage communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour.

- Request that any details of children's additional needs in relation to physical activity participation be provided to the service.
- Encourage families to share with the service links between cultural backgrounds and physical activity.
- Communicate regularly with families and provide information, support and advice on physical activity, gross motor and fundamental movement skills development, everyday physical tasks, active transport and limiting screen time and sedentary behaviour.

Links to Other Procedures

- Educational Program and Practice
- Supervision

PROFESSIONAL DEVELOPMENT

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care encourages staff members to participate in professional development opportunities. Ongoing professional development for those involved in early childhood education and care services ensures that educators and service staff are informed and up to date with information on current practices.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011

Procedure

The Principal Office will:

- Participate in professional development courses offered by Cabonne Council.
- Complete a Child Protection Refresher course every two year unless full certificate has been completed less than 24 months ago.
- Complete an Education & Care First Aid Certificate every three years.
- Complete a Resuscitation Certificate every twelve months.
- Ensure staff members are regularly offered or informed of professional development opportunities.
- Provide an induction for new staff members.

Educators will:

- Attend an induction prior to commencing.
- Complete a Child Protection Refresher course every two years unless full certificate has been completed less than 24 months ago.
- Complete an Education & Care First Aid Certificate every three years.
- Complete a Resuscitation Certificate every twelve months.
- Participate in mandatory training as outlined by the Principal Office.

- Communicate to the Principal Office what areas they would like to complete professional development in.

Links to Other Procedures

- Code of Conduct
- Collaborative Partnerships
- Non-Compliance

PROVIDING A CHILD SAFE ENVIRONMENT

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care strongly believes all children have the right to experience quality education and care in a safe and healthy environment, be it physical, emotional, or social. Children's safety and wellbeing is paramount at our service and will be fostered through responsive relationships, engaging experiences, and a safe and healthy environment.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- United Nations Conventions on the Rights of the Child
- Child Safe Standards - <https://education.nsw.gov.au/early-childhood-education/working-in-early-childhood-education/child-safety/standards>

Relevant Regulations

- Regulation 82 - Tobacco, drug, and alcohol-free environment
- Regulation 83 - Staff members not to be affected by alcohol or drugs
- Regulation 103 - Premises, furniture, and equipment to be safe, clean and in good repair
- Regulation 122 - Educators must be working directly with children to be included in ratios
- Regulation 165 - Record of visitors
- Regulation 166 - Children not to be alone with visitors
- Regulation 168 – Education and care service must have policies and procedures

Procedure

The Principal Office will:

- Ensure all obligations under the Education and Care Services National Law and National Regulations are met.
- Ensure an annual assessment of services occurs and any health and safety risks are rectified as soon as possible.
- Ensure all Responsible Persons have undertaken current child protection training.
- Provide an environment that is free from the use of tobacco, illicit drugs and alcohol and ensure no 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.

- Ensure staff are meeting educator to child ratios by regularly checking timesheets and through unannounced visits.
- Ensure ongoing communication with staff members regarding their responsibilities.
- Ensure the safety and wellbeing of children attending the service by keeping a visitors' record, including signatures and arrival/departure times.

Responsible Person, Service Supervisors and Nominated Supervisor will:

- Maintain accredited Child Protection, Education & Care First Aid (includes asthma and anaphylaxis) and Resuscitation qualifications.

Educators will:

- Be aware of current child protection legislation.
- Know the individual needs and actions plans for the children in your care.
- Always monitor and maintain correct educator to child ratios.
- Provide an environment that is free from the use of tobacco, illicit drugs, and alcohol.
- Keep a visitor's record, including signatures and arrival and departure times.
- Never leave children alone with visitors or volunteers.
- Ensure all learning environments support the health, safety and wellbeing of all children being educated and cared for.
- Ensure risk assessments a thorough and approved before attending excursions.
- Ensure the *Sun Protection Procedure* is followed.
- Ensure they have an adequate understanding of these procedures to ensure compliance.

Links to Other Procedures

- Access
- Child Enrolment and Orientation
- Child Protection
- Dealing with Infectious Diseases
- Delivery of children to, and collection of children from, education and care service premises
- Hand Washing and Toileting
- Hygiene, Cleaning, and Infection Control
- Interactions with Children
- Physical Activity and Screen Time
- Rest & Relaxation
- Storage of Dangerous Substances and Equipment
- Sun Protection
- Supervision
- Tobacco, Alcohol and Other Drug Free Environment
- Work Health and Safety
- Working in Isolation

SAFE ARRIVAL OF CHILDREN

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Children travelling between an education and care service and any other education and care service requires careful planning to ensure that children's health and wellbeing are maintained.

Cabonne Out of School Hours Care will facilitate the safe arrival of children on public transportation, such as a school bus, as well as their arrival with in the school grounds shared with the out of school hours care venue.

