



Leadership ♦ Responsibility ♦ Community ♦ Freedom

HAPPY HAVEN
OUT OF SCHOOL HOURS CARE
“CHILDREN LEARNING THROUGH PLAY”

POLICY & PROCEDURES
HANDBOOK

- **POLICY & PROCEDURES**
- **SERVICE PHILOSOPHY**
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Administration

Haven OSHC Service aims to provide a high-quality service, one that children enjoy attending and parents are comfortable sending their children, knowing they will be safe. Happy Haven OSHC acknowledges that providing a high-quality service means more than keeping the children happy, it means having good administrative practices. Happy Haven OSHC recognises that all stake holders need to contribute to the service in different ways and that confidentiality is maintained and access is fair and consistent.

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Policy S1-1: Access to the Service

Access for families and children to Happy Haven OSHC Service will be non-discriminatory. Children's access to safety and care at the service will be ensured, and the custodial rights of parents to access the service will be protected. Other persons including members of the community, professionals and students, will be provided access to the service where it is of benefit to the service. This may include enhancing the program's quality, ensuring the protection of the welfare and rights of children and staff, or provide training and experience to people in the children's service field.

Policy S1-1/1: Enrolments and Orientation

Enrolments will be accepted according to the Australian Government 'Priority of Access' Guidelines. Enrolments will be considered for Junior Primary/Primary school aged children, and upon negotiation with the Director outside of this. We acknowledge the importance of a thorough induction process to ensure all families feel welcomed and informed with relevant information prior to their children's attendance. The service will ensure accurate and updated information is readily available to enrolling families. Families have an obligation to ensure accurate, relevant and updated information is provided to the service in order for the service to provide the best quality of care to their children.

Procedure:

An enrolment form must be completed by each family for each child. Enrolments will be subject to Australian Government Priority of Access Guidelines (*see Appendix 34*)

Happy Haven management will determine limits on the number of children with additional needs that the service is able to appropriately care for – the referring agency will be advised of this decision. Where possible or appropriate we can refer families to another Happy Haven OSHC service.

On enrolment parents will:

- be given an induction to the service (when a parent is not fluent in English, the enrolment interview will, wherever possible, be conducted in their first language)
- provided with a 'Parent/Guardian Handbook'
- advised about access to service policies
- required to complete the Enrolment Form.

Enrolment information will be kept in a confidential file. Access to this information is available only to the Director, service educators, Happy Haven management and Australian Government department Officers where appropriate. Parents will have access to their own file (*see Confidentiality Policy*). It is the responsibility of a parent to notify the service of any changes to family circumstances.

Part 4.7 Leadership and Service Management, Division 1, Subdivision 1, 160 (1), (3) & (4) – Child Enrolment Records to be Kept by Approved Provider and Family Day Care Educator

“The approved provider of an education and care service must ensure that an enrolment record is kept that includes the information set out in subregulation (3) for each child enrolled at the education and care service. (1)

An enrolment record must include the following information for each child—

- (a) the full name, date of birth and address of the child;*
- (b) the name, address and contact details of—*
 - (i) each known parent of the child; and*
 - (ii) any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted; and*
 - (iii) any person who is an authorised nominee (**Note: Authorised nominee** means a person who has been given permission by a parent or family member to collect the child from the education and care service. See section 170(5) of the Law.); and*
 - (iv) any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child; and*
 - (v) any person who is authorised to authorise an educator to take the child outside the education and care service premises;*
- (c) details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child;*
- (d) details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person;*
- (e) the gender of the child;*
- (f) the language used in the child's home;*
- (g) the cultural background of the child and, if applicable, the child's parents;*
- (h) any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs;*
- (i) the relevant authorisations set out in regulation 161;*
- (j) the relevant health information set out in regulation 162. (3)*

In this regulation—

parenting order means a parenting order within the meaning of section 64B(1) of the Family Law Act 1975 of the Commonwealth;

parenting plan means a parenting plan within the meaning of section 63C(1) of the Family Law Act 1975 of the Commonwealth, and includes a registered parenting plan within the meaning of section 63C(6) of that Act. (4)”

Part 4.7 Leadership and Service Management, Division 1, Subdivision 1, 161 (1) & (2) – Authorisations to be Kept in Enrolment Record

“The authorisations to be kept in the enrolment record for each child enrolled at an education and care service are—

- (a) an authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the approved provider, nominated supervisor or an educator to seek—*
 - (i) medical treatment for the child from a registered medical practitioner, hospital or ambulance service; and*
 - (ii) transportation of the child by an ambulance service; and*
- (b) if relevant, an authorisation given under regulation 102 for the education and care service to take the child on regular outings. (1)*

Part 4.7 Leadership and Service Management, Division 1, Subdivision 1, 162 – Health Information to be Kept in Enrolment Record

“The health information to be kept in the enrolment record for each child enrolled at the education and care service is—

- (a) the name, address and telephone number of the child's registered medical practitioner or medical service; and*
- (b) if available, the child's Medicare number; and*
- (c) details of any—*
 - (i) specific healthcare needs of the child, including any medical condition; and*
 - (ii) allergies, including whether the child has been diagnosed as at risk of anaphylaxis; and*
- (d) any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy referred to in paragraph (c); and*
- (e) details of any dietary restrictions for the child; and*
- (f) the immunisation status of the child; and*
- (g) if the approved provider or a staff member or family day care educator has sighted a child health record for the child, a notation to that effect.”*

Enrolments will be subject to Australian Government Priority of Access Guidelines (in Childcare Service Handbook, DEEWR, 2011-12, 6.3).

Equal Opportunity principles will be observed in relation to access to the service for children, parents and staff. (See Equal Opportunity Policy, Staff Selection Policy)

Policy S1-1/2: Over Capacity

If the service is at capacity for a session and a family requires care for their child, we will follow the Australian Government Priority of Access Guidelines.

Procedure:

- If a place is not immediately available at the service, the child may be put on a waiting list
- Details about priority of access eligibility, and care requirements will be required
- Once on the waiting list, the family is asked to contact the service regularly to confirm they wish to remain on the list
- When a place becomes available the family will be contacted by the service and enrolment may proceed.
- We will not exceed our capacity as determined by DSS and The Board.
- If we were nearing our capacity in terms of licensed places, we would apply for more places.

Policy S1-1/3: Suspension/ Exclusion/ Refusal of Care

The service reserves the right to suspend or exclude a child's bookings or enrolment if it is in the best interests of the service and its children.

Procedure:

Suspension or exclusion from the service will occur when:

-
- After all other avenues of communication and support have been exhausted or when after consultation with the school Principal we believe a child is in psychological danger as a result of an unusually prolonged inability to settle into care, or
- A child puts one or more children or educators at risk through inappropriate/dangerous behaviour (*see Behaviour Management policy*)
- If a child is suspended/excluded for behavioural reasons, the length of time will be determined as appropriate by the Director
- Bookings for the child being externally suspended/excluded will be cancelled for that period with no charge being made to parent account. Changes to bookings to siblings made by the parent must still comply with our cancellation policy.
- If a child / carer / collection authority fails to conform to service policies and procedures, one or all people involved with the booking / enrolment may be excluded from the service. Upon a 1st breach, a written warning will be sent to the enrolling carer. Upon a 2nd breach they may be excluded from the service at the discretion of the Director
- If a parent / collection authority is physically or verbally abusive, destroys or damages OSHC property, or is discriminatory towards anyone in any way, that person and the family associated with the booking may be immediately excluded from the service at the discretion of the Director in consultation with the Principal. Consideration will be given to the severity of the behaviour, any mitigating circumstances, and any prior breaches of policy or inappropriate behaviour as outlined in this procedure.
- On swimming excursions, we will not accept bookings for children four years old or younger, due to a requirement to provide a higher and unmanageable level of supervision and support (see access to service S1-1/7 and Water Safety S4-5).
- Children may be excluded from the service if medication is required but has not been provided by parents, or if documentation required to provide medication is not current.
- Children may be refused care due to over-capacity (According to Australian Government Priority of Access Guidelines).
- If a child is continually collected late from the service, the family may be excluded from care (*see S1-1/5 Late Collection*).

Children who are not immunised may be excluded from care during outbreaks of some infectious diseases, even if the child is well

(*see also Health policy for policies relating to infectious disease and immunisation, and unwell children & staff*) & (*see also Fees policy, which outlines procedures when fees are not paid*) & (*see also Late Collection Policy*)

Policy S1-1/4: Children Referred From School

In the circumstance of a child not being collected from school and not being booked into OSHC, the service may provide care for this child/ren under certain provisions whereby we are confident we can ensure the safety and wellbeing of the child.

Procedure:

- The school is to consult with the parent/ Emergency contact and advise that they intend to send the child to OSHC, and that the full fee is payable on collection
- Relevant enrolment details must be made available to the OSHC service by the school upon collection/delivery of the child by the school
- The custodial parent will be liable for any fees incurred
- Full fees will need to be paid upon collection of the child (*see Fees Policy*), or alternatively a full enrolment must be completed

Policy S1-1/5: Late Collection

While our service's operating hours are designed to meet the needs of the community, we understand there will be circumstances where parents will be unavoidably detained and unable to collect their child by the service's closing time. The service will maintain our duty of care during this period of time, however measures will be put in place to deter children being left in our care past the service's closing time.

Procedure:

- Parents who are delayed and unable to collect their child prior to the service closing must telephone the service to advise of their lateness and expected time of arrival, or they should arrange for collection or emergency contact authorities to collect the child by the service's closing time
- Parents must keep the service informed of the progress of the arrangement for the child to be collected
- If the parent has not contacted the service and the child has not been collected after the closing time, the service will attempt to telephone the parent
- If this is not possible the service will telephone any contact people listed on the child's enrolment form to arrange for the child's immediate collection
- If no-one can be contacted and the child has not been collected 30 minutes after the service's normal closing time or at the Director's* discretion, the police will be contacted and asked to take responsibility for the child and a mandatory report may be done
- In the case of a family collecting their child after the service's closing time, the service reserves the right to deny access to care. Exclusion from the service will be considered when this occurs more than; twice in one week, four times in a month or seven times a year.
- Company management will be notified immediately if the service is unable to contact any person listed on the enrolment form, or immediately prior to contacting the police
- If a child is collected after the service's closing time, parents will be charged a late fee in line with the service's fees policy and fee schedule.

Policy S1-1/6: Family Contact

We respect and encourage the rights of families to be involved in their children's lives. We encourage open and trusting relationships and communication between the service and families as we believe it is of paramount importance for the child's wellbeing and development.

Procedure:

- Sensitive information about families will be treated confidentially and only shared with OSHC Educators and other agencies where necessary.
- Educators will communicate with parents in a positive and supportive manner that encourages the parent/child relationship and the parent/educator relationship
- Every effort will be made to treat both parents equally.
- Parents are encouraged to discuss any issues or concerns they may have about their child with the Director at a reasonable time
- Educators will not discuss with parents confidential information regarding any other child or family within the service.

