



Jamboree Heights OSHC

Policies & Procedures Document

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Preamble and Policy Context

The Jamboree Heights OSHC policies have been developed to address the operational needs of the service within the context of the service philosophy and organisational structure.

Service Philosophy

We at Jamboree Heights Outside School Hours Care (JHOSHC) are a tight-knit community that are always looking for a way to push each other forward. The children, and then families associated with them, are a part of this community and are the reason that we strive for excellence within the service. The service aims to provide high quality care for all children that allows children to have fun, develop friendships, and build on life skills in a fun, safe and inclusive environment.

What we stand for:

Fun

- We aim to be responsive to the desires of the kids and what they want to do.
- We stay responsive and adaptable at all times to ensure a high-quality program that is based on the children's wants and needs.

Inclusivity

- We understand that each child is unique. They all come with their own stories and we remain respectful of that.
- We aim to provide opportunities for all children to participate in a way that is meaningful for them.
- Provide the space for kids to grow in whatever way that may be.

Education

- We acknowledge that the kids aren't with us to learn in a traditional way, but, we commit to providing a space that enables them to grow and develop through play in an open environment
- We understand that children all learn differently and encourage this through both constructive and reflective ways.
- We promote diversity in all aspects of OSHC and push for children to share with us and others who they are now, teaching us all about who we have around us.

Safety

- We strive to create a space that ensures children feel safe and supported while at JHOSHC.
- We aim to ensure that everyone knows we have an open-door policy. We are always here for the children, families, and community to lend an ear whenever we can.
- The staff are committed to creating a welcoming presence that makes OSHC feel like a safe place.
- We encourage the kids to do what they need to do to remain feeling safe while helping them in a way that is meaningful for them.

Communication

- We aim to ensure all parents are able to develop trust in us by communicating with them our needs in regard to their child/ren and what we expect from the parents themselves.
- We listen and respond to appropriate feedback to ensure the service is always moving forward.
- We remain transparent as staff, and a community, to ensure everyone, including the children, never feel blindsided and instead are a part of the process of bettering our service.

Service Philosophy				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2024.1 - Updated format	25/03/2024	25/03/2024	25/03/2024	March 2025

Service Goals

Jamboree Heights OSHC has a number of goals on which our service is based. These goals are based on the outcomes for children as outlined in the 'My Time, Our Place V2' Framework for School Age Care in Australia.

Our goals are to encourage children to:

- **Have a strong sense of identity** – Jamboree Heights OSHC aims to teach children to demonstrate a capacity for self-regulation, negotiating and sharing behaviours by motivating and encouraging children to succeed when they are faced with challenges.
- **Be connected with and contribute to their world** – Jamboree Heights OSHC demonstrates awareness of connections, similarities and differences between people and how to react in positive ways by encouraging children to listen to others and to respect diverse perspectives.
- **Have a strong sense of wellbeing** – Jamboree Heights OSHC aims to teach children to show self-regulation and manage their emotions in ways that reflect the feeling and needs of others by showing care, understanding and respect for all children.
- **Be confident and involved learners** – Jamboree Heights OSHC aims to teach children to use reflective thinking to consider why things happen and what can be learnt from these experiences by encouraging children to communicate and make visible their ideas, theories, collaborate with children and model reasoning, predicting and reflecting processes and language.
- **Be effective communicators** – Jamboree Heights OSHC aims to teach children to convey and construct messages with purpose and confidence, including conflict resolution and following directions by modelling language and encouraging children to express themselves through language in a range of contexts and for a range of purposes

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Required Policies Matrix (Regulation 168)

Policies and procedures are required in relation to the following—			
1		(i) nutrition, food and beverages, dietary requirements	1.5 Food and Nutrition 2.12 Safe Food Handling, Preparation and Storage (Food Safety Program)
2	(a) health and safety, including matters relating to—	(ii) sun protection	2.11 Sun Safety
3		(iii) water safety, including safety during any water-based activities	2.6 Water Safety
4		(iv) the administration of first aid	2.5 Administration of First Aid
5		(v) sleep and rest for children including the matters set out in regulation 84B	1.4 Sleep and Rest
6		(b) incident, injury, trauma and illness procedures complying with regulation 85	2.4 Incident, Illness, Injury and Trauma
7	(c) dealing with infectious diseases, including procedures complying with regulation 88	2.7 Infectious Disease	
8	(d) dealing with medical conditions in children, including the matters set out in regulation 90	2.9 Medical Conditions in Children	
9	(e) emergency and evacuation, including the matters set out in regulation 97	2.13 Emergency Evacuation, Lockdown and Drills	
10	(f) delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99	2.3 Safe Arrivals and Departures of Children	
11	(g) excursions, including procedures complying with regulations 100 to 102	1.3 Excursions	
12	(ga) if the service transports or arranges transportation of children other than as part of excursions, transportation including procedures complying with Division 7 of Part 4.2 of Chapter 4;	2.15 Transportation (Other than Excursions).	
13	(gb) the safe arrival of children who travel between an education and care service and any other education or early childhood service within the meaning of regulation 102AA, including the matters set out in regulation 102AAB	2.3 Safe Arrivals and Departures of Children	
14	(h) providing a child safe environment, including matters relating to -	(i) the promotion of a culture of child safety and wellbeing within the service	2.1 Providing a Child Safe Environment 2.14 Child Protection and Mandatory Reporting
15		(ii) the safe use of online environments at the service	2.16 Safe Online environments for Children 5.5 Promoting Protective Behaviours
16		(i) a code of conduct for staff members	4.4 Code of Conduct
17	(i) staffing, including—	(ii) determining the responsible person present at the service	7.2 Determining the Responsible Person
18		(iii) the participation of volunteers and students on practicum placements	4.3 Volunteers and Students
19	(j) interactions with children, including the matters set out in regulations 155 and 156		5.1 Interactions and Relationships with Children 5.2 Positive Behaviour Support Practices 5.4 Supporting Additional Needs with Inclusive Practices
20	(k) enrolment and orientation		6.2 Enrolment and Orientation
21	(l) governance and management of the service, including confidentiality of records		7.5 Governance and Management 7.6 Privacy and Confidentiality of Records 7.7 Managing Notifications 7.11 Child Care Subsidy (CCS) and Additional child Care subsidy (ACCS) Management and Compliance

22	(m) the acceptance and refusal of authorisations	6.4 Acceptance and Refusal of Authorisation
23	(n) payment of fees and provision of a statement of fees charged by the education and care service	7.10 Fees and Statements
24	(i) the provision of a complaint handling system at the service that is child focused	6.7 Feedback and Complaints Handling
25	(o) dealing with complaints (ii) the management of a complaint that alleges a child is exhibiting harmful sexual behaviours.	7.18 Managing Concerns of Harmful Sexual Behaviour

Scope of Roles and Responsibilities

The policies and procedures contained within this manual cover both the operational and governance duties for Jamboree Heights OSHC.

The Employer, Jamboree Heights State School P&C Association, expects all employees and volunteers will follow the instructions contained in this manual in the discharge of their duties.

These policies have been developed to address the duties associated with [Regulation 170](#), for the provider to have taken reasonable steps to ensure policies are followed, this includes but is not limited to—

- **Availability and accessibility** - Policies and procedures are readily available and are accessible to all staff and parents as required.
- **Induction and ongoing training for staff** – Our educators (and other staff) are provided with comprehensive induction and ongoing training on the service’s policies and procedures to ensure knowledge, skills and expectations remain up-to-date
- **Quality Assurance (regularly reviewed and up-to-date)** - The content of policies and procedures are regularly reviewed and maintained for accuracy and compliance.
- **Governance (Routine monitoring of compliance)** – The execution of policies, procedures and practices is supervised and regularly audited to ensure staff are following them as set out.
- **Remedial action** (non-compliance actioned) - Any policies and procedure non-compliance is quickly identified and rectified with appropriate management action.
- **Resourcing and support** - Procedures and tasks are developed to provide adequate resources and allocated time to enable staff to practically comply with the service’s expectations.

Roles and Responsibilities

To remove any doubt, these terms have the following meanings to roles within the service:

<p>Approved Provider</p>	<p>The <i>Approved Provider</i> is the term used to refer to the Executive Committee of the P&C Association (i.e., the President, Treasurer, Secretary, and Vice President(s)). Collectively, these individuals hold the duties of management and control of the provider of the education and care service. The term has been chosen as it is consistent within the National Quality Framework, including the Education and Care Services National Law and Regulations.</p> <p>The Approved Provider is also the employer of all OSHC staff members. It is also the approved CCS Provider.</p>
<p>Nominated Supervisor</p>	<p>The Nominated Supervisor is the person(s) nominated by the Approved Provider to hold the role as described within the National Law and Regulations. The Nominated Supervisor will typically refer to the Nominated Supervisor position.</p> <p>Where the policy refers to the Nominated Supervisor, often in their absence the Responsible Person will assume these responsibilities, as so far it is relevant to day-to-day operations (see policy 7.2 Determining the Responsible Person for further clarification).</p>
<p>Responsible Person</p>	<p>The Responsible Person is the employee nominated (with consent) to be placed in day-to-day charge of the service, in the absence of a Nominated Supervisor or the Approved Provider being on the premises. Their key role is to ensure the service operates consistently with the National Regulations.</p> <p>The role is referred to within the National Regulations as a ‘person in day-to-day charge’.</p>
<p>Educational Leader</p>	<p>The appointed Educational Leader is responsible for the development and implementation of the service’s program.</p>
<p>All Staff</p>	<p>The expectations, duties and responsibilities for all employees, volunteers or other relevant personnel are illustrated in the points connected to the all staff heading.</p>

Definitions

- **Assessment and Rating** – process through which education and care services are assessed by the Regulatory Authority for compliance with national legislation and for the quality of practice against the National Quality Standard
- **Authorised Nominee** - means a person who has been given permission by a parent to collect the child from the education and care service.
- **Australian Children’s Education and Care Quality Authority (ACECQA)** – the national administrative body that oversees the implementation of the National Quality Framework throughout Australia
- **[Workplace] Bullying** - is repeated oppression, psychological or physical harm. It may be manifested in many ways e.g. harassment verbal, sexual or psychological), victimisation, alienation, coercion, intimidation, exclusion, ostracism or discrimination.
- **Discrimination** - is treating an individual with a particular attribute less favourably than an individual without that attribute or with a different attribute under similar circumstances. It can also be seeking to impose a condition or requirement on a person with an attribute who does not or cannot comply while people without that attribute do or can comply.
- **Disciplinary action** - action taken by the organisation to deal with any actual, alleged or perceived breach of legislation, policies, codes or other standards of work performance and/or conduct.
- **Duty of Care** – obligation under common law and the rules of negligence for education and care services to protect children, families, staff and all visitors to the service from harm. Approved Providers, Nominated Supervisors, educators and staff need to understand their responsibilities under duty of care.
- **Education and Care Service** – means the OSHC service operated by the P&C.
- **Employee Counselling** - The discussion and analysis of issues which affect an employee’s conduct and/or work performance. Counselling is used as a management action to improve an employee’s performance where their behaviour or performance doesn’t meet required expectations.
- **Emergency** - an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at the education and care service (e.g. flood, fire, a situation requiring a lockdown)
- **Equal Employment Opportunity (EEO)** - is ensuring that all employees are given equal access to promotion, appointment or other employment related issues without regard to any factor not related to their competency and ability to perform their duties.
- **Excursion** – An approved activity organised by the service located outside of the premises (school site) – i.e., an outing. Children must be authorised to attend an excursion prior to leaving the premises.
- **Fit for Work** - an employee is fit for work if they: Have a blood alcohol level of 0.00 and test negative for drug use: and are physically able to carry out their duties, as per their job description.
- **Infectious Disease** - communicable diseases that requires a person with the disease to be excluded from the service. The service has a duty to ensure adequate mitigation efforts are implemented to protect from the diseases being spread by individual attending the service.
- **Incident** - any event resulting in or having potential for injury, illness, damage or other loss.
- **Misconduct** - When an employee breaches their obligations under their contract of employment. Examples of misconduct may include (but are not limited to): breaches of policies, codes of conduct and other reasonable instructions; unauthorised absence from work.
- **My Time, Our Place V2: Framework for School Age Care in Australia** – The Approved Learning Framework for school age care in Australia. It outlines the principles and practices that support and promote learning outcomes for children over preschool age.

- **National Quality Framework (NQF)** – a mosaic composition of regulatory and quality mechanisms that come together to drive quality education and care for children, families and services around Australia.
- **National Quality Standard (NQS)** – sets a national benchmark for quality in education and care services, including OSHC. The NQS is comprised of 7 Quality Areas, 15 Standards, and 40 Elements. It is the basis for an Assessment and Rating.
- **On duty** - An employee is on duty at any time they are undertaking the duties and responsibilities associated with their contract of employment.
- **Parent** – a legal guardian of the child and a person who has parental responsibility for the child under a decision or order of a court.
- **Premises** – the school site Rangeville OSHC operates from.
- **Program** - In the school age care setting ‘all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s wellbeing, development and learning.’
- **Quality Improvement Plan (QIP)** – must be developed by each service as part of a collaborative process of self-assessment of the quality of practice against the NQS and the national legislation
- **Regulatory Authority** – responsible for approvals, monitoring and quality assessment for education and care services in their state or territory. In Queensland, this authority is the Department of Education and Training - Early Childhood Education and Care
- **Serious Incident** – an incident or class of incident prescribed by the National Regulations. Serious Incidents are reportable and specific management and reporting actions are required by the service.
- **Serious Misconduct** – employee behaviour and action that are wilful or deliberate and are fundamentally inconsistent with the continuation of the employment relationship. It is conduct that causes serious and imminent risk to the health and safety of a person or to the reputation, viability or profitability of the employer's business. Examples of serious misconduct include theft, fraud, assault, intoxication at work and the refusal to carry out lawful and reasonable instructions
- **Standards** – sets the benchmark for quality practice and are aligned to the seven Quality Areas of the NQS
- **Trauma** - an event or incident that causes physical, emotional or psychological harm.
- **Underperformance** – where the employee’s performance is below the reasonable expectation set out by the employer.

Program and Practice

The **educational program and practice** is the central element of operations that drives children's learning and development each day.

The program will be delivered to provide stimulation, engagement, and an opportunity to enhance children's wellbeing and growth. As we care for school-age children, our program nurtures the development of life skills and complements experiences, opportunities, and relationships at school, at home and in the community.

All policies are written to ensure that educators' pedagogical practices and strategies are child-centred and maximise possibilities for advancing and extending each child's learning and development. Our practices are developed to reflect the Service's philosophy, especially around the promotion of children's learning.

1.1 Educational Program Development and Implementation

Policy Statement

Jamboree Heights OSHC recognises *My Time, Our Place V2* as the approved learning framework for school-age care under the National Quality Framework.

With the guidance and direction from our Educational Leader, we shape our planned and unplanned activities, our environment, and our practices to foster children’s wellbeing, development and learning. As a program we expect the following outcomes for each child—

- the child will have a strong sense of identity,
- the child will be connected with and contribute to their world,
- the child will have a strong sense of wellbeing,
- the child will be a confident and involved learner,
- the child will be an effective communicator.