Cabonne Out of School Hours Care does not provide or arrange transportation to or from the service. Families must work independently with local bus companies to arrangement transportation for their children.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to the National Quality Framework
- Education NSW – Transporting Children Safely - <https://education.nsw.gov.au/early-childhood-education/leadership/resource-library/transporting-children-safely>
- Safe Arrival of Children Information Sheet - https://www.acecqa.gov.au/sites/default/files/2023-08/InfoSheet_SafeArrivalOfChildren.pdf

Relevant Regulations

- Regulation 99 – Children leaving the education and care premises.
- Regulation 102AAB – Safe arrival of children policies and procedures.
- Regulation 102AAC Risk assessment for the purpose of safe arrival of children policies and procedures.
- Regulation 161 – Authorisations to be kept in enrolment record.
- Regulation 168 – Education and care service must have policies and procedures.
- Regulation 170 – Policies and procedures to be followed.
- Regulation 171 Policies and procedures to be kept available.
- Regulation 177 – Prescribed enrolment information and other documents to be kept by approved provider.

Procedure

The Principal Office will:

- Inform educators of their responsibilities in this procedure upon registration.
- Assist educators to improve their practices to ensure the safety of the child is met.
- Promote awareness of the safe arrival procedures to families through parent orientations and family newsletters.
- Ensure every child has an enrolment record that is updated annually and includes the name of the bus they travel on.
- Ensure all attendance records are adequately completed by educators.
- Contact parents immediately at the time of notification in the event a child has not arrived.
- Contact the emergency contacts named in the child's enrolment record in the event the child has not arrived if a parent cannot be reached.
- Contact the NSW Police if the child is confirmed missing by the parent, or if all attempts to reach a parent or emergency contact have been unsuccessful.
- Conduct a risk assessment for each site regarding the safe arrival of children travelling between an education and care service and any other education and/or care service.
- Follow the procedure for casual bookings to ensure children are accounted for.

Educators will:

- Not under any circumstances transport children in a car.
- Ensure attendance records are signed (manually or electronically) by the person delivering or collecting the child, at all locations where a handover occurs. If an educator receives or collects a child from a bus, the educator must sign in and leave a comment – 'collected from bus' or 'delivered to bus'.
- Physically receive the child when they arrive at the premises.
- Ensure the exact arrival and departure times are entered on the attendance record.
- Contact Principal Office as soon as a child is identified as unaccounted for.

Families are required to:

- Contact the Principal Office when children will be not attending service on booked days or transportation arrangements change.
- Make prior arrangement with the Principal Office for additional and casual days 24 hours in advance of required booking.
- Provide details of any court order, parenting orders or parenting plans provided to the approved provider relating to powers, duties responsibilities or authorities of any person in relation to the child access to the child.
- Provide details any other court order provided to the approved provider related to the child's residence or the child's contact with a parent or other person.

- Provide prior notice of an alternate person picking up a child to the service.
- Ensure contact information is up to date.
- Organise transportation with a bus company, if required. Cabonne After School Care does not provide or arrange transportation to or from the service.

Children Travelling by Bus

Cabonne Out of School Hours Care acknowledges that it is the responsibility of the bus company to ensure the safe transportation of children when children are on their buses.

Principal Office will:

- Provide School Child Travel forms to document the transportation of bus children.
- Ensure all enrolments have contact details of the parent and at least one emergency contact (authorised person).

Educators will:

Regarding children travelling to service:

- Educator must be waiting at bus area to physically receive child from the bus.
- If child does not disembark bus, an educator must get on the bus to ensure the child is not remaining on the bus. If a child is unaccounted for, follow the below Action Plan for Non-Attendance of Children.
- Educator must sign child in once received from the bus and leave a comment – ‘collected from bus’.

Regarding children travelling from the service:

- Educator to escort child to the bus and sight the child embarking the bus.
- Educator must sign child out once they have embarked the bus and leave a comment – ‘delivered child to bus’.

Casual Bookings

When a child has a casual booking, the family must notify the service of their need for a casual day. Upon notification by the family, the Principal Office will:

- Confirm casual sessions.
- Enter these casual sessions into Harmony Software
- Confirm the casual booking with the parent/guardian via email.
- Enter booking into casual bookings book located on the Children’s Services Supervisor’s desk.
- Notify the Responsible Person rostered on for the casual sessions and ensure they acknowledge the notification. This can be done by text, phone call or email.

Risk Management

The approved provider of an education and care service must conduct a risk assessment for the purposes of preparing the safe arrival of children policies and procedures (regulation 102AAC).

The risk assessment must be conducted at least once every 12 months, and as soon as practicable after becoming aware of any circumstance that may affect the safe arrival of children travelling between an education and care service and any other education or early childhood service.

