

## Policy Group 2

# Children

## 2.1 Respect for Children Policy

Oakleigh Outside School Hours Care recognises and acknowledges that the children, their wellbeing, health and safety are the main focus. Children are to be treated by Educators and other staff members at all times with respect and dignity and as unique and valued individuals.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- My Time, Our Place: Framework for School Age Care in Australia
- NQS Area: 1.1, 1.2; 2.1, 2.3; 4.2; 5; 7.1, 7.2, 7.3.
- Policies: 2.4 – Arrivals and Departures of Children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Management and Support, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.15 – Children’s Property and Belonging, 3.3 – Educators Practice, 4.9 – Children’s Toileting.



### Procedures

- The children are to be considered and, as far as reasonably possible, actively involved in the ongoing development of:
- Program and activities (Policy 3.1 – Educational Program Planning);
- Behaviour expectations of the service (Policy 2.6 – Behaviour Support and Management); and
- The aesthetics of the physical environment of the service (NQS Area 3 – Physical Environment).

Educators will:

- Foster all children’s self-esteem and confidence, empowering them to make choices and initiate their own play;
- Promote children’s sense of belonging, connectedness and wellbeing by interacting in a consistently positive, genuinely warm and nurturing manner;
- Have high expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements;
- Respect the diversity of all children’s backgrounds and abilities and accommodate the individual needs of each child;
- Treat all children equitably and respond positively to all children who require their attention; and
- Communicate with children respectfully, taking the time to listen and value what they say.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## **2.2 Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm Policy**

Oakleigh Outside School Hours Care regards as of utmost importance its role in the protection of children in its care. This includes the moral and legal duties to care for children associated with Oakleigh Outside School Hours Care whilst not in the care of their parents or other primary caregivers, and to commit to the safety and wellbeing of children whilst attending the OSHC service.



### **Relevant Laws and Other Provisions**

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Child Protection Act 1999 and Regulations 2000
- Family and Child Commission Act 2014
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Duty of Care
- NQS Area: 2.3; 4.2; 7.1, 7.3.
- Policies: 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.3 – Educators Practice, 4.9 – Children’s Toileting.



### **Procedures**

The Oakleigh OSHC Subcommittee, the Coordinator and Educators are committed to providing an environment that is safe and promotes the wellbeing of all children at all times through ensuring that:

- Educators and P&C executive members and OSHC Subcommittee members are required to sign a code of conduct (see Policy Group 8 and 10);
- Educator employment and training procedures are implemented so that the service employs suitable people and conducts adequate induction and orientation (see Policy Group 8);
- Educators are directed that, when setting up for all activities, there is a safe physical environment as far as reasonably foreseeable and practicable;
- Children are actively supervised to ensure that they are protected from harm caused by:
  - Physical injury; and/or
  - Harassment and other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person;
- Educators seek to ensure that they are not alone at the service with a child, except in an emergency;
- Educators supervise all areas available to children;

- Written parental permission is obtained for children to be photographed at the service. Photographs will be for service use only;
- Children inform Educators when going to the toilet and that Educators follow the Children’s Toileting Policy (see Policy 4.9) at all times; and
- Educators, ancillary staff and volunteers are to comply with legal requirements to hold the appropriate child worker clearances under the Working with Children (Risk Management and Screening) Act 2000.

As the Approved Provider, the executive position holders of the Oakleigh State School P&C Association comply with legal requirements to hold a current positive suitability notice under the Working with Children (Risk Management and Screening) Act 2000. The Coordinator acts as, or has designated an appropriate person to act as, Quality Officer for the service (see Policy 10.1 – Quality Compliance) and in this capacity:

- Is to keep a copy of the current clearances and suitability notices referred to above; and
- Ensures that the service and its staff are aware of all legislative requirements and changes relating to the protection of children, including under the Education and Care Services National Law Act 2010 and Regulations 2011, Working with Children (Risk Management and Screening) Act 2000 and other relevant legislation.

Date of Development	Date Ratified	Date of Review
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## 2.3 Educator to Child Ratios Policy

Educator to child ratios will be in keeping with, or better than, those set out in the Education and Care Services National Regulations 2011. In setting ratios, consideration will be given to the activities undertaken, the ages and abilities of the children and any special needs that the children may have as well as the ongoing obligation to ensure effective supervision.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Family and Child Commission Act 2014
- Duty of Care
- NQS Area: 1.1; 2.1, 2.2, 2.3; 3.1, 3.2, 3.3; 4.1, 4.2; 5.1; 6.1, 6.3; 7.1; 7.2, 7.3.
- Policies: 3.5 - Excursions, 3.6 - Transport for Excursions, 4.5 - Incident, Injury, Trauma or Illness, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown.



### Procedures

In setting educator to child ratios, management will be guided by the Education and Care Services National Regulations 2011 which set out the following:

- A maximum of 15 school age children to 1 educator;
- Educators must be working directly with children to be included in the ratios; and
- At least one educator, with the required first aid qualifications, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the Oakleigh Outside School Hours Care.

Children who may require additional support, assistance or attention are considered. This may include extra Educators in accordance with funding and support arrangements for that child.

Volunteer workers may be counted towards the educator to child ratios for the service provided the qualification requirements are met. Volunteers under the age of 18 must be fully supervised. Risk assessments will be conducted, as necessary, when utilising volunteers.

For excursions, educator to child ratios will be determined once a full risk assessment of the activity has been conducted. When setting these ratios the following aspects of the excursion will be taken into account:

- The proposed route and destination for the excursion;
- Any water hazards and/or risks associated with water-based activities;
- The transport to and from the proposed destination for the excursion;
- The number of adults and children involved in the excursion;
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide effective supervision according to the ages and needs of the children, and whether any adults with specialised skills are required (e.g. life-saving skills); and
- The proposed activities and duration of the excursion.

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November 2017	August 2018	August 2019

## 2.4 Arrivals and Departures of Children Policy

The Oakleigh Outside School Hours Care service's responsibility for the child begins when the child enters the premises, and ends when the child leaves the premises. For the safety and protection of children, and in keeping with Duty of Care considerations, the service has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the service.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Australian Government Department of Education Children's Services Handbook
- Duty of Care
- NQS Area: 2.3; 4.1, 4.2; 6.1, 6.3; 7.1, 7.3.
- Policies: 2.3 – Educator to Child Ratios, 2.12 - Managing Duty of Care – Non-Attending Children, 2.14 – Bookings and Cancellations.



### Procedures

#### HOURS OF OPERATION

- **Before School Care: 6.30am – 9.00am**
- **After School Care: 2.45pm – 6.00pm**
- **Vacation Care and Pupil Free Days: 6.30am – 6.00pm**

All children are signed in and out by the parent, guardian or other person whom the parent/guardian has nominated on the enrolment form, or subsequently in writing, as being authorised to do so (authorised nominee). These details are entered electronically via the QuikKids app. In the event of a power outage, the person delivering the child enters the child's name (if required), the exact time and their signature on the attendance register ('The Roll').

**Before School Care:** All children are signed in by an authorised person and signed out by an Educator;

**After School Care:** All children are signed in by an Educator and signed out by an authorised person; and

**Vacation Care/Pupil Free Days:** All children are signed in and out by an authorised person.

Absences and non-signature sessions are initialed by an Educator and are signed by an authorised person as soon as possible.

Only parents/guardians may cancel a booking.

As from when the child has been duly signed in by the authorised person, the service takes responsibility for the child until the child is duly signed out by the authorised person collecting her/him. An Educator will greet the person delivering the child and if necessary, relevant information regarding the child's routine for the day will be exchanged.

No child is permitted to travel home, or to another activity on their own, unless written direction or approval or, in an emergency, verbal direction or approval, is received from a known parent or guardian of the child. These records (including documentation of verbal approval) will be kept.

### **Unauthorised Collection**

In the event that an unauthorised person attempts to remove a child from the Oakleigh Outside School Hours Care, the Coordinator/Responsible Person-in-charge is to be notified immediately. All efforts will be made to ensure that the child remains at the service however, in doing so, the Coordinator/Responsible Person-in-charge and/or Educators are not to put the safety of themselves or others at risk.

If the child is removed from the Oakleigh Outside School Hours Care by an unauthorised person the child's parent/guardian will be notified and the police will be called.

Details of the unauthorised collection will be recorded on an Incident Report form (refer Policy 10.31 Managing Non-compliance of reportable incidents) and will include the following information:

- Distinguishing features of the unauthorised person such as gender, ethnicity, hair length and colour, approximate age, clothing, height, scars, tattoos, etc.; and
- Details of any vehicles used including the make, colour, registration number and direction of travel.

The Coordinator or Responsible Person-in-Charge will advise the OSHC Subcommittee immediately after calling the police and the Regulatory Authority will be notified using the appropriate forms.

### **Late Arrivals and Departures**

If children who are booked in for After School Care have not arrived within fifteen (15) minutes of the expected arrival time, the school office is contacted to see if the child was marked as absent from school/ or went home early.

If the child was at school, a search of the classroom and school grounds will be conducted in an attempt to locate the child. The Coordinator or Responsible Person-in-Charge coordinates the search with OSHC and school staff that are available, using the Search Zones Map. If the child cannot be located, then the parent/guardian will be phoned and if necessary the emergency contacts provided by parents/guardians. The Coordinator or Responsible Person-in-Charge would advise that the police had been notified.

Supervision ratios must be maintained for the safety of the other OSHC children during the search.

If the child was not at school and OSHC have confirmation from the office, the child is marked absent. The Coordinator or Responsible Person-in-Charge does not need to contact the parent/guardian to confirm. Refer also to Fees Policy 10.4.

If at closing time children have not been collected or parents have not made arrangements for collection within 15 minutes of normal closing time, parents/guardians will be contacted, and if necessary, emergency contact numbers provided by the parent/guardian. Refer also to Fees Policy 10.4. In the event there is no response from contact numbers or parents are unable to arrange collection, advice will be sought from the police.

### **Children Unaccounted for During the Program**

In the event that a child is unaccounted for during the operating hours of the program, notify the Coordinator/ Responsible Person-in-Charge immediately the disappearance is discovered.