Part 4.6 Collaborative Partnerships With Families and Communities, 157, (1) & (4) – Access For Parents

“The approved provider of an education and care service must ensure that a parent of a child being educated and cared for by the service may enter the education and care service premises at any time that the child is being educated and cared for by the service.

Penalty: \$1000. (1)

Despite subregulations (1) to (3), the approved provider, nominated supervisor or family day care educator is not required to allow a parent to enter the education and care service premises if—

(a) permitting the parent's entry would—

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

(ii) conflict with any duty of the provider, supervisor or educator under the Law; or

(b) the provider, supervisor or family day care educator is aware that the parent is prohibited by a court order from having contact with the child. (4)”

Notes: 1 A compliance direction may be issued for failure to comply with subregulation (1).

2 Other regulations also relate to collaboration with families including requirements to give information about educational programs to parents, for parents to provide enrolment information, for information to be provided or displayed to parents and for administration areas to have adequate space for consulting with parents.

Policy S1-1/9: Hours of Operation

We will meet the needs of parents in our community who either work, study or have other commitments by operating for days and hours that allow them to reasonably get to and from their work or place of study.

Procedure:

Hours and days of operation for a site will be as outlined in the LSA (Licence & Service agreement)

The service will not operate on Public Holidays and weekends.

The service will have a period of closure over the Christmas Holidays in accordance with the LSA and as approved by the site's Governing Council/ School Board.

Happy Haven OSHC may decide to close the service for a specific reason (called OSHC pupil-free days) where families will be given 30 days notice (where possible), this closure needs to be approved by the school's Governing Council/ School Board.

Changes to hours of operation and the closure/ opening of care components will be communicated to families giving the required notice period as outlined in our License and Service Agreement.

Finance

We aim to provide a quality service that meets the needs of the children by providing them with the resources they require and meet the needs of the parents by providing affordable care. Happy Haven is responsible for all financial aspects of the service and will ensure that all funding, government legislation and acts are adhered to, and that clear records of all the financial transactions are recorded and stored for the required time in a secure place.

[S2-1](#) **Bad Debt**

[S2-3](#) **Fees**

[S2-5](#) **Miscellaneous Fees**

Policy S2-1: Bad Debt

The Service understands that sometimes families have difficulty paying OSHC/ Vacation care fees, for a number of reasons. Open communication is encouraged at all times and confidentiality will be maintained.

Procedure:

- After two weeks of non-payment and if no arrangements to pay have been made, or if arrangements made are not kept, the childcare place will be cancelled with written notification to the parents/caregiver (see exclusion policy)
- If the amount owing is considered minimal by Happy Haven Management it may be written off as a bad debt. However the family will be unable to access the service in the future where any amount is left owing or written off by Happy Haven OSHC *See fee policy S2-3*
- If the unpaid amount is deemed to be high by Happy Haven Management the account may be forwarded to a debt collection agency and they will act as our agent for collecting unpaid fees – the parent will then be liable for debt collection fees. They will need to agree to this on the enrolment form otherwise the enrolment will not be accepted.
- Happy Haven may decide to commence Civil Action through the courts for bad debtors.
- If it is determined that fee recovery is unachievable or not economical, Happy Haven may write off the amount as a bad debt, and no future bookings will be taken from the family whilst the amount is outstanding
- When fees are paid in full, the child may be re-enrolled, but advance fee payment or a bond will be requested
- Special family circumstances will be taken into consideration by Happy Haven Management throughout these processes

Policy S2-3: Fees

Happy Haven OSHC aims to provide a quality OSHC service. Fee levels will be set by Happy Haven Management each year and approved by the Governing Council/ School Board, on completion of the annual budget and according to the service's required income. Our main source of income is derived from fees, and therefore there is a requirement for families to make regular fee payments. It is the parents' responsibility to ensure they are eligible and assessed as appropriate by the Family Assistance Office.

Procedure:

Setting Fees

- Happy Haven Management will set the required fee level to meet the services budget
- The Advisory Committee/ School Board are responsible to monitor the fee structure and any increase in fees
- The fee level will be reviewed as needed
- Families will be given 30 days notice of any fee increase
- Fees will be adjusted annually in line with the CPI increase
- Refer to fee schedule in appendices for current fees ([see appendix 22](#))
- There will be a one off fee upon enrolment for each new family enrolling in the service – a new family is defined as one which has never used Happy Haven OSHC before, or one that has not accessed Happy Haven OSHC for a period of one year (365 days) or longer
- The above procedure does not include families accessing one off emergency care

Fee payment

- The service's payment method is via direct debit
- Alternative payment methods may be approved by Happy Haven management in exceptional circumstances.
- A payment statement/invoice in accordance with Australian Government Childcare Services Handbook will be provided.
- Hours/sessions of care will be recorded in accordance with Australian Government requirements
- Casual emergency care is to be paid for in full at the time of care for non-enrolled children.
- Fee payments will be banked as required
- Details of a family's fees and accounts will be confidential and stored appropriately
- Families may request a copy of account records at any time
- Parents should tell the service of their child's inability to attend as soon as this is known
- For any cancellation of bookings or addition of casual bookings, refer to the fee schedule for individual services
- CCB is paid for up to 42 days absence per financial year across all approved childcare services – the service will comply with requirements set out from the Childcare Services Handbook 2011-12, section 13
- Special Childcare benefit can be approved at the Director's discretion in consultation with Happy Haven Management for extreme circumstances or long term illness as outlined in the Childcare Services Handbook 2011-12, section 13
- Payments of fees must occur weekly or fortnightly

- Parents who provide us with an email address will be provided with their account details weekly to the nominated email address. All families will be provided with a statement week 1 of each term for all bookings since their last statement. Accounts will be provided upon individual requests from parents

Parent Entitlement for Fee Assistance

- Childcare Benefit will be deducted from fees in accordance with Australian Government requirements
- Families will only be eligible for CCB if OSHC enrolment and attendance records are accurately completed and signed by the parent
- Families will not be eligible for CCB for any days that their child is absent for days booked prior to their first day of attendance and/or after their last day of attendance – families will be charged full fee in these instances
- All documentation relating to CCB will be kept for the specified period of time and made available to Australian Government officers on request
- Families who cannot afford fees, due to exceptional sudden unforeseen or short-term financial difficulty, will be assisted where possible and/or provided with information of other possible avenues of financial support, including Special Childcare Benefit

Overdue Fees

Parents with overdue fees will be encouraged by the Director to discuss any difficulties they may have in meeting payments and to make suitable arrangements to pay. If this is not done, or the agreed arrangements are not kept, the following procedure will apply:

- After two weeks overdue – parents will be contacted, advising that their child's place will be cancelled if the account becomes three weeks overdue. Parents will be reminded that they are encouraged to discuss payment difficulties and make suitable arrangements to pay with the Director
- After three weeks of non-payment-if no arrangements to pay have been made, or if made and not kept, the place will be cancelled with written notification to the parents/caregiver. The unpaid fees may be passed to our agent for collecting unpaid fees and/or Civil Court Action may be taken (*See bad debts S2-1*)

Late Collection

- A late collection fee will be imposed to cover Educator wages and inconvenience when children are collected after closing time
- Special circumstances will be given consideration in relation to collection of late fees.
- See fee schedule for current late fees

Policy S2-5: Miscellaneous Fees

The service needs to recoup funds whereby a particular family causes a greater financial burden on the service without this burden being carried by all families. This may occur when a particular family or families require the service to allocate extra funds or goods in caring for their child that is above what would be expected for all other children.

Procedure:

- Happy Haven Management will set miscellaneous fees as needed
- Parents will be notified of any miscellaneous fees incurred
- In extenuating circumstances the Director or nominee can approve miscellaneous fees without prior approval from parents, for example in the case of a child on an excursion with no lunch and contact with parents is not possible
- The service will attempt to remind families and take measures to avoid families needing to pay miscellaneous fee where possible
- See fee schedule in appendices for miscellaneous fee charges

Grievances

Happy Haven OSHC Service fosters positive and harmonious relations between all levels of management, educators, families, children and the community. Every stakeholder has the right to a harmonious and responsive working environment. Solutions are sought to all disputes, issues or concerns that affect the operation of the service in a fair and prompt manner. The procedure encourages ownership of issues and participation in the resolution process. The highest standards of confidentiality will be practised at all times.

S3-1 Grievances

Policy S3-1: Grievances

Happy Haven OSHC fosters positive and harmonious relations between all levels of management, educators, families, children and the community. Every stakeholder has the right to a harmonious and responsive working environment. Solutions are sought to all disputes, issues or concerns that affect the operation of the service in a fair and prompt manner. The procedure encourages ownership of issues and participation in the resolution process. The highest standards of confidentiality will be practiced at all times. It is important that all stakeholders are aware that any type of unfair treatment, bias, aggressive behaviour or harassment is unacceptable.

Procedure:

Any grievance must be reported using the online form through the educator portal of the website.

Committee Grievance (*see Licence and Services Agreement 201426 Disputes*)

- The parties must attempt to resolve any disputes between them by discussion (parties meaning: The Minister, Governing council, Advisory committee and Happy Haven OSHC).
- If disputes cannot be resolved, they will be referred to the committee for resolution. (Committee meaning the advisory committee). Each party must provide written notice of the dispute and that party's position on the issues specified in the notice.
- In the event of a dispute arising which the Committee has been unable to resolve within 14 days, the dispute will be referred by the Committee to the relevant DECD Regional Director (or his or her nominee), the chairperson of the Governing Council and Happy Haven OSHC Management for resolution.
- If the dispute is not resolved within 28 days (or shorter time if the circumstances require) then the dispute may be referred to an independent mediator mutually agreed by the parties or, failing agreement, to an independent mediator nominated by the President or Acting President of the Law Society of South Australia.