A risk assessment must consider the matters set out below:

- a) the age, developmental stage and individual needs of the child;
- b) the role and responsibilities of the following persons (if applicable)—
 - i. in the case of a child who leaves the service premises to travel to an education and care service premises of another education and care service, the nominated supervisor of each service;
 - ii. the child's parent;
 - iii. an authorised nominee named in the child's enrolment record;
 - iv. a person authorised by—
 - A. the child's parent; or
 - B. an authorised nominee named in the child's enrolment record;
- c) the role and responsibilities of the service the care of which the child is entering or leaving;
- d) the communication arrangements between the service the child is leaving and the service the child is entering including any communication arrangements if the child is missing or cannot be accounted for during the child's travel;
- e) the procedure to be followed by the service if the service has identified that the child is missing or cannot be accounted for during the child's travel;
- f) given the risks posed by the child's travel, the number of educators or other responsible adults that are appropriate to provide supervision;
- g) the proposed route and destination, including any proximity to harm and hazards;
- h) the process for entering and exiting—
 - i. the service premises; and
 - ii. the pick-up location or destination (as required);
 - iii. the procedure to be followed by the service to ensure the child leaves the service premises in accordance with regulation 99(4)(b).

Action Plan for Non-Attendance of Children

Parents and/or guardians are required to give the Principal Office notice if their child is not attending. When this process is not adhered to, educators will respond in the following way. Please remember to maintain supervision of children present and ensure their safety is prioritised.

Scenario	Action	Who
If booked child does not arrive at the service without any explanation	Contact Nominated Supervisor on mobile phone to inform of non-arrival.	Responsible Person on duty
	Confirm with the parent or guardian that the child should be in care.	Nominated Supervisor or Children's Services Supervisor
	Child is confirmed as absent by parent or guardian - Inform service of confirmed absence.	Nominated Supervisor or Children's Services Supervisor
	Parent confirms child should be in attendance - Contact NSW Police immediately.	Nominated Supervisor or Children's Services Supervisor
	If all efforts to contact parents and authorised persons have been unsuccessful, contact NSW Police.	Nominated Supervisor or Children's Services Supervisor
If booked child does not arrive and service is informed by school the child was not present on the day	Contact Nominated Supervisor on mobile phone to inform of non-arrival and relay message from school.	Responsible Person on duty
	Contact parent or guardian to confirm absence	Nominated Supervisor or Children's Services Supervisor
	Parent confirms absence – Advise service of confirmed absence	Nominated Supervisor or Children's Services Supervisor
	If there is no response from family and there appears to be a concern for the child's whereabouts, contact NSW Police for advice.	Nominated Supervisor or Children's Services Supervisor
If child presents at service and states they are not attending due to alternate arrangements	Explain to child that educators are legally obliged to keep the child safe, and they are not able to let the child go until non-attendance has been confirmed by a parent or guardian. If child insists on leaving, take note of their whereabouts if possible.	Responsible Person on duty
	Contact Nominated Supervisor	Responsible Person on duty
	Contact parent to confirm arrangement.	Nominated Supervisor or Children's Services Supervisor

	Parent confirms absence – Advise service of non-attendance	Nominated Supervisor or Children’s Services Supervisor
	Parents states child is to attend service – Advise service of attendance.	Nominated Supervisor or Children’s Services Supervisor
	If child has left the service, advise of whereabouts if known and contact parent. Discuss contacting NSW Police if parent is unable to immediately attend to their child.	Nominated Supervisor or Children’s Services Supervisor
	If child continues to insist on leaving on more than one occasion, the parent will be contacted to terminate care.	Nominated Supervisor or Children’s Services Supervisor
If child has missed arranged transportation to the service (e.g. bus)	Contact Nominated Supervisor	Responsible Person on duty
	Maintain supervision of all other children.	Responsible Person on duty
	Contact parent or guardian to arrange alternative transport.	Nominated Supervisor or Children’s Services Supervisor

Links to Other Procedures

- Acceptance and Refusal of Authorisation
- Access
- Attendance Records
- Child Enrolment
- Child Protection
- Delivery to, and Collection of Children From, Education and Care Premises
- Excursions and Outings
- Supervision

SLEEP, REST & RELAXATION

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

At Cabonne Out of School Hours Care, we believe that effective rest and, where necessary, sleep strategies are important factors in ensuring a child feels safe, secure and comfortable in the service environment. 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 services 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.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- Network of Community Activities

Relevant Law & Regulations

- Section 165 of the Law – Offence to inadequately supervise children
- Section 167 of the Law – Offence relating to protection of children from harm and hazards
- Regulation 81 – Sleep and rest
- Regulation 82 – Tobacco, drug, and alcohol-free environment
- Regulation 84 A – Sleep & Rest
- Regulation 84B – Sleep and rest policies and procedures
- Regulation 84C – Risk assessment for purposes of sleep and rest policies and procedures
- Regulation 84D – Prohibition of bassinets
- Regulation 87 – Incident, injury, trauma, and illness record
- Regulation 103 – Premises, furniture and equipment to be safe, clean and in good repair
- Regulation 105 – Furniture materials and equipment
- Regulation 107 – Space requirements
- Regulation 110 – Ventilation and natural light
- Regulation 115 – Premises designed to facilitate supervision