The Coordinator/Responsible Person-in-Charge coordinates a rapid and comprehensive search of the service's approved area to locate the child, referring to the Search Zones Map and utilising school resources to assist. Where possible, and without compromising the safety and supervision of the other OSHC children, additional Educators will be involved in the search.

In the event that the child is not located, the child's parent/guardian is notified and the police called immediately.

An Incident Report form will be completed and will include information such as:

- Date, time and location of the child when they were last accounted for;
- Details of the supervising educator and the circumstances surrounding their disappearance;
- Details of actions instigated to locate the child;
- What the child was wearing and any distinguishing features; and
- Time parent/guardian and other agencies were contacted.

The Coordinator/Responsible Person-in-Charge will advise the OSHC Subcommittee regarding the police being called and the Regulatory Authority will be notified using the appropriate forms.

### **Children Leaving Without Permission**

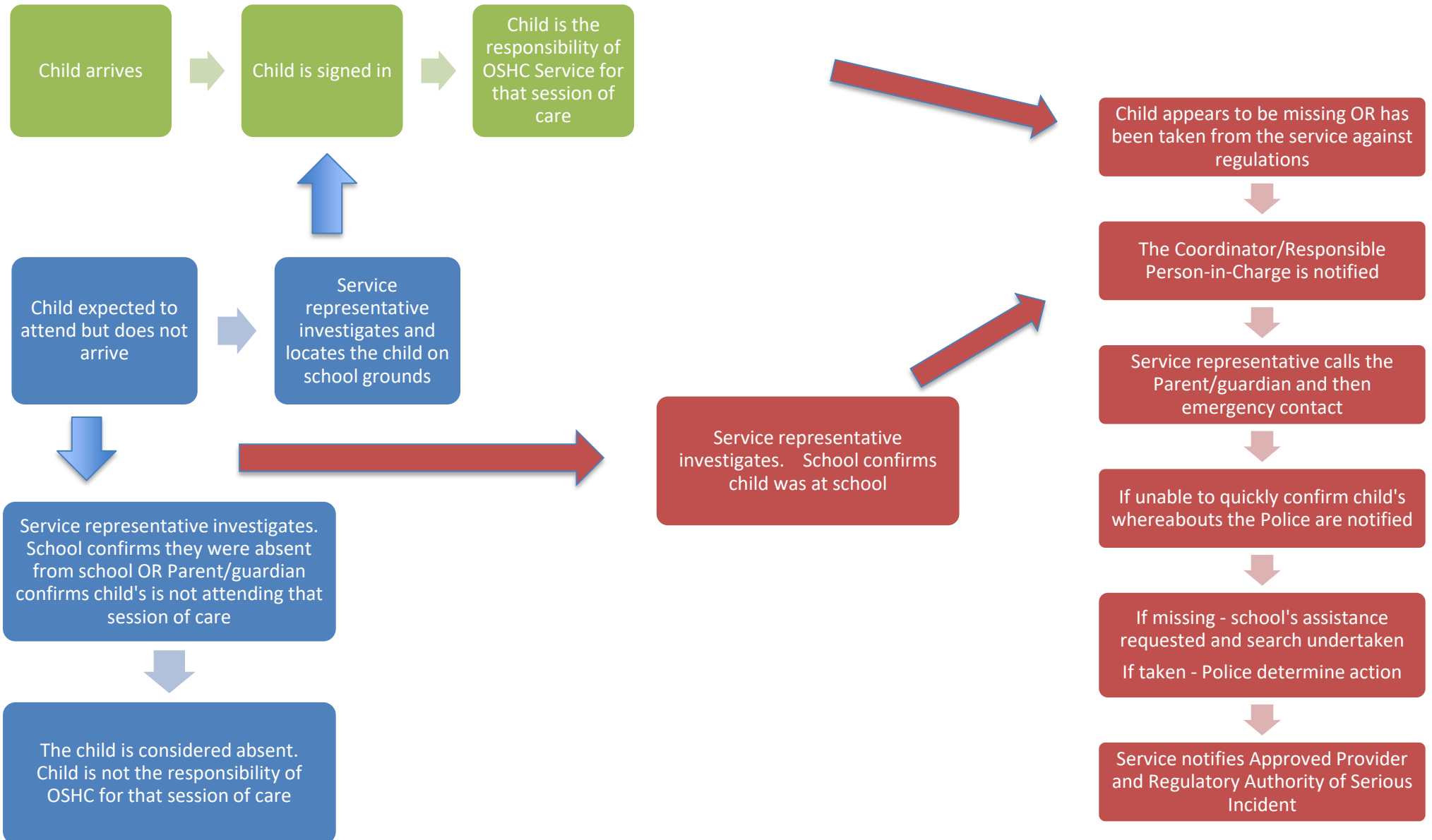
If a child leaves the service in any other circumstances and for any reason without permission, the Coordinator/Responsible Person-in-Charge will assess the situation immediately and will call the police and a parent/guardian as quickly as reasonably possible.

Educators will not leave the service to pursue a child if:

- It will, or may, leave the other children in the service with insufficient supervision; and/or
- It will, or may, expose that staff member to an unacceptable risk of personal harm.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

## 2.4.1 OSHC Arrival and Accountability Procedure





## 2.5 Reporting of Child Abuse Policy

The Oakleigh Outside School Hours Care abides by the guiding principles of the Child Protection Act 1999 that the safety, wellbeing and best interests of a child are paramount, and that a child has a right to be protected from harm, or risk of harm.

The Child Protection Act 1999 requires certain professionals, referred to as 'Mandatory Reporters', to make a report to Child Safety, if they form a reasonable suspicion that a child has suffered, is suffering or is at an unacceptable risk of suffering significant harm caused by physical or sexual abuse, and may not have a parent able and willing to protect them.

The Education and Care Services National Regulations 2011 requires Oakleigh State School P&C Association to notify the Regulatory Authority of information in respect of prescribed matters including where they, as the Approved Provider, reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while a child is cared for at an education and care service, or, an allegation that sexual abuse of a child has occurred or is occurring while a child is being educated and cared for at a service. [National Regulation 175(2)(d)&(e)].



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Child Protection (Mandatory Reporting— Mason's Law) Amendment Act 2016
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Duty of Care
- NQS Area: 2.3; 4.2; 5.1, 5.2; 7.1, 7.2, 7.3.
- Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 8.4 – Educator Professional Development and Learning.



### Procedures

Executive members of the Oakleigh State School P&C Association, the Coordinator (Nominated Supervisor of Oakleigh Outside School Hours Care) and Educators at the Oakleigh OSHC service are Mandatory Reporters.

The Mandatory Reporters at our school age care service will report reasonable suspicions or disclosures of harm to the Department of Child Safety.

Mandatory Reporters should also report to Child Safety a reasonable suspicion that a child is in need of protection caused by any other form of abuse or neglect.

Individuals who are volunteers or under 18 years of age are not Mandatory Reporters.

Educators who are Mandatory Reporters may give information about their reportable suspicion to the Coordinator of our service to enable appropriate action to be taken.

To help with decision-making and the need to report, the service will access and refer to the online guide from the Department of Child Safety ([www.communities.qld.gov.au/childsafety/protecting-children](http://www.communities.qld.gov.au/childsafety/protecting-children)).

Where concerns do not reach the threshold for reporting to Child Safety, the family, with their consent, may be referred to Family and Child Connect for support (13FAMILY /13 32 64).

The Oakleigh State School P&C Association will ensure that all Educators have appropriate and up to date information and training regarding the services child protection policies, current Child Protection Laws and Regulations including the current mandatory reporting obligations.

Relevant Educators will record all details and objective observations immediately. This record is to be kept separate from any incident book and is to remain confidential. Information will be shared with the School Principal.

All persons involved in a case of suspected child abuse will be treated with sensitivity and respect, and all information to the case will remain confidential [see Policy 10.8 - Information Handling (Privacy and Confidentiality)].

The Coordinator as the representative of the Oakleigh State School P&C Association will complete the relevant Notification Forms (SI01 or NL01) and forward them within the required timeframes to the Department of Education and Training - Early Childhood Education and Care Division.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

## 2.6 Behaviour Support and Management Policy

Oakleigh Outside School Hours Care recognises the wide range of age groups that access the program, the differing developmental needs of individual children and the variety of diverse backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment for all children. Families, staff and children all have roles to play, as detailed in this policy. Behaviour support and management are approached through:

- Consistency, understanding and supporting children to self-regulate their behaviour;
- Respecting each individual child, preserving and promoting their self-esteem;
- Encouraging positive behaviour using praise and effective programming; and
- Having regard to all principles as set out in the Oakleigh Outside School Hours Care Philosophy Statement.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Duty of Care
- 'My Time, Our Place' Framework for School Age Care in Australia
- NQS Area: 1.1; 2.1, 2.3; 4.1; 4.2; 5.1; 5.2; 6.1, 6.2; 6.3; 7.1, 7.2, 7.3.
- Policies: 2.1 - Respect for Children, 2.3 – Educator to Child Ratios, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.10 – Observational Recording, 4.6 – Medication, 5.2 - Food and Nutrition, 9.3 – Communication with Families, 9.5 - Comments and Complaints Handling.



### Procedures

Educators are trained to respond to various developmental stages of the differing ages of the children who attend the Oakleigh Outside School Hours Care, and will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of the service.

Educators involve the children as far as reasonably possible in developing behaviour expectations for the service.

These behaviour expectations will be clear, child focused, based on acceptable wider community expectations, easy to understand and will be on display throughout the service. This information is also provided in the Educator Handbook and in the Family Handbook issued to all parents/guardians on enrolment.

The OSHC rules are:

- Always use good manners
- Keep your hands and feet to yourself

- Treat others with respect
- Don't swear or use bad language
- Use and return equipment properly and tidy up when finished
- Stay with an educator at all times and never go out of bounds
- Stay seated while eating
- Listen when others are talking
- No running or sliding in the Centre
- Stay safe and have as much fun as possible

Educators are required to discuss the behaviour expectations with the children on a regular basis, reinforcing why they are important.