We recognises the importance of a building a quality program as the foundation of the learning, development and support of a child’s wellbeing. Jamboree Heights OSHC is committed to ensuring the program encourages self-directed play, relationship building, collaborative decision making and respect for diversity – as reflected in our Service’s philosophy.

The appointed Educational Leader, in collaboration with educators, children and families, will lead the development and implementation of the educational program and assessment and planning cycle. Which includes the systems used to communicate and share the children’s learning with parents.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Must ensure that a program is delivered to all children being educated and cared for by the service that—<ul style="list-style-type: none">○ is based on an approved learning framework.○ is delivered in a manner that accords with the approved learning framework.○ is based on the developmental needs, interests and experiences of each child; and○ is designed to take into account the individual differences of each child.
Nominated Supervisor	<ul style="list-style-type: none">• Will provide support and guidance to the delivery and development of the program.• Ensure the development and implementation of the program is compliant with agreed procedures and legislative frameworks.• Support the pedagogy and development of educators to assist with program delivery.
Educational Leader	<ul style="list-style-type: none">• Provide coordination and leadership of the services program through a collaborative planning cycle.• Engage with the stakeholder group to gather ideas, wishes and feedback to inform program development.• To ensure a written program plan is prepared and on display for families, for each aspect of Jamboree Heights OSHC
All Staff	<ul style="list-style-type: none">• Collaborate in critical reflection, observation, documentation, planning, and program implementation.• Facilitate programmed activities or experiences to support the outcomes of the program.

Procedures

Foundations of the Program

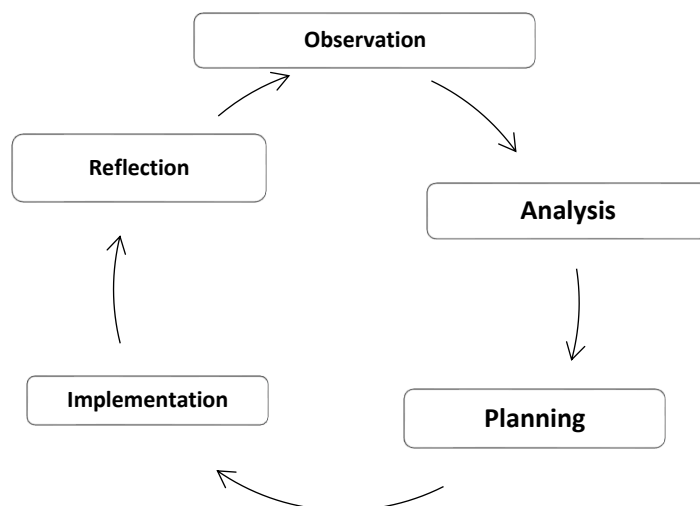
The Educational Leader is responsible, in consultation with educators, to continually recreate and adapt the indoor and outdoor environments to:

- Meet the needs and interests of all children, including their need for rest or sleep,
- Facilitate the inclusion of children with special needs,
- Respond to the developing abilities and interests of all children,
- Ensure that all children in a multi-age group have positive experiences.

The principle of equal opportunity will be applied in this Service's program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.

The development and delivery of the Jamboree Heights OSHC program will be:

- formed from an ongoing cycle of planning, implementing, documenting, and critically reflecting.
- based on the *Principles, Practices and Learning Outcomes of My Time, Our Place*.
- displayed in a prominent location, to be accessible for promotion and input of children and families.
- reflective the developmental needs, interests and individual expression of children who access the service.
- where possible, the program will be designed to encourage children to complete projects and/or extend on ideas over a number of sessions.
- organised so activities, events and resources are chosen to maximise the facilitation of learning through play and leisure, contribute to the outcomes of the program, and to support children's social, emotional and spiritual wellbeing and development; and
- is flexible in delivery incorporating children's current knowledge strengths, ideas, culture, abilities and interests throughout design and implementation.
- built around routines, i.e., arrival, hand washing, eating etc. and include a variety of activities and experiences that promote effective hygiene practices, good nutrition, and healthy lifestyles.
- Inclusive of activities which would normally be a part of the life of children during hours outside of school (this is particularly relevant during Vacation Care where excursions become an important part of the program)



Planning Cycle

Jamboree Heights OSHC's **Educational Leader** is responsible for coordinating the design and implementation of the service's weekly program and ongoing development of educator practices. Their role is central to the service's planning cycle and delivery of the service's program.

The Educational Leader, with additional support from the service's leaders, will engage educators to collaborate in the planning and implementation of the program. Tasks used to support the development of the program and learning cycle include, but are not limited to:

<p>Observation</p>	<ul style="list-style-type: none"> • Educators record observations of the children's experiences, learning and participation. This information is recorded in a manner that demonstrates a deeper understanding of the journey of learning and outcomes. • Jamboree Heights OSHC facilitates regular group discussions among staff extend individual observations and record a deeper discussion and collective understanding. • Documentation reflects a holistic view of children's learning. • Encourages and provides appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning. • Documents the developing and emerging abilities and interests of all children.
<p>Analysis</p>	<ul style="list-style-type: none"> • Applying an understanding of research, literature and theory, with a particular focus on child development, and play-based learning to enhance the planning and practice of the program. • Question and evaluate what has already been learned or expressed to understand further possibilities. • Demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage being integrated into the program. • Activities, experiences, environment and resources are a representation of the intentionality of educators and the service to provide diverse, developmentally focused and individually considered learning opportunities. • Opportunities to critically reflect are enhanced through individual and collective opportunities to understand children's learning and development.
<p>Planning</p>	<ul style="list-style-type: none"> • Program plans are displayed for children and families to understand and to meaningfully contribute to. • Program plans are developed in collaboration with educators, children and families. The Educational Leader is responsible for coordinating these ideas and intentions. • The program should support allow and encourages children to complete long-term projects and build upon experiences. • Planning demonstrates flexibility for program delivery by incorporating where children's ideas, culture and interests have been included. • Jamboree Heights OSHC identifies a variety of indoor and outdoor experiences, open-ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the service. • Activities and experiences that present has high-risk will be risk-assessed and suitably managed to uphold the safety of children and staff.
<p>Implementation</p>	<ul style="list-style-type: none"> • Provides appropriate opportunities for children as individuals and small groups to follow and extend their interests as they choose. • Appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama etc. are enhanced through educator practices. • Educators positively guide and support appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behaviour. • The safety of activities will be supported through appropriate risk-assessment planning. Educators will be responsible for following control measures as identified and responding to any hazards that present. • The Educational Leader is responsible, in consultation with educators, to continually recreate and adapt the indoor and outdoor environments to: <ul style="list-style-type: none"> ○ Meet the needs and interests of all children, including their need for rest or sleep.

	<ul style="list-style-type: none"> ○ Facilitate the inclusion of children with additional needs; and ○ Ensure that all children in a multi-age group have positive experiences.
Reflection	<ul style="list-style-type: none"> ● Provide appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the community. ● Consider holistic approaches support multiple aspects of a child’s wellbeing and development – including physical, cognitive, social, emotional, cultural and spiritual learning or expression.

Leading the Planning Cycle

Every week the Educational Leader will collate, review and consider the written evaluations (documentation) of educators, and evaluate the planned and spontaneous experiences to ensure the identified goals and learning outcomes were achieved. These evaluations will inform future programming decisions in collaboration with all educators, children and families in the creation of future planned activities and experiences for children. This evaluation will be made available to families refer policy [1.2 Sharing the Program and Children’s Progress with Families](#).

Through regular weekly planning meetings, the coordinator, educators and other staff will draw on the diverse knowledge, views and experiences of each other when reviewing the experiences planned for children to ensure that all children have opportunity to achieve the learning outcomes.

Children’s comments, suggestions and feedback are recorded in the planning sheet which is reviewed at the regular planning meetings for activities and experiences that could be implemented into the program.

The coordinator will, on a regular basis at team meetings:

- Seek verbal comments from educators in respect to the effectiveness of the programs delivered by Jamboree Heights OSHC to ensure that Jamboree Heights OSHC philosophy and goals is guiding the program and are achieved.
- Discuss with educators the ways in which the program could be modified or enhanced because of any feedback or experience encountered in the delivery of the program. Written minutes will be taken at these meetings.

The Nominated Supervisor, Educational Leader and educators will meet to at least each term to review the service’s achievements and practices, evaluating the quality of the program and service delivery. These evaluations will guide the Quality Improvement Planning for Quality Area 1 and develop actions to enhance the program for children and families.

Taking into account all feedback received through these procedures (and those identified in policy [1.2 Sharing the Program and Children’s Progress with Families](#)), the Nominated Supervisor and Educational Leader will regularly report to the Management Committee on the evaluation of the effectiveness of the service programs and areas of continued development.

Providing a Variety of Activities and Experiences

Jamboree Heights OSHC aims to provide all children with a variety of activities and experiences (as set out below), focusing on fun, enjoyment, participation, mastery and success.

Educators will encourage and provide appropriate support to children to participate in new or unfamiliar experiences and act as good role models by becoming involved in and enjoying children’s activities.

Physical activity

When planning physical activity games and experiences, individual children’s needs, interests, ages and capabilities will be taken into consideration. Educators will encourage children to help plan and set up physical play activities and equipment and to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.

Educators will set up the indoor/outdoor area in such a way as to:

- promote safe physical play for children of different age groups and capabilities.
- stimulate children's interest and curiosity by being creative in their use of equipment and materials.
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment.
- Facilitate the inclusion of children with special/additional needs.
- Support children to create their own games and experiences.

Jamboree Heights OSHC will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence. Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

Creative and expressive arts

Educators will encourage children to actively participate in a variety of creative and expressive experiences including art and craft, singing, dancing and imaginative play. Open ended resources and materials such as musical instruments, dress-ups, cd's and/or a stereo will be available for children to enable them to extend and express themselves creatively.

When implementing creative and expressive arts experiences, educators will set the area up in such a way as to:

- Promote safety for children of different age groups and capabilities.
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials.
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment.
- Facilitate the inclusion of children with special/additional needs.
- Support children to create their own experiences.

Sufficient time and space will be allowed for children to engage in sustained or extended activities based on the interest and capabilities of the children.

Sustainability practices

The coordinator and educators will be encouraged to follow sound environmental practices, working collaboratively with the children and their community to develop and implement sustainable practices related to Jamboree Heights OSHC program and routines, including (but not limited to):

- Recycling food scraps.
- Using recycled items in craft activities.
- Recycling scrap paper for use.
- Establishing a garden and using the produce in Jamboree Heights OSHC menu.
- Establishing composting or worm farms for scraps.
- Creating play spaces for children to interact with the natural environment; and
- Undertaking regular reviews of sustainable practices within Jamboree Heights OSHC.

Educators will encourage children to be aware of energy efficiency, particularly in relation to the use of lighting, heating and air conditioners. Information relating to sustainable practices will be accessed and readily available for educators, children and families at Jamboree Heights OSHC.

Documenting Children's Learning

Jamboree Heights OSHC acknowledges the need to document children's participation in the program to inform future program development and to ensure the needs, interests and abilities of all children are broadly considered.

Educators shall receive appropriate training and support to develop their skills with documenting children's learning and participation.

Jamboree Heights OSHC shall take a collaborative approach to the documenting of children's learning and participation in the program as educators work with children to document their activities and experiences and through a variety of methods including:

- Photographs.
- Learning stories.
- Programming notes; and
- Evaluation forms.

Educators may be required to complete observations/documentation regarding specific children's needs, particularly in relation to children with identified additional needs and/or medical concerns.

As part of Jamboree Heights OSHCs ongoing planning, reflection and evaluation processes, educators will be required to document various aspects of children's learning and experiences within the program to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships and to ensure Jamboree Heights OSHCs' identified goals are met.

Jamboree Heights OSHC may from time to time require educators to document long records of observations, particularly in respect to behaviour incidents or issues relating to child protection matters. These records and observations, if appropriate, may be made available to parents/guardians upon request but shall under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information, refer [7.6 Privacy and Confidentiality of Records Policy](#)

Educators will be required to critically reflect on and evaluate activities, both planned and spontaneous, by using various methods including (but not limited to) observations, activity evaluations and learning stories, to ensure experiences provided meet the identified learning outcomes for the children involved. Critical reflection involves closely examining all aspects of events and experiences from different perspectives.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.168 Offence relating to required programs
- **Education and Care Services National Regulations:**
 - R.73 Educational program
 - R.74 Documenting of child assessments or evaluations for delivery of educational program
 - R.75 Information about educational program to be kept available
 - R.76 Information about educational program to be given to parents
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.298A Programs for children over preschool age
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- Approved learning Framework – My Time Our Place V2 2022
- Privacy Act 1988 (Cth)
- Physical Activity and Sedentary Behaviour Guidelines for Children 5-12 years

Related Policies and Procedures

- [1.2 Sharing the Program and Children's Progress with Families](#)
- [1.3 Excursions](#)
- [1.4 Sleep and Rest](#)
- [1.5 Food and Nutrition](#)
- [1.6 Technology and Screen-Time](#)
- [2.1 Providing a Child Safe Environment](#)
- [2.2 Supervision and Educator Ratios](#)
- [3.1 Space and Facilities Requirements](#)
- [5.1 Interactions and Relationships with Children](#)
- [5.4 Supporting Additional Needs with Inclusive Practices](#)
- [6.6 Community Communication and Participation](#)
- [7.3 Educational Leader](#)

Policy 1.1 Educational Program Development and Implementation				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 2.25 3.1. 3.2, 3.7, 3.9, 3.10, 3.12 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

1.2 Sharing the Program and Children’s Progress with Families

Policy Statement

Adjacent to the development and implementation of the service’s program is the collaboration and communication with parents, children and families. Engagement and participation from the service’s stakeholder to guide the evaluation of the program is a critical element in both quality improvement and compliance of the national quality standards.

The service’s documentation, critical reflection and planning will be created and maintained in a manner that is accessible to and displayed for families to understand the learning that Bundaberg North OSHC is creating for their child/ren. Jamboree Heights OSHC is committed to providing meaningful opportunities to collaborate with families to extend on the learning activities and experiences for children accessing the service.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure the program is made available to families.• Support the service in sharing the learning and progress of children with the parents and families of the service.
Nominated Supervisor	<ul style="list-style-type: none">• Monitor and support the implementation of the service program and the planning cycle.• Lead the communication and collaboration with parents and families.• Ensure the quality and consistency of communication is meeting the service’s aims
Educational Leader	<ul style="list-style-type: none">• Drive the evaluation and communication processes for information sharing with families.• Support educators to participate in critical reflection and partnerships with families.• Ensure the standard of documentation being developed meets the needs of children, families and the service
All Staff	<ul style="list-style-type: none">• Collaborate in documenting, reflecting and planning in partnership with children and families.• Ensure the views, thoughts, wishes, progress and learning of children is captured in documentation and informs the planning of future programming.