Practices for All Children

- Rest area will have adequate ventilation.
- Rest area will have adequate lighting.
- Educators will make reasonable steps to ensure that the needs for rest of children being educated and cared for are met having regard to the ages, developmental stages, and individual needs of the children.
- Educators will respect the cultural practices of each family and discuss a rest routine that will benefit the child and can continue in the home.
- If a family's beliefs and practices conflict with the evidence-based practice recommendations, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.
- Sleeping children will be physically checked regularly, no greater than 20 minutes apart, and these checks will be documented on Appenate or the Sleep Check sheet provided. Physical checks include:
 - Physically checking/inspecting sleeping children at regular intervals by checking the rise and fall of the child's chest and the child's lip and skin colour.
 - Not using CCTV, audio monitors or heart monitors to replace physical checks.
 - Always being within sight and hearing distance of sleeping and resting children so that educators can monitor children's safety and wellbeing.
 - Taking into consideration the risk for each individual child, such as considering the age of the child, medical conditions, individual needs and history of health and/or sleep issues.
- All children encouraged to lay on their back to rest when first being settled. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will rest with their face uncovered.
- Children's rest environment will be free from cigarette or tobacco smoke.
- Educators will monitor resting children at regular intervals and supervise the rest environment.
- Light bedding is preferred option if requested by the child.

Practices for Unwell Children

- Child will be encouraged to rest in a quiet, comfortable and safe place.
- Child will be encouraged to lie down & make themselves comfortable when displaying signs of being unwell.
- Children will be allowed to find their own sleeping position.
- All children will rest with their face uncovered.
- 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.

- Parents will be contacted immediately to plan to collect the child as soon as possible.
- Refer to the service's Incident, Illness, Injury and Trauma policy for additional information.

Procedure

Principal Office will:

- Complete an annual Sleep & Rest Risk Assessment for each site.

Educators will:

- Follow the above practices to ensure the health and safety of resting children in their care.
- Ensure they provide opportunities to meet each child's rest and relaxation needs.
- Discuss rest routines, cultural practices and child's health status with each family and agree on a routine to follow while the child is in care.
- Provide a quiet, comfortable area for children to ensure they are still able to rest their body and mind.
- Regularly check sleeping children, no more than 20 minutes apart, and document these checks on Appenate or the Sleep Check sheet provided.

Families are encouraged to:

- Work in partnership with staff members to ensure their child has consistent routines.

Links to Other Procedures

- Exclusion of Unwell Children
- Incident, Illness, Injury & Trauma
- Interactions with Children
- Supervision

STORAGE OF DANGEROUS SUBSTANCES & EQUIPMENT

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care has a duty of care to provide all persons with a safe and healthy environment.

The service defines a dangerous product as any chemical, substance, material, or equipment that can cause potential harm, injury, or illness to a person.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work Health and Safety Act 2011

Procedure

- The Work Health and Safety Act 2011 states clearly that a workplace must not place people or children at risk due to hazardous substances.
- Service staff need to be aware of the Work Health and Safety legislation and safe storage practices relating to hazardous substances. A hazardous substance may be:
 - A poison
 - Medicine
 - A substance that may trigger an allergic reaction e.g. dust, fumes, peanut butter.
 - Petrol
 - Household cleaners
 - Toiletries
 - Gardening chemicals e.g. fertilizers, weed killer, pesticides.
 - Gas
- A substance may become hazardous if it is not managed correctly. This may include the way a substance is:
 - Handled

- Used
- Stored
- Transported
- Disposed of

Educators will:

- Consider using the least hazardous chemical, product, or equipment for the job.
- Ensure that there are emergency procedures and practices for accidental spills, contamination and corresponding first aid plans for all dangerous goods handled and stored in the service.
- Always ensure that there is a staff member on the office premises with first aid qualifications.
- Ensure that there are appropriate storage facilities in the service in which dangerous products are stored. Dangerous products will preferably be stored in areas of the service that are not accessible to children or in cupboards fitted with childproof locks.
- Choose chemicals or medicines with child resistant lids or caps, otherwise ensure the chemical or medicine is stored in a securely locked place that is inaccessible to children.
- Ensure that all dangerous substances and medications are stored in their original labelled container and not transferred to any other container.
- Ensure the dangerous chemicals, substances and equipment are kept in secure storage and are not accessible to children.
- Seek medical advice immediately if poisoning has occurred.
- Consider minimising the use of dangerous products in the education and care service and use alternate “green cleaning” options.

Links to Other Procedures

- Administration of Medication
- Work Health and Safety

SUN PROTECTION

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Australia has the highest rate of skin cancer on the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first five years of life can greatly increase the risk of developing skin cancer later in life.

As part of WH&S UV risk controls and role modelling, staff, families, and visitors demonstrate SunSmart behaviours when outside, including:

- Wearing a SunSmart hat, protective clothing, and wearing sunglasses (optional).
- Applying SPF30 (or higher) broad-spectrum water-resistant sunscreen.
- Promoting the use of shade.
- Discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in the service.

Sun safety is everyone's responsibility. By being role models ourselves and leading the way with our own sun safety, we can inspire our children to be SunSmart when they step outside.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Occupational Health and Safety Act 2004
- Children's Services Act 1996
- NSW Cancer Council, Sun Smart

Procedure

The Principal Office will:

- Ensure the *Sun Protection Procedure*, requirements, and updates are made available to staff, families, and visitors.
- Monitor service's compliance regarding sun protection during support visits.