Educators are required to:

- Model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;
- Monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;
- Constantly and consistently use positive guidance strategies when reinforcing the Oakleigh Outside School Hours Care behaviour expectations;
- Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions; and
- Acknowledge children through encouragement or reward when they make a positive choice in managing their own behaviour.

Educators are not permitted at any time to use physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.

Physical force/restraint will only be used as a last resort in instances where children's safety is at risk.

Educators prompt and support children, who are experiencing anger, frustration or fear, to move to another activity, or a prearranged downtime /safe place for reflection.

### **Reflection Time**

Reflection time is used to support a child when exhibiting minor misbehavior or when being continually disruptive e.g. name calling, being nasty to others, not complying with rules of games, jumping out of turn /pushing.

### **First Incident**

- The educator gives the child a verbal instruction to cease the behaviour.

### **Second Incident**

- Child is redirected from the activity to sit beside the Educator for 5 minutes. During this time the Educator discusses with the child why the behaviour is inappropriate and what they could have done differently.
- After 5 minutes the child may resume the activity.

**Third Incident**

- The child is redirected from the activity to sit beside the Educator for 10 minutes. The child, with support from the Educator, will complete a Behaviour Report Form to be signed by the Coordinator/Responsible Person in charge and parent/guardian at the end of the day. The child is redirected to a downtime indoor activity.
- Educators are required to follow the Oakleigh Outside School Hours Care behaviour management strategies and techniques, including completion of an incident report to be signed by the parent/guardian at the end of the day.

Behaviour support plans will be implemented if deemed necessary by the Coordinator. Support plans will be developed collaboratively with the Coordinator, parent/guardian, child and other health/educational professionals as required.

Further Incidents relating to the child will be dealt with in accordance with the Exclusions for Behavioural Reasons Policy (See Exclusion for Behavioural Reasons Policy 2.7),

Parents/guardians are not permitted to approach other children attending the Oakleigh Outside School Hours Care regarding behaviour incidents and/or issues.

Date of Development	Date Ratified	Date of Review
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## **2.7 Exclusion for Behavioural Reasons Policy**

The Oakleigh Outside School Hours Care has a duty of care to all children and Educators who attend or work at the service. If:

- A child exhibits inappropriate behaviour or behaviour which threatens the safety or wellbeing of any child or other persons in the service;
- A child refuses to comply with 'Reflection Time', runs away from the service, causes deliberate damage to equipment/vandalism or has been fighting;
- In the Coordinator's reasonable opinion, the behaviour amounts, or may amount, to a threat to the safety or wellbeing of any child or other person in the service; and/or
- The behaviour support and management procedures (see policy 2.6) have been properly applied first but without success, or the behaviour presents such an immediate potential threat that it is not reasonably possible to apply those procedures;

Then the child whose behaviour is inappropriate or has caused the threat to safety or wellbeing, may be excluded from the Oakleigh Outside School Hours Care temporarily or, in some cases permanently.



### **Relevant Laws and Other Provisions**

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Duty of Care
- NQS Area: 2.1, 2.3; 4.2; 5.2; 6.1; 7.1, 7.3.
- Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 - Comments and Complaints Handling.



### **Procedures**

If, after following the Behaviour Support and Management Policy, the unacceptable behaviours continue:

- The OSHC Subcommittee will be notified; and
- A letter will be sent to the parent/guardian detailing the child's behaviours, exclusion time and expected return date.

Prior to the child's return, a meeting will be held between the Coordinator or Senior Leadership Team, parent and child to discuss possible strategies.

A behaviour support plan will be developed for including the child back into the program. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from the service.

### **Physical danger to child or others**

If a child's behaviour causes or may reasonably cause physical danger to other children, Educators or the child themselves, the parent/guardian of that child will be contacted immediately and asked to collect the child.

The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Coordinator and the OSHC Subcommittee.

### **Exclusion from school**

If the Coordinator becomes aware of any child, who usually attends the service, being excluded from the school, they will:

- Contact the school to confirm exclusion;
- Speak with the Principal to confirm if exclusion applies at the OSHC service; and
- Contact the parent to confirm exclusion from the Oakleigh Outside School Hours Care (in accordance with Principal's direction).

Date of Development	Date Ratified	Date of Review
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## 2.8 Anti-bullying Policy

The Oakleigh State School P&C Association has a duty of care to all children who attend as well as Educators and staff who work within the OSHC service. The Oakleigh State School P&C Association is committed to providing a safe and caring environment, which fosters respect for others and will not tolerate bullying behaviours. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Duty of Care
- Child Protection Act 1999 and Regulations 2000
- Family and Child Commission Act 2014
- NQS Area: 1.1; 2.1, 2.3; 4.2; 5.1, 5.2; 6.1, 6.2, 6.3; 7.1, 7.3.
- Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 - Comments and Complaints Handling.



### Procedures

#### Educators will:

- Model caring and tolerant behaviour towards children, parents and other staff members;
- Manage all observed or reported incidences of bullying as set out in this policy under “Responding to a Bullying Incident”;
- Carefully monitor children’s behaviour while participating in any of the service’s programs or activities;
- Encourage children to report any incidents of bullying that they are either involved in or witness;
- Protect the victim from further harm;
- Assist the bully to change his/her behaviour; and
- Keep a record of bullying behaviour by completing a service incident report.

#### Children will be encouraged to:

- Report any incidents of bullying that they are either involved in or witness;
- Help someone who is being bullied;
- Do everything they can to keep the play safe and happy; and
- Use the strategies that they have been encouraged to use to deal with a bullying incident.



**Parents will be encouraged to:**

- Encourage their child to report if they are bullied;
- Watch for signs of bullying and speak to service Educators if their child is being bullied or they suspect bullying;
- Work with the service in seeking a permanent solution;
- Model caring and tolerant behaviour when interacting with children, Educators or other parents; and
- Promote strategies that enable their child to feel empowered and confident if they have to deal with a bullying incident.

**Responding to a bullying incident**

The Oakleigh Outside School Hours Care is committed to implementing positive and permanent solutions to bullying. Educators, children and parents will work together to stop all bullying as part of the 'zero tolerance' approach.

In the event of an observed or immediately reported incident (either by witness, victim or third party), an educator, while such an incident may still be occurring, will implement the following procedures:

- Intervene, mediate and discuss with the children involved and witnesses, an appropriate solution to the problem, including a back-up plan. Children are encouraged to use conflict resolution strategies;
- Implement the agreed upon solution and back-up plan if necessary; and
- Record incidents on appropriate forms.

For reports of repeat incidents (either by witness, victim or third party):

- Interview with Coordinator and parents notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented; and
- Monitor and review implementation of consequences.

Further offences may result in suspension from the Oakleigh Outside School Hours Care. Re-entry will require an agreed behaviour contract.

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## 2.9 Inclusion and Anti-Bias Policy

The Oakleigh State School P&C Association supports the principles of equity and justice through implementing inclusive and anti-bias practices. Our aim is to embed equal opportunities and respectful relationships irrespective of nationality, race, religion, gender and/or special needs. Through inclusive practices, Educators support each child to achieve a strong sense of belonging and achievement and to recognise and challenge bias. Programs and environments which support inclusion and anti-bias will be regularly reviewed and assessed, and changes implemented to address inequalities.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- QLD Anti-Discrimination Act 1991
- 'My Time, Our Place' Framework for School Age Care in Australia
- NQS Area: 1.1; 2.2; 3.1, 3.2; 4.2; 5.1; 5.2; 6.1, 6.2, 6.3; 7.1, 7.2, 7.3.
- Policies: 2.1 - Respect for Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 - Comments and Complaints Handling.



### Procedures

#### Parents will:

- Inform the Coordinator of the family and child's cultural and/or language requirements on enrolment;
- Inform the Coordinator of family and/or child additional needs on enrolment or whenever identified;
- Be encouraged to contribute to the program and operation of the service by sharing information about their individual needs; and
- Be informed via parent handbook, newsletter, noticeboard or other appropriate forms of communication about the Oakleigh Outside School Hours Care's policies and practices.

#### Educators will:

- Ensure that their language and daily practices are inclusive and non-discriminatory;
- Have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development and active participation in in-service training;
- Self –evaluate and monitor biases concerning gender, stereotypes or other differences between children;
- Comply with the Oakleigh Outside School Hours Care's policies and code of conduct;
- Utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;
- Collaborate with the local community of the service;

- Show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs;
- Incorporate into the program advice identified through consultation with other professionals, the child's family and those with particular expertise in relevant areas; and
- Ensure that their interactions with children:
  - Promote gender equality;
  - Promote equality regardless of race, culture or other differences;
  - Encourage children to develop to their full potential regardless of different abilities or needs; and
  - Acknowledge and value children's unique and individual strengths and differences.
- Implement a range of practices to actively counteract bias or prejudice such as:
  - Provide a variety of experiences that promote the diversity of children's social, cultural, linguistic and ability backgrounds;
  - Use anti-bias language when communicating with children and families;
  - Talk to children about differences in positive ways;
  - Celebrate occasions that are relevant to a variety of cultures;
  - Share information with children about different cultures and ability backgrounds;
  - Provide inclusive models when discussing family structures with children;
  - Provide inclusive resources, experiences and materials;
  - Provide information for children and families in other languages when appropriate;
  - Display posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
  - Ensure the physical environment reflects an inclusive and anti-bias approach.

**Management will:**

- Support Educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs where need is identified;
- Assess Oakleigh Outside School Hours Care documents and communications to ensure that they are inclusive and promote an anti-bias approach;
- Ensure all enrolment policies and practices are inclusive and non-biased;
- Provide the opportunity for parents and Educators to contribute to the annual review of the policy;
- Ensure that all equipment and resources purchased promote diversity and inclusion;
- Include in the educator selection criteria the applicant's ability to accept and implement inclusive practices and an anti-bias approach;

- Include information regarding the Oakleigh State School P&C Association's commitment to inclusive practices and anti-bias in the Educator Handbook and induction and orientation package; and
- Include information regarding the Oakleigh State School P&C Association's commitment to inclusive practices and anti-bias in the Parent/Family Handbook given to families on enrolment.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## **2.10 Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm Policy**

The Oakleigh Outside School Hours Care service actively works to provide all children with a safe and suitable environment. In the event that a child discloses information to an adult, the service will implement the following procedures to ensure that this information is managed appropriately and that all suspicions of harm are reported in accordance with relevant legislative requirements.