Parent Grievance

- Parents will be provided with clear written guidelines about the service's philosophy, policies and procedures, as well as information detailing grievance procedures in the Family Handbook (*see appendix 36 for our Grievance Flowchart*)
- If the grievance is relating to the service's policies and/or procedures the parent should detail their concern/issue in writing (the parent should be as clear as possible, outlining the issue, including how this impacts on their child/family and provide suggested outcomes)
- The parent should arrange a suitable time to discuss their grievance with the OSHC Director. (The Director* will then investigate the issue and follow up with all parties)
- If, after discussion with the relevant parties, the parent feels the matter is unresolved, they should take the matter up with Happy Haven Management for resolution.
- Grievances investigated by the Director and Happy Haven Management may involve, interviews with both parties and witnesses; assessment of relevant documentation e.g. job description, policies etc; preparation of clear description of issues; arranging a formal meeting between parties (At all formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to

the meeting, but may offer support and advice to their party during the meeting). Parties will be notified in writing and informed of the decision by Happy Haven management

- If the parent remains dissatisfied with a Happy Haven Management decision, they can contact outside agencies including DECD, DSS and The Board

Child Grievance

- Children are encouraged to talk directly with the person they have a grievance with, alternatively they can approach an adult they feel comfortable with and ask them to follow the grievance procedure for them. (*see appendix 36 for our Grievance Flowchart*)
- An informal and anonymous way children can air their grievance is by placing a comment in the suggestion box.
- Where appropriate or where the complaint is unresolved, children will be encouraged to inform their parents of their concerns
- Regular child feedback and suggestions are sought in order to reduce the likelihood of a grievance occurring

Educator Grievance

- Grievances will be addressed in accordance with the Fair Work Act (1994), and the Children's Services Act (1985)
- The educator with a grievance should discuss the problem with the relevant person in a quiet area and in a professional manner
- If after discussion with the relevant person, the educator feels their grievance is unresolved, they must notify the Director of the issue
- The Director will investigate the grievance with all parties concerned
- Once a decision has been made all parties will be advised of the outcome
- Grievances investigated by the Director or nominee may involve interviews with both parties and witnesses; assessment of relevant documentation eg job description, policies etc; preparation of clear description of issues; arranging a formal meeting between parties (At all formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support and advice to their party during the meeting)
- If the grievance is with the Director, the educator is encouraged to discuss the issue with the Director, if this is not possible or if the issue remains unresolved the educator could then discuss the issue with the Director's line manager
- If the educator still feels, after discussion with the Director (or the Director's line manager), their grievance is unresolved, they should seek assistance from other appropriate outside agencies such as their union or Safe Work SA
- Independent mediation can be requested by any party at any stage of this process

Complaints Handling

- Upon receipt of a complaint from a member of the community who is not directly involved in the service, the educator who is approached will listen fully to the complaint, and attempt to resolve the issue if possible and practical – discussion should be conducted discretely and away from children
- If the complainant is aggressive or abusive in any way, the educator should remove any children present from the area and immediately notify the Director or SMIC

- If the educator is unable to resolve the complaint, they will direct the complainant to the Director or SMIC on duty
- If appropriate, the Director or SMIC on duty will then attempt to resolve the issue
- If the member of the community is dissatisfied with the response of the Director or SMIC, they will be referred to put their complaint in writing to Happy Haven management. Parties will be notified in writing and informed of the decision by Happy Haven management

Health and Safety

Happy Haven OSHC Service aims to provide a healthy environment in which children will grow and be safe. Policies were developed keeping in mind that preventative measures are often the most effective way to ensure the health and safety of all children. However we recognise that prevention is not always possible or practical therefore preventative measures will be used in conjunction with control and management measures. ([see appendix 20](#)), ([see appendix 21](#))

[S4-1](#) **Dealing with Medical Conditions**

[S4-2](#) **Infectious Diseases and Infestations**

[S4-3](#) **Immunisation**

[S4-4](#) **Nutrition**

[S4-5](#) **Water Safety**

[S4-6](#) **Sun Protection**

[S4-10](#) **Soiled Clothing**

[S4-13](#) **Child Safe Environments**

[S4-15](#) **Anti-Bullying**

[S4-17](#) **Delivery and Collection of Children**

[S4-19](#) **Extreme Weather**

Policy S4-1: Dealing with Medical Conditions

We will provide safe and effective care of children by ensuring that staff are fully aware of children's medical conditions and management of these conditions. Measures will be taken to ensure the rights and dignity of the child is protected.

Procedure:

Medical Conditions

- Parents will be asked to inform the service of any medical conditions the child may have when filling out the enrolment form or when diagnosed as having a medical condition
- The service will require a medical management plan to ensure that educators are informed of the procedures required for that condition
- Failure to provide the service with medication or medical management plan will result in the children being excluded until the matter is resolved
- All educators will be made aware of individual children's agreed management practices
- The service will undertake a risk assessment to identify what will be needed to support the inclusion of children with medical conditions – family input should be sought
- Where possible and necessary the service will undertake training to better manage the condition
- We will keep families informed of processes undertaken by the service
- Parents of children with an immunity impairment will be advised about the outbreak of contagious diseases so that they may decide if it is in the best interest of the child to not attend the service for a short period

Medication

- The Director is responsible for all medication on site regardless of whether it is administered by educators or self-administered by the child.
- Where medication is required for the treatment of long term conditions the service will require a letter from the child's medical practitioner or specialist detailing the child's name, medical condition of the child, name of the medication, the time the medication is to be administered the correct dosage, the route of administration and how the condition is to be managed – the child's parent must complete and sign the service's Request to Administer Prescribed Medication form
- If children are receiving medication at home but not at the service, the service should be advised of the nature of the medication, its purpose and of any possible side effects it may have on the child
- When medication is to be administered by educators, the medication must be given to the service to be stored in a safe, secure space which is accessible only to educators – medications stored at the service must be clearly labelled
- Medications must be stored in accordance with product instructions and in the original container in which dispensed
- Medication must be within the expiry date
- We request that medication is to be provided in the correct dosage for each time it is to be administered (e.g. if half a tablet is to be administered, the parent is to split the tablet prior to giving the service the medication)
- The service will not administer the first dose of a child's new medication – this must be done in the presence of the family or health professional in the case of an allergic

reaction. The child should not attend the service until 24hours after receiving a medication for the first time.

- In the case of an asthma emergency, educators who are trained in asthma emergency first aid will administer a bronchodilator via a puffer – the service will ensure that it adheres to National Regulations stipulating that at least one educator on site must have undertaken emergency asthma management training
- The service will only administer adrenaline via an auto injector for the treatment of an anaphylaxis emergency if an anaphylaxis plan and a prescribed auto injector is provided for the child – in all other cases 000 will be called and the educator will follow any instructions given by the phone operator
- When an educator administers medication to a child, they will fill out a medication log, ensuring they are administering the correct medication to the right child, in the right dose, by the correct route and at the right time – (*this process will be recorded as per [appendix 2](#)*)
- Where there are two or more educators rostered on, medications will be administered by two educators, one of which must be Qualified and wherever possible have undertaken Medication Management training
- In order for a child to self-administer, they must follow all provisions that the service is held to regarding storage, using the original pharmacy labelled container, recording of administration of medication, administering according to a medication authority from their doctor, and must have an educator supervise the administration
- In the case of an error with administering medication, educators will ring the Poisons Information Centre and follow any instructions given – the child's emergency contact person will be contacted and a notification will be made to Happy Haven management
- Medication Management training will occur annually and all Qualified Educators must attend if they have not completed the training previously

Allergies

- Where a child has an allergy the parents will be asked to supply a letter from their doctor, upon enrolment or diagnosis, explaining the effects if the child is exposed to the allergen, and to explain ways the staff can help the child if they do become exposed
- If a food allergy exists, parents will be asked to supply a food alternative where the service is unable to do so – parents will be asked to do an annual review of our recipe book and determine which foods are suitable for consumption by their child and notify the service about food items in the Vacation Care menu
- A list will be kept of all children with allergies, containing what they are allergic to and food alternatives
- All staff will be aware of this list
- All relief staff will be informed of the list on initial employment
- The service will ensure that it meets National Regulations stipulating that at least one educator on site is trained in anaphylaxis management training
- Where the child has a food allergy, particular care is taken to remove the food allergen and reduce the risk of exposure to the child. The service will liaise with the families of children with allergies to ensure that due care is taken

- Children are not permitted to share food with each other whilst in the care of the service unless at the discretion of the Director*.

Health Support Planning in Education and Children's Services (2006) – Government of South Australia, DECD at www.chess.sa.edu.au/Pathways/HSPbookinfull09.pdf

Part 4.2 Children's Health and Safety, Division 3, 90 (1) – Medical Conditions Policy

“The medical condition policy of the education and care service must set out practices in relation to the following

- (a) The management of medical conditions including, asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis*
- (b) Informing the nominated supervisor and staff members of and volunteers at the service of practices in relation to managing those medical conditions*
- (c) The requirements arising if a child enrolled at the education and care service has a specific health care need, allergy or relevant medical condition”*

Part 4.2 Children's Health and Safety, Division 3, 90 (2) – Medical Conditions Policy

“The medical conditions policy of the education and care service must set out practices in relation to self-administration of medication by children over preschool age if the service permits that self-administration.”

Part 4.2 Children's Health and Safety, Division 3, 91 – Medical Conditions Policy to be Provided to Parents

“The approved provider of an education and care service must ensure that a copy of the medical conditions policy document is provided to the parent of a child enrolled at an education and care service if the provider is aware that the child has a specific health care need, allergy or other relevant medical condition.”

Note: A compliance direction may be issued for failure to comply with this regulation.

Part 4.2 Children's Health and Safety, Division 4, 92 (1) – Medication Record

“The approved provider of an education and care service must ensure that a medication record is kept that includes the details set out in subregulation (3) for each child to whom medication is or is to be administered by the service.”

Part 4.2 Children's Health and Safety, Division 4, 93 (1) – Administration of Medication

“The approved provider of an education and care service must ensure that medication is not administered to a child being educated and cared for by the service unless—

- (a) that administration is authorised; and*
 - (b) the medication is administered in accordance with regulation 95 or 96.*
- Penalty: \$2000.”*

Part 4.2 Children's Health and Safety, Division 4, 93 (2) – Administration of Medication

“The approved provider of an education and care service must ensure that written notice is given to a parent or other family member of a child as soon as practicable, if medication is administered to the child under an authorisation referred to in subregulation (5)(b).

Penalty: \$1000.”

Part 4.2 Children's Health and Safety, Division 4, 93 (5) – Administration of Medication

“In this regulation the administration of medication to a child is authorised if an authorisation to administer the medication—

(a) is recorded in the medication record for that child under regulation 92; or

(b) in the case of an emergency, is given verbally by—

(i) a parent or a person named in the child's enrolment record as authorised to consent to administration of medication; or

(ii) if a parent or person named in the enrolment record cannot reasonably be contacted in the circumstances, a registered medical practitioner or an emergency service.”

Part 4.2 Children's Health and Safety, Division 4, 94 (1) & (2) – Exception to authorisation requirement—anaphylaxis or asthma emergency

“Despite regulation 93, medication may be administered to a child without an authorisation in case of an anaphylaxis or asthma emergency. (1)

If medication is administered under this regulation, the approved provider or nominated supervisor of the education and care service or family day care educator must ensure that the following are notified as soon as practicable—

(a) a parent of the child;

(b) emergency services. (2)”

Part 4.2 Children's Health and Safety, Division 4, 95 – Procedure for Administration of Medication

“Subject to regulation 96, if medication is administered to a child being educated and cared for by an education and care service—

(a) the medication must be administered—

(i) if the medication has been prescribed by a registered medical practitioner, from its original container, bearing the original label with the name of the child to whom the medication is to be administered, and before the expiry or use by date; or

(ii) from its original container, bearing the original label and instructions and before the expiry or use by date; and

(b) the medication must be administered in accordance with any instructions—

(i) attached to the medication; or

(ii) any written or verbal instructions provided by a registered medical practitioner; and

(c) except in the case of a family day care service or an education and care service that is permitted to have only 1 educator to educate and care for children, the following must be checked by a person other than the person administering the medication—

(i) the dosage of the medication to be administered;

(ii) the identity of the child to whom the medication is to be administered.”