Procedures

Collaboration and Communication with Children

Educators will regularly seek feedback and perspectives from children. These ideas, evaluations and wishes will be recorded in the program’s documentation. Documentation completed by educators will facilitate opportunities for critical reflection and prompt opportunities for the Education Leader to collaborate in coordinating activities and experiences that build upon these learning extensions.

Additionally, children’s comments, suggestions and feedback are collected through conversation, observations and the communication board. Children are welcome to add their thoughts and comments on the ‘communication board at any time.

Educators complete a weekly staff survey, which captures the conversations and observation of children’s experiences. These are collated by the Education Leader each week and are recorded and documented how they were added to the program’s planning and implementation.

Communicating Children's Learning and Development

The Educational Leader will prepare a weekly evaluation of the service's program, these include both the planned and spontaneous activities that children have engaged in. This evaluation will be made available to families and displayed in the parent area.

Children's learning experiences and activities are documented in a variety of ways to assist with ongoing reflection, evaluation and assessment of their strengths, interests, behaviours and relationships. Documented experiences will be collated and displayed for families and children.

Information Sharing and Partnerships with Families

Educators will regularly seek feedback and information from families in relation to their child/ren and their participation in the programs delivered by Jamboree Heights OSHC.

Families are invited at parent information sessions and through the Family Handbook to contact the Coordinator/Educational Leader at any time with any comments, complaints or suggestions relating to the programs provided by Jamboree Heights OSHC.

Families can also contribute their thoughts, perspectives and wishes to inform the program through:

- Conversations with educators
- Email correspondence and feedback
- Surveys and feedback prompts
- Newsletters

In seeking feedback from parents or educators, the coordinator will treat all complaints relating to Jamboree Heights OSHC program respectfully and in accordance with policy [6.8 Feedback and Complaints Handling](#) and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.168 Offence relating to required programs
- **Education and Care Services National Regulations:**
 - R.73 Educational program
 - R.74 Documenting of child assessments or evaluations for delivery of educational program
 - R.75 Information about educational program to be kept available
 - R.76 Information about educational program to be given to parents
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.298A Programs for children over preschool age
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities

Additional Regulatory Context and Guidance

- Approved learning Framework – My Time Our Place V2 2022
- Privacy Act 1988 (Cth)

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[1.5 Food and Nutrition](#)

[6.4 Acceptance and Refusals of Authorisation](#)

[6.5 Interactions and Communication with Families](#)

[6.6 Community Communication and Participation](#)

[6.7 Feedback and Complaints Handling](#)

[7.15 Social Media and ITC Usage](#)

Policy 1.2 Sharing the Program and Children's Progress with Families				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 3.2, 3.10 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

1.3 Excursions

Policy Statement

Excursions are included in the services program as valuable part of children’s learning and leisure. Excursions aim to provide children with enjoyment, stimulation, challenge, new experiences and are a meeting point between the Service and the wider community. Parents and stakeholders are encouraged to contribute ideas and perspectives to the planning of excursions and the included activities. The critical aspect for all excursions it to ensure the safety and protection of children is maintained throughout.

The service management understand the inherent risk and matters of compliance associated with excursions. Therefore, the following steps will be taken by the service before any child will be permitted to leave the premises:

- Risk assessments will be completed for each excursion, identifying all relevant hazards, and ensuring these are appropriately managed/controlled,
- The Approved Provider is to confirm the approval of risk-assessments and activities with significant risk prior to the undertaking of any excursions, and
- Written authorisation from a parent (or relevant authorised nominee) will be obtained by the service management following the preparation and approval of the risk assessment.

Each excursion will be a well-planned and coordinated event. Methodical steps will be carried out and documented to ensure children are safe and enjoyment of the excursion is maximised.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> • Ensure risk-assessments address and manage all identifiable risks and are conducted prior to the approval of excursions. • Ensure the service is supported to understand their obligations for risk-assessment and parent consent to support compliance with regulations.
Nominated Supervisor	<ul style="list-style-type: none"> • Ensure procedures are followed so that risk-assessments and written parent consent is obtained before children are taken off-site. • Undertake a sound risk-assessment process that is collaborative in seeking the input of other educators. • Prepare and plan - having contingencies for unplanned events.
All Staff	<ul style="list-style-type: none"> • Support a safe and enjoyable activity with children. • Follow instruction and risk-assessment plans. • Demonstrate responsiveness through positive support to children’s behaviours as required.

Key Tasks and Responsibilities

Risk-Assessment	The Nominated Supervisor will take the primary lead in developing the risk assessment document. A standardised template will be used for all excursions to ensure all required information is captured. All risk assessment processes will use documentation that satisfies all the legislated requirements for excursion risk assessments, including the specific elements regarding travel. Approved risk assessments developed for excursions will be made available to parents (or relevant authorised nominee).
Transport	All travel for excursions will uphold high standards of safety and protection. Travel procedures contained in this policy only apply to excursion-related travel. To remove any doubt, educators will not be permitted to transport children in their own private vehicle for excursions or otherwise.

Authorisations	Parent (or authorised nominee) authorisation will be obtained via the vacation care booking forms (or other alternative authorisation if not part of vacation care). Included in all authorisation forms are the relevant excursion details, including all matters set out in Regulation 102. All authorisations will be stored in a manner consistent with the service's record keeping policy (see 7.6 Privacy and Confidentiality of Records). It is the responsibility of the Nominated Supervisor to ensure all authorisations are collected prior to children leaving the service.
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Procedures

Excursion Preparation and Planning

Children's age, interests and abilities will be taken into consideration when planning excursions. Comments, suggestions and feedback from children and families will also be taken into account. When planning excursions, venue and transport costs will be considered, to ensure that excursions are financially viable and accessible to families.

When planning an excursion that includes water-based activities, the coordinator will conduct a risk assessment including strategies and procedures for managing children whilst undertaking such activities. Strategies could include the involvement of qualified educators and supervision management plans.

Alternative arrangements (contingency plans) will be planned in case of changed weather conditions or other unforeseen circumstances.

The Nominated Supervisor is responsible to consult, plan and investigate potential excursion activities prior to the development and approval from the Approved Provider. No excursion is permitted to be facilitated without the endorsement of the Approved Provider.

Each excursion will have a plan prepared to describe the timeline for events and actions. The Nominated Supervisor is responsible for communicating the excursion plan to educators attending.

Each excursion will have a checklist completed (see [Excursion Checklist](#)) to record the steps taken to manage all the elements of planning and facilitating the excursion. Please note - aspects of the checklist template should be amended to suit the context of each excursion.

Excursion Risk Assessments

Both the Approved Provider and Nominated Supervisor are to ensure a comprehensive risk assessment has been documented and endorsed prior to families having the opportunity to book and authorise their child/ren to attend the excursion. Likewise, the Approved Provider and Nominated Supervisor will ensure all children have written authorisation (as expressed below) before they will be permitted to leave the Service's premises.

The Nominated Supervisor will be responsible for facilitating the initial risk assessment for approval. Where possible, the risk assessment should be developed in collaboration with Educators to ensure all identifiable hazards are identified and adequately controlled. All risk assessments will be prepared on a standardised form to ensure all required details are addressed.

Depending on the level of risk and previous experience, it may be necessary to visit the intended excursion site when conducting the risk assessment. Permission from the Approved Provider will need to be sought before staff are permitted to travel to a possible excursion location during work time.

Exceptions for Regular Outings

A newly developed risk assessment is not required for an excursion if—

- the excursion is a **regular outing**; and
- a risk assessment has already been conducted for the excursion; and
- that risk assessment has been conducted not more than 12 months before the excursion is to occur.

Writing the Risk Assessment

All excursion risk assessments will be completed on [standardised templates](#) and cover the following requirements—

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

And consider:

3. the proposed route and destination for the excursion.
4. any water hazards.
5. any risks associated with water-based activities.
6. the transport to and from the proposed destination for the excursion, including:
 - a. the means of transportation.
 - b. any requirements for seatbelts or safety restrains under Queensland law.
 - c. the process for entering and exiting.
 - i. the Service's premises; and
 - ii. the pick location and/or destination.
 - d. procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking/disembarking.
7. the number of adults and children involved in the excursion.
8. 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 (e.g. lifesaving).
9. the proposed activities.
10. the proposed duration of the excursion; and
11. the items that should be taken on the excursion (e.g. mobile phone, emergency contacts).

Endorsement of Risk Assessments

Risk assessments will be required to be endorsed by the Approved Provider. The Nominated Supervisor should make the risk assessment available to the Approved Provider ensuring sufficient time for consideration and approval – at least one week.

Any risk assessments prepared for Vacation Care programs should be submitted to the Management Committee one month prior to the commencement of the program.

Authorisation for Each Child's Participation

Written authorisation from a parent (or other persons named with authorisation on the enrolment form), will be held by the Service before the child is to be taken off-site. The Service's booking forms (typically the Vacation Care booking form) will be created in a manner to provide and collect all relevant details from the parent or authorised nominee.

The written authorisation for an excursion must contain:

1. the child's name.
2. the reason the child is to be taken outside the premises.
3. the date the child is to be taken on the excursion (unless the authorisation is for a regular outing).
4. a description of the proposed destination for the excursion.
5. the method of transport to be used for the excursion.
6. the proposed activities to be undertaken by the child during the excursion.
7. the period the child will be away from the premises.
8. the anticipated number of children likely to be attending the excursion.

9. the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion.
10. the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion; and
11. that a risk assessment has been prepared and is available at the Service.

All authorisations will be stored in a manner consistent with the protocols set out in [7.6 Privacy and Confidentiality of Records](#).

Carrying Out the Excursion

Viability of Excursion

Limited bookings may also impact viability of excursions which could result in the excursion being cancelled. Procedures as set out in [6.3 Bookings and Cancellations Policy](#) will also apply to all excursions.

Contingency plans should be created for all planned excursions. Communication with impacted families will occur at the earliest possible convenience. Any complaints and feedback can be handled as per the relevant policy.

Children attending the excursion will be required to wear the Jamboree Heights State School polo shirt. Spare Jamboree Heights State School polo shirts will be available for children not wearing the polo shirt on the day, unless stipulated by the coordinator.

Tasks Prior to Departure

1. The Nominated Supervisor will ensure the excursion checklist has been reviewed at least one day prior to the excursion.
2. All educators attending the excursion must read and sign off on the relevant and specific excursion risk assessment/s, prior to attending on the day.
3. Any resources required for the excursion (first aid kits, medication, rolls etc.) will be organised and collated at least the day prior to departure.
4. The Nominated Supervisor will ensure all elements of the excursion checklist have been actioned/addressed prior to departing for the excursion.

During the Excursion

There will be no changes to the notified itinerary except in an emergency and as would ensure the wellbeing and safety of the children.

Educator practices will reflect the actions outlined in the risk assessment, including plans to manage transportation safety.

The following items will be taken on all excursions and be always readily accessible to educators:

- First aid kit, medications and forms, medical management plans and medical devices as required.
- Attendance record/roll and staff roster.
- Emergency contact details and numbers for children and staff; and
- A telephone or access to one.
- Jamboree Heights OSHC camera will be taken on the excursion for educators to record and document children's experiences.
- Resources to support health and wellbeing such as sunscreen, drinking water and hats etc

Supervision

Unless otherwise specified in the risk assessment the following procedures will be practiced on excursion:

- Head counts will be made at regular intervals and when moving from one area to another.
- educators will provide active supervision, ensuring the appropriate educator to child ratios are maintained at all times.
- toilets and change rooms - where no male (or female) educator is available to supervise the boys toilets (or girls toilets), female (or male) educators must satisfy themselves that it is safe for the

child/ren to access the toilets and will remain in suitable proximity to the toilet area until all child/ren have returned.

- educators will satisfy themselves that all environments are safe for use before allowing the children access to it.
- children will not be left in the sole care and custody of bus drivers (unless the driver of the Bus is a paid employee/educator of the service) or any other persons during excursions.

In the event of injury occurring during an excursion, procedures as set out in [2.4 Incident, Illness, Injury or Trauma Policy](#) will be followed.

Excursion Evaluation and Reflection

Educators will inform the assessment of the evaluation of the excursion. Typical observations and documentation addressing the children's learning and wellbeing outcomes will be recorded.

Additionally, at the next team meeting, the excursion and risk management plans will be evaluated collectively. Where improvements have been identified, these ideas will be recorded and implemented in future plans for excursions.

Excursion Transport and Travel

The following transportation and travel procedures only relate to travel occurring as part of an excursion. Any other travel related matters are contained in [2.15 Transport for Children Other Than Excursions](#).

Excursion educator/child ratios will be applied and maintained during transportation of children for excursions.

Selecting Transportation

The Service will ensure any transportation of children upholds all relevant legislation and guidelines including:

- Any vehicles used must be registered for the purpose and in suitable (roadworthy) condition.
- Drivers are to be suitably licensed to carry the required number of passengers.

Jamboree Heights OSHC will ensure that a communication system is available for use in the event of emergency.

Jamboree Heights OSHC uses Southern Cross for its excursions unless otherwise stated in the excursion information to families. Southern Cross uses only licensed drivers. If using another bus line, the coordinator will request the transport company to provide confirmation and evidence of this fact before engaging the company for the excursion.

Educators generally will not be permitted to transport children, but if permitted in any circumstances, the requirements for providing transport (as per these procedures) will apply in relation to that educator and the transport used.

“C” Class vehicles will not be used to transport children except in an emergency situation.

Seatbelts and Restraints

In the case of children being transported in a bus (or car), the following legislative guidelines will be followed:

- Bus transport with 13 or more seats does not need to be fitted with seatbelts and child restraints are not required, however, where possible the Service will select buses/coaches with seatbelts as a preference.
- Australian Standard (AS/NZS 1754) child restraints are required for four to seven-year old when traveling in a car (other than taxi) or a van/bus with 12 or less seats. In these circumstances all passengers have to wear seatbelts.
- Public transport - child restraints are not required on buses, trains, or personalised transport services such as taxi, limousine and ride-booking services.
- Use of personalised transport services such as taxi, limousine and ride-booking services should comply with the transport service's requirements.

Senior's Program

During some Senior's Program excursions, Jamboree Heights OSHC children and staff may be required to use local government buses for transport. In these cases, no seatbelts are installed or worn during transport for excursions.

Transitioning Between Transport, Premises and Destinations

- The risk assessment prepared for the excursion will set out the specific steps for children:
 - Entering and exiting the service's premises, pick-up location and destination
 - Embarking and disembarking the means of transport, including how children will be accounted for
- Generally, the process will be a head count or roll to account for children periodically throughout the excursion and for critical points such as transitioning between locations. Specific steps will be developed as per the context of the excursion.
- Locations for travel embarking and disembarking will consider the relevant risks, where possible the safety location will be selected for transitioning.
- Consideration will be made to appointing a particular educator to the role of accounting for children as they transition between the means of transport and relevant locations.