Harm is defined under the Child Protection Act 1999 as “any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing. For harm to be significant, the detrimental effect on the child’s wellbeing must be substantial or serious, more than transitory and must be demonstrable in the child’s presentation, functioning or behaviour.”

Harm may be categorised in the following types:

- Physical abuse, for example, beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication;
- Emotional or psychological abuse, for example, constant yelling, insults, swearing, criticism, bullying, not giving children positive support and encouragement;
- Neglect, for example, not giving children sufficient food, clothing, enough sleep, hygiene, medical care, leaving children alone or children missing school; and
- Sexual abuse or exploitation, for example, touching inappropriately, sexual jokes and/or exposing children to pornography.



### **Relevant Laws and Other Provisions**

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- NQS Area: 2.3; 4.2; 5.2; 6.2, 6.3; 7.1, 7.3.
- Policies; 2.1 - Respect for Children, 2.5 – Reporting of Child Abuse, 2.8 – Anti-bullying, 3.10 – Observational Recording, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.5 - Comments and Complaints Handling.



### **Procedures**

The Coordinator and OSHC Subcommittee will ensure that Educators receive appropriate child protection training, in particular ensuring that all Educators are aware of the existence and application of the current child protection law and any obligations they may have under that law.

The Coordinator and OSHC Subcommittee will ensure that Educators receive information and support on how to handle suspicions of harm or situations where information is disclosed to them by a child or by a member of the child’s family or other person.

For Educators who suspect that a child is being abused, an appropriate response should include the following:

- Access a copy of your organisation’s child protection policy and be knowledgeable about how to respond appropriately;
- Be alert to any warning signs that may indicate the child is being abused;
- Observe the child and make written notes as soon as you begin to have concerns. Pay attention to body cues such as changes in the child’s behaviour, ideas, feelings and the words they use;
- Have gentle, non-judgmental discussions with the child. Expressing your concern that the child looks sad or unwell may result in disclosures. Do not pressure the child to respond and do not ask leading questions that put words into a child’s mouth;
- Assure the child they can come and talk to you when they need to, and listen carefully to what they have to say;
- Promptly advise the Coordinator of your concerns; and
- Seek expert advice, or make a report by ringing the Department of Communities, Child Safety and Disability Services or the Queensland Police Service.

Educators must report disclosures or suspicions of harm in a confidential manner to the Coordinator and/or executive member of the P&C Association who will take the following action:

- Ensure that the disclosure/suspicion of harm is documented by the educator involved as soon as possible;
- Using the appropriate mechanisms, report to the Department of Communities, Child Safety and Disability Services or Queensland Police Services, and notify the Department of Education and Training - Early Childhood Education and Care; and
- If appropriate, and upon the seeking of professional advice, the Oakleigh Outside School Hours Care may arrange a meeting with the family to discuss the nature of the disclosure or allegation. Such a meeting may include the involvement of appropriate support persons.

The Department Child Safety, Youth and Women <https://www.csyw.qld.gov.au> may be contacted by any member of staff to obtain professional advice in regard to reporting the disclosure or suspicions of harm.

The educator receiving the disclosure may be required to speak with the authorities as part of their investigations. Under section 22 of the Child Protection Act 1999, a person who reports suspected child abuse is protected from civil or criminal legal actions and is not considered to have broken any code of conduct or ethics.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## 2.11 Including Children with Special/Additional Needs Policy

The Oakleigh Outside School Hours Care service recognises that additional support may be required when including children with special needs into the program. These procedures will support the successful inclusion of children with special/additional needs through implementing practices which are conducive to a supportive environment for the children, families and Educators.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Disability Discrimination Act 1999
- QLD Anti-Discrimination Act 1991
- Inclusion and Professional Support Program Guidelines (2013-2016)
- NQS Area: 1.1, 1.2; 2.1, 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1, 7.2, 7.3.
- Policies: 2.1 - Respect for Children, 2.3 - Educator Ratios, 2.9 – Inclusion and Anti-bias, 4.9 - Children’s Toileting, 9.1 - Access, 9.2 – Enrolment, 9.3 – Communicating with Families.



### Procedures

The parent/guardian will be required to provide relevant information upon enrolment which pertains to the child’s special/additional needs, by responding to appropriate questions on the enrolment form and included as part of an interview process.

The Oakleigh Outside School Hours Care service then follows through with an equal opportunity enrolment process for all children. This involves collecting appropriate information about children which may impact on their ability to participate in the program.

Oakleigh Outside School Hours Care has the right to request any information in regard to the child’s needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the service.

If the service wishes to make contact with the Inclusion Support Provider (ISP), parent/guardian permission must be requested, and in the format required by the ISP.

It is recommended that the service contact the school’s Inclusion Support Provider to obtain advice and information about the inclusion process as required.

The processes outlined in the Inclusion Support Provider Guidelines must be followed to establish a service support plan. This may involve professional support from the ISP.

The service must appropriately assess their capacity to include the child within the service by following a risk management process.

The service maintains the right to make a decision regarding the suitable placement of children with special needs in the service based on the information, support and advice available.

Appropriate training and support is provided for all Educators to ensure continuity of care and commitment to inclusion.

Date of Development	Date Ratified	Date of Review
March 2018	August 2018	August 2019

## 2.12 Managing Duty of Care – Non-attending Children Policy

The Oakleigh Outside School Hours Care recognises that on occasion, children not enrolled in or attending the service may seek assistance from the Educators or Coordinator. For whatever reason assistance is sought, OSHC employees must at all times observe both their duty of care and statutory obligations to the best of their knowledge and capacity to ensure the safety and wellbeing of the child.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Duty of Care
- NQS Area: 2.3; 6.1, 6.3; 7.3.
- Policies: 2.3 – Educator to Child Ratios, 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families.



### Procedures

The Oakleigh Outside School Hours Care service endeavours to establish a mutually beneficial relationship and coexistent policy with the school (if appropriate) to ensure that the Duty of Care is upheld by all parties involved. To this extent the service will:

- Follow school procedure by sending children to the office if they are not booked into Oakleigh Outside School Hours Care; and
- Communicate with the office by telephone or in person that the child has been referred to the office for collection by parents or guardians.

If the school office is unattended, the Coordinator observes the following procedure when recording self-referred children as attending and who are currently enrolled at the Oakleigh Outside School Hours Care:

- Make reasonable attempts to call parents or authorised persons; and
- Ensure strict adherence to ratios and other legislative guidelines.

If the school office is unattended, the Coordinator follows this procedure when observing their duty of care for self-referred children who are not currently enrolled in the service:

- Make reasonable attempts to call parents or authorised persons (including the school Principal or Administration) known to the child;
- Ensure the children are safe and secure but not participating in the activities of the Oakleigh Outside School Hours Care; and
- Call the police for support when a reasonable time has passed without any notification.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019



## 2.13 Use of Photographic and Video Images of Children Policy

The Oakleigh Outside School Hours Care acknowledges the privacy of families and right to give approval for the use of photographic and video images of their child that support and promote their involvement in relevant program and activities. Parent permission is obtained prior to any photographs/videos of children being taken or displayed.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Family and Child Commission Act 2014
- Privacy Act 1988 and Regulations 2013
- Child Protection Act 1999 and Regulations 2000
- NQS Area: 1.1; 4.2; 5.2; 6.1, 6.2; 7.1, 7.3.
- Policies: 2.1 - Respect for Children, 3.2 - Program and Documentation Evaluation, 3.10 - Observational Recording, 9.2 - Enrolment, 10.8 - Information Handling (Privacy and Confidentiality), 10.12 - Information Technology.



### Procedures

Consent will be gained from parents/guardians for images of their children to be taken and used by the service on relevant enrolment forms and documentation. If a parent does not give their consent, images would not be used in OSHC communications.

Such consent explicitly includes school newsletters, local community and in-service activities and events.

Parental and/or guardian special consent will be requested for photographs taken and intended to be used for promotional purposes outside of the local community.

Employees of the Oakleigh Outside School Hours Care are only permitted to photograph children using equipment owned solely by the OSHC service or school (if shared equipment).

Processing of photographs will be conducted at professional photographic laboratories or within the service using the printing equipment available.

To protect the privacy of families, children are encouraged not to photograph other children or Educators with their own electronic devices.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## 2.14 Bookings and Cancellations Policy

Oakleigh State School P&C Association seeks to implement processes to ensure that the service operates efficiently and effectively and that future planning considerations for the service are met through maintaining appropriate records and procedures for children's bookings and cancellations. This will ensure future needs of the Oakleigh Outside School Hours Care can be assessed through the maintenance of appropriate waiting lists and availability of places.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Australian Government Department of Education Children's Services Handbook
- NQS Area: 4.1; 6.1; 7.3.
- Policies: 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 10.4 - Fees.



### Procedures

#### Before and After School Care

Bookings are required by all families who seek to use the Oakleigh Outside School Hours Care service on a permanent or casual basis.

The service reports bookings as prescribed by the Australian Government Department of Education through the Child Care Services Handbook.

When bookings are made by authorised parties for children to attend the Oakleigh Outside School Hours Care, it is required that:

- The priority of access guidelines are followed with priority given to primary school age children;
- A completed enrolment form is received for that child *prior to* their attendance at the Oakleigh Outside School Hours Care; and
- Parents/guardians are made aware of the Oakleigh Outside School Hours Care policies and procedures and have been provided with appropriate information in respect of the booking processes.

All staff are trained in the taking and management of bookings. Bookings must be recorded on the appropriate forms and lists.

Permanent bookings are entitled to a reduced fee as per the fees policy. A permanent booking is defined by a regular pattern of attendance throughout each term, on one or more occasion per week.

All fees associated with permanent bookings, should the child not attend care due to illness or for any other reason, must be paid in full. CCB will apply in accordance with allowable and approved absence provisions.

Casual bookings attract a higher fee due to the nature of the booking and irregular pattern of attendance.