- Role model sun protection practices, including wearing a hat and sunscreen during visits to other outdoor events.
- Ensure sun protection information and resources are accessible and communicated regularly to families.
- Ensure all families are informed of the *Sun Protection Procedure* including appropriate hat, clothing, and sunscreen requirements on enrolling their child in the service.
- Regularly monitor and review how effectively the service implements their sun protection policy.
- Update and submit the *Sun Protection Procedure* to Cancer Council NSW every three years to maintain SunSmart status. Cancer Council NSW will send a reminder email if the SunSmart status lapses.

Educators will:

- Incorporate sun protection into the learning and development program.
- Access the local sun protection times via the SunSmart widget on the service's website, the free SunSmart app or at <https://www.sunsmart.com.au/>.
 - Sun protection times are a forecast for the time-of-day UV levels will reach 3 or above. At these levels, sun protection is recommended for all skin types and the policy areas should be implemented. In NSW, UV levels are high enough (UV 3 or above) to damage unprotected skin most months of the year.
 - UV levels and daily sun protection times are used to plan daily activities and ensure a correct understanding of local sun protection requirements
 - UV radiation exposure is considered as part of a service's risk management and assessment for all outdoor events and activities on and off-site.
- Wash hands and wear a glove before applying sun cream to each individual child.
- Consider all sun protection measures (including recommended outdoor times, shade, hat, clothing, and sunscreen) when planning excursions.
- Understand that physical protection such as clothing and broad-brimmed hats are the best sun protection and implement these into your service.
- Complete an incident report if a child suffers sun burn while being educated and cared for.
- Apply sunscreen supplied by the parent if a child is sensitive to other sunscreen brands.
- Ensure sun protection information and resources are accessible and communicated regularly to families.

Families are encouraged to:

- Send their children to care in appropriate clothing.

- Supply sunscreen if requested by the educator, or if their child is sensitive to sunscreen and needs a particular brand.
- Send their child to care with a wide brimmed hat and water bottle.

Practices

1. Seek Shade

- Educators will make sure there is enough shelter and trees providing shade in the outdoor area particularly in high-use areas.
- The availability of shade is considered when planning all outdoor activities.
- Children are encouraged to choose and use available areas of shade when outside.
- Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.
- A shade assessment is conducted regularly to determine the current availability and quality of shade.

2. Slip on sun-protective clothing.

- Children and staff are required to wear loose-fitting clothing that covers as much skin as possible. Clothing made from cool, densely woven fabric is recommended.
- Families are asked to choose tops with elbow-length sleeves, higher necklines (or collars) and knee-length or longer style shorts and skirts for their child.
- If a child is wearing a singlet top or shoestring dress, they will be asked to choose a t-shirt/shirt to wear over this before going outdoors.
- Children who are not wearing sun safe clothing can be provided with spare clothing.
- Midriff, crop, or singlet tops do not provide enough sun protection and are therefore not recommended.

3. Slap on a hat.

- All children and educators are required to wear SunSmart hats that protect their face, neck, and ears (legionnaire, broad-brimmed or bucket style). SunSmart hats include:
 - Broad-brimmed hats with a brim size of at least 6cm (adults 7.5cm)
 - Bucket hats with a deep crown and brim size of at least 5cm (adults 6cm)
 - Legionnaire style hats.
- Baseball caps and visors are not considered a suitable alternative. Children without a safe sun hat will be asked to play in an area protected from the sun or can be provided with a spare hat.

4. Slop on sunscreen

- All staff and children are required to apply SPF30 (or higher) broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours.
- Permission to apply sunscreen is included in the enrolment form.
- Where children have allergies or sensitivity to sunscreen, parents are asked to provide an alternative sunscreen, or the child encouraged to play in the shade.
- Cancer Council NSW recommends usage tests before applying a new sunscreen.
- To help develop independent skills ready for school, children from three years of age are given opportunities to apply their own sunscreen under supervision of staff.
- Sunscreen is stored in a cool place, out of the sun and the expiry date is monitored.

5. Slide on sunglasses

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

Education

- Sun protection is incorporated regularly into learning programs. Children understand why sun safety is important and learn how to take effective sun protection, including taking leadership roles in managing sun protection e.g., accessing daily UV levels and sun protection times, hat reminders and management of sunscreen

Review

Management and staff should regularly monitor and review the effectiveness of the sun protection procedure. A sun protection procedure must be submitted every two years to the Cancer Council for review to ensure continued best practice. Refer to Cancer Council guidelines and website: www.cancerCouncil.com.au/smart for further information.

Last Review Date – 4 December 2024

Links to Other Procedures

- Child Enrolment and Orientation
- Educational Program and Practice
- Excursions
- Health

SUPERVISION

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care will adequately supervise children that are being educated and cared for both at the service and on excursions. Supervision can prevent and reduce incidents through early detection of potential hazards and an awareness of the children and their activities. The education and care service must prioritise regular assessment of their supervision practices to increase educator's awareness of their duty of care and to continuously improve supervision procedures.

Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and larger groups of children, and an understanding of child development including theories about how children play.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework

Procedure

Principal Office will:

- Provide information on supervision requirements during staff induction.
- Model appropriate supervision skills.
- Use floor plans to determine potential supervision issues.

Educators will:

- Ensure children are always adequately supervised, particularly when playing and eating.
- Ensure no child is left under the supervision of anyone other than the educator and service staff, while being educated and cared for.
- Focus their attention to the children and child related activities.
- Not perform any other duty, paid or unpaid, whilst children are in care that jeopardises the safety and wellbeing of children.

- Ensure all children in care are enrolled with the service.
- Be aware of their positioning in the environment.
- Constantly scan the environment.
- Listen whilst children play.
- Ensure increased supervision when children are involved in high-risk activities, such as, an excursion near a significant water hazard, eating and drinking.
- Adequately supervise at handover times and ensure adequate supervision when family members and visitors arrive and leave the premise.
- Be aware of potential risks in the environment.
- Set up the environment to ensure maximum supervision.
- Have knowledge of the children in care and an understanding of how the groups of children interact and play together.
- Encourage school aged children to be involved in setting limits.

Families are encouraged to:

- Communicate with service staff about their child's supervision needs and development.

Links to Other Procedures

- Child Protection
- Delivery of children to, and collection of children from, education and care service
- Emergency and Evacuation Procedures
- Exclusion of Unwell Children
- Excursions
- Hand Washing & Toileting
- Physical Activity and Screen Time
- Rest & Relaxation
- Visitors

SUPPORTING, MONITORING & SUPERVISING EDUCATORS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care offers support and guidance to all educators in a variety of ways that are beneficial to the educator, including face to face visits, [hone calls and written information. Staff will conduct unannounced visits to ensure educators are consistently providing high quality education and care and meeting legislative requirements.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework

Procedure

Principal Office will:

- Document all support visits.
- Ensure they sign in and out on visitors record when conducting visits.
- Ensure only staff with relevant qualifications conduct support visits.
- Ensure all staff work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.
- Ensure all staff and educator interactions convey mutual respect, equity and recognition of each other's strengths and skills.
- Be professional and respectful to the role of the educator.
- Provide support for all educators in all locations, via personal visits, phone, and written information.
- Ensure legislative requirements are being adhered to and provide educators.
- Designate a suitably qualified and experienced Educational Leader.
- Support the provision of childcare to ensure quality outcomes are provided to children and their families.

Educators will:

- Ensure they work collaboratively and affirm, challenge, support and learn from others to further develop their skills and to improve practice and relationships.
- Ensure their interactions with other staff convey mutual respect, equity and recognition of each other's strengths and skills.
- Be professional and respectful of the roles of service staff.
- Provide feedback to staff on improvements to the service, in a respectful manner.
- Incorporate service staff into activities while they are visiting.
- Ensure any paperwork is handed to staff member during visit.

Procedures

Preparing for support visits, service staff will:

- Schedule visits on the whiteboard in the office to ensure other staff know their whereabouts.
- Prepare themselves with information and resources required for the visit.
- Update staff calendar with times you will be out of the office.

During support visits, service staff will:

- Sign the Visitor's Register.
- Say hello to all children and visitors present.
- Collect any incoming mail.
- Communicate respectfully with all children, staff members and visitors.
- Respect the educator's workplace.
- Address and document any concerns with the educators.
- Assist educators to reflect on their practice and make any necessary improvements, if needed.

After the support visit, service staff will:

- Complete any follow ups as identified on visit.
- Sign all incoming mail and place it in the Administration Officer's folder.
- Share any relevant information with the Approved Provider, Educational Leader or Nominated Supervisor.
- Complete a Visit Report on Appenete.

Links to Other Procedures

- Ethical Conduct
- Interactions with Children
- Visitors
- Work, Health & Safety

TOBACCO, ALCOHOL & OTHER DRUG FREE ENVIRONMENT

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care acknowledges the importance of ensuring all children are cared for in a safe and healthy environment free from tobacco, drugs, and alcohol.

The Education and Care Services National Regulations 2011 (Clause 82 and 83) states:

"The approved provider of an education and care service must ensure that children being educated and cared for by the service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol".

"The approved provider of an education and care service must ensure that a nominated supervisor or a staff member of, or volunteer at, the service is not affected by alcohol or drugs (including prescription medication) so as to impair the person's capacity to supervise or provide education and care to children being educated and cared for by the service".

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework
- Children and Young Persons (Care and Protection) Act 1998
- Child Protection (Prohibited Employment) Act 1998

Procedure

Principal Office will:

- Not consume, or be under the influence of, alcohol or illicit drugs when working.
- Maintain a tobacco, alcohol, and illicit drug free environment while children are being educated and cared for. Staff are encouraged not to smoke and must smoke in a designated smoking area if they do, during their break times.
- Ensure educators maintain a tobacco, alcohol, and illicit drug free environment when education and caring for children.