Part 4.2 Children's Health and Safety, Division 4, 96 – Self-Administration of Medication

“The approved provider of an education and care service may permit a child over preschool age to self-administer medication if—

(a) an authorisation for the child to self-administer medication is recorded in the medication record for the child under regulation 92; and

(b) the medical conditions policy of the service includes practices for self-administration of medication.”

Part 4.4 Staffing Arrangements, Division 6, 136, (1), (2), (3), (4), & (5) – First Aid Qualifications

“The approved provider of a centre-based service must ensure that the following persons are in attendance at any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service—

(a) at least one educator who holds a current approved first aid qualification;

(b) at least one educator who has undertaken current approved anaphylaxis management training;

(c) at least one educator who has undertaken current approved emergency asthma management training.

Penalty: \$2000. (1)

If children are being educated and cared for at service premises on the site of a school, it is sufficient for the purposes of subregulation (1) if the educators referred to in that subregulation are in attendance at the school site and immediately available in an emergency. (2)

The approved provider of a family day care service must ensure that each family day care educator and family day care educator assistant engaged by or registered with the service—

(a) holds a current approved first aid qualification; and

(b) has undertaken current approved anaphylaxis management training; and

(c) has undertaken current approved emergency asthma management training.

Penalty: \$2000. (3)

The same person may hold one or more of the qualifications set out in subregulation (1). (4)

In this regulation—

approved anaphylaxis management training means anaphylaxis management training approved by the National Authority in accordance with Division 7;

approved emergency asthma management training means emergency asthma management training approved by the National Authority in accordance with Division 7;

approved first aid qualification means a qualification that—

(a) includes training in the following that relates to and is appropriate to children—

(i) emergency life support and cardio-pulmonary resuscitation;

(ii) convulsions;

(iii) poisoning;

(iv) respiratory difficulties;

(v) management of severe bleeding;

(vi) injury and basic wound care;

(vii) administration of an auto-immune adrenalin device; and

(b) has been approved by the National Authority in accordance with Division 7. (5)”

Note: A compliance direction may be issued for failure to comply with subregulation (1).

Policy S4-2: Infectious Diseases and Infestations

Happy Haven OSHC follows the guidelines for prevention of infectious diseases as outlined in the document 'Staying Healthy in Child Care: Preventing Infectious Diseases in Child Care' (*National Health and Medical Research Council - see appendix 3*). Children suffering from infectious diseases will be excluded from OSHC for the length of time specified or on the written advice from the child's medical practitioner. (*See also suspension/ exclusion S1-1/3*)

Procedure:

Infectious Diseases

- Hand washing is the most effective way of controlling infection in the service
- The service will provide appropriate hand washing facilities and will encourage good hand washing technique
- When cleaning a contaminated area staff will follow the procedure as set out in the Government of South Australia's publication "You've Got What?" (3rd Edition 2005 – *see appendix 4*) with particular reference to area 13 and 20 ('Hand washing' and 'Handling Blood and Other Body Substances')
- A medical certificate is required to be readmitted to the service after contracting any recognised infectious disease as outlined by the aforementioned publications.
- For more information visit www.dh.sa.gov.au/pehs/PDF-files/1203-notifiable-disease-list.pdf
- The service will ensure that current information about infectious diseases is held at the service
- The service will ensure information regarding infectious diseases and exclusion from the service is provided to families in the Family Handbook
- The service will provide first aid supplies
- Families will be informed of infectious diseases having occurred at the service
- Children suffering from infectious diseases will be excluded from the service
- The service will regularly clean and disinfect equipment
- Children will be provided with clean drinking and eating utensils for snacks and meals where appropriate – these utensils will be washed or discarded after each use

In the event that an educator suspects that a child at the service is suffering from an infectious disease:

- The educator will approach the Director or nominee for a second opinion
- If the Director or nominee also suspects the child is suffering from an infectious disease and the child is being signed in by a parent, they will request that the child be removed from the service until a medical practitioner has determined that the child is not suffering from an infectious disease, or the child has completed the applicable exclusion periods outlined in the current edition of 'Staying Healthy in Childcare'
- If the child is already in attendance at the service, they will be withdrawn from the main group and taken to a separate area, where the educator will further assess the child's current health condition and maintain surveillance while making the child comfortable
- The educator will refer to 'Staying Healthy in Childcare' for details on the symptoms the child is presenting with – the educator will not make a diagnosis on the child, but may present the information to the child's family
- An educator will contact the family, and if unsuccessful will attempt the emergency contacts and advise them of the child's condition and request that arrangements be made

to collect the child – in the event where a child does not have to be collected immediately, precautions as described in ‘Staying Healthy in Childcare’ will be implemented

In the event that a child with an infectious disease has been in attendance at the service the Director will:

- Ensure that the families of children in attendance that day, or any other previous day the child was in attendance and may have been infected, are notified as soon as possible. The method of advising families will be determined by the Director in consultation with the Health department, where appropriate.
- Ensure confidentiality is maintained and only the name and nature of the infectious disease will be disclosed
- Ensure information regarding the infectious disease is made available to families
- Ensure that documentation regarding the infectious disease and the actions taken by the service comply with Regulations
- Directors will notify Happy Haven management of the occurrence of all infectious diseases

Headlice

- In the event that a child is suspected of being infested with head lice, parents will be notified by at least the end of the day and provided with information about treatment options
- The parents need to be informed their child will only be readmitted to care after approved and appropriate treatment has been administered
- Other families will be informed when there is an infestation of head lice at the service
- Educators will take measures to reduce children’s heads coming into close contact during an outbreak of head lice.

General Hygiene

- Benches and tables will be cleaned after each activity and all surfaces cleaned thoroughly, daily. Areas contaminated with body fluids will be disinfected
- The service will ensure that toilets and hand-washing facilities are easily accessible to children.
- Children will be encouraged to flush toilets after use, and wash and dry their hands
- The service will ensure that females have access to hygienic facilities for the appropriate disposal of sanitary pads and tampons
- Toys, dress-up clothes and other materials and equipment such as cushion covers will be washed regularly. The criteria for selecting new toys, equipment, games, furnishings and other materials will include ease of cleaning
- Staff will encourage children to put leftover food and soiled food in the bin or compost
- Bins will be emptied daily
- Food will be prepared, kept and served hygienically
- Children will be encouraged to follow good hygiene and dental care practices. Staff will discuss these subjects with groups and individual children as needed
- Any animal kept at the OSHC service will be maintained in a clean and healthy condition in line with 'The Code of Practice for the Use and Care of Animals in Schools'(see [appendix 5](#)). The service will also comply with the Prevention of Cruelty to Animals Act 1985.

Resources include:

*You've Got What? Government of South Australia Department of Health at www.health.sa.gov.au/pehs/youve-got-what.htm
Health Support Planning at www.chess.sa.edu.au/Pathways/HSPbookinfull09.pdf
Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care, Australian Government National Health and Medical Research Council, at www.nhmrc.gov.au/guidelines/publications/ch43
SA Health List of Notifiable Diseases at www.dh.sa.gov.au/pehs/PDF-files/1203-notifiable-disease-list.pdf*

Part 4.2 Children's Health and Safety, Division 1, 77 (1) Health, Hygiene and Safe Food Practices – "The Approved Provider of an education and care service must ensure that staff members of and volunteers at the service implement

- (a) Adequate health and hygiene practices*
- (b) Safe practices for handling, preparing and storing food*

To minimise risk for children being educated and cared for by the service"
Penalty, \$2000

Part 4.2 Children's Health and Safety, Division 2, 88 (1) – Infectious Diseases

"If there is any occurrence of an infectious disease at the education and care service the Approved Provider of the service must ensure that reasonable steps are taken to prevent the spread of the infectious disease at the service"
Penalty, \$2000

Policy S4-3: Immunisation

The service will act to educate and provide information to families and staff about immunisations. The service will act upon advice in accordance with the National Health and Medical Research Council exclusion guidelines (*see appendix 6*). Children may be excluded from the service in the interest of safety and wellbeing to infected children, non-immunised children, non-infected children, families and educators.

Procedure:

- Parents will be encouraged to immunise their child against all diseases appropriate to the child's age. In accordance with the National Health and Medical Research Council exclusion guidelines (*see appendix 6*),
- Children who are not immunised may be excluded from care during outbreaks of some infectious diseases, even if the child is well (*see Access to the Service policy*)
- Children who are younger than seven must meet the government's immunisation requirements for the family to be eligible for CCB – families can ask the FAO for further information (Childcare Services Handbook 2011-12, 8.3)
- Educators are encouraged to maintain their immunisations
- The service will display an immunisation schedule
- Parents are required to indicate the current status of their child/ren's immunisations

Policy S4-4: Nutrition

Food provided at Happy Haven OSHC will be nutritious and varied. Snack times and activities involving food preparation aim to provide positive learning experiences for children, who will be encouraged to develop healthy eating habits. Parents will be consulted and encouraged to share family and multicultural values and experiences to enrich the variety and enjoyment of food to meet children's nutritional needs. The service uses the 'Dietary Guidelines for Children and Adolescents' developed by the National Health and Medical Research Council to inform its procedures (*see appendix 7*). The service will comply with food handling practices contained in Australian Food Safety Standards.