Casual bookings are only available to families where Oakleigh Outside School Hours Care has approved places available.

At the end of each calendar (school) year, all permanent bookings for before and after school care are cleared and become vacancies. Families are required to complete a new enrolment form and booking form with notification of booked days for the coming school year.

Any vacancies that arise become subject to the priority of access policy in determining who may fill that vacancy.

Changes to bookings and/or cancellations are only taken:

- From a parent/guardian/authorised persons; and
- Verbally, in writing or by text message.

If a message is received via the child, the parent/guardian will be contacted to confirm the change of arrangements.

Cancellation of bookings for before and/or after school care must be made 2 full working days prior to the session starting or a fee, equal to the fee for that session will be charged.

If the child's booking hasn't been cancelled and the service makes attempts to locate the child, a non-cancellation fee may be charged in addition to the prescribed fee for that session.

## **Vacation Care**

In addition to the above, Vacation Care and Pupil Free Day bookings must be provided on an appropriate booking form distributed with the program:

Cancellation of bookings for vacation care must be made with 2 working days' notice or a fee, equal to the fee for that session will be charged.

Bookings for vacation care will not be accepted if monies are owing from the previous school term.

Cancellations for vacation care excursions must be made with 2 working days' notice or a fee, equal to the fee for that session will be charged and any money paid may be forfeited.

Cancellations on the day of the excursion will be charged the full fee for the session and the full excursion cost.

## **Absences from Child Care**

Cancellations that attract the prescribed fee for that session will be counted towards the family's initial 42 absence days for the current financial year, as per the Child Care Service Handbook.

Absence days can be taken for any reason (provided the day being reported as an absence is a day on which care would have otherwise been provided). Absences cannot be recorded for a child before the child has begun care or after a child has left care.

## **Additional Absences**

Absence days taken for the following reasons, after the initial 42 absence days have been used, are called 'additional absence days'. The reasons may include:

- Illness (with a medical certificate);
- Non-immunisation (with written evidence);

- Rostered days off/rotating shift work (with written evidence);
- Temporary closure of a school or pupil-free days;
- Periods of local emergency;
- Shared care arrangements due to a court order, parenting plan or parenting order (with copy of documentation); and
- Exceptional circumstances.

There is no limit on the number of these days for which CCB may be paid as long as:

- They are taken for the reasons specified above;
- Supporting documentation (where required) is provided; and
- They are days on which care would otherwise have been provided.

### **Permanent Cancellation of Care**

Families are required to give a minimum of two weeks' notice, in writing, to advise the service of the permanent cancellation of their booking.

Regardless of the notice period given, if the family has advised that the child will leave the service on a particular day, but that child does not attend their last session(s) of care, the family are not eligible for CCB and the service is entitled to charge full fees for that session. The only exception is where the child was still expected to attend the service even though notice has been given, and the day is able to be claimed as an additional absence by the family (e.g. in case of illness). CCB may only be claimed as per the additional absence guidelines which requires documentation to be provided by the family. Initial 42 days absences may not be claimed for these days.

Outstanding balances of the family account will be managed in accordance with the 10.4 Fees Policy of the Oakleigh Outside School Hours Care.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## **2.15 Children's Property and Belongings Policy**

Oakleigh Outside School Hours Care acknowledges that children will bring to the service or carry with them certain items of personal belongings. This policy details the types of belongings that children may bring with them on a regular basis and the level of responsibility associated with bringing those belongings.



### **Relevant Laws and Other Provisions**

The laws and other provisions affecting this policy include:

- Duty of Care
- NQS Area: 1.1, 1.2; 2.3; 5.1; 6.1,
- Policies: 2.1 - Respect for Children, 2.9 - Inclusion and Anti-bias, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children's Media Viewing, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 9.5 - Comments and Complaints Handling, 10.12 Information Technology



### **Procedures**

The family is responsible for providing the child with appropriate belongings and property required for active participation in the service. Such property may include (but is not limited to):

- Footwear;
- Clothing;
- Hats; and
- Bags, lunch boxes and water bottles.

All personal property and belongings must be clearly named or labelled.

The service informs parents/guardians through relevant newsletters and publications such as the Family Handbook of appropriate personal belongings required at the service.

The service does not take responsibility for any of the children's personal property or belongings, but will endeavour to:

- Actively encourage children to care for their belongings;
- Remind children when belongings need to be placed in storage e.g. lunch box into bag;
- Provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged;
- Ensure that participation in Oakleigh Outside School Hours Care activities and experiences does not willfully damage belongings; and
- Provide protective equipment such as painting smocks for relevant activities.

Throughout special program times i.e. Vacation Care or Pupil Free Days, the children may on occasion, and when advised, be able to bring with them personal belongings other than day to day

necessities e.g. games and toys. This is done solely at the discretion and responsibility of the family. No responsibility is taken whatsoever for any items brought to Oakleigh Outside School Hours Care which become lost or damaged as a result.

No personal electronic devices, gaming consoles, music devices or iPads to be brought from home during Before and After School Care, unless strictly for homework usage. No social networking sites are to be accessed, (i.e.: Facebook, Instagram, Twitter etc.)

During Vacation Care, personal devices are allowed if the games and music are appropriate, and are permitted during allocated technology times.

Staff cannot take responsibility for personal electronic devices, gaming consoles, music devices or iPads that children bring with them from home. Devices will be stored in the office when not in use.

The service provides appropriate storage for lost property that is available to children and families at all times.

Any grievances or concerns relating to lost, damaged or stolen property of the children is documented and followed up, in accordance with the grievance and complaints procedure.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## 2.16 Promoting Protective Behaviours Policy

Oakleigh Outside School Hours Care considers its role in the protection of children of utmost importance and therefore takes a proactive approach in supporting families and children through promoting protective behaviours to ensure children's ongoing safety, wellbeing and protection.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Duty of Care
- NQS Area: 2.3; 4.2; 5.1, 5.2; 6.1, 6.2, 6.3; 7.3.

Policies: 2.1 – Respect for Children, 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 3.3 – Educator Practices, 9.3 – Communication with Families, 9.6 – Parent and Community Participation.



### Procedures

The OSHC Subcommittee, Coordinators and Educators are committed to providing an environment that encourages children's personal safety and promotes the wellbeing of all children at all times.

Coordinators and Educators support children's personal safety through:

- Reinforcing protective behaviour strategies such as:
  - 'We all have the right to feel safe all of the time'; and
  - 'Nothing is so awful that we can't talk to someone about it'.
- Encouraging children to interact and/or physically touch other children in a safe and non-threatening way;
- Building on children's problem solving, reasoning and communication skills (e.g. brainstorming safe strategies for unsafe situations).

Coordinators and Educators actively encourage children's personal safety behaviours in all sorts of situations including:

- Outside in the sun;
- Using the road while walking or riding;
- Being cautious and aware of strangers; and
- Who to go to for help if lost or feeling uncomfortable about an event or person.

Coordinators and Educators collaborate with families to ensure children's learning about personal safety is culturally appropriate.

Coordinators liaise with school administration to develop awareness of personal safety programs provided within the school setting. These events are communicated to Educators to prepare them for children's questions and/or comments.

The Coordinator liaises with management and families to develop and implement strategies for providing opportunities for personal safety programs for children to be included as part of the Oakleigh Outside School Hours Care program.

## Reference

ACSEA. (2006). *employee manual*. brisbane: ASCEA.  
Department of Education and Training. (2015, February). *Tip sheet for Parents - Home alone*. From deta.gov.au: <http://deta.qld.gov.au/earlychildhood/pdfs/tip-sheets/pts-home-alone.pdf>

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019



## 2.17 Children Accessing the Internet Policy

Oakleigh State School P&C Association acknowledges that children may access the internet for educational and/or recreational purposes during the operational hours of the program. Therefore, the service takes a proactive approach to educating children on safe and secure internet usage. This policy aims to establish guidelines on access to the internet and/or online social networking with the aim of protecting children from risk of harm.

### Definitions

'Internet' refers to the world wide web of computer systems that facilitates the transmission and exchange of data. Information search engines and web browsers include, but are not limited to, Google, Firefox and Internet Explorer.

'Social Networking Media' refers to any online tools or functions that allow people to communicate or share information via the internet. This includes, but is not limited to, applications such as Facebook, YouTube and Twitter.

'Mobile device' refers to devices that have non-Wi-Fi internet access such as iPads, tablets, iPods, and mobile phones



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Privacy Act 1988 and Regulations 2013

'My Time, Our Place' Framework for School Age Care in Australia

- Duty of Care
- NQS Area: 1.1; 2.3; 3.2; 4.2; 5.1, 5.2; 6.1, 6.3; 7.3.
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children's Property and Belongings, 2.18 – Cyber-bullying 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.12 – Information technology.



### Procedures

#### Service Responsibilities

Oakleigh Outside School Hours Care will ensure that all service computers and mobile devices with internet access are fitted with adequate security and filtering software to prevent access to inappropriate information and web sites. This includes wireless access.

Software will be installed by technically skilled persons with a record of the time and date of installation maintained. Software should be regularly updated and reviewed for efficacy.

The Coordinator and OSHC Subcommittee will ensure all Educators are provided with training and support in managing instances of inappropriate use of the internet by children in accordance with relevant aspects of the service’s behaviour support guidelines.

In collaboration with the children, Oakleigh Outside School Hours Care will develop and implement Oakleigh State School guidelines for accessing the computers/mobile devices and their internet usage whilst in attendance at the service. The user agreements signed by the child at school will apply to the OSHC environment as well.

Oakleigh Outside School Hours Care will make available to children and families relevant information about protecting children online and may include such material in service newsletters or other correspondence to children and families.

The service has clear guidelines in the Parent Handbook on the use of children’s personal belongings, including mobile devices.

### **Educator Responsibilities**

Educators will ensure their own practices role model appropriate safety measures when researching information, either individually or with the children.

Educators will ensure children are only able to access the internet at the service through authorised computers and/or mobile devices that have appropriate security and filtering software installed.