- Report any incident of a service environment not being free from tobacco, alcohol, and illicit drugs to the Regulatory Authority within 24 hours of becoming aware.

Educators will:

- Not consume, or be under the influence of, alcohol or illicit drugs when working.
- Maintain a tobacco, alcohol, and illicit drug free environment at all times.
- Report any incident of a service environment not being free from tobacco, alcohol, and illicit drugs to the Nominated Supervisor immediately after becoming aware.
- Ensure students, volunteers, and visitors to the service do not smoke or consume alcohol or drugs on the premises and will adhere to the tobacco, drug, and alcohol-free environment procedure.
- Ensure parents, family members or relatives of children enrolled at the service will not be permitted to smoke or consume alcohol or drugs on the premises and will adhere to the tobacco, drug, and alcohol-free environment procedure.
- Incorporate healthy living habits into educational program.
- Contact the police if they believe any person collecting a child from care is under the influence of alcohol or drugs. If this person becomes angry or violent, allow the child to be collected and ensure police are immediately notified.

Families must:

- Not consume tobacco product, alcohol, or illicit drugs while on a service premises.
- Not collect child when under the influence of alcohol or illicit drugs.

Links to Other Procedures

- Access
- Child Protection
- Delivery of children to, and collection of children from, education and care service premises
- Non-Compliance
- Visitors

VISITORS

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care will ensure visitors to service premises complete the visit register. This ensures all person are accounted for in an emergency and protects the safety and wellbeing of children in care.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Guide to National Quality Framework

Definition

Visitor - Any person at the premises who is not an enrolled child or rostered on staff member. Visitors do not include families that are signing the children in and out on the timesheet.

Procedure

Principal Office will:

- Supply a visitor register sign in sheet at all sites.

Educators will:

- Ensure all visitors to the service complete the visitor register when arriving and leaving.
- Not leave children alone with a visitor, while providing care and education to that child as part of the service.
- Ensure all visitors are fit and proper to attend the service.
- Ensure that the educator is not distracted by the visitor and still provide adequate supervision to all children.
- Ensure that no improper relationship is established by spending inappropriate special time with a child, inappropriately giving gifts, showing special favours, or asking a child to keep a relationship or secret by a visitor.

- Ensure there is no inappropriate physical contact with a child, undressing in front of a child or any discussion of a sexual nature by a visitor.
- Ensure the visitor's register is returned to the Principal Office when page is full.

Visitors will:

- Treat families, children, and staff with respect.
- Be fit and proper persons.
- Maintain confidentiality about the families in care.
- Complete the visitor register.
- Respect the need for privacy on occasions when the educator is discussing issues with staff or families, or when a child is toileting.
- Always ensure the use of age-appropriate language and tone of voice.
- Ensure they do not consume, or are under the influence of, alcohol or other drugs when visiting the service.
- Never discipline a child in any way.
- Ensure that no improper relationship is established with a child by spending inappropriate special time with a child, inappropriately giving gifts, showing special favours, or asking a child to keep a relationship or secret to himself or herself.
- Ensure there is no inappropriate physical contact with a child, undressing in front of a child or any discussion of a sexual nature.

Links to Other Procedures

- Access
- Child Protection
- Interactions with children
- Managing Records
- Supervision
- Tobacco, Alcohol and Other Drug Free Environment

WATER PLAY

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

Cabonne Out of School Hours Care acknowledges the importance of safe practices when water play is included in the educational program.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011

Procedure

Educators will:

- Ensure no child being educated and cared for swims in a pool at any time while the education and care is being provided. This includes a public swimming pool.
- Only fill water troughs or containers to a safe level and ensure these are emptied immediately after use.
- Always supervise water play activities.
- Ensure all water holding containers are stored so they cannot refill with water (i.e. upside down).
- Ensure buckets used for cleaning are emptied immediately.
- Submit a detailed risk assessment to office, where the excursion has water hazards, before attending this excursion.
- Sprinklers, soaker hoses, water slides etc. may be used if children are always in the sight of the educator.
- Ensure there is a CPR Chart on displayed indoors.

Links to Other Procedures

- Adventurous Play
- Excursions
- Supervision

WORK, HEALTH & SAFETY

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

The Work Health & Safety (WHS) Act 2011 (NSW) and Work Health & Safety Regulation 2011 (NSW) aims to protect the health, safety, and welfare of people at work. It lays down general requirements for health, safety, and welfare, which must be met at all places of work in New South Wales. The Act covers self-employed people as well as employees and employers.

Risk management is the process of recognising situations that have the potential to cause harm to people or property and doing something to prevent the hazardous situation occurring or the person being harmed.

Risk management involves:

Step 1: Identify the problem, which is known as hazard identification.

Step 2: Determine how serious a problem it is, known as risk assessment.