Procedure:

- Food is prepared and stored hygienically in accordance with Australian Food Safety Standards
- The service will provide children with balanced snacks that meet the recommended nutritional needs of children.
- Snack times will be treated as social occasions. Where possible, Educators will sit with the children and interact with them to encourage good eating habits and an appreciation of a variety of foods and drinks.
- Where possible, snacks and drinks will reflect a wide variety of cultures, especially the cultural backgrounds of families within the local community.
- Food and beverages provided are nutritious, varied and of a sufficient quantity to ensure children have an appropriate amount to meet their growth and development needs
- Where possible, fresh produce will be used.
- Children will not be served any food after 5:00pm unless as a part of programmed activities.
- Menus will be planned with input from children, parents and educators.
- Drinking water will always be available and accessible to educators and children.
- Snack and meal times will have a regular schedule
- The service will display the term's menu
- Children will be encouraged to try different food but will never be forced to eat - their food likes and dislikes and their family's religious and cultural beliefs regarding food will always be respected.
- Where children are on special diets, the parents may be asked to provide a list of suitable and unsuitable foods and their child's food preferences and/or to supply special food.
- The denial of food will never be used as punishment.
- Educators discuss healthy eating and nutrition as part of the program
- Information on nutrition, food handling and storage will be displayed at the service and provided to parents.
- During vacation care and PFD, parents will be asked to provide their child's food and drinks, except when otherwise stated on the vacation care program.
- Breakfast will be provided at before school care, vacation care and PFD before 8:00am (where this session type is offered)
- Educators who are dealing with food are required to complete Safe Food Handling Training
- Children are encouraged to wash hands before eating and observe the requirements of safe food handling
- Children are encouraged to bring drink bottles on excursion days

- Children will be encouraged to participate in meal/snack preparation and clean-up activities as part of the service’s life skills focus
- It is recognised that, on occasion, food and beverages supplied at the service may diverge from the guidelines for special purposes and celebrations

Sources for further Reading

1. Australian Food Safety Standards at www.foodstandards.gov.au/foodstandards/foodsafetystandardsaustraliaonly/
2. DECD Eat Well Rite Bite Healthy Eating Guidelines for South Australian Schools and Preschools at www.decd.sa.gov.au/eatwellsa/files/links/A4pagesRightBitescreen.pdf
3. Eat Smart Play Smart, Heart Foundation at www.heartfoundation.org.au
4. NCAC OSHCQA Factsheet #3 Food Safety at www.acecqa.gov.au (go to NCAC archive)
5. Dietary Guidelines for Children and Adolescents in Australia at www.nhmrc.gov.au/filesnhmrc/publication/attachments/n34.pdf

Part 4.2 Children’s Health and Safety, Division 1, 78 (1) – Food and Beverages

“The Approved Provider of an education and care service must ensure that children being educated and cared for by the service must ensure that

- (a) Must have access to safe drinking water at all times*
- (b) Are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day”*

Penalty, \$2000

Part 4.2 Children’s Health and Safety, Division 1, 79 (1) – Service Providing Food and Beverages

“The Approved Provider of an education and care service that provides food or beverages to children being educated and cared for at the service must ensure that

- (a) The food or beverage provided is nutritious and adequate in quantity*
- (b) The food or beverage provided is chosen having regard to the dietary requirements of individual children taking into account each child’s growth and development needs, and any specific cultural, religious or health requirements”*

Penalty, \$2000

Part 4.2 Children’s Health and Safety, Division 1, 80 (1) – Weekly Menu

“The Approved Provider of an education and care service that provides food and beverages (other than water) to children being educated and cared for must ensure that a weekly menu

- (a) Is displayed at a place that the education and care service premises accessible to parents of children being educated and cared for by the service*
- (b) Accurately describes the food and beverages to be provided by the service each day”*

Penalty, \$1000

Policy S4-5: Water Safety

The service acknowledges the risks posed by bodies of water (any area where there is at least 5cm of water deep) and takes the safety of children and educators involved in water-based activities and around bodies of water seriously. The service will ensure that every precaution is taken so that children are able to enjoy water-based activities safely. Risk assessments will be carried out for programmed water-based activities and the outcomes will underpin the educator to child ratio for such activities.

Procedure:

The service shall ensure the safety of children around bodies of water by:

- Undertaking a risk assessment that will determine the required educator to child ratio for the proposed activity
- Ensuring there are educators present that have a current, approved first aid training qualification including CPR
- Demonstrating a preference for venues that provide additional supervision in the form of life guards
- Ensuring educators are placed in positions that allow them to directly and actively supervise any child accessing a body of water
- Avoiding any venue with a body of water where sufficient precautions cannot be taken to ensure the safety of children
- At least one educator will supervise children from within the body of water
- On swimming excursions, we will not accept bookings for children four years old or younger

Policy S4-6: Sun Protection

Happy Haven OSHC provides a balanced approach to ultraviolet radiation exposure. Skin needs to be protected when UV levels are 3 and above, and can be exposed when UV levels are 2 and below. This approach will follow the current scientific advice on UV exposure and provide children and educators with the opportunity for safe and protective UV exposure related to the UV index. A balance of UV exposure is necessary for good health. Too little exposure results in a lack of vitamin D, too much UV exposure damages the skin and increases risk for skin cancer. Over exposure results in sunburn, eye damage and cancer – sun exposure in the first 10 years of life is a major factor in determining future skin cancer risk. Vitamin D is vital for healthy bones, muscles and teeth, as well as general good health through regulating immune systems, hormones and the nervous system. When UV reaches a level of 3, it is strong enough to damage unprotected skin. It is recommended that skin is protected in five ways ('slip' on a shirt, 'slop' on sunscreen, 'slap' on a hat, 'seek' shade and 'slide' on sunglasses) when UV reaches levels of 3 and above.

Procedure:

- These procedures are for implementation throughout the whole year between 8:30am and 4:30pm and whenever UV levels are 3 and above
- The service will have hats available for purchase by families
- the service will utilise outdoor spaces with as much shade as possible
- children are encouraged to wear tops which cover the shoulders, and to wear loose fitting clothing that covers as much skin as possible
- children are encouraged to wear sunglasses when playing in outdoor areas
- children are required to wear a broad brimmed, legionnaires or bucket style hat when playing in outdoor areas, unless playing directly under a shade structure
- children are encouraged to play in shade wherever possible, wear sunglasses that cover as much of the eyes as possible and apply sunscreen
- children who do not have appropriate clothing and/or hats are required to only play under physical shade structures
- educators are required to wear an appropriate hat when supervising outdoor areas
- children are actively encouraged to apply sunscreen when playing in outdoor areas and to reapply where appropriate
- if the UV rating level is 2 or below, the Director* may permit unrestricted outdoor play to encourage safe UV exposure to meet the children's needs for vitamin D (*refer to Sun Smart policy located at www.sunsmart.com.au*)
- SPF 30+ broad spectrum, water resistant sunscreen will be provided for children and educators, and educators will ensure this sunscreen has not reached its expiration date
- The service will incorporate sun protection and vitamin D into planned experiences and the learning and development program
- On enrolment parents will be informed of the service's sun protection policy
- Educators will be aware of the proper application of sunscreen and will model the above practices

For further information see Sun Smart for early childhood education and care services located at www.sunsmart.com.au

Or DECD Hat Wearing Guidelines for Policy Development at www.decd.gov.au/policiesa-z

Or Cancer Council for general information and resources at www.cancersa.org.au

Policy S4-10: Soiled Clothing

Happy Haven OSHC understands there will be times when children will soil their clothing. Our service will take measures to ensure to comfort and wellbeing of children who soil themselves, other children in attendance and educators. Educators will do so while maintaining the rights and dignity of the children.

Procedure:

In the case where a child soils his/her clothes, educators will:

- take steps to make the child comfortable and avoid embarrassment
- escort the child to the nearest toilet and ask the child to remove soiled clothing and place into plastic bags
- Soiled clothing is to be double bagged - gloves must be worn (*see Incident, Injury, Trauma and Illness Policy*)
- Children will be provided with spare clothing where possible
- Assist the child where necessary
- Where a child requires extensive support two staff will be present to assist where possible
- For ongoing cases of a child soiling themselves, a health support plan will be developed by the service in consultation with families and advice of a medical practitioner
- If we are unable to provide suitable clothing, we will contact parents to advise for the child to be collected ASAP – if no contact can be made educators will attempt to contact an emergency contact

Policy S4-13: Child Safe Environments

We believe that the welfare of all children is of paramount importance and that the service has an obligation to defend the child's right to care and protection. All employees have a responsibility to take action to protect children they suspect may be abused or neglected. All children have the right to be safe, and the provision of safe environments is essential in preventing injury and enabling them to grow and develop. Our service will carry our responsibilities and will fulfil our duty of care in responding to abuse and neglect as indicated under legislation under the Children's Protection Act 1993 Section 11(1) & (2). We will adhere to the DECD policy on Child Protection in Schools, Early Childhood Education and Care Services. *(This policy is available at*

www.decd.sa.gov.au/docs/documents/1/ChildProtectioninSchoolsE.pdf)

Procedure:

- The Children's Protection Act 1993 requires educators and volunteers to notify the Child Abuse Report Line (131 478) if they suspect, on reasonable grounds, that a child has been or is being abused or neglected – this responsibility is part of the broad duty of care that educators and volunteers have towards the safety and wellbeing of children and young people
- All educators should complete 'Responding to Abuse and Neglect Education and Care Training' prior to working with children, or, if this is not possible, they will be provided with a copy of 'Protective Practices for Staff in Their Interactions with Students' ([see appendix 13](#)) and booked in for the first available RAN-EC course – the service will pay for required refresher courses
- 'Reporting Child Abuse and Neglect, Mandatory Notification Guidelines' ([see appendix 14](#)) are held at the service and must be read and understood by educators – these guidelines will also be available for families
- Employee obligations in relation to allegations of child abuse are included in educators' induction handbook
- Families will be made aware that the employees and work experience students of the service are mandated notifiers under the Act
- If an educator suspects abuse, they should follow guidelines from 'Responding to Abuse and Neglect Training'
- Educators are encouraged to discuss any issues or concerns with the Director prior to making a mandated notification
- Educators should remember that it is not their responsibility to prove the abuse, just to have reasonable suspicion that abuse or neglect has occurred
- Reports will be treated with strict confidentiality
- Educators will leave the situation in the hands of the Child Abuse Report Line once a report has been made – educators will follow the advice given by the Child Abuse Report Line

Policy S4-15: Anti-Bullying

Bullying, harassment and violence are hurtful and destructive. Physical bullying can be seen, where cyber bullying happens behind the scenes. Bullying, harassment and violence continue to be issues of concern for parents/guardians. Bullying, harassment and violence are not acceptable at this service and will be dealt with seriously and swiftly. The service will work with the OSHC community and other services and agencies to support its children in being responsible and productive members of the community.

Definitions:

Bullying

Bullying is repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies. Conflicts or fights between equals and single incidents are not regarded as bullying. Bullying in any form or for any reason can have long-term effects on those involved, including bystanders.

Discrimination

Discrimination can occur when people are treated less favourably than others because of their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.

Harassment

Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; and/or ability or disability, and that offends, humiliates, intimidates, or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

Violence

Violence is the intentional use of physical force or power, threatened or actual, against another person/s that result in harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident or can occur over time.

Procedure:

- Educators will engage in professional development sessions through the service with a focus on how to handle bullying and harassment among children
- Anti-bullying and harassment messages and strategies will be incorporated into the service's learning and development program
- Children will be encouraged to follow the child grievance procedure
- Educators will actively be supervising and monitoring instances of bullying and harassment
- Children are encouraged to seek out an educator to report instances of bullying and harassment
- The service will make available information to families and children which will inform them of our anti-bullying policy and strategies they can implement if they are being bullied or harassed or if they see bullying or harassment occurring

- Educators will maintain a bully log to record and track instances of bullying amongst children, and this log will inform all educators to assist them to ascertain if a behaviour management incident is one of harassment or bullying
- Educators must role model appropriate interactions to children
- If harassment occurs the child being harassed has the right to ask for it to stop, educators will encourage and empower the child to do this
- If the harassment continues the child then needs to report it to an educator. The educator is then responsible for making sure the situation is dealt with as soon as possible and in an appropriate manner, and will follow the *Guiding Children's Behaviour Policy*.