Educators will encourage children’s safe use of the internet through strategies including, but not limited to:

- Monitoring what children are looking at/for when accessing the internet;
- Monitoring who children are chatting to/interacting with while accessing the internet; and
- Regular conversations with children about using the internet safely.

### **Family Responsibilities**

To read through the services ‘user agreement’ with your child and ensure they have an understanding of the guidelines.

Be aware of your child’s access to data on devices, whether securely connected through the service or accessible on their own device.

## **References**

ACSEA. (2006). *employee manual*. brisbane: ASCEA.  
 Department of Education and Training. (2015, February). *Tip sheet for Parents - Home alone*. Retrieved from deta.gov.au:  
<http://deta.qld.gov.au/earlychildhood/pdfs/tip-sheets/pts-home-alone.pdf>

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## 2.18 Cyber-bullying Policy

Oakleigh State School P&C Association acknowledges it has a responsibility and Duty of Care to ensure that the rights of employees, volunteers, children and families to be physically, emotionally and psychologically safe whilst participating in online/internet activities associated with the Oakleigh Outside School Hours Care, are protected. This responsibility may extend beyond service online/internet activities, where such inappropriate behaviour, impacting harmfully upon employees, volunteers, children and families, becomes known.

This policy aims to articulate the rights and responsibilities of employees, volunteers, children and families associated with the Oakleigh Outside School Hours Care with regards to cyber-bullying.

### Definitions

'ICT' - information and communication technology.

'Cyber-bullying' - involves the use of information and communication technologies to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

Cyber-bullying might occur over the internet, via instant messaging (IM), in chat rooms, on social networking sites, blogs, gaming sites, over the phone by SMS or MMS, by email or via other technologies.

While cyber-bullying is similar to real-life bullying, it differs in the following ways:

- It is invasive, can occur 24/7 with a person being targeted at home, work or anywhere;
- It can involve harmful material being widely and rapidly disseminated to a large audience. For example, rumours and images can be posted on public forums or sent to many people at the 'press of a button'; and
- It can provide the bully with a sense of anonymity and distance from the victim so there is a lack of immediate feedback or consequences.

'E-crime' - occurs when a computer or other electronic communication device (e.g. mobile phone) is used to commit an offence, is targeted in an offence, or acts as a storage device to an offence.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Commission Act 2014

Child Protection Act 1999 and Child Protection Regulations 2000

Work Health and Safety Act 2011

- Duty of Care
- NQS Area: 1.1; 2.3; 4.2; 5.1, 5.2; 6.1, 6.3; 7.3.
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.8 – Anti-Bullying, 2.15 – Children's Property and Belongings, 2.16 – Promoting Protective Behaviours, 3.1 – Educational Program Planning, 6.2 – Provision of Resources and Equipment, 9.3 – Communication with Families, 10.9 – Risk Management and Compliance, 10.12 – Information and Technology.



## **Procedures**

### **Service Responsibilities**

Oakleigh Outside School Hours Care will ensure families are aware of the cyber-safety practices encouraged at any time employees, volunteers, children or families are accessing ICT equipment or devices at the service.

The Coordinator will ensure all information posted to electronic media (e.g. internet web pages, news groups, web-based forums, Facebook) conforms to acceptable standards of respectable online behaviour. This may include ensuring that private information is not accessible on publicly available websites and that images posted don't include any identifying images of the children without prior written permission from their parent/guardian.

The service will ensure all Educators are provided with training and support in managing instances of cyber-bullying when children are accessing ICT equipment and devices.

The service has strategies and guidelines in place for using the ICT equipment and devices respectfully whilst in attendance at the service. This may include the development of 'user agreements', in collaboration with Educators, children and families.

The service has clear guidelines in the Parent Handbook on the use of children's personal mobile devices, should they be permitted at the service (See Policy 2.15 – Children's Property and Belongings).

In consultation with the OSHC Subcommittee, if there is suspicion that an e-crime has been committed, the Coordinator will report it to the police. Where there is further reasonable suspicion that evidence of a crime, such as an assault, is contained on a mobile phone or other electronic device, the device will be confiscated and handed to the investigating police officer. The electronic device should not be tampered with.

Oakleigh Outside School Hours Care may also be required to complete a 'Notification of Serious Incident' form and forward it to the Regulatory Authority.

### **Educator Responsibilities**

Educators will ensure their own practices role model appropriate safety measures when researching information, either individually or with the children.

Educators will ensure children are only able to access the internet at the service through authorised computers and/or mobile devices that have been fitted with appropriate security and filtering software.

Educators will encourage children to follow guidelines and strategies for dealing with instances of cyber-bullying, as detailed in the service Online Safety Agreement (User Agreement).

Educators will encourage children's safe use of the internet, through implementing the following cyber-safe practices whilst participating in service related activities:

- Never posting personal information such as address or telephone number online;
- Never posting photos of themselves (such as 'selfies') online;
- Not responding to any messages that are mean or in any way make them feel uncomfortable;
- Not sending any messages that may be mean or make another person feel uncomfortable;

- Never agreeing to meet any person they have met online;
- Never giving their internet user name or passwords to another person (even best friends);
- Checking with an educator before downloading or installing any software or games; and
- Informing an educator if they access information that makes them feel uncomfortable.

### Family Responsibilities

To read through the services 'user agreement' with your child and ensure they have an understanding of the guidelines.

Informing the Coordinator/Responsible Person in charge of any concerns you may have in regards to cyber-safety and your child, whether it is happening at the service or not.

Be aware of your child's access to data on devices, whether securely connected through the service or accessible on their own device.

Encouraging your child to share information, including social networking sites (Facebook) with you as a 'friend' to monitor their safety online.

### References

ACSEA. (2006). *employee manual*. brisbane: ASCEA.  
Department of Education and Training. (2015, February). *Tip sheet for Parents - Home alone*. Retrieved from deta.gov.au:  
<http://deta.qld.gov.au/earlychildhood/pdfs/tip-sheets/pts-home-alone.pdf>

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## 2.19 Children's Media Viewing Policy

Oakleigh Outside School Hours Care recognises and acknowledges that technology and media viewing form part of a varied and balanced program, relevant to the needs and interests of children. Therefore this policy aims to establish guidelines for children's media viewing while attending the service.

### Definitions

'Media': refers to the communication channels through which news, entertainment, data or promotional messages are disseminated. Media includes every broadcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax and internet. 'Media' also includes data storage material recorded on CD's, DVD's and SD cards.

'Copyright' is the legal right granted to an author, composer, playwright, publisher, or distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Act 2014

Child Protection Act 1999 and Child Protection Regulations 2000

Copyright Act 1968

'My Time, Our Place' Framework for School Age Care in Australia

- Duty of Care
- NQS Area: 1.1; 2.3; 4.2; 5.1, 5.2; 6.1, 6.2; 7.3
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.15 – Children's Property and Belongings, 3.1 – Educational Program Planning, 6.2 – Provision of Equipment and Resources, 9.3 – Communication with Families.



### Procedures

#### Service Responsibilities

To ensure compliance with the relevant Copyright Laws, the Oakleigh Outside School Hours Care will ensure they hold current licenses for:

- The 'public' viewing of films, DVDs, videos and television; and
- The 'public' performance, broadcast or communication of music.

The service will ensure that children's media viewing is incorporated as part of a varied and balanced program designed to enhance children's learning and experiences while in care.

The use of DVDs, electronic games and computers will not be permitted to be used during Before School Care, with the exception of appropriate music being played.

Television and technology will be restricted to 2 days per week maximum, alternating between DVDs, electronic games and computers between 5:00pm and 6:00pm. Due to wet weather or school events, we may put a movie on for the children.

During Vacation Care there will only be short allocated time slots for TV and Technology usage per day. This will be based on the number of children and the planned activities for the day.

The Oakleigh Outside School Hours Care will ensure that all material viewed by children as part of the educational program is age appropriate and consistent with the Australian Film and Literature Classifications:

- (G) - The content is **very mild** in impact and is for general viewing. However, some G-classified films or computer games may contain content that is not of interest to children; or
- (PG) – The content is **mild** in impact however, films and computer games may contain content that a parent or caregiver might need to explain to younger children as it may be confusing or upsetting to them.

Through the family enrolment process, written permission will be sought from parents/guardians relating to the classification of media viewing material accessible to their child/children whilst in care at the service.

### **Educator Responsibilities**

Educators will ensure that all material viewed by children, whether provided as part of the Oakleigh Outside School Hours Care program or brought from a child’s home, is age appropriate and consistent with the Australian Film and Literature Classifications (G) or (PG).

Educators will encourage children to only bring videos, DVDs, games or music that are suitable for viewing.

### **Family Responsibilities**

Parents/guardians will ensure that all videos, DVDs, games or music brought to the service by their children are consistent with this policy and the Australian Film and Literature Classifications (G) or (PG).

## **References**

ACSEA. (2006). *employee manual*. brisbane: ASCEA.  
 Department of Education and Training. (2015, February). *Tip sheet for Parents - Home alone*. Retrieved from deta.gov.au:  
<http://deta.qld.gov.au/earlychildhood/pdfs/tip-sheets/pts-home-alone.pdf>

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## 2.20 Supervision of Children Policy

Oakleigh State School P&C Association acknowledges that the safety of children is paramount and therefore takes a proactive approach, through the implementation of specific policies and procedures, to ensure the adequate and appropriate supervision of children whilst enrolled and attending the service program.

### Definition

'Supervision of children': Knowing and accounting for, the activity and whereabouts of each child in care and the proximity of Educators to children at all times to ensure the immediate intervention of Educators to safeguard a child from risk of harm.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Duty of Care
- NQS Area: 1.1; 2.3; 4.1, 4.2; 5.1, 5.2; 6.3; 7.1, 7.3.
- Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children From Harm, 2.3 – Educator Ratios, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.11 – Including Children with Special/Additional Needs, 2.12 – Managing Duty of Care – Non-Attending Children, 2.17 – Children Accessing the Internet, 2.18 – Cyber-bullying, 2.19 – Children's Media Viewing, 3.3 – Educator Practices, 3.4 – Homework, 3.5 - Excursions, 3.6 – Transport for Excursions, 3.7 – Physical Activity, 3.8 – Extra-Curricular Activities, 3.11 – Escorting Children, 3.13 – Water Activities and Safety, 4.9 – Children's Toileting, 6.4 – Shared Facilities, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown, 8.1 – Role and Expectations of Educators, 8.4 – Educator Professional Development and Learning, 8.5 – Volunteers, 8.8 - Employee Performance Monitoring, Review and Management, 9.3 - Communication with Families, 10.9 – Risk Management and Compliance,



### Procedures

Supervision is provided by Educators during the service operating hours and once children are signed in to the program. If children are signed out of the program and remain on the premises, the parent/guardian is responsible for them however, if the child is observed displaying inappropriate behaviour an educator may still apply the service behaviour management guidelines.