Step 3: Deciding what needs to be done to solve the problem, risk elimination or control.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work Health and Safety Act 2011 (NSW)
- Work Health and Safety Regulation 2011 (NSW)

Procedure

Principal Office will:

- Monitor the compliance of services during support visits to ensure it is meeting requirements.
- Review the systems and procedures relating to risk management within the service on a regular basis.
- Appoint a work, health and safety officer for the Principal Office.
- Complete a WHS check before playgroups and meetings.
- Consult with Cabonne Council's Risk Management Officer when WHS incident occurs.

Educators will:

- Comply with the Work Health & Safety Act 2011 (NSW).
- Always maintain a safe environment.
- Develop and implement safe work practices in relation to WHS standards.
- Remain up to date with current safety requirements.
- Complete daily hazard checks and document these checks.
- Ensure outings and excursions are conducted in a safe manner.
- Report any WHS incidents to the Nominated Supervisor.
- Actively identify hazards in their environment and develop strategies to maintain the risk level.
- Complete an incident report if any WHS incident occur.

Families will:

- Support educators to maintain a safe and healthy environment.
- Alert the educator of any hazards in the environment that they may not be aware of.

Manual Handling Practices

It is recommended that:

- Where possible, kneel rather than bend down, to avoid neck and back issues.
- When lifting an awkward load, do so with a balanced and comfortable posture.
- Store equipment at the right height and in an orderly fashion. Avoid reaching above shoulder level. It is recommended to use a step stool or ladder for handling items above shoulder level.
- Arrange your physical environment to facilitate easier lifting and movement. This includes furniture. It is not good practice to twist whilst lifting.
- Only lift items within your limitations.
- Ensure that you can see where you are going when lifting an object. Ensure floors are not slippery or cluttered and that lighting is adequate.
- Try and keep physically fit as working with children can be physically demanding. Stretching exercises before and after work is a good idea, as well as a few stretches before you lift items or children.

Links to Other Procedures

- Adventurous Play
- Excursions
- Supervision

WORKING IN ISOLATION

CABONNE OUT OF SCHOOL HOURS CARE

Responsible Department:	Cabonne Services
Responsible Section:	Community Services
Responsible Officer:	Children's Services Coordinator

Procedure Statement

The safety and wellbeing of Cabonne Out of School Care's staff and children in care is of the utmost importance. Staff working in isolation must have a procedure to follow to ensure their health, safety, and wellbeing.

Definition - A person is deemed to be working alone or in isolation when they cannot be seen or heard by another adult and have limited means of communication for an extended period of time.

References

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- Work Health and Safety Act 2011 (NSW)
- Work Health and Safety Regulation 2011 (NSW)
- NSW Safe Work – Remote or Isolated Work <https://www.safework.nsw.gov.au/hazards-a-z/remote-and-isolated-work>
- Child Safe Standards - <https://education.nsw.gov.au/early-childhood-education/working-in-early-childhood-education/child-safety/standards>

Procedure

Principal Office will:

- Ensure all staff members working in isolation hold a first aid and a child protection qualification.
- Ensure a staff member is always contactable by phone when the service is operational.
- Ensure each service's environment is safe.
- Regularly check in with service staff members via phone, email, and support visits.
- Ensure all educator's emergency contacts are up to date and accessible.
- If an educator does not arrive for a shift:
 - Attempt to contact educator.
 - Provide replacement staff in a timely manner, where an educator fails to attend their shift.
 - Contact school representative to arrange alternate supervision until Cabonne Council staff arrived, in the event a staff member has not arrived.

- Contact educator's emergency contact to alert them of the educator's absence.
- Provide a well-stocked First Aid Kit.
- Ensure all educators have a current Working with Children Check and it has been verified.
- Provide an induction to support staff who work in isolation.

Educators will:

- Ensure they always have access to a reliable means of communication when educating and caring for children. This will most commonly be a mobile phone. Please ensure phones are charged.
- Ensure they have a key for the service before commencing work for the day.
- Ensure the service is locked when not in use.
- Complete risk assessments for outings and excursions.
- In the event of an emergency, follow the *Emergency Evacuation and Procedure*.
- Ensure they follow *Work Health and Safety Procedure*.
- Provide up to date details of personal emergency contacts.
- Complete incident reports for any illness, injury, trauma, or incident that occurs with a child or themselves.
- Immediately contact the Nominated Supervisor if they feel unsafe, or if a child is being violent.
- Regularly practice Emergency Procedures, including medical emergency of an educator.
- Maintain accurate records of times children arrival and departure, ensuring parents sign in/out using e-Signature.
- Consider contacting the free and confidential Employee Assistance Program (EAP) if they require additional personal support– **Employee Assistance Program: 1300 687 327**

Families will:

- Provide up to date contact information including details of two emergency contacts.
- Be contactable or provide a person who is contactable while children are in care.
- Respond in a timely manner in the event of an emergency if needed.
- Inform the service when their child is going to be absent.
- Sign attendance records at the time of arrival and departure.

Links to Other Procedures

- Child Protection
- Delivery of children to, and collection of children from, education and care service premises
- Emergency and Evacuation Procedures
- Incident, Injury, Trauma Accident, illness.