Policy S4-17: Delivery and Collection of Children

Happy Haven OSHC maintains clear processes to ensure that the arrival and departure of children is carefully monitored. Safeguards are also developed and regularly reviewed to keep children safe during the time of transition between school and OSHC.

Procedure:

The service will retain records of attendance such as sign in sheets – families are responsible for initialling these attendance records daily. Regulation 158 states that the attendance record is to be signed by one of the following persons at the time a child arrives and departs:

- The person who delivers the child to the premises or collects the child from the premises
- The nominated supervisor or educator

A child in care may only leave the service premises in accordance with Regulation 99.

Authorisation for Collecting Children

- There is an agreement between the service and the school that at the conclusion of Before School Care (BSC) children will be signed out from OSHC where they will then walk to their classrooms to be under the supervision of the teacher on yard duty, Pre-School children and others as outlined in the service's LSA will be walked over by an educator to kindergarten at the time the kindergarten opens – parents whose children who are new to the service or new to school may arrange for them to be walked by educators to their classrooms, plans will be put in place to facilitate these children eventually walking to class by themselves
- Children coming to After School Care (ASC) will be signed in by an OSHC educator
- All children being dropped off for BSC, or being collected from ASC must be signed in/out by an approved person
- Children may not leave the premises unless there is signed written permission from a parent/guardian that identifies and qualifies such expectations – the Approved Provider/educators will reserve the right to negotiate such requests where there is a concern about children's safety
- The names and contact numbers of all people authorised to collect children from the service must be included on the enrolment form - any changes to these must be advised in writing to the service by the custodial parent as soon as possible

Absent & Missing Children

- If a child booked in for ASC has not arrived by the end of the sign in process, or by the time designated in writing by their parent, the following steps will be followed until the service is able to locate the child
- All educators will be aware of their role in these instances
- Educators will check all supervised areas to ensure the child is not there
- Speak with the child's peers or siblings, who may have relevant information – their word will not be taken as fact, this step immediately will precede the next step and only act to provide more details to educators and parents
- Call the a parent, and if unable to get in contact with the parents the emergency contacts, to establish whether the child is meant to be at OSHC or if alternate arrangements have been made (at this point if the child has been collected by the family or some authorised person and the service has not been informed prior to initiating contact, a non-notification fee will be charged – see *Miscellaneous Fees Policy*)

- Check with the front office to ensure the child is not there, and check the rest of the school grounds
- If we are unable to establish the whereabouts of the child, the educator will seek advice from the parent/ emergency contact about further action. If a decision is made by either the parent or educator to contact the police a parent or representative will be asked to attend the school as soon as possible – the educator will then call the police (Police Call Centre 131 444) with the following information ready: name and address of the child; any known contact numbers; a description of the child; time the child was last seen; any medical conditions
- If the child is then located, that information is to be shared immediately with those who may be assisting to locate the child

Unauthorised Collection

- Where a child attending the service is not living with both parents, or where disputes arise or have arisen about the responsibility of the child, the following will apply:
 - Parent responsibility remains with both parents jointly and individually
 - Educators will refer to DECD Intervention Order Procedures for Leaders (*see [appendix 16](#)*) when needing to support families in dealing with court orders. For any queries concerning the content of an order educators can contact DECD Legislation and Legal Services on 8226 1555
- If the custodial parent/guardian or authorised person arranges for an unauthorised person to collect their child from the service, they must contact the service to advise of this arrangement and confirm who will collect the child.
- If the service has not been notified and someone other than the custodial parent/guardian or authorised person arrives to collect the child, the SMIC will contact the custodial parent/guardian to get their authorisation.
- Wherever possible, prior notification in writing should be provided by the parent.
- The child will not be released until the custodial parent/guardian's authorisation has been obtained
- If that authorised person is not known to the service they will be required to provide proof of their identity.

Intoxicated Person Collecting Child

- In the case of a parent arriving at the service to collect a child in a visibly intoxicated or otherwise unfit state to drive (and where they will be the driver), the person will be encouraged to contact another adult to drive them and the child home or the service will offer to call a taxi.
- If the unfit person insists on taking the child, the police will be informed.

Policy S4-18:

Policy S4:19: Extreme Weather

In cases of extreme weather, measures will be taken to ensure the safety and comfort of all children and educators.

Procedure:

Extreme Hot Weather

- In addition to our Sun Protection policy, we will look to implement further measures to keep children and educators safe and comfortable
- We will look to use the coolest areas within the school grounds
- Suggested ways to keep play areas cool include using air-conditioning, keeping doors closed, keeping blinds lowered, turning lights off, not implementing physical play and considering the programmed snack (e.g. not using ovens)
- We may need to modify the scheduled programmed activities and encourage reduced level of physical activity
- We may use water play activities to keep children cool
- Precautions are taken to ensure children's lunches are kept cool
- We will more regularly promote children and educators to keep their fluids up and have drinking water readily available
- We will monitor and advise children about appropriate clothing
- We will look to implement measures to provide educators with relief

Extreme Cold Weather

- Measures will be taken to ensure children and educators are kept safe and comfortable during times of extreme cold weather
- Outside play will be reduced
- Consideration will be given to the snack provided
- Areas in the school that provide the most reliable form of temperature control will be used
- We may need to modify the scheduled programmed activities and encourage increased level of physical activity
- We will monitor and advise children about appropriate clothing
- We will look to implement measures to provide educators with relief

Rain, Lightning and Thunder

- If the SMIC makes an assessment that the weather provides a level of risk to children and educators then measures will be taken to reduce the potential hazards
- Outside areas may be made unavailable for play
- Movement between areas may be limited

Power Outage

- Educators must call ETSA for predicted length of outage (phone number is 131 366)
- For short term outages children will be kept on site wherever possible providing they can be kept safe and comfortable
- For outages that are predicted to be of longer duration the SMIC will consult with the Director about operating arrangements

- For extended periods of power outages, consideration will be given to families about advising them of the current situation, the strategies we are implementing and predicted length of power outage so they may make an informed decision about their child

Excursion Cancellation

- At the discretion of the Director (in consultation with Happy Haven Management) due to any of the above extreme weather situations, an excursion may be cancelled with potential for an alternate excursion used as a back up
- Our Vacation Care booking form will have a statement explaining this to families with the alternate excursion activities listed and must be signed as a pre-requisite for booking their child in for care

Operational

Happy Haven OSHC recognises the importance of sound operational practices in providing high quality care for children. We will implement clear and consistent expectations of practices for educators to ensure the smooth and effective running of the service. The rights and dignity of the child are of paramount importance, and Happy Haven OSHC aims to provide a service where the welfare and development of each child is the main focus.

S5-1 Interactions With Children

S5-2 Children's Program

S5-4 Excursions

S5-5 Guiding Children's Behaviour

S5-6 Diversity and Anti-Bias

S5-7 Gender Equity

S5-8 Electronic Games, Television and Computer Use Error! Reference source not found.

S5-9 Children's Personal Belongings

S5-10 Operating with a Single Educator

Policy S5-1: Interactions With Children

Happy Haven OSHC service's philosophy on interactions with children will reflect that of the United Nation's 'Rights of the Child' document (*see appendix 1*). The service's educators will follow policies and procedures to ensure best practice and quality of care for children attending the service. Educators will utilise practices from the document 'Protective Practices for Staff in Their Interactions with Students' to assist them in making decisions and implementing strategies to manage positive and appropriate interactions with children.

Procedure:

Educators will:

- Encourage the children to express themselves and their opinions
- Allow the children to undertake experiences that develop self-reliance and self-esteem
- Maintain at all times the dignity and rights of each child
- Give each child positive guidance and encouragement toward acceptable behaviour
- Have regard to the family and cultural values, age, physical and intellectual development and abilities of each child being educated and cared for by the service
- The service will take reasonable steps to ensure that it provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with educators of the service

Part 4.5 Relationships with Children, 155 – Interactions with Children

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

(a) encourages the children to express themselves and their opinions; and

(b) allows the children to undertake experiences that develop self-reliance and self-esteem; and

© maintains at all times the dignity and rights of each child; and

(d) gives each child positive guidance and encouragement toward acceptable behaviour; and

(e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.”

Part 4.5 Relationships with Children, 156 (1) & (2) – Relationships in Groups

“The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service. (1)

For the purposes of subregulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.(2)”

Note: A compliance direction may be issued for failure to comply with subregulation (1)

Policy S5-2: Children's Program

Happy Haven OSHC will provide a program developmentally appropriate to the recreational and developmental needs of the children attending the service. Children will have opportunities to contribute to program planning, implementation and evaluation processes. The service will use the 'My Time, Our Place' framework as the guiding force to program planning and implementation, and will make consideration for the Early Years Learning Framework for services with pre-school children in attendance. Happy Haven OSHC will promote scaffolded learning to encourage children to be active learners in their environment.

Procedure:

- The service will include three main types of programming to provide the children with valuable learning, development and recreational activities
- The program will be derived from Quality Area 1 – Educational Program and Practice and the 'My Time, Our Place' document
- We will provide a spontaneous program where children will have access to resources and facilities and have free licence to use creativity in interacting with those resources and facilities
- We will provide a weekly themed program with structured activities aimed to cater for and meet the needs and interests of groups of children – this will involve activities relating to a central premise and tying in together, and may include significant events, holidays and traditions
- We will provide a Developmental Program designed to meet the needs and interests of individual children – through this the service will identify areas where an individual child could use support to develop their skills and will then plan programmed activities aimed at the interests of that specific child with the aim of guiding their learning in those areas
- The service will display the weekly themed program for educators, children and families
- Programmed experiences will be varied in nature so as to meet the needs and interests of different children
- Both small group and large group activities will be planned for
- Children will have opportunities to provide feedback on the program and be involved in the design of programs
- The service respects each child's right to free choice and as such experiences are planned with that in mind

The Director and educators will be responsible for the implementation and development of a program and for creating an atmosphere and environment responsive to the needs of each individual child and to the group as a whole and which reflects the philosophy and goals of the service.

Educators will be provided with opportunities to further their knowledge of child development theories and practice.

Programs will be developed for all aspects of the service (i.e. before school care; after school care; pupil free days; vacation care)

All educators will be encouraged to explore and use good quality resources and training to offer fresh experiences for children and to further their own professional development and skills. Educators will have access to the My Time Our Place, National Quality Standard for Early Childhood Education and Care and School Age Care and other relevant resources to design their programs according to its requirements.

The programs will be balanced, providing a range of indoor/outdoor experiences, quiet/active times and settings, structured/unstructured activities, and opportunities to learn and practice life and social skills.

Programs will include opportunities that foster and enhance:

- Friendships between children
- Individual child/educator interactions
- Cooperative and responsible behaviours among children
- Individual and group interests
- The special needs, interests and talents of every child.

Programs will be flexible enough to allow for spontaneity, enjoyment and the unexpected. An approach to activities that values both processes and end products will be encouraged.

Programs will be developed to support and facilitate children's right to play.