Vehicle Breakdown/Accident

- In the event of an incident occurring during an excursion, procedures as set out in [2.4 Incident, Illness, Injury or Trauma Policy](#) be followed.
- In the event of a vehicle breakdown, while waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities. The Nominated Supervisor or delegate will communicate the situation and remedies to families via relevant communication channels.
- In the event of a late return to Jamboree Heights OSHC, every effort will be made to notify parents e.g. to arrange for a notice to be displayed at the Service or to contact parents individually.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.99 Children leaving the education and care service premises
 - R.100 Risk assessment must be conducted before excursion
 - R.101 Conduct of risk assessment for excursion
 - R.102 Authorisation for excursions
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Transport Operations (Passenger Transport) Standard 2010 (Qld)
- Working with Children (Risk Management and Screening) Act 2000 (Qld)

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [2.1 Providing a Child Safe Environment](#)
- [2.2 Supervision and Educator Ratios](#)
- [2.4 Incident, Illness, Injury or Trauma](#)
- [2.5 Administration of First Aid](#)
- [2.6 Water Safety](#)
- [2.9 Medical Conditions in Children](#)
- [2.10 Medication Administration](#)
- [2.11 Sun Safety](#)
- [3.4 Children's Toileting](#)
- [3.5 Emergency and Safety Equipment](#)
- [6.3 Bookings and Cancellations](#)
- [6.4 Acceptance and Refusals of Authorisation](#)
- [6.5 Interactions and Communication with Families](#)
- [6.7 Community Communication and Participation](#)

Appendices and forms

- [Excursion Permission Form](#)
- [Excursion Risk Management Plan](#)
- [Excursion Checklist Template](#)
- [Swimming Ability Form](#)

Policy 1.3 Excursions				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 2.20, 3.5, 3.6, 4.16, 10.9 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

1.4 Sleep and Rest

Policy Statement

The health, wellbeing and comfort of children attending OSHC includes access to sleep, rest and relaxation. The Service will structure the environment, practices and program to ensure children needing or seeking calmer and quieter areas for play and leisure can access these when required.

The age, developmental stage and the individual needs of each child is a central component of the planning and structure of the program. We recognise that each child is unique and their requirements for sleep and rest will vary. The program will be developed to consider the variability and diversity of children's needs.

Parents are welcome and encouraged to discuss and contribute to the planning of the program to ensure their child's individual sleep, rest and relaxation needs are met.

The physical environment at Jamboree Heights OSHC will be shaped to offer inviting areas for calm and restful play. Resources and facilities where children can lay down in comfort will be available during all sessions. If needed, children will be provided with a suitable area to sleep. Where resources such as bedding and linens are used, these will be cleaned and appropriately stored after each occasion.

Definition

Jamboree Heights OSHC defines 'rest' as a period of solitude, calmness or tranquillity. Considering the busy and energetic nature of children's day, we feel that it is important for children to participate in a quiet/rest period during the day to rest, relax and recharge their body. Effective rest strategies are important factors in ensuring a child feels secure and safe in an early childhood environment.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Support the service's planning, facilities and resources to promote a diversity of experiences including those that support a child's need for rest and sleep.
Nominated Supervisor	<ul style="list-style-type: none">Liaise with parents and families about children's needs for rest and sleep. Plan and support accordingly.Lead reflection on the service's program and planning to facilitate a range of experiences and opportunities for children including those that support children's rest and relaxation.
All Staff	<ul style="list-style-type: none">Support children to access opportunities for sleep, rest and relaxation as required.Ensure physical spaces are configured and are made available for quiet and restful activities.

Key Tasks and Responsibilities

Sleep and Rest Facilities	<ul style="list-style-type: none">The Approved Provider is to ensure sufficient facilities and physical space is available for children's access to sleep and rest. The Nominated Supervisor will ensure the facilities are appropriately maintained and used, including reporting additional requirements or improvements.
Supporting Rest	<ul style="list-style-type: none">The Nominated Supervisor and Educational Leader are responsible for the coordination and plans and practices to ensure children have access to suitable rest and sleep settings. Educators are to use their insight into the needs of children and provide access to relevant facilities.

Procedures

Recognising Children's Needs

All educators will be provided with instruction around children's rights to rest, relaxation and leisure. Additionally, the wellbeing and comfort of children will be an ongoing aspect of reflection surrounding the program. The service will be responsive to the needs of children, demonstrating flexibility around how the program is facilitated. Where needed, children are welcome and encouraged to engage in sleep, quiet and/or downtime experiences.

Shaping the Environment for Rest and Relaxation

As part of the educational program, restful activities and downtime experiences will be offered throughout the session/day. Where a child is displaying characteristics of fatigue and tiredness, educators will encourage and support the child to access the relevant quiet areas.

For every session of care, the physical environment is thoughtfully configured so children can access a range of play types, including downtime, restful and quiet experiences away from activities where robust or energetic play is occurring.

'Rest zone', will allow children to relax on couches, cushions and bean bags at any time, with books available to encourage quiet time. If a child falls asleep at this time, they will be allowed to continue that sleep, in a supported manner, with appropriate supervision at all times.

Although school aged children are not considered at high risk of SIDS, Jamboree heights OSHC follows the Red Nose Safe Sleeping Guidelines including:

- All children's faces should be uncovered.
- A quiet place should be designated for rest and sleep, away from interactive groups.
- Sleep and rest environments and equipment should be safe and free from hazards.
- Supervision planning and the placement of educators across a service should ensure educators are able to adequately supervise sleeping and resting children.

Collaborating with Families

Like all aspects of care and programming, families are encouraged to discuss their child's needs with the OSHC leadership team so these can be included in routines and practices. Where specific and intensive sleep and rest is required, individual plans will be created.

As part of the ongoing development of the program, educators will continue to consult with children around preferences for rest and relaxation at OSHC. Where preferences are identified, these will be documented and included in critical reflection and planning.

If parents don't want their child/ren to sleep, Jamboree Heights OSHC staff will do their best to keep child/ren awake and or wake the child/ren up.

Protocols for Children Wanting Sleep

1. Where a child is seeking an area to sleep or rest, then a temporary bed will be laid out in the Rest Zone.
2. The area will be kept free of active games or loud activities to be as reasonable quiet as possible.
3. Bedding that is in the storeroom can be used to make the child comfortable.
4. An educator will position themselves to supervise the general area where the child is resting.
5. Once the child has finished sleeping or resting all bedding will be placed in the hamper for washing.
6. All bedding must be washed after a single use. Clean bedding is returned back for storage.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.84A Sleep and rest
 - R.84B Sleep and rest policies and procedures
 - R.84C Risk assessment for purposes of sleep and rest policies and procedures
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities

Additional Regulatory Context and Guidance

- [Queensland Health - Healthy sleep in children factsheet](#)
- [Article 31 of the UN Convention on the Rights of the Child](#)

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [2.1 Providing a Child Safe Environment](#)

Appendices and Forms

- [Risk Assessment Template - Sleep and Rest](#)

Policy 1.4 Sleep and Rest				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Address regulatory changes - combined previous policy 4.4, 4.20 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

1.5 Food and Nutrition

Policy Statement

Jamboree Heights OSHC provides food as part of the service's education and care and recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children. We encourage and promote the health and wellbeing of children by providing positive learning experiences during meal/snack times where good nutritional food habits are developed in a happy, social environment. Parents are supported to understand the benefits of this approach to nutrition for their children.

The food and meals provided by the service will be adequate for the situation and development of the menu draws upon children and family's preferences. Where desired, children will also be able to access food they may have brought to the service in their lunchbox.

Drinking water will always be available and accessible to children.

Health and Nutrition Guidelines

Jamboree Heights OSHC menus and food available will be based on information from recognised health authorities, such as government health department and other organisations with recognised expertise in nutrition (e.g. Nutrition Australia, Heart Foundation, Queensland Health). The primary guidelines for menu items will be based on the National Health and Medical Research Council's 'Australian Dietary Guidelines' and Queensland Education's Smart Choices strategy.

Importantly the service recognises the following key points from the Australian Dietary Guidelines:

- Children and adolescents need sufficient nutritious foods to grow and develop normally.
- In enjoying a wide variety of nutritious foods. Children adolescents should be encouraged to:
 - eat plenty of vegetables, legumes and fruits.
 - eat plenty of grain (cereal) foods, (including breads, rice, pasta and noodles), preferably wholegrain.
 - include lean meat, fish, poultry and/or alternatives.
 - include milks, yoghurt, cheese and/or alternatives.
 - Reduced fat varieties should be encouraged.
 - choose water as a drink.
- Likewise, care should be taken to:
 - limit saturated fat.
 - choose foods low in salt.
 - consume only moderate amounts foods containing added sugars.
- Prepare and store children's food safely.

The Eating Environment

Outside of the food provided by the service, we are committed to promoting healthy eating habits and providing nutritious food and drinks that meet the needs of children. We aim to influence children and families about making informed food choices and to create a positive and enjoyable eating environment. Educators will encourage and involve children in conversations and routines that promote healthy eating and good nutrition.

Programming – Food Based Activities

Cooking and preparing food with children also serves as a valuable program activity. Educators will ensure these activities reflect a safe environment for children's participation and consumption. Relevant precautions will be taken to consider the need for specific risk assessment, based on the nature of the activities and environment.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> Ensure the service has established sound food and nutrition practices.
Nominated Supervisor	<ul style="list-style-type: none"> Monitor and respond to food safety issues. Ensure food purchased, stored and served is consistent with risk-assessment and management plans. Ensure communication with parents is effective. Facilitate opportunities for child, parent and educator involvement in menu design and food ideas.
All Staff	<ul style="list-style-type: none"> Source opportunities to involve children in the food and nutrition program. Equip children with self-help and independence skills. Monitor children for allergic reactions or safety issues relating to food. Involve children in positive mealtime experiences and encouragement of 'smart choices' and healthy foods. Ensure food handling and storage practices are reflective of service policy and procedures, and relevant regulations. Ensure children have access to and encouragement to consume adequate drinking water, especially in hot weather.

Key Tasks and Responsibilities

Menu Development	The Approved Provider will ensure the relevant guidelines are available to ensure the food available to children is suitable. The Nominated Supervisor is to monitor the menu planning to ensure it reflects the relevant guidelines and expectations.
Food Preparation and Handling	The Nominated Supervisor or Responsible Person will monitor educator practices to ensure the food safety program is followed. The Nominated Supervisor will also ensure educators access relevant training and instruction, and the cleanliness of food preparation area is maintained.
Eating Environment	The Nominated Supervisor and Responsible Person is supported by educators to ensure the eating environment remains a pleasant and suitable space for children to consume meals and socialise.

Procedures

Menu Development

Health and Nutrition

The Nominated Supervisor will be responsible to regularly review, and when necessary, ensure that the service obtains formal reviews of this Food and Nutrition Policy from a recognised nutrition authority or a person duly qualified to advise in relation to it.

The Nominated Supervisor will report to the Approved Provider at least once a year and otherwise whenever a change is made to this Food and Nutrition Policy.

Where the service provides food, educators will seek to provide food, which:

- is healthy, balanced, varied, age appropriate and consistent with Dietary Guidelines for Children and Adolescents in Australia (NHMR) 2003;
- includes a good balance of fresh foods, as opposed to pre-packaged and prepared foods;
- as far as reasonably possible, meets the dietary needs of children with special dietary needs of which the service has been made aware, or becomes aware.

The Nominated Supervisor will discuss with all parents any food allergies and restrictions (including cultural or religious) which are required by the parent to be enforced at Jamboree Heights OSHC. Details of these restrictions will be noted on the enrolment form and passed on to educators.

The service will seek to accommodate all such reasonable nutritional needs of a child by giving appropriate directions to educators in relation to that child.

Persons tasked with developing menu plans will have relevant understanding of nutritional guidelines, procedures and requirements of the service to serve adequate, healthy and nutritious food.

- The service will continually consider the additional training needs, and where relevant, educators will be encouraged to attend professional development on food and nutrition themes.

Where breakfast and afternoon tea are provided, a menu for the week will be displayed. During vacation care, children will be required to supply their own morning tea and lunch from home.

Developing a Menu Plan

The service provides breakfast and afternoon tea for the relevant sessions of care. A weekly menu is prepared to ensure the food provided reflects the relevant guidelines for nutrition and healthy eating.

1. Educators involve and consult children when planning the menu and/or food activities and experiences through group meetings and/or children's suggestions. The menu is designed to ensure food provided is varied and encompasses all food groups.
2. All menus will be planned in advance (available and prepared by the Friday prior to the commencing week).
3. Special dietary needs will be provided for with relevant alternatives or where otherwise impractical, the Nominated Supervisor will consult with parents and where necessary, the meal will be supplied from home. When parents provide food for their child, healthy food and drink choices are encouraged.
4. Food or beverages provided will consider any specific cultural or religious requirements.
5. Consideration will be given to preferences of children.
6. Children, families and other educators are encouraged to contribute ideas for the menu.
7. The Nominated Supervisor will support menu preparation and purchasing to ensure adequate quantity

Drinking Water

1. The Nominated Supervisor will ensure that children have ready access to cool drinking water.
2. Educators will encourage children to drink extra water during the summer months.
3. Educators will encourage parents to provide children with water to take with them on excursions.

The Eating Environment

Mealtimes and the interactions that occur when eating contribute to the learning outcomes and experience of children. The eating environment will be shaped to be a calm and enjoyable setting.

Safe and Pleasant Environment

1. Children will be encouraged to use effective hand hygiene practices prior to mealtimes (and any other times they are eating food) following the steps contained in [2.7 Infectious Diseases](#).
2. Educators will promote a calm and hygienic eating setting by encouraging children to sit whilst eating. To promote a suitable environment, meal and snack times will follow a daily routine that is flexible and child centred.
3. Educators encourage social interactions during meal/snack times through spending time interacting with children, providing supervision, encouraging healthy eating, and promoting positive behaviour.
4. When children are finished eating, they will follow routines to leave the area tidy ensuring the rubbish is placed in bins & a staff member will ensure that any plates, platters or other kitchenware is returned to the kitchen for washing.

Serving of Food

1. Independence will be fostered by encouraging children to serve themselves food, under supervision from educators, using appropriate equipment.
2. If educators need to serve food to the children, tongs and/or gloves will be used.

3. At meal/snack times, educators will encourage children to try different foods and to take appropriate portions.
4. An adequate quantity of food will be available, but children should take an appropriate initial portion. Food will continue to be made available to children in the kitchen until a staff member determines that the food needs to be appropriately stored or refrigerated.

Diverse Cultural Experiences

1. Food provided includes food from various cultures particularly those represented in the service and local community.
2. Families from other cultures within the service or wider community may be invited to participate in the program, providing children with food experiences from their own culture.
3. Food awareness activities will be chosen from a variety of cultures and may include:
 - a. different ways of serving the food (i.e., chopsticks).
 - b. different varieties of foods (e.g. feta cheese instead of cheddar).
 - c. foods that may have significance within their culture (e.g. Anzac biscuits and their origin).