Children are encouraged to stay within the Oakleigh Outside School Hours Care approved area to wait for arriving parents/guardians.



The Oakleigh Outside School Hours Care adheres to the Educator to child ratios as prescribed in the Education and Care Services National Law Act 2010 and Regulations 2011, ensuring that Educators counted in the ratios are directly working with children (refer to Educator to Child Ratios Policy 2.3).

To ensure the safety and wellbeing of children and Educators, there will be at least two Educators at all times on the premises whilst children are in care, one of whom will be a delegated responsible person for the service (unless the service is operating under Policy 10.24 – Single Educator on Duty).

When planning activities and the necessary supervision requirements, the Coordinator/Responsible Person In Charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by Educators.

The number of supervising Educators for activities will be determined through consideration of:

- The type of activity (e.g. excursion, swimming);
- The age and capabilities of the children undertaking the activity;
- The area in which the activity will be conducted; and
- The age and skill of Educators supervising.

For high-risk and excursion activities, a Risk Management Plan is completed.

Personal mobile phones are not permitted to be used by Educators when supervising children, without prior arrangement with the Coordinator.

All children are actively supervised whilst accessing the toilet facilities. Children are required to inform an educator when they need to access the toilet. Educators use appropriate communication methods to monitor children accessing the toilets.

The Coordinator/ Responsible Person In Charge ensures that Educators receive regular instruction in effective supervision techniques including:

- Scanning – regularly looking around the whole area to observe all the children in the vicinity;
- Positioning – physically positioning themselves in order to observe the maximum area possible and changing their position in relation to the children and the environment;
- Listening – to children's interactions during activities for indicators that the situation is out of the ordinary (e.g. crying, offensive or aggressive language or silence); and
- Being 'with it' – ensuring they are aware of the children in their area as well as the children's skills and capabilities in interacting with others.

Educators are required to do regular head counts and use Educator communication methods when supervising activities indoor or outdoor activities. The Coordinator/ Responsible Person In Charge and/or Educator records this data at regular intervals using the Ratio Chart, referring to the roll to ensure accuracy. If the first count does not add up to the expected number, a second count is undertaken. If this is not accurate then all children are brought to the undercover area and a physical check against the roll is done.

As soon as a child is noticed as missing the following policies and relevant procedures are followed: 2.4 Arrivals and Departures of Children and 4.5 Incident, Injury, Trauma or Illness.

The Coordinator will be made aware of children involved in behaviour incidents who may require further support, consistent with the Oakleigh Outside School Hours Care's Behaviour Support and

Management Policy. Children may be directed to a quiet area and supervised by the Coordinator (or other Educator) until such time as they are calm and ready to re-join the activity.

To ensure effective supervision of all children participating in their area/activity, Educators are:

- Given guidance and instruction when setting up the environment and/or activities;
- Instructed on the use of various staff communication methods (e.g. use of walkie talkie);
- Aware of the procedures for children accessing the toilet;
- Made aware of children’s individual health and or medical needs and any relevant emergency management plans;
- Made aware of any identified hazards and/or risks to children and the control measures in place;
- Made aware of the children in care, the group dynamics and behaviour strategies that may be useful; and
- Made aware of any children in care with special/additional needs.

Risk Management Plans (RMP) are developed for high-risk activities, excursions and incursions which specifically identify the number of supervising Educators required for the relevant activity. All RMPs are read and signed off by Educators to acknowledge their understanding of supervisory requirements.

For all water and/or swimming excursions, Educators are placed both in and out of the water for effective supervision of children in the water.

Educators under eighteen years of age who are supervising children are fully supervised by a qualified educator who is eighteen years or over.

- During excursions, Educators supervise children, ensuring Educator to child ratios are maintained at all times. This includes in toilets and change rooms. If there is no male Educator available to supervise the boys’ toilets, female Educators must satisfy themselves that it is safe for the child/children to access the toilets and will remain outside the toilet area until all child/children have returned.
- During excursions, children are not left in the sole care and custody of bus drivers or any other persons. Educator ratios for the service continue to apply during excursions.

**References**

ACSEA. (2006). *employee manual*. brisbane: ASCEA.  
 Department of Education and Training. (2015, February). *Tip sheet for Parents - Home alone*. Retrieved from deta.gov.au:  
<http://deta.qld.gov.au/earlychildhood/pdfs/tip-sheets/pts-home-alone.pdf>

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## 2.21 Children's Transition to OSHC Policy

Oakleigh Outside School Hours Care recognises and acknowledges the importance of ensuring children have a smooth transition into the school age care setting. Through this policy, the service aims to identify and address the support structures and activities required to assist families and children of all ages in making this transition.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Duty of Care
- NQS Area: 1.1; 2.1; 3.1, 3.2; 5.1, 5.2; 6.1, 6.2, 6.3; 7.2, 7.3.
- Policies: 2.1 – Respect for Children, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 2.14 – Bookings and Cancellations, 3.1 – Educational Program Planning, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis, 4.15 – Asthma, 4.17 – Children with Medical Conditions, 5.2 – Food and Nutrition, 9.1 – Access, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 - Comments and Complaints Handling, 10.18 – Court Orders and the Release of Children in Care.



### Procedures

The Oakleigh Outside School Hours Care will endeavour to establish links with the school and wider child care community in order to build relationships with prospective families and children.

As part of the service's enrolment process, the parent/guardian is required to provide relevant information which will enable Educators to properly care for their child by answering appropriate questions on the enrolment form. This includes (but is not limited to) information such as:

- Full name and preferred name, if relevant, and age;
- Any health care needs, allergies or other relevant medical conditions;
- Any special physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child; and
- The child's likes, dislikes or phobias.

As part of the enrolment process, an enrolment pack is provided to families. The enrolment pack includes the service's Family Handbook, Children's Handbook, educator information and policies and procedures that are relevant and important for families.

The Oakleigh Outside School Hours Care service has the right to request any information in regard to the child/children's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the service.

Through the service enrolment process, parents/guardians are requested to attend a short discussion with the Coordinator, and are encouraged to visit the service with their child during operating hours to:

- Meet the Coordinator and Educators of the service;
- Tour the approved areas of the service including both indoor and outdoor areas;
- View the service routines such as breakfast or afternoon tea; and
- Observe children involved in activities.

During the child's first attendance at Oakleigh Outside School Hours Care, Educators:

- Respectfully acknowledge each child and their parent/guardian on arrival, ensuring they feel welcome;
- Introduce them to other Educators and children;
- Familiarise them with the service routines such as meal times and hand washing;
- Clearly explain the service rules and behaviour expectations; and
- Facilitate the child's involvement in group experiences to support them in forming new friendships.

Children starting at the service who are in Prep are escorted to the classroom on being signed out from Before School Care and escorted from the classroom to After School Care by an Educator. Educators support children to follow classroom expectations and teacher routines (e.g. bag/lunchbox storage, handing in homework, etc.).

The service supports new families by ensuring that any issues or concerns involving their child's commencement at OSHC are discussed in a friendly, respectful and timely manner.

Educators endeavour to develop responsive and respectful relationships with new children through regular and genuine interactions and conversations. Educators talk to children about their interests and seek their suggestions for activities they would like to be involved in.

To support children's smooth transition to care, Educators ensure that children can access quiet places to rest, to be alone or to interact calmly with other children and Educators.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## **2.22 Departures of Children with Self Care Arrangements Policy**

Oakleigh OSHC recognises that families may permit their children to travel home or to another activity on their own or with an older sibling. Under the written instruction of the family, the service will apply the following procedure to such circumstances.



### **Relevant Laws and Other Provisions**

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and National Regulations 2011
- Family and Child Commission Act 2014
- Child Protection Act 1999 and Regulations 2000
- Australian Government Department of Education Children's Services Handbook
- Duty of Care
- NQS Area: 2.3; 6.2; 7.3.
- Policies; 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families



### **Procedures**

The Oakleigh Outside School Hours Care will apply the following procedure for children who are permitted to leave the premises by way of written instruction from their legal parent/guardian either on their own or with a sibling:

- The service will require that the parent provide the following information along with the consent to depart notification:
  - The date/s and times of departure;
  - The child's destination;
  - Expected length of journey to destination (time and distance);
  - Mode of transport i.e. on foot or bicycle; and
  - Name and date of birth of older sibling collecting the child (if applicable);
- The child will be signed out by an educator upon leaving the premises;
- The parent will be notified (by phone, text or email) that the child has left the premises;
- The parent will be asked to phone the service once they have been notified that their child has arrived safely at home or at their next activity;
- The service will provide families with information (by way of fact sheet) regarding children, siblings and self-care arrangements and ask that families use this information as a basis for determining the capacity of their child/children to be left in self-care arrangements; and

- The service acknowledges that families may use their discretion in determining the capacity of their own children to enter into self-care arrangements.

## References

ACSEA. (2006). *employee manual*. brisbane: ASCEA.  
Department of Education and Training. (2015, February). *Tip sheet for Parents - Home alone*. Retrieved from deta.gov.au:  
<http://deta.qld.gov.au/earlychildhood/pdfs/tip-sheets/pts-home-alone.pdf>

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## 2.23 Interactions with Children Policy

Oakleigh Outside School Hours Care encourages all Educators to build positive relationships with children that make them feel safe and supported in the service. The Oakleigh Outside School Hours Care encourages interactions with children to be authentic and responsive, be based in fairness, acceptance and empathy and respectful of the child's culture, rights and community. Educators will encourage positive relationships and interactions between children and their peers as well as with Educators, volunteers and other staff at the service.