Written programs will be displayed where parents are able to see them and can discuss any aspect of the program with educators. A copy of the vacation care program will be available for each family. Parents will be encouraged to have input into program development. Parent evaluations of the program will be encouraged and considered. The extent to which parents wish to be involved will be respected.

Children's programs will be inclusive of the cultural and linguistic diversity of all families using the service. They will support children to explore a range of cultural experiences in an environment free from racial prejudice and harassment.

The service will provide a variety of equipment and materials for all children to play with and use regardless of gender.

The program will be child-centred and will provide children with a variety of experiences and opportunities to pursue their own interests. There will always be a range of activities so that children can choose.

Children will be actively involved in programming processes through discussions, group sessions and planning; their suggestions and opinions will be listened to and acted upon.

Children will be appropriately supervised at all times.

Educators will join in the children's activities where appropriate and encourage them to try new experiences.

All educators will be responsible for working cooperatively with each other and the children to plan for the needs of the children, and for evaluating programs in relation to the stated philosophy and goals.

Educators will regularly talk to parents concerning their child's interests and activities and respond to suggestions from parents.

When children first attend the service the needs of both parents and children will be respected. The parent may telephone the service during the session for reassurance that their child has settled in. Educators will provide information to the parent regarding the child's participation and wellbeing.

Where possible, new children will be encouraged to visit the service with their parents before enrolment to facilitate the child's orientation into the service.

Structured activities and routines will be built around the regular events of the day (i.e. arrivals and departures, snacks/drinks) and will take into account the developmental needs of individual children, children's attendance patterns, the weather and physical environment, the numbers and ages of children in a given group, children with special needs, new children entering the group and the expectations of parents.

Special group activities for older children may be organised from time to time. These will be planned collaboratively by educators, children and parents. Considerations will include the:

- Enthusiasm of the children
- Availability of suitable indoor and outdoor space or an excursion venue
- Transport, materials or equipment required
- Educator levels and required educator: child ratio
- Cost
- Number and ages of children
- Service philosophy and policies.

Excursions will be organised as part of the program. Excursions give variety in the program, especially during vacation care. Children benefit from experiences in the local and wider community (see Excursions policy for specific policies and procedures).

Part 4.1 Educational Program and Practice, 73 (1) & (2) – Educational Program

*“ This Part applies in relation to the program (the **educational program**) that is required to be delivered under section 168 of the Law to a child being educated and cared for by an education and care service.(1)*

An educational program is to contribute to the following outcomes for each child—

- (a) the child will have a strong sense of identity;*
- (b) the child will be connected with and contribute to his or her world;*
- (c) the child will have a strong sense of wellbeing;*
- (d) the child will be a confident and involved learner;*
- (e) the child will be an effective communicator. (2)”*

Part 4.1 Educational Program and Practice, 74 (1) & (2) – Documenting of Child Assessments or Evaluations for Delivery of Educational Program

“The approved provider of the education and care service must ensure that, for the purposes of the educational program, the following are documented—

(b) for a child over preschool age, evaluations of the child's wellbeing, development and learning.(1)

In preparing the documentation, the approved provider must—

(a) consider—

(i) the period of time that the child is being educated and cared for by the service; and

(ii) how the documentation will be used by the educators at the service; and

(b) prepare the documentation in a way that is readily understandable by the educators at the service and the parents of the child. (2)”

Note: A compliance direction may be issued for failure to comply with subregulation (1).

Part 4.1 Educational Program and Practice, 75 – Information About Educational Program to be Kept Available

“The approved provider of an education and care service must ensure that—

(a) information about the contents and operation of the educational program for the service is displayed at the education and care service premises at a place accessible to parents of children being educated and cared for by the service; and

(b) a copy of the educational program is available at the following places for inspection on request—

(i) in the case of a centre-based service, at the education and care service premises;

(ii) in the case of a family day care service, at each family day care residence or family day care venue.”

Note: A compliance direction may be issued for failure to comply with this regulation.

Part 4.1 Educational Program and Practice, 76 – Information About Educational Program to be Given to Parents

“The approved provider of an education and care service must ensure that a parent of a child being educated and cared for by the service is provided with the following information on request—

(a) information about the content and operation of the educational program so far as it relates to that child;

(b) information about the child's participation in the program;

(c) a copy of the documents kept under regulation 74 in respect of the child.”

Note: A compliance direction may be issued for failure to comply with this regulation.

Part 4.1 Educational Program and Practice, 81 (1) – Sleep and Rest

“The approved provider of an education and care service must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children.

Penalty: \$1000. (1)”

Part 7.1 General Transitional and Saving Provisions, Division 5, 254 (1) – Declared Approved Learning Frameworks

“For the purpose of section 323 of the Law, the following, as in force on the scheme commencement day, are declared approved learning frameworks—

(a) Belonging, Being and Becoming: The Early Years Learning Framework for Australia, produced by the Department of Education, Employment and Workplace Relations of the Commonwealth for the Council of Australian Governments, 2009;

(b) My Time, Our Place: Framework for School Age Care in Australia produced by the Commonwealth Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments, 2011. (1)”

Policy S5-4: Excursions

Excursions are an integral part of the children's program at Happy Haven OSHC and will be arranged to provide a broad variety of experiences for children.

Procedure:

- Parental permission will be sought for all excursions, which will be organised to comply with National Regulations.
- Families are required to arrive prior to the designated departure time
- The service will close its gates between the scheduled departure time and half hour prior as deemed appropriate by the Director or nominee in the interests of the organisation and wellbeing of those children who have arrived on time – children may be deemed as absent and therefore unable to attend the excursion if they arrive after the time of the gates being closed
- All excursions will be publicised to all parents with children attending those excursions with full details of destination, times of departure and return, and any special items children are required to bring
- There will be no change to the publicised itinerary unless the person in charge of the excursion decides it is necessary for the safety and wellbeing of the children or upon changes by venue.

- Happy Haven Management will appoint a person in charge for each excursion
- When on an excursion educators will take and have accessible:
 - A first-aid kit
 - A list of all children on the excursion and medical information for each child attending
 - List of emergency phone numbers.
 - A mobile phone.
 - Children's medications

- Risk assessments conducted and given to the educator in charge of the excursion
- A Happy Haven owned bus may be used to transport children
- When DECD school buses are used to transport children, the service will comply with the AIG 1-124 School transport procedures. [See appendix 15](#)
- Private bus companies may be engaged to transport children to and from excursions
- A private vehicle may be used to transport children on excursions only if the vehicle is
 - is equipped with seat belts for each occupant
 - is registered and there is reason to believe that it is in safe mechanical condition
 - has minimum third-party property damage insurance
 - driven by an employee of the service and holds a full license and there is reason to believe that they are safe and responsible behind the wheel - 'L' plate or provisional license drivers must not carry children.
 - parent consent must be obtained
 - only staff who have completed a roadworthiness checklist may be approved to transport children in their vehicle on excursions
- Before the journey begins a person in charge should ensure that:
 - Every child has their seat belt on and secured
 - Children are seated in appropriate and properly fitted booster seats if required and as necessary

Part 4.2 Children’s Health and Safety, Division 5, 98 – Telephone or Other Communication Equipment

“The approved provider of an education and care service must ensure that, when educating or caring for children as part of the service, the nominated supervisor and staff members of the service have ready access to an operating telephone or other similar means of communication to enable immediate communication to and from parents and emergency services.

Penalty: \$1000.

Example

Fixed-line telephone, mobile phone, satellite phone, 2-way radio, video conferencing equipment.”

Note: A compliance direction may be issued for failure to comply with this regulation.

“The approved provider of an education and care service must ensure a risk assessment is carried out in accordance with regulation 101 before an authorisation is sought under regulation 102 for an excursion.

Penalty: \$2000. (1)

A risk assessment is not required under this regulation for an excursion if—

- (a) the excursion is a regular outing; and*
- (b) a risk assessment has been conducted for the excursion. (4)”*

Part 4.2 Children’s Health and Safety, Division 6, 101 (1) & (2) – Conduct of Risk Assessment for Excursion

“A risk assessment for an excursion must—

- (a) identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and*
- (b) specify how the identified risks will be managed and minimised. (1)*

Without limiting subregulation (1), a risk assessment must consider—

- (a) the proposed route and destination for the excursion; and*
- (b) any water hazards; and*
- (c) any risks associated with water-based activities; and*
- (d) the transport to and from the proposed destination for the excursion; and*
- (e) the number of adults and children involved in the excursion; and*
- (f) given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required; and*

Example

Specialised skills could include life-saving skills.

- (g) the proposed activities; and*
- (h) the proposed duration of the excursion; and*
- (i) the items that should be taken on the excursion.*

Example

A mobile phone and a list of emergency contact numbers for children on the excursion. (2)”

Part 4.2 Children's Health and Safety, Division 6, 102 (1), (4) & (5) – Authorisation for Excursions

“The approved provider of an education and care service must ensure that a child being educated and cared for by the service is not taken outside the education and care service premises on an excursion unless written authorisation has been provided under subregulation (4).

Penalty: \$1000. (1)

The authorisation must be given by a parent or other person named in the child's enrolment record as having authority to authorise the taking of the child outside the education and care service premises by an educator and must state—

- (a) the child's name; and*
- (b) the reason the child is to be taken outside the premises; and*
- (c) the date the child is to be taken on the excursion (unless the authorisation is for a regular outing); and*
- (d) a description of the proposed destination for the excursion; and*
- (e) the method of transport to be used for the excursion; and*
- (f) the proposed activities to be undertaken by the child during the excursion; and*
- (g) the period the child will be away from the premises; and*
- (h) the anticipated number of children likely to be attending the excursion; and*
- (i) the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion; and*
- (j) the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion; and*
- (k) that a risk assessment has been prepared and is available at the service. (4)*

If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period. (5)”

Policy S5-5: Guiding Children's Behaviour

The Service is strongly committed to providing a positive environment for children in which to learn and develop self esteem. Every effort will be made to ensure that all interactions within the service are respectful, genuine and caring.