Allergies and Dietary Restrictions

1. Children with allergies or other dietary restrictions will have specific plans developed as per [2.9 Medical Conditions in Children](#).
2. Consistent with regulatory requirements, educators will be informed of any allergies, intolerances, or specific dietary needs of children and the plans prepared for their management.
3. Suitable alternatives will be provided for children with special dietary needs.
4. Educator's training and risk minimisation plans will capture the management process to minimise cross contamination, with alternative foods kept and prepared separate from other foods.
5. Children with relevant allergies will be monitored throughout food service and eating times to ensure their wellbeing and safety.

Food Experiences

Food will not be used in Jamboree Heights OSHC as punishment or reward for children. Educators involve and consult children when planning the menu and/or food activities and experiences through group meetings and/or children's suggestions.

Educators will encourage and involve children in conversations and routines that promote healthy eating and good nutrition and when planning cooking experiences for the program, healthy food options are considered as first preference with occasional foods being kept to a minimum.

Cooking experiences will be regularly provided as part of Jamboree Heights OSHC program to enhance children's life skills and provide an opportunity to promote healthy eating.

Cooking, Food Preparation and Service with Children

1. Children's involvement with food preparation and serving will be promoted and explored as much as possible through 'serve-yourself' routines such as breakfast meals.
2. Play and learning activities surrounding food, such as cooking will be included as part of the program.

Safety around food activities

1. All times children are handling food, they must follow the service's hygiene practices, including handwashing.
2. Children will not be allowed in the kitchen or food preparation area unsupervised. Food activities that require heating and/or cooking will be fully risk assessed and supervised by an educator.
3. Children who are unwell will not be permitted to handle food consumed by others.
4. Risk assessments will be written to manage any significant risks associated with heat, knives and other potential hazards.

Partnering with Families

Sharing Information

1. Parents are responsible for communicating any dietary needs or restrictions. Generally, this information is captured on enrolment. Parents can update the service at any time, should a condition emerge.
2. The food provided by the service is planned ahead and menus are displayed in a prominent place for families and children.
3. Through the Family Handbook, parents are alerted to the service's nutrition policy, and invited to contact the Nominated Supervisor at any time to discuss any comments, concerns or feedback in relation to the Food and Nutrition Policy, and of their child's particular dietary requirements for health or other reasons.
4. The Nominated Supervisor will arrange at least one opportunity every twelve months for parents to have input into the Nutrition Policy.

Food Provided by Parents

1. Where parents provide food for their children, the service will promote relevant nutritional information as well as suggestions for healthy food and drink choices.
2. If a child has special food needs eg cultural requirements or food allergies, the service will work with parents to develop a plan to meet the child's needs. Parents will inform the service of any changes.
3. Provision for storage of food for children may be available during vacation care.
4. Any issues will be addressed and planned with each individual family directly.

Professional Development

1. Service management will ensure that food handlers are provided with adequate training and instruction in relation to food handling and storage procedures.
2. The service will ensure that information and/or fact sheets relating to food safety and nutrition are readily available.
3. Jamboree Heights OSHC requires that all staff undertake I'm Alert Food Safety course prior to working in the OSHC kitchen

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.77 Health, hygiene and safe food practices
 - R.78 Food and beverages
 - R.79 Service providing food and beverages
 - R.80 Weekly menu
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements

Additional Regulatory Context and Guidance

- Food Act 2006 (Qld)
- Australian dietary guidelines - National Health and Medical Research Council's
- Queensland Education's Smart Choices strategy

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[2.12 Safe Food Handling, Preparation and Storage \(Food Safety Program\)](#)

[7.13 Workplace Health and Safety](#)

Policy 1.5 Food and Nutrition				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - combined previous policies 3.15, 4.1, 5.2, and 5.6 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

1.6 Technology and Screen-Time

Policy Statement

Jamboree Heights OSHC recognises and acknowledges that technology and media viewing form part of a varied and balanced program, relevant to the needs and interests of children. Therefore, this policy aims to establish guidelines for children’s media viewing while at their OSHC service.

Definitions

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

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

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Establish policies to reflect the standard of care expected for the service.
Nominated Supervisor	<ul style="list-style-type: none">Ensure the program and delivery of service meets the expectation of the policy, relevant guidelines and family wishes.
All Staff	<ul style="list-style-type: none">Ensure any media viewed or accessed by children is consistent with the services standards for rating/classification.

Procedures

Service Responsibilities

To ensure compliance with the relevant Copyright Laws, Jamboree Heights OSHC will ensure they hold current licences for:

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

The service will ensure that children’s media viewing is incorporated as part of a varied and balanced program designed to enhance children’s learning and experiences while in care. It will be reflective of a holistic assessment of the child’s day and encourage opportunities for physical activity and their overall health promotion.

The service will collaborate with families and children in setting guidelines for media viewing within the program. Strategies implemented may include designated times for media and/or technology viewing.

Jamboree Heights OSHC will ensure that all material viewed by children as part of the educational program is age-appropriate and consistent with the Australian Film and Literature Classifications:

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

Educator Responsibilities

Educators will ensure that all material viewed by children, whether provided as part of the service program or bought from a child’s home, is age-appropriate and consistent with the Australian Film and Literature Classifications (G) or (PG). The service will request that children to only bring movies, games or music that are suitable for viewing.

Family Responsibilities

Parents/guardians will ensure that all movies, games or music bought to the service by their children are consistent with this policy - are G or PG-rated.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Australian 24-Hour Movement Guidelines for Children and Young People (5-17 years)

Related policies and procedures

- [1.1 Educational Program Development and Implementation](#)
- [2.1 Providing a Child Safe Environment](#)
- [2.16 Safe Online Environments for Children](#)
- [5.5 Promoting Protective Behaviours](#)
- [6.11 Children’s Property and Belonging](#)
- [7.15 Social media and ITC Usage](#)

Policy 1.6 Technology and Screen Time				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Incorporated previous policy 2.19 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

1.7 Homework

Policy Statement

To support families and children, Jamboree Heights OSHC will endeavour to provide adequate time, quiet space and supervision to enable children to do their homework as necessary, with the express understanding that time in school age care may be the optimal opportunity for homework completion.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Establish policies to reflect the expectations of families and the community
Nominated Supervisor	<ul style="list-style-type: none">Ensure the service environment meets the expectation of the policy, relevant guidelines and family wishes.
All Staff	<ul style="list-style-type: none">Ensure a suitable environment and equipment are provided for children to do their homework

Procedures

Service Responsibilities

Children will be given access to an area in the OSHC room to do homework.

Educator Responsibilities

Children doing homework will be supervised (where possible), in a quiet environment, away from the other children if possible.

Educators will assist children with projects and homework to the extent possible, taking into consideration supervision, children to staff ratio, and duty of care issues in relation to the other children in care.

Educators will not be responsible for monitoring and signing off on homework

Family Responsibilities

Homework time will be made available to all children during afternoon sessions between the times of 3:30pm and 4:30pm, or until otherwise determined by the on-duty Responsible Person.

Families that wish for their child to complete homework before school, must advise the management committee or a responsible person with a verbal or written request.

Families may request that their child complete homework outside of these designated times by making a verbal or written request with a member of the management committee or an on-duty responsible person.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- National Quality Standard:**
 - QA1 – Educational program and practice
 - QA3 – Physical environment
 - QA6 – Collaborative partnerships with families and communities

Related policies and procedures

[1.1 Educational Program Development and Implementation](#)

[2.1 Providing a Child Safe Environment](#)

[6.5 Interactions and Communications with Families](#)

[6.11 Children's Property and Belonging](#)

[7.15 Social media and ITC Usage](#)

Policy 1.7 Homework				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Incorporated previous policy 3.4 - Updated format	25.03.2024	25.03.2024	25.03.2024	February 2025

Children's Health and Safety

The health and wellbeing of each OSHC child is **safeguarded and promoted**.

Children enrolled in OSHC have a right to receive high-quality education and care in a setting that **promotes their health and safety** are reinforced by the policies contained in this section.

Fundamentally, the service must provide an environment that protects children and ensures learn in ways that are free from harm or injury.

To enhance the health and safety outcomes of the service, educators will also foster each child's wellbeing, healthy lifestyle choices, and the development of competence, confidence, and independence.

2.1 Providing a Child Safe Environment

Policy Statement

Statement of Commitment to the Safety and Wellbeing of Children

Jamboree Heights OSHC has a firm commitment to the safety and wellbeing of all children in our care. We recognise the paramount importance of an environment where children can grow, learn, and thrive free from harm. As professionals responsible for safeguarding children, we demonstrate leadership and a culture of safety and protection. This is reflected throughout the service from our philosophy to our day-to-day tasks.

The purpose of this policy is to outline our comprehensive commitment to children's safety and protection, and demonstrate the robust systems established to coordinate these mechanisms. The design of our processes ensures the Approved Provider, Nominated Supervisor, educators and others are aligned in their actions and values to promote the safety and wellbeing of children and young people and uphold the protection of children from harm. The design of this and adjacent policies are informed by the National Principles for Child Safe Organisations and our Child and Youth Risk Management Strategy.

The Approved Provider demonstrates leadership to ensure the promotion of safety and wellbeing of children through establishing effective practices. These being with ensuring the physical environment of the service addresses relevant hazards via sound and effective risk assessment. As set out in this policy the service expects the practices carried out to support children's education and care maintains safety, dignity and rights of each child.

The policy establishes a framework for guidance, instruction and decision-making of educators. As a result, there is a strong expectation for compliance with this policy. The service will treat any concerns around the performance of safety very seriously.

The service's commitment to promoting safety, wellbeing and protection of children includes its service ethical and legal duty to care for children associated with the service whilst not in the care of their parents or other caregivers, notifying Child Safety of any reasonable suspicions of significant harm.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Establish policy and management systems to monitor and promote safety and protection of children.
Nominated Supervisor	<ul style="list-style-type: none">Will lead the service's culture and delivery of safety and wellbeing of children.Will ensure suitable persons are recruited, inducted and supported to care and positively guide children.Will respond to incidents with timeliness and professionalism.
All Staff	<ul style="list-style-type: none">Ensure conduct upholds the safety, wellbeing and best interest of children.Supervise and monitor the environment and children's interactions.Identify and respond to the needs of children.Follow the guidance and support of management.

Key Tasks and Responsibilities

Physical Environment	<ul style="list-style-type: none">The Approved Provider is to establish effective risk management and controls to ensure management systems create a suitable child safe environment. The Nominated Supervisor will have responsibility for monitoring the effectiveness of these systems and practices.
Child Safe Practices	<ul style="list-style-type: none">The Approved Provider will ensure relevant frameworks (policy, instruction, training) ensures educators understand and follow their relevant duties and expectations. The Nominated Supervisor will be responsible for modelling

	practices and supervising their consistent implementation. Educators will follow the practices and expectations for ensuring the safety and wellbeing of children.
Children in Need of Protection	<ul style="list-style-type: none"> The Approved Provider will ensure educators have policy and instruction to understand the child protections concerns and the actions required as mandatory reporters to notify Child Safety. The Nominated Supervisor will be the service's key contact for liaising child protection concerns.

Procedures

The Approved Provider, Nominated Supervisor and educators will demonstrate their commitment to providing an environment that is safe and promotes the wellbeing of all children at all times through converging procedures and systems of work. These incorporate a variety of polices set out below.

A Safe Physical Environment

Risk Assessment Methodology

The service's foundation for a safe and healthy physical environment is informed by best practice and standards set out in our policy [7.13 Work Health and Safety](#), which establishes —

- A risk assessment methodology to systematically identify and control harm and hazards likely to cause injury.
- The routines and practices to monitor the physical environment to ensure it meets documented standards and expectations, such as safe, clean and good repair, to ensure safety.
- Routines and practices embedded by staff to encourage, role-model and support children's learning of protective behaviours.
- Communication of relevant risk management plans and activities to parents, staff and the school community annually through either displays, newsletters, training and meetings ([6.5 Interactions and Communication with Families](#)).

External Environments

Complementary risk assessment practices are adopted in situations where the service operates outside the premises. These procedures are set out in policies [1.3 Excursions](#), and where relevant policy [2.6 Water Safety](#) and address--:

- The relevant risks in any public environment accessed by the service,
- Parent's access to information for informed consent for their children's participation.

Reducing Exposure to Hazards

Procedures to address specific hazards are set out in the following policies—

- For emergency situations, the planning and rehearsal for steps to rapidly assemble in a safe location is set out in [2.13 Emergencies Evacuation, Lockdowns and Drills](#).
- To ensure children have access to facilities to treat any injuries as addressed in procedures set out in [2.4 Incidents, Illness, Injury, or Trauma](#) and [2.5 Administration of First Aid](#).
- For illness, disease and infection risks are primarily set out in [2.7 Infectious Diseases](#), which establishes protocols for limiting exposure as a primary intervention, complemented by health and hygiene practices.
- Setting up environments to ensure they are physically safe (as far as reasonably foreseeable) and reduce exposure to UV hazards is set out in [2.11 Sun Safety](#).
- Ensuring there is a safe and suitable eating environment; steps to address associated hazards are set out in [1.5 Food and Nutrition](#) and [2.12 Safe Food Handling, Preparation and Storage \(Food Safety Program\)](#).

Practices to Promote Children's Safety and Wellbeing

The practices of the service are the operationalised reflection of our service's commitment to a culture of child safety and wellbeing. These practices include—

Employment and Induction

A careful and considered approach is taken to attract and select appropriate people to interact and care for the children of our service. This includes-

1. Interview protocols that assess the candidate's merit for the position, including evidence they have the suitable knowledge and ability to meet the service's requirements.
2. Judgements and decision-making for selection and recruitment are transparent, free from bias and undue influence, as set out in the service's Code of Conduct.
3. All employees must comply with blue card requirements, including holding a positive notice, that is linked to the service, prior to commencement.

Once offered employment, staff members are thoroughly inducted to ensure they have a sound understanding of the key requirements to appropriately work with children and discharge their responsibilities. The induction material and processes are designed to demonstrate the staff member's understanding and ability as being suitable and appropriate to provide education and care (see [4.1 Recruitment and Employment of Educators](#), [4.3 Volunteers and Students](#) and [7.2 Determining the Responsible Person](#)).

The service will establish ongoing procedures for the management, screening and monitoring of Blue Card (Working with Children Check) compliance for all relevant persons (see [4.2 Working with Children Check \(Blue Card\) Management](#) and [4.3 Volunteers and Students](#)).

Staffing Arrangements

A roster and coordination of duties is coordinated to ensure the regulatory requirements for ratios, qualifications, leadership and supervision are met. Educators are not left alone at the service, with a requirement of at least two staff members being present at all times the service operates.

Leadership and Management forms a key element of the staffing arrangement mix. People with management and control of the service are fit and proper for the role, as set out in [7.5 Governance and Management](#). Likewise, where the Nominated Supervisor is not present at the service, a suitable Responsible Person is appointed. The assessment of the suitability of the Responsible Person is set out in [7.2 Determining the Responsible Person](#).

Supervision and Duty of Care

Effective supervision practices play a pivotal role in ensuring children are safe, observed, and engaged, thus preventing incidents, injuries, and potential harm, see [2.2 Supervision and Educator Ratios](#). Effective supervision is ensured by—

- Coordinating staffing arrangements to maximise resources, including the consideration of educator skill, knowledge and capacity.
- Provide clear instructions to ensure educators are vigilantly monitoring children's activities, interactions, and environments, and are responding promptly to any potential risks or concerns.
- Protocols are established and monitored around supporting children where privacy and dignity are important considerations (see [3.4 Children's Toileting](#)) and facilities support appropriate boundaries (staffing toilets).
- Consider the relevant risks and hazards associated with activities, including the needs of children who are or may participate.
- The risk assessment and procedures to manage their travel, arrival and collection as set out in [2.3 Safe Arrivals and Departures of Children](#).
- Educators are aware of children's individual medical and health needs. Planned and informed practices for their care are set out in [2.9 Medication Conditions in Children](#).
- A planned and coordinated approach for the response to incident and injuries is set out in [2.4 Incidents, Illness, Injury, or Trauma](#).

Professionalism and Conduct

The service has firm procedures to ensure interactions and relationships with children are supportive, including the practices to support behaviour via positive guidance. Children are to be cared for in an

environment that demonstrates respect, upholds dignity and promotes a child's self-regard, as set out in [5.1 Interactions and Relationships with Children](#), [5.2 Positive Behaviour Support Practices](#) and [5.3 Supporting Complex Behaviours](#). These practices also consider the role of psychological and cultural safety to reflect our values of wellbeing and inclusion.

All persons positioned to interact and build relationship with children have clear guidelines for their behaviour (refer [4.4 Code of Conduct](#)), with all staff supervised to ensure their actions are consistent with the service's Code of Conduct.

Collaboration and Transparency

Parents remain well informed of potential hazards and relevant risk management plans. With informed consent required for participation in the service as set out in [6.4 Acceptance and Refusals of Authorisation](#).

The service also has established requirements and expectations for children and young people's participation and attendance at the service. Should any child compromise the safety and wellbeing of others, formal mechanisms allow for review of additional support and/or enrolment as set out in [6.2 Enrolment and Orientation](#).

Likewise, formal mechanisms are established to encourage children and families to speak up about any concerns or discomforts they may have through the [6.7 Feedback and Complaints Handling](#) and [7.18 Managing Concerns of Harmful Sexual Behaviours](#) policies, which ensure families are not exposed to retribution or victimisation as a result of having concerns raised.

The service has procedures in place to ensure the written parental permission for children to be photographed at the service is obtained. Photographs will be for service use only (see [6.2 Enrolment and Orientation](#) and [4.4 Code of Conduct](#)).

Identifying Children in Need of Protection

Providing suitable training and instruction for staff on their duty as Mandatory Reporters to identify and respond to allegations or suspicion of harm and abuse (see [2.14 Child Protection and Mandatory Reporting](#)).

Reporting incidents and relevant notifications to the Approved Provider and communicating this to the Regulatory Authority as outlined in [2.4 Incident, Illness, Injury or Trauma](#) and [7.7 Managing Notifications](#).

Online Environments

To ensure children at the service are provided with a safe environment at all times, including online environments, the service has set out relevant procedures in [2.16 Safe Online Environments for Children](#).

This policy and its procedures, outlining the service's commitment to the safety and wellbeing of children and the protection of children from harm, will be reviewed **annually** or as required.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**

- s.165 Offence to inadequately supervise children
- s.166 Offence to use inappropriate discipline
- s.167 Offence relating to protection of children from harm and hazards
- s.170 Offence relating to unauthorised persons on education and care service premises
- s.171 Offence relating to direction to exclude inappropriate persons from education and care service premises
- s.173 Offence to fail to notify certain circumstances to Regulatory Authority
- s.174 Offence to fail to notify certain information to Regulatory Authority

- **Education and Care Services National Regulations:**
 - R.12 Meaning of serious incident
 - R.82 Tobacco, drug and alcohol-free environment
 - R.83 Staff members educators not to be affected by alcohol or drugs
 - R.84 Awareness of child protection law
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.88 Infectious diseases
 - R.89 First aid kits
 - R.90 Medical conditions policy
 - R.91 Medical conditions policy to be provided to parents
 - R.92 Medication record
 - R.93 Administration of medication
 - R.94 Exception to authorisation requirement—anaphylaxis or asthma
 - R.95 Procedure for administration of medication
 - R.96 Self-administration of medication
 - R.97 Emergency and evacuation procedures
 - R.98 Telephone or other communication equipment
 - R.99 Children leaving the education and care service premises
 - R.103 Premises, furniture, and equipment to be safe, clean and in good repair
 - R.115 Premises designed to facilitate supervision
 - R.122 Educators must be working directly with children to be included in ratios
 - R.123 Educator to child ratios – centre-based services
 - R.136 First aid qualifications
 - R.168 Education and care services must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.172 Notification of change to policies or procedures
 - R.175 Prescribed information to be notified to Regulatory Authority
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership.

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Child Protection Act 1999 (Qld)
- Department of Education - [Child Care Provider Handbook](#)
- Council of Australian Governments - [National Principles for Child Safe Organisations](#)
- [United Nations Convention on the Rights of the Child](#)
- ACECQA - [Factors to consider when planning for adequate supervision](#)
- ACECQA – [Active Supervision: Ensuring safety and promoting learning](#)
- Department of Children, Youth Justice and Multicultural Affairs - [Information sheet 1 – Mandatory reporting by early childhood education and care professionals](#)
- ACECQA - [Providing A Child Safe Environment Policy Guidelines](#)

Related policies and procedures

- [1.1 Educational Program Development and Implementation](#)
- [1.4 Sleep and Rest](#)
- [1.5 Food and Nutrition](#)

- [1.6 Technology and Screen-Time](#)
- [2.2 Supervision and Educator Ratios](#)
- [2.3 Safe Arrivals and Departures of Children](#)
- [2.4 Incident, Illness, Injury or Trauma](#)
- [2.5 Administration of First Aid](#)
- [2.6 Water Safety](#)
- [2.7 Infectious Diseases](#)
- [2.8 Hygiene, Health and Wellbeing Practices](#)
- [2.9 Medical Conditions in Children](#)
- [2.10 Medication Administration](#)
- [2.11 Sun Safety](#)
- [2.12 Safe Food Handling, Preparation and Storage \(Food Safety Program\)](#)
- [2.13 Emergency Evacuation, Lockdown and Drills](#)
- [2.14 Child Protection and Mandatory Reporting](#)
- [3.1 Space and Facilities Requirements](#)
- [3.3 Non-Smoking, Illicit Substance and Alcohol-free Environment](#)
- [3.4 Children's Toileting](#)
- [3.5 Emergency and Safety Equipment](#)
- [4.1 Recruitment and Employment of Educators](#)
- [4.2 Working with Children Check \(Blue Card\) Management](#)
- [4.3 Volunteers and Students](#)
- [4.4 Code of Conduct](#)
- [4.7 Fit for Work](#)
- [5.1 Interactions and Relationships with Children](#)
- [5.2 Positive Behaviour Support Practices](#)
- [5.3 Supporting Complex Behaviours](#)
- [5.5 Promoting Protective Behaviours](#)
- [6.2 Enrolment and Orientation](#)
- [6.5 Interactions and Communication with Families](#)
- [6.9 Childhood Immunisation](#)
- [7.1 Nominated Supervisor](#)
- [7.2 Determining the Responsible Person](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.5 Governance and Management](#)
- [7.13 Workplace Health and Safety](#)

Policy 2.1 Providing a Child Safe Environment				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 2.2 - Addresses regulatory changes - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.2 Supervision and Educator Ratios

Policy Statement

Jamboree Heights OSHC will maintain its compliance with the *Education and Care Services National Laws and Regulations* in its operations and service delivery. In setting the roster for educators, the service will ensure ratios are maintained through sound planning, a commitment to quality and contingency planning for unexpected circumstances.

Additionally, in selecting ratios for special activities consideration will be given to the nature of activities undertaken, the ages and abilities of the children and any special needs that the children may have as well as the ongoing obligation to ensure effective supervision.

The safety of children is also upheld with effective supervision. It is a fundamental practice to ensure the safety and support of children while they attend the service. It is paramount all educators take a proactive approach to ensure the adequate and appropriate observation of children whilst participating in the service's program. Knowing and accounting for, the activity and whereabouts of each child in care and the proximity of educators to children at all times to ensure the immediate intervention of educators to safeguard a child from risk of harm is the expectation for all educators and the service to uphold the commitment to effective supervision.

Definitions

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

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure practices and budgets reflect quality care and sufficient staffing arrangement to cater for the needs of children.
Nominated Supervisor	<ul style="list-style-type: none">• Develop rosters and staffing plans to ensure regulations are maintained at all times.• Staffing arrangement reflect contingency planning to ensure ratios are consistent with Regulations and risk-assessments• Lead the risk assessment planning to identify suitable staffing ratios for high-risk activities.
All Staff	<ul style="list-style-type: none">• Will support the development of rostering through effective communication of absences and unavailability.

Procedures

Supervision of Children

The Service is committed to ensuring the effective supervision, safety and wellbeing of children and educators through the following:

- Rostering practices that ensure:
 - there will be at least two educators at all times on the premises whilst children are in care, one of who will be a delegated responsible person for Jamboree Heights OSHC,
 - Educators counted in the ratios are directly working with children.
- When planning activities and the necessary supervision requirements, the coordinator/responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environment to ensure it supports active supervision by educators.

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

Educators will be required to do regular head counts and use service walkie talkies when supervising activities outside or away from the OSHC indoor area. A head count will occur when all children return to the OSHC room.

Educators will use walkie talkies to report and respond to all movements of children. Children's movements will be supervised by educators at all times. Personal mobile phones are not to be used by educators when supervising children however, in extenuating circumstances and with the prior consent of the Nominated Supervisor, personal mobile phone usage may be permitted.

Escorting children to/from school

Preps

Educators escorting Preps to class in the morning after signing out from OSHC will be required to sign the children into their respective classes on the forms provided by the school, until no longer required to do so at the teacher's discretion.

Educators collecting preps from their classrooms will be required to inform the teacher of which children they are taking from their classrooms prior to signing them into OSHC.

Grade One

Educators escorting Grade Ones to class in the morning after signing out from OSHC will be required to supervise the children until they are safely in their classrooms.

In Term 3, children may walk to and from their classrooms unaccompanied by Educators, this is only with written parental permission, which will be provided at the beginning of Term 3.

Educators collecting Grade Ones from their classrooms will be required to inform the teacher of which children they are taking from their classroom where possible prior to signing into OSHC.

Supervision of play areas

The number of supervising educators for activities will be determined through the completion of risk assessments and will be based on the:

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

Children who would like to leave their current area and go to a new one, must inform an educator in that area BEFORE moving to the new area. The educator will use the walkie talkie to inform other educators which child/ren will be moving to their area. All communications must be acknowledged.

Supervision of Children's Toileting

All children will be actively supervised whilst accessing the toilet facilities. Children will be required to inform an educator when they need to access the toilet. Educators shall use service walkie talkies to monitor children accessing the toilets.

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

- A maximum of 15 school-age children to 1 educator (Regulation 123 (1)(d));
- Educators must be working directly with children to be included in the ratios (Regulation 13 & 122); and
- At least one educator, with first aid qualifications, anaphylaxis management training, and emergency asthma management training will be in attendance and immediately available in an emergency (Regulation 136).

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

Educator Ratio Requirements

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

- A maximum of 15 school-age children to 1 educator (Regulation 123 (1)(d));
- Educators must be working directly with children to be included in the ratios (Regulation 13 & 122); and
- At least one educator, with first aid qualifications, anaphylaxis management training, and emergency asthma management training will be in attendance and immediately available in an emergency (Regulation 136).

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

Composition of Qualified Staff

Minimum qualification requirements must be applied when calculating ratios (Regulation 299)

- One person with a 2-year qualification (Diploma level) will be present at all times that education and care is being provided. During vacation care, the 2-year qualified person needs to be present for a minimum of 7 hours and 15 minutes.
- Thereafter, for every 30 children in attendance, one educator with a 1-year qualification (Certificate III level) will be present.
- Aside from the above, educators in ratio under 18 years of age must be working towards an approved qualification

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

Volunteers

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

Excursions and Special Activities

All risk assessments must be read and signed off by educators to acknowledge their understanding of supervisory requirements.

Educator Guidance and Training

Educators will be provided with regular and consistent information and instruction regarding the following effective supervision skills:

- Scanning – regularly looking around (and beyond the immediate area) to observe all the children in the vicinity,
- Positioning and Proximity – being strategically positioned in order to best observe and/or interact with children,
- Listening – assists in using additional sensory skills to respond to signals children may require added support or attention,
- Diligence and engagement – being aware of children, their traits, moods, and characteristics to anticipate and promptly respond to children's needs, skills and capabilities; and
- Coordination and teamwork - communicating with others to align supervision activities.

Starting from orientation and induction and ongoing through regular team meetings and conversations, educators will be given guidance and instruction regarding effective supervision of all children participating in their area/activity (including but not limited to):

- when setting up the environment and/or activities,
- the use of various staff communication methods (e.g. use of walkie talkie),
- being made aware of the procedures for:
 - children accessing the toilet,

- children’s individual health and or medical needs and any relevant emergency management plans,
- any identified hazards and/or risks to children and the control measures in place.
- being made aware of the children in care, the group dynamics and behaviour strategies that may be useful, and
- being made aware of any children in care with special/additional needs.

All educators will be advised of the expectation that the Nominated Supervisor will be made aware of children involved in any incidents who may require further support, consistent with policy [2.4 Incident, Illness, Injury or Trauma](#).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.13 Meaning of working directly with children
 - R.122 Educators must be working directly with children to be included in ratios
 - R.123 Educator to child ratios—centre-based services
 - R.136 First aid qualifications
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.299 General qualification requirements for educators—children over preschool age
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA4 – Staffing arrangements
 - QA7 – Leadership and Management.

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [2.1 Providing a Child Safe Environment](#)
- [4.3 Volunteers and Students](#)
- [4.4 Code of Conduct](#)
- [7.1 Nominated Supervisor](#)
- [7.4 Leading Compliance and Quality Assurance](#)

Policy 2.2 Supervision and Educator Ratios				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 2.3, 2.20, 3.11, 4.1 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.3 Safe Arrivals and Departures of Children

Policy Statement

The service recognises the critical nature of transition times – especially the routines around arrivals and departures of children - as a key aspect of safety and protection. We are committed to implementing comprehensive practices that ensure every child's safety, security, and wellbeing is maintained by the service. The purpose of this policy is to set out the specific practice to ensure children's travel is safe, organised, and coordinated, especially when transitioning and moving between classrooms (school) and OSHC.

This policy serves as a framework for staff, parents, and authorised nominees to foster collaboration and clear communication. It encompasses the procedures for—

- Communicating children's anticipated attendance,
- Accurately recording children's attendance (signing in and out),
- Verifying the identity of persons collecting children,
- Managing individual arrivals and departures (extra-curricular activities etc), and
- Managing incidents or emergencies relating to children's movements or whereabouts.

Our procedures and practices to ensure the safe arrival and departures of children are meticulously developed via a risk-assessment approach to establish clear guidelines, responsibilities, and protocols to manage transition periods effectively, minimising the risk of any child—

- being unaccounted for,
- left unsupervised, or
- collected by an unauthorised person.

The service is structured to meet the needs of families, allowing for children to arrive or be collected from OSHC anytime within the relevant sessions of care for which they are booked—

Before School Care	6:00am – 8:15am	After School Care	2:30pm – 6:30pm
Vacation Care	6:00am – 6:30pm	Pupil Free Days	6:00am – 6:30pm

Due to the nature of the transition between settings (from a school environment), of particular importance, is children's movement between classrooms and an After School Care (ASC) session. The service has designed procedures to minimise barriers for communication, so parents can efficiently communicate absence. Understanding which children are expected to attend prior to an ASC session maximises the resources of the service to provide education and care.

Incident Management

Where unexpected events or incidents occur, the service will have plans and procedures in place to respond in a timely and collaborative manner, upholding the paramount principle of the safety of children.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> • Will ensure employees are provided with procedures that will support the service to account for care and respond to children's attendance, collection and departure. • Ensure relevant notifications are provided to the Regulatory Authority, as relevant.
Nominated Supervisor/Responsible Person in Charge	<ul style="list-style-type: none"> • Will be responsible to ensure children are accounted for, collected and depart as parents have expressed in writing or in response to an emergency. • Ensure records are maintained that documents the details and persons dropping off and collecting children • Will collaborate with the school community to respond to children who are not accounted for in a timely manner.

	<ul style="list-style-type: none"> • Will respond and lead critical incidents, liaising with police as required.
All Staff	<ul style="list-style-type: none"> • Will provide quality supervision and support to children, responding to needs to ensure children feel secure to remain in attendance at the service. • Respond to critical incidents in a timely manner, providing clear and concise information to the Nominated Supervisor for response and management.

Key Tasks and Responsibilities

Risk Assessment and Developing Procedures	The Approved Provider is responsible for ensuring a risk assessment has been carried out to ensure the safe travel of children to and from the service (to school). The Nominated Supervisor is responsible for supervising the effectiveness of the risk assessment and corresponding procedures.
Supervising Arrivals and Departures	The Nominated Supervisor or Responsible Person will lead the procedure for ensuring all children have presented or departed as planned and will phone parents to confirm absences or initiate emergency procedures.
Signing Children in	Educators asked to support the arrival procedures will greet children as they enter the service (or collect them from classrooms), marking their arrival.

Procedures

Administration of Attendance Records

OSHC uses its child care software (OWNA) and iPads to record children's attendance ([Regulation 158](#)) and manage bookings. Parents and/or the person collecting or delivering the child to OSHC must complete the sign-in or out procedures.

Children attending Extra-curricular activities

Parents/guardians are responsible for informing the OSHC service of any extra-curricular activities that their child/ren may be involved in whilst enrolled and booked to attend Jamboree Heights OSHC. An *Outside Activity Permission* form must be completed and returned to the service prior to any child being able to leave the service to attend an extra-curricular activity.

The coordinator shall discuss with the parent/guardian the impact that this may have on Jamboree Heights OSHC. Discussions will include whether the child will be signed out of care by the service or the activity provider and who will be responsible for collecting the child and/or returning them to Jamboree Heights OSHC when the activity is over.

Suitable negotiations and arrangements must be made as Jamboree Heights OSHC is not able to provide additional assistance to the parent/guardian in having their request met if they are asking for their child/ren to be dropped off or collected from the activity.

Notifying Absences

Before School Care and Vacation Care

Children who do not present for BSC and VC are presumed absent for the session, as they will be travelling to the service from a home setting rather than school (or other service) and the parent is responsible for the child's arrival.

After School Care

Parents are required to notify the service of any ASC absences prior to the start of the session. Refer [6.3 Bookings and Cancellations Policy](#) for details surrounding notifications for absences.

To remove any doubt, notification of a child's absence from school does not translate to OSHC being notified. Due to the administrative burden and to promote parents to notify the service of absences, parents may be charged a non-notification fee where confirmation is sought by the service (see [7.10 Fees and Statements Policy](#))

Should a child not arrive as expected, the service will follow the procedures set out below to confirm a child's whereabouts. Parents (or other authorised nominee) will be contacted to confirm the absence. Where whereabouts cannot be established, police will be notified.

Arrival and Accountability Flowchart provides illustration of these procedures and decision-making

Children's Arrivals

Before School Care and Vacation Care

1. All children are to be signed in by parent, authorised nominee or relevant person.
2. All children not signed in at the end of the session will be marked as absent. Absences and non-signature sessions will be initialled by a Responsible Person and verified by the parent/carer.

Collection and Sign-in - After School Care

1. An assigned educator will collect the Prep and Year 1 children from their respective classrooms at 3:00pm each day.
2. Prep and Year 1 children will be walked to the OSHC room where they will be signed in by the Responsible Person.
3. Year 2 and Year 3 children will sign in with the responsible person, while Year 3 to Year 6 children will sign in with an educator in the senior sign in area.
4. Once children have been signed in, they will place their bag in a bag rack and move to the eating area.

Confirming Whereabouts

1. At approx. 3:30pm it is expected all children have arrived at OSHC. Any child who has not arrived by 3:30pm will be accounted for by contacting relevant people to confirm location and/or absence.
2. The Responsible Person on duty is responsible for confirming the whereabouts of children that have not arrived.
3. The Responsible Person will first confirm with all educators that the student is not in any active play areas to verify their absence.
4. The Responsible Person will then call the school office to confirm children who may have been absent from school (due to illness etc.). If the child is confirmed absent / away by the school admin, they will be marked absent on the sign in register.
5. In some circumstances, a teacher may advise OSHC of a child's absence from school or that they were collected by a parent / guardian. OSHC will then mark the student as absent.
6. The priority is then to confirm the children who would be expected to be attending by calling parents and/or emergency contacts. Correspondence with families will always be respectful. The educator may provide a gentle reminder to notify OSHC when the confirmation phone call is made.
7. The Nominated Supervisor will, if necessary, communicate persistent non-notification issues with the parent in a different forum.

Where a child's location cannot be confirmed, the following actions will be taken to locate the child and expected attendance by

- checking immediate proximity,
- communicating with the school office, and
- phoning all parents/emergency contacts.

Where a child cannot be located after reasonable effort to identify their whereabouts and where parents/emergency contact cannot be contacted the Police will be notified.

Children's Departures

Requirements for children leaving the service (Regulation 99)

The child may only leave the relevant premises if the child:

- is given into the care of—
 - a parent of the child*; or
 - an authorised nominee named in the child's enrolment record; or
 - a person authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises; or
- leaves the premises in accordance with the written authorisation of the child's parent or authorised nominee named in the child's enrolment record; or
- is taken on an (approved) excursion, as outlined by policy
- is given into the care of a person or taken outside the premises—
 - because the child requires medical, hospital or ambulance care or treatment; or
 - because of another emergency.

Please note: a parent does not include a parent who is **prohibited by a court order from having contact with the child.*

Before School Care

1. Children who participate in sport or music programs within the school and where a parent has signed a permission for early release (recorded in their file), may be signed out early as the written parent permission indicates.
2. The responsible person will sign children out at 8:25am
3. All Prep students will be transitioned to their relevant classroom by an educator at 8:40am.

After School Care and Vacation Care

1. The service will have a representative positioned in close proximity to the sign-in/out area to supervise children's collection and will radio other educators to help families collecting children.
2. All authorised nominees and parents sign children out via the equipment located in front of the OSHC office. All visitors and authorised nominees are requested to report directly to the OSHC office when collecting children.
3. All persons signing a child out must be registered with signed authority to collect the child (except in an emergency):
 - parent (unless parent is prohibited by a court order),
 - authorised nominee (as recorded on enrolment form), or
 - where the parent has provided written authorisation and the departure is in accordance with the parent authorisation
4. Where the service is not familiar with the person collecting the child, the responsible person supervising collection will request the person to evidence their identity (i.e. drivers licence). This information will be checked against enrolment records or other relevant authorisations.
5. A child will only be permitted to be collected where the authority permits. Where authorisation cannot be established, parents will be called immediately.
6. Written authority (e.g. an email) or verbal authority from the authorised carer is required for authorisation to collect a child unless the circumstance is an emergency.

Departures due to Emergency (Regulation 99(4)(d))

A child may leave the premises where they have been given into care of a person because:

- the child requires medical, hospital or ambulance care or treatment, or

- another emergency

Where the departure relates to an emergency, a record of the departure will be recorded in an incident report (or other relevant evidence) by the Responsible Person, documenting the details of the emergency. Notification to the Regulatory Authority will also be required (refer policies [2.4 Incident, Illness, Injury or Trauma](#) & [7.7 Managing Notifications](#))

Authorised Nominees

All authorised persons collecting children must be listed in the enrolment form or otherwise have written authorisation (where the collection is not related to an emergency). Evidence of the identity of the person collecting a child may be requested by the service, where the person is not known.

1. Where staff are unsure of the authorisation, they are to contact the parent/guardian to seek clarification and advice. Notwithstanding any verbal direction, unless an emergency, the parent (or authorised nominee) must provide written advice before the child can leave the service.
2. All relevant authorisations are to be kept in the enrolment record and any updates attached to this documentation (Regulations 161).

Written authority (e.g. an email) is required for authorisation to collect a child unless an emergency.

3. If parent/s are not contactable, contact an authorised nominee (if enrolment permission allows) to seek advice and authority to release the child (written authority required).
4. If parent (or relevant authorised nominee) does not provide written authority, inform the unauthorised person that the centre cannot release the child – children may **only** leave the centre in accordance with procedures contained within this policy.

Late Collection

Nominated supervisor/Responsible Person will contact parents if child has not been collected by 6:00pm.

A late fee charge will be added to the account in circumstances where a child is collected late (see [7.10 Fees and Statements Policy](#))

Parents are to advise the service, preferably via phone, where unforeseen events have occurred and anticipate they will be unable to collect a child until after closing time.

In the event a child has not being collected a half-hour after closing time (6:30pm) **and** there is no response from a parent, authorised nominee or emergency contact, advice will be sought from the police and an incident report completed ([2.4 Incident, Illness, Injury or Trauma](#) & [7.7 Managing Notifications](#)).

Incident Management – Children’s Arrivals and Departures

Children who arrive without a booking

In the first instance, Jamboree Heights OSHC will:

- Follow school procedure by sending children to the office if they are not booked into OSHC,
- Communicate with the office by telephone or in person that the child has been referred to the office for collection by parents or guardians.

If the school office is unattended the coordinator shall observe the following procedures:

A child(ren) is known to the service:

1. Where a child(ren) presents to the service without a booking, the above procedure will be enacted. If the child returns to OSHC and are known to the service (i.e. enrolled), the service will contact the parent/s in the first instance and inform/resolve the absence of care and supervision.
2. Except in line with the procedures above, at no time is an educator to send a child away in instances where the whereabouts of the parent/caregiver is unknown, and a child is seeking assistance.
3. When contact is made with a parent and there has been confusion about attendance and if it is possible to include a child (being mindful of ratios and capacity) and at the parent's request, then the child may be signed in and participate in the service's program.

A child(ren) is not known to the service:

1. Where a child(ren) is not known to the service, and the school cannot be contacted, the service will then attempt to contact the parent/caregiver directly, if possible.
2. Where the school office is unattended or parents uncontactable, the child will be asked to sit in the OSHC office. The service will ensure the child(ren) are safe, secure and comfortable but are not participating in the activities or program of the service.

Parents/caregivers are unable to be contacted:

1. Where no contact can be made with a parent/caregiver in a reasonable time, then the service must call the police for support and guidance.
2. The service will complete an incident report and communicate details with the school for additional management.

Child Leaving without Permission

1. If a child leaves the centre without permission or without the authority described above (including being collected by an unauthorised person), the Nominated Supervisor or Responsible Person will assess the situation immediately and consider the appropriate response.
2. Educators will not leave the service to follow a child if:
 - It will or may leave the other children in the centre with insufficient supervision.
 - It may increase the risks and hazards by escalating the circumstance.
 - It will or may expose that staff member to an unacceptable risk of personal harm
3. Where both possible and practical, educators will continue to supervise the child and encourage their return.
4. Should a child be unresponsive to prompts or the situation is dangerous, either the police or parents will be called (or both).
5. Should there be concerns, the child may continue to leave without permission, a parent will be called to collect the child.
6. In circumstances where the child has been collected, the enrolment will be suspended until appropriate planning has occurred and the service is satisfied with their capacity to safely care for the child.
7. The incident will be documented and notified as per, policy [2.4 Incidents, Illness, Injury or Trauma](#).
8. Following the incident, Consultation with parents, the Approved Provider and Nominated Supervisor will direct the plan of action moving forward. Temporary suspension from the service may be considered where there is a risk to safety.

Child Leaving without Permission

1. If a child leaves the service in a manner that is inconsistent with the authority provided (including being collected by an unauthorised person), any staff becoming aware will immediately report the circumstance to the Nominated Supervisor or Responsible Person.
2. The Nominated Supervisor or Responsible Person will assess the situation and will call—
 - a. The police (000) - should there be a concern of immediate danger, and/or
 - b. A parent.
3. Where both possible and practical, relevant details such as descriptions of any person collecting the child and/or their vehicle will be noted.
4. The incident will be documented and notified as per policy [2.4 Incidents, Illness, Injury or Trauma](#).

Children Unaccounted for During the Program

1. In the event that a child is unaccounted for during the operating hours of the program, the Nominated Supervisor will be notified immediately by the educator as soon as the disappearance is discovered/identified.
2. Educators will communicate via walkie-talkies to confirm location or sighting.
3. Should the child continue to be unaccounted for, children will be assembled for a roll call which may include implementing a lockdown procedure.
4. The Nominated Supervisor will delegate a suitable educator to undertake a rapid and comprehensive search of the service's premises to locate the child.
5. In the event that the child is still not located, and there is an immediate concern for the child's safety, the police (000) will be called. Alternatively, the child's parent will be contacted.
6. The incident will be documented and notified as per [policy 2.4 Incidents, Illness, Injury or Trauma](#).

[An incident report](#) will be completed and will include information such as:

1. Date, time and location of the child when they were last accounted for;
2. Details of the supervising educator, and the circumstances surrounding their disappearance; inc. how many educator's vs children where in the space and where the educators were located
3. Details of actions instigated to locate the child;
4. What the child was wearing and any distinguishing features; and
5. Time parent/guardians and other agencies were contacted.

Report details of incident to Regulatory Authority through the procedures outlines in [7.7 Managing Notifications](#)

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.12 Meaning of serious incident
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.99 Children leaving the education and care service premises
 - R.158 Children's attendance record to be kept by approved provider
 - R.161 Authorisations to be kept in enrolment record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Child Protection Act 1999 (Qld)
- Queensland Criminal Code 1899
- Department of Education - [Child Care Provider Handbook](#)

Related policies and procedures

[2.1 Providing a Child Safe Environment](#)

[2.4 Incident, Illness, Injury or Trauma](#)

[6.3 Bookings and Cancellations](#)

[6.4 Acceptance and Refusals of Authorisation](#)

[7.4 Leading Compliance and Quality Assurance](#)

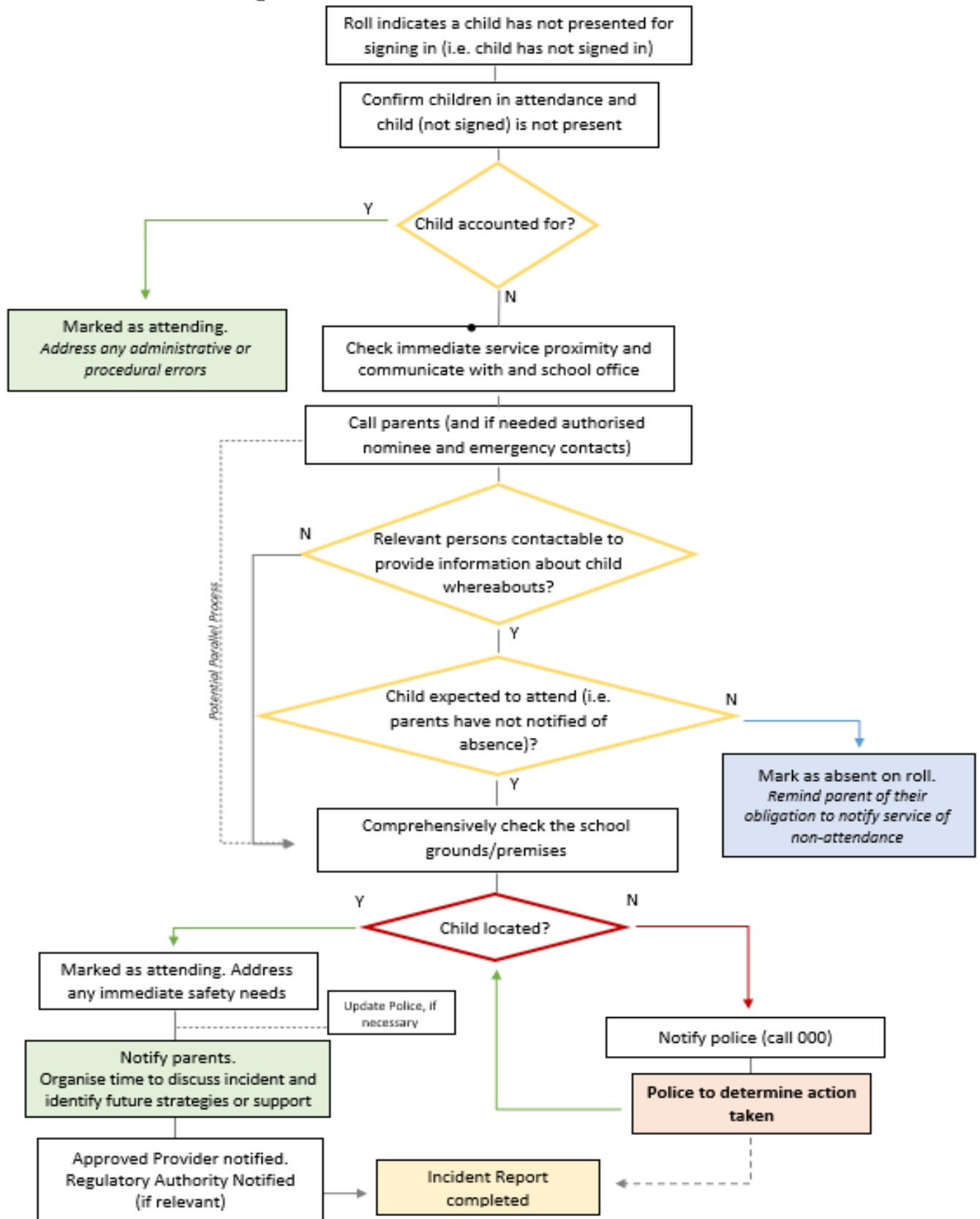
[7.7 Managing Notifications](#)

Appendices and Forms

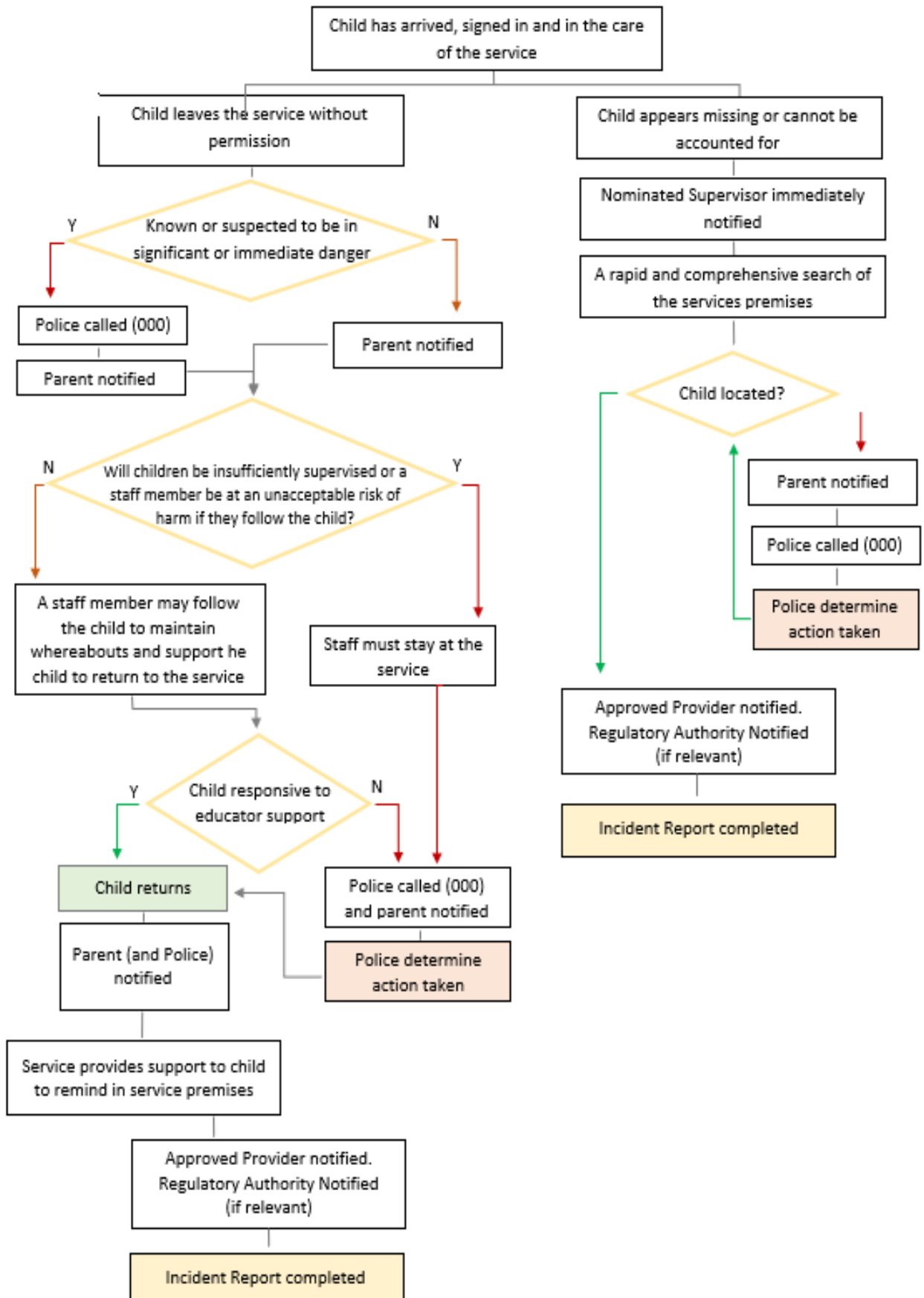
[2.3.1 Arrival and Accountability Flowchart](#)

2.3.1 Arrival and Accountability Flowchart

ASC – Non-Arriving Child



Child Unaccounted For or Leaving without Permission



Policy 2.3 Safe Arrivals and Departures of Children Policy				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 2.4, 2.12, 3.8, 3.11 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.4 Incident, Illness, Injury or Trauma

Policy Statement

The purpose of this policy is to ensure the health, safety, and welfare of all children, staff, and visitors at the service. The policy outlines the procedures for managing incidents, illnesses, injuries, and trauma events effectively and swiftly to ensure the wellbeing of all individuals involved. Notwithstanding the service's efforts to proactively prevent injuries or trauma occurring at the service, where it occurs, the service will take action to minimise the impact of injuries, illnesses and trauma.

The Nominated Supervisor will typically lead the response to any significant events, in their absence the Responsible Person will take charge. All appropriately qualified educators will support in the initial response to any incidents occurring at the service. All other educators will provide support within their training and capacity, raising the alarm for additional help.

The service recognises that parents must be informed of all significant and serious matters impacting their children. Records that are created to document incidents and events will be accurate and concise. These documents and all relevant information will be provided to parents in a timely manner.

Definitions

Incident: Any unplanned event resulting in or having potential for injury, ill health, damage or other loss.

Injury: Any physical damage to the body caused by violence or an incident.

Trauma: An emotional wound or shock that often has long-lasting effects or any physical damage to the body caused by violence or an incident

Minor incident: An incident that results in an injury that is small and does not require medical attention (e.g. a band aid)

Major incident: Any incident that we report to the regulatory authority, including head injuries, trauma, or incidents where emergency services may attend.

Definition of Serious Incident

Serious Incidents (as defined in National Regulation 12), includes the following occurrences:

- the death of a child
 - while that child is being educated and cared for by an education and care service; or
 - following an incident occurring while that child was being educated and cared for by an education and care service;
- any incident involving serious injury or trauma to a child occurring while that child is being educated and cared for by an education and care service
 - which a reasonable person would consider required urgent medical attention from a registered medical practitioner; or
 - for which the child attended, or ought reasonably to have attended, a hospital; Example— A broken limb.
 - any incident involving serious illness of a child occurring while that child is being educated and cared for by an education and care service for which the child attended, or ought reasonably to have attended, a hospital; Example— Severe asthma attack, seizure or anaphylaxis reaction.
- any emergency for which emergency services attended (This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person/s at an education and care service. It does not mean an incident where emergency services attended as a precaution¹.);
- any circumstance where a child being educated and cared for by an education and care service
 - appears to be missing or cannot be accounted for; or
 - appears to have been taken or removed from the education and care service premises in a manner that contravenes these Regulations; or
 - is mistakenly locked in or locked out of the education and care service premises or any part of the premises.

In addition to ensuring a suitable response to managing critical events, the Service has a duty to notify any Serious Incidents to parents and the Regulatory Authority. The service will follow the procedures outlined in the policy Managing Notifications for reporting Serious Incidents.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> • Will ensure all significant events (incident, illness, injury or trauma) occurring at the service are responded to with timeliness and responsiveness. • Ensure all responses are compliant with relevant regulations or legislation. • Staff are equipped with knowledge and training to fulfil their duties.
Nominated Supervisor	<ul style="list-style-type: none"> • To lead the response to any significant events occurring at the service. • To provide timely notification to parents and the Approved Provider and no more than 24 hours after the events. • Provide instruction to staff and volunteers on incident, illness, injury and trauma management. • Ensure record of events are recorded as soon as practicable and at least written in less than 24 hours after the event. • Ensure records are maintained and stored according to service procedures.
All Staff	<ul style="list-style-type: none"> • To provide immediate care and support to any significant event. • Accurately record events in a timely manner and inform the Nominated Supervisor of any significant issues as soon as practicable.

Key Tasks and Responsibilities

Planning Procedures	The Approved Provider will coordinate with the Nominated Supervisor to ensure appropriate plans and resources are established to respond to relevant incidents. This includes induction practices to ensure educators are aware of responsibilities.
Leading Response	The Nominated Supervisor or Responsible Person will take charge in leading the response and management of incidents. They are supported by educators, especially first aid qualified, in caring for children and calling for emergency services.
Documenting Incidents	The person taking the primary role in managing the incident will be responsible for writing the incident report. However, they may be supported by educators who were witness to the events.
Notifications	The Nominated Supervisor or Responsible Person will communicate the incident with parents, and if needed, the Regulatory Authority and Approved Provider.

Procedures

Managing and Responding to Critical Events

At all times there are educators present in the service that hold Senior First Aid qualifications including CPR, asthma and anaphylaxis training. Should an accident or sudden illness occur educators will immediately commence first aid and a parent will be contacted to collect the child or in emergency situations advised of the plan of action regarding further medical treatment

The Nominated Supervisor (or Responsible Person) will lead the response to any critical events to ensure the safety and wellbeing of children attending the service. The management of emergency or critical situations will adopt the following principles:

- Staff providing comfort and reassurance to the child,
- Actively seeking the assistance of a first aid qualified educator,
- All first aid qualified educators administering care within the bounds of their training,
- Ensure all other children are appropriately supervised, actioning an emergency evacuation or lock-down, if required,

- Uphold the dignity and comfort of children, removing them to quiet or private areas of the service (as needed),
- Providing timely information and notification to parents/guardians as so far as practicable; and
- Ensure the child(ren) is/are actively monitored and supervised with the intention to escalate the response, if needed (i.e., additional emergency support).

If a critical incident occurs and parents are unable to accompany their child to the hospital, the coordinator, or qualified educator who administered the first aid, will accompany the child, ONLY if they leave at least one educator who is qualified in first aid at Jamboree Heights OSHC and that educator ratios are still met.

The service will reimburse the cost of a taxi ride incurred by the educator for their return to the service after a child has been taken into care by medical personnel and family. All costs incurred in obtaining medical attention for a child will be met by the parents/guardians.

Injury Responses and Management (i.e., First Aid and Medical Support)

The first steps in responding to a child's physical injury or illness will be first aid. Qualified educators will respond with immediate treatment as outlined by their training. Notification to the Nominated Supervisor (via walkie-talkie etc.) will occur as soon as practicable.

As a guide the following steps will be taken, as necessary:

1. Staff will address any immediate dangers or hazards (to ensure no further injury/harm occurs).
2. Staff will address any life-threatening circumstances as a priority, communicating the need for support. A call to emergency services (000) should occur immediately if the situation is critical or serious.
3. Once and if in a stable condition, staff will seek to comfort and calm the child.
4. The Nominated Supervisor (or Responsible Person) will be notified as soon as practicable.
5. If possible, the parents will be contacted by the Nominated Supervisor or delegated educator to advise of events, seek any emergency authorisations and/or coordinate a plan of action.
6. Dependent on authorisations and circumstances, the following may occur:
 - Medication administered - Non-prescribed oral medications will not be administered to any child,
 - Transportation to hospital,
 - Parents collect the child for medical treatment,
 - Relevant treatment outlined in medical action plan, or guided by training or emergency services.
7. As soon as practicably possible, the parent will be called by an available educator to notify of the injury and action taken to manage the circumstances, where appropriate