### Relevant Laws and Other Provisions

The laws and other provisions affecting this policy include:

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

NQS Area: 1.1; 4.2; 5.1; 5.2; 7.3.

Policies; 2.1 – Respect for Children, 2.6 – Behaviour Support and Management, 2.8 – Anti-Bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.1 – Role and Expectations of Educators, 8.4 – Educator Professional Development and Learning, 8.9 – Employee Code of Conduct, 8.15 – Children of Employees



### Procedures

A positive atmosphere and the wellbeing of children attending the service is promoted through attentive and nurturing care and quality interactions between Educators and children.

Children's emotional development and social relationships are supported and enhanced by Educators through conversation, discussion and promotion of children's language and effective communication.

The Coordinator is responsible for:

- Guiding educator professional development and practice to promote interactions with children that are positive and respectful; and
- Establishing practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and inclusive, irrespective of difference.

Educators, volunteers and other staff must:

- Respond sensitively and appropriately to children's efforts to communicate, and to initiate interactions and conversations;
- Encourage children to initiate conversations about their experiences, express their ideas and feelings, share humour and seek assistance as they take on new challenges;
- Organise routines, as well as planned and spontaneous experiences, to maximise opportunities for meaningful conversations between children and Educators as well as ensuring children have equal opportunity to engage in one to one and small group conversations with Educators;
- Participate in play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance;

- Collaborate with children about routines, activities and experiences, encouraging children to make choices and decisions;
- Ensure meal times are relaxed and unhurried with opportunities for Educators to sit and talk with children;
- Use techniques such as sign/body language and other resources/tools to support children with special/additional needs to communicate effectively;
- Encourage children to participate in enjoyable interactions with their peers, respond positively to other's ideas, negotiate roles and relationships, contribute to shared play and develop friendships;
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration, alternative perspectives and social inclusion;
- Listen attentively and give full attention to children as they engage in interactions and conversation; and
- Use their interactions with children to support the maintenance of home languages and learning English as a second language;

### **Supporting Children through Difficult Situations**

A child's reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on individuals around them. A child may react in unexpected ways. They may act normally at first however, Educators must be alert to delayed reactions.

Educators will help and support the child to cope with such situations through:

- Talking to the child about what happened in a way that they will understand and without going into frightening or graphic detail;
- Reassuring the child they are safe (but only if they really are);
- Ensuring the child doesn't jump to conclusions as some children may think they are to blame in a tragic event;
- Talking about the event with those affected (for example, all children if the event has affected the whole service or the children that have been affected) and letting everyone have their say, including the children; and
- Talking to the children about how individuals react to stressful or traumatic situations and that the feelings they have are important and valid.

Should it be required, the Oakleigh Outside School Hours Care will liaise with appropriate authorities (such as the Department of Communities, Child Safety and Disability Services) and follow any recommendations made by such authorities.

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## **2.24 Children's Participation and Decision Making Policy**

Oakleigh Outside School Hours Care has a commitment to ensuring that children are able to develop a sense of agency through making and influencing decisions that may affect their world. This will be undertaken through children's meetings, surveys, suggestion box, newsletters, noticeboard or general conversations.

Oakleigh Outside School Hours Care respects the UN Convention on the Rights of the Child, encouraging children, staff and families to be collaborators and shared decision makers in the program at our service. We believe that children's views should be given due weight in accordance with their age and maturity, and that children have the right to freedom of expression through media of their choice.

It is essential that all Educators, management and other stakeholders who make decisions have a clear understanding of the views and wishes of the children in order to effectively inform the decision making process..



### **Relevant Laws and Other Provisions**

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- Anti-Discrimination Act 1991 (QLD)

UN Convention on the rights of the Child

- NQS Area: 1.1; 1.2; 3.3; 5.1, 5.2.
- Policies: 2.1 – Respect for Children, 2.11 – Including children with Special/Additional Needs, 2.19 – Children's Media Viewing, 2.23 – Interactions with Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.4 – Homework, 3.5 – Excursions, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 3.13 – Water Activities and Safety, 3.15 – Cooking with Children, 4.7 – Keeping of animals, 5.6 – Menu Development, 8.1 – Role and Expectations of Educators, 8.9 – Employee Code of Conduct, 9.3 – Communication with Families, 10.8 – Information Handling (Privacy and Confidentiality).



### **Procedures**

Involving children in the decision making process of the service contributes to the learning outcomes for children as articulated in the 'My Time, Our Place': Learning Framework for School Age Care in Australia.

**The Service is committed to ensuring that:**

- Children are consulted about the environment and program in which they participate;
- Different communication strategies of children, such as body language, facial expression, the manipulation of objects and/or conversation are used to support child-initiated activities and programs;
- Children participate in decision making processes;

- Children’s meetings are facilitated, and their conversations and ideas are documented in a children’s meeting book. Educators or other children act as a scribe for what children say, making notes for further follow up; and
- Children’s views are actively sought and discussed, with their responses and perspectives planned into the program with respect and authenticity.

**Educators must:**

- Ensure child-initiated, shared decision-making happens across all aspects of the service;
- Empower children to access and learn from their own life experiences as well as those of their peers and adults around them;
- Be active listeners, observers, scribes and sounding boards for children;
- Respect the age and stage of development of the children during decision-making. Educators may use different levels of participation as appropriate:
  - Child initiated, shared decision-making with adults;
  - Child initiated and directed – adults provide a supportive role; and
  - Adult initiated, shared decision-making with children.
- Consult children about how their input will be used and advised of the outcomes of the decisions made; and
- Ensure children have a voice in their level of participation including:
  - Areas of interest they would like to explore;
  - Where and how they would like to play, with others, or alone;
  - What they would like to use;
  - The adults with whom they feel comfortable and secure;
  - When and what they would like to eat; and
  - How they prefer to sleep or rest.

Date of Development	Date Ratified	Date of Review
November 2017	August 2018	August 2019

## **2.25 Statement of Intent for Children's Play Policy**

Oakleigh Outside School Hours Care acknowledges and recognises the importance of play for children's physical development and social and emotional wellbeing, as well as the benefits of allowing children of all ages and abilities to experience challenging opportunities in a variety of environments. The service understands and accepts that children will often be exposed to play environments that, whilst well-managed, carry a degree of risk and sometimes potential danger and will work proactively with all stakeholders to minimise those risks.

### **Definition**

Play is often interpreted as frivolous; yet the player can be intently focused on their objective, particularly when play is structured and goal-oriented. Accordingly, play can range from relaxed, free-spirited and spontaneous through frivolous to planned or even compulsive. Not only does play promote and aid in physical development, such as hand-eye coordination, but it also aids in cognitive development and social skills.



### **Relevant Laws and Other Provisions**

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act 2010 and Regulations 2011
- United Nations Convention on the Rights of the Child
- 'My Time, Our Place' Framework for School Age Care in Australia
- NQS Area: 1.1, 1.2; 2.2, 2.3; 3.1, 3.2; 4.1, 4.2; 5.1; 5.2; 7.1, 7.2, 7.3.
- Policies: 2.1 – Respect for Children, 2.3 – Educator Ratios 2.6 – Behaviour Support and Management, 2.9 – Inclusion and Anti-bias, 2.11 – Including children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.24 – Children's Participation and Decision Making, 3.1 – Educational Program Planning, 3.2 – Program and Documentation Evaluation, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 6.2 – Provision of Resources and Equipment, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.



### **Procedures**

#### **Service Responsibilities**

The Oakleigh Outside School Hours Care will ensure there are a variety of play spaces, inside and outside where children can play, either in groups or alone.

The service program will be designed and facilitated to ensure children are able to move freely between relevant play spaces, both inside and outside.

Equipment, resources and materials that can be used for a variety of purposes will be provided to encourage children to guide their own play.

Activities offered as part of the service program will be carefully considered in relation to the risk benefit for children with opportunities for play planned to develop children's risk awareness.

The Coordinator will ensure a comprehensive risk assessment is conducted prior to any high risk activities being undertaken. All Educators involved in such activities will read and sign the risk assessments and be briefed on their responsibilities prior to the activity.

## **Educator Responsibilities**

Educators will ensure that materials, resources and equipment are set up in such a way as to create an environment which will stimulate children's play and maximise their opportunities for a wide range of play experiences.

Educators will design and develop the program in order to ensure children have opportunity to be involved in a variety of types of play including socio-dramatic, creative, exploratory, imaginative, physical and nature play.

Educators will ensure children are playing in an approved area of the Oakleigh Outside School Hours Care with supervision suitable for the type of activity, the age and developmental stage of the children participating.

When planning play opportunities for children, Educators will:

- Be thoughtful and deliberate in their planning ensuring the interests, needs and abilities of the children are known and catered for;
- Empower children to make decisions about their play and leisure-time experiences;
- Ensure all children have equal opportunity for inclusion in play;
- Provide opportunities for both indoor and outdoor play experiences, and that will include both 'built' and 'natural' elements;
- Provide resources that are accessible, varied, age and ability appropriate, culturally diverse, open-ended and sufficient in number;
- Collaborate with the children and be open to change and spontaneity;
- Encourage children to make decisions and to take responsibility for their own needs;
- Empower children to be creative and seek out possibilities and solutions;
- Encourage children to try and experience new things and experiences; and
- Play with the children, picking up on cues, seizing 'teachable' moments and ways to scaffold children's learning.

Children's learning outcomes are facilitated through educator observation and evaluation of children's play. The outcomes articulated in 'My Time, Our Place' are:

- Children have a strong sense of identity;
- Children are connected with and contribute to their world;
- Children have a strong sense of wellbeing;
- Children are confident and involved learners; and
- Children are effective communicators;

Educators will use positive communication such as body language, praise and encouragement to assist children in developing the necessary skills and capabilities in managing risky play situations and new experiences.

**References**

Unicef. (n.d.). Convention on the Rights of the Child. Retrieved from Unicef:  
<http://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>  
 Wikipedia. (2015, September 20). Wikipedia. Retrieved from Play (Activity):  
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November 2017	August 2018	August 2019