Procedure:

- Behaviour expectations will be developmentally appropriate. Positive adult behaviour and role modelling will promote a warm friendly environment for both children and adults. Educators will model appropriate, acceptable behaviour by building on each child's strengths and achievements and to understand the limits of children's ability to wait, share, and express feelings and to cope with tiredness, frustration or disappointment.
- Wherever possible educators will redirect play of the child, offer choices and encourage children to settle their differences peacefully. Guidance will focus on the positive rather than the negative aspects of the child's behaviour.
- Children are part of setting the OSHC Service behavioural expectations and are knowledgeable of the consequences. Such consequences will never include physical, verbal or emotional punishment or any punishment that humiliates, frightens or threatens a child. Such consequences will not result in the child being placed in solitary confinement, however the child may be withdrawn from the situation and required to think in "Reflection Time" about safe and/or appropriate behaviour (this will be supervised by educators). Educators are required to not only supervise safe reflection time but to also engage with that child to guide them to an understanding about what they have done wrong and how they can make it better / respond better next time.
- At all times it is the behaviour that is described as inappropriate, not the child themselves.
- Parents will have clear guidelines about acceptable behaviour within the service. Parents will be involved in determining appropriate strategies for dealing with any behavioural problems. Educators will be non-judgemental when discussing a child's behaviour problems with the parents and confidentiality will be maintained. Relevant agencies and/or professional advice will be sought where necessary.
- If parents guide their own child's behaviour within the service then no form of corporal punishment or unacceptable language is to be used. If this occurs, then the educator will report the situation to the Director.
- Under no circumstances, should a parent address another child about their behaviour.
- Before enrolment of children is successful we require families to read and sign the behaviour agreement so that everyone fully understands what is expected at OSHC.
- Children attending the program are expected to respect the rights of others and will be encouraged to choose acceptable behaviour during the sessions. OSHC is strongly committed to providing a positive environment for children in which to learn and develop self esteem. Every effort will be made to ensure that all interactions within the service are respectful, genuine and caring. Our guidance of children's behaviour is focused on reinforcing and encouraging the good and acceptable behaviours of children. We will reward children with acknowledgement and praise for choosing to behave acceptably. Every effort is made to "catch them being good".
- If a child's behaviour is considered unacceptable and they do not choose to behave appropriately, then the following steps will be implemented:

- A reminder will be given about how to behave acceptably in that particular situation and informed that a positive choice about behaviour will result in continued play, but a negative choice will result in consequences being given.
- Consequences will be implemented if poor behaviour continues.
- If they continue to behave unacceptably or in an unsafe way, children may be given reflection time as a consequence. Depending on the severity of the behaviour, they may conduct this time in the area the behaviour occurred in, or else they will be asked to go to the office for more serious misbehaving. If directed to the office, educators will enter into the Restorative Justice process with them about their behaviour. This gives them the opportunity to reflect on why they are behaving this way, the feelings behind the unacceptable behaviour and it guides them to choose acceptable ways to deal with the problem/feelings/reasons. This is to show the seriousness of the behaviour, allow time to cool off and think about how to make the situation better.
- If behaviour continues the consequence may include restricted play. Restricted play can include limiting the choice of activity or play area.
- If the behaviour continues parents/caregiver will be notified, and the behaviour discussed. An individual behaviour plan will be developed for the child between the child, their parents/guardians and OSHC Director.
- Repeated or serious behaviour may result in children being sent home, suspended (internal or external) or excluded from the program (*see Suspension/Exclusion/Refusal of Care policy*) for a period deemed appropriate
- Encouragement of good behaviour and rewarding good behaviour with praise will continue throughout the above steps.
- Depending on the seriousness of the behaviour educators may choose to skip any of the above steps.

Policy S5-6: Diversity and Anti-Bias

We will recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program.

Procedure:

- All activities and behaviour in the service will be considerate of the cultural and linguistic diversity of the families within the community
- Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment
- Educators shall accept and value every parent and child regardless of race, cultural background, religion, sex, ability or sexual preference
- Educators will make themselves aware of the specific cultures represented in the families and general community of the service
- No discrimination will be made against any family or child due to their culture, race or sexual preference
- Educators will not be judgemental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns)
- Educators will ensure parents have confidence in the service's quality of care for their child by seeking information regarding their cultural issues
- Educators will encourage feedback and input from parents in relation to the program, policies or other issues in the service, which are affected by the families' culture or race
- Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program
- All educators will undertake training and sharing of information regarding the various cultures and multicultural programming
- Educators are encouraged to share knowledge of their own cultures with other educators, parents and children and to incorporate this into the program
- Educators will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour
- All activities and behaviour in the service will be considerate of the cultural and linguistic diversity of the families within the community
- Where possible parent information will be translated into other languages
- Educators shall research and gain ideas regarding appropriate activities to be incorporated in the program
- Educators should be aware of and ensure that festivals and celebrations of many cultures are included in the program
- Cultural awareness should be integrated throughout all activities in the program and reflect an attitude of respect and positive appreciation for the difference in our society
- All activities in the service will be checked to ensure that negative and discriminating images of particular cultures or life-styles are avoided

Part 4.5 Relationships with Children, 155 – Interactions with Children

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

(a) encourages the children to express themselves and their opinions; and

(b) allows the children to undertake experiences that develop self-reliance and self-esteem; and

(c) maintains at all times the dignity and rights of each child; and

(d) gives each child positive guidance and encouragement toward acceptable behaviour; and

(e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.”

Part 4.5 Relationships with Children, 156 (1) & (2) – Relationships in Groups

“The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service. (1)

For the purposes of subregulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.(2)”

Note: A compliance direction may be issued for failure to comply with subregulation (1)



Policy S5-7: Gender Equity

We will help the children develop their full potential regardless of their gender. All children will be treated in the same manner and provided with the same access to all materials and equipment.

Procedure:

- Educators shall accept and value every parent and child regardless of sex
- Educators are to be aware of the way in which they treat individual children, parents and each other in regards to language, attitudes, assumptions and expectations, and will treat all children in the same manner regardless of gender
- The program will present positive experiences for the children, which are not based on sex role stereotypes
- All children will be encouraged to try a variety of activities regardless of sex
- Resource materials used in the service will as far as possible be non-stereotyped
- Educators will provide a range of equipment, which is non-sexist and meets the needs of children.
- Educators should act as positive role models encouraging children to be involved in activities commonly stereotyped for the opposite sex
- Educators will be actively involved in a variety of activities regardless of sex
- Every effort will be made to employ educators and from both sexes

Part 4.5 Relationships with Children, 155 – Interactions with Children

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

(a) encourages the children to express themselves and their opinions; and

(b) allows the children to undertake experiences that develop self-reliance and self-esteem; and

(c) maintains at all times the dignity and rights of each child; and

(d) gives each child positive guidance and encouragement toward acceptable behaviour; and

(e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.”

Part 4.5 Relationships with Children, 156 (1) & (2) – Relationships in Groups

“The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service. (1)

For the purposes of subregulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.(2)”

Note: A compliance direction may be issued for failure to comply with subregulation (1)

Policy S5-8: Electronic Games, Television and Computer Use

Happy Haven OSHC values the use of technology in its day-to-day scheduled and spontaneous program. We also understand the importance of having an active and healthy lifestyle, and as such will actively promote a balance of activity choice from children. Ultimately, we want to provide a variety of activity choices to meet the current needs, interests and abilities of the children in care – children should be able to exercise their right to choose how they wish to spend their time when in OSHC. The service ensures that only appropriate content is viewed by children and obtains consent from parents.

Procedure:

- The use of electronic games / television / computer time will be limited and used only when children have exhausted all other active activities, the exception being inclement weather
- Use of OSHC electronic games, televisions and computers will be resources accessible to children through our spontaneous program
- We will provide alternatives to technology so that children can choose other activities through all aspects of our program
- Use of OSHC electronic games, television and computers will not be actively promoted unless as an experience through a structured game or activity
- We will limit children's ability to use these technologies by implementing time limits before they must allow another child to use the OSHC electronic game / computer
- Where it is identified that a child is solely wishing to use technology in their play time, educators will actively encourage that child to engage in different types of play
- Children are not permitted to use their own USB devices in OSHC technologies
- As a part of our enrolment package, the service will include a consent section for children to watch 'G' and 'PG' films whilst in attendance at the service
- Children will be able to bring in movies from home so long as they are classified as 'G' or 'PG'
- Children may bring in video games from home so long as they are classified as 'G' or 'PG'

Useful websites for assessing content and classification are:

Australian Council on Children and the Media, www.childrenandmedia.org

Australian classification website, www.classification.gov.au

Policy S5-9: Children's Personal Belongings

Happy Haven OSHC acknowledges that children have personal and unique interests and as such may wish to bring in items which the service does not possess or offer. We allow children to bring in items from home they wish to use so that they find their time at OSHC more enjoyable. Children's personal belongings are to remain the responsibility of that child and it is important families understand that whilst the service will attempt to guide the child to keep their belongings safe, is ultimately not responsible for the item whilst it is at OSHC.

Procedure:

- Any personal items that children bring are the responsibility of the child and not of the service
- If sharing of personal items is being used to bully or exclude other children, the item will be confiscated and held until the child is collected
- Where a child's personal belongings have been vandalised or stolen, educators will investigate and deal with the matter using our Guiding Children's Behaviour policy – the service is not responsible for any theft or damage to personal belongings
- Where a child brings in a personal communication device, this device must not be used to be in contact with others through any means (i.e. text messaging, calling, Facebooking etc.). Parents must not contact their children via their personal communication device – contact can be made through the service's phone.
- Where a child brings in a personal device capable of taking photo/video recording, they are not to use these functions
- Where a child brings in a device with multi-media capabilities, they may share these with others but only where the content is appropriate. If an educator suspects inappropriate content is being accessed they will ask the child to show them the content. If the content is inappropriate the device will be confiscated and held until the child is collected. If the child refuses to show the content, the device will be confiscated at which time the educator will seek the consent of the child's parent to view the content. If the parent does not give consent or where the SMIC has reasonable grounds to suspect the material is illegal, threatens the safety and welfare of children or presents child protection issues the SMIC may seek advice from their line manager and/or the police.

Policy S5-10: Operating with a Single Educator

For services that have low numbers, operating with two educators at all times may not be financially viable. Whilst the aim will always be to build a service's capacity to sustain two educators during operational hours, there may be sessions, or specific times within a session where only one educator is caring for the children of a service. We must ensure that during these times the safety and wellbeing of children, the educator, and families are not compromised.

Procedure:

- Operating with a single educator may only occur when approved by Happy Haven management.
- The times and relevant sessions where this occurs will be explicitly and strictly prescribed.
- When operating as a single educator that educator must:
 - Have an operational phone with them at all times
 - Have on that phone the numbers for the service Director, Happy Haven management, police security, emergency numbers and designated relief staff, all clearly labelled within / on the phone
 - Have access to first aid equipment at all times including ice pack, band-aids and gloves
- Consideration will be given to ensure the safety of educators when arriving / leaving the premises in terms of proximity seclusions of the car park to the OSHC building, lighting of the area and other potential risk factors.
- When children need to use the toilet and it is dark / there is a risk factor for them going alone, the educator will need to consider if that child requires a partner, or if the entire group needs to make a trip to the toilets. Educators may also need to provide children with a whistle that they can use to alert educators that they require assistance.
- When services operate with a single educator, in addition to their line manager there needs to be an alternate contact person within a reasonable distance of the service who is able to respond immediately to an emergency and who is willing to have their contact number clearly displayed at the service. The service must ensure the alternate contact person notifies the director of any changes to their contact details and availability.
- A contact number will be viewable from the outside of the premises so that in the instance where the single educator is unable to attend for their shift and is unable to notify their line manager of their inability to do so (e.g. if they were to be involved in a vehicle accident), families would be able to contact that number so that arrangements can be put in place to ensure the operation of the service for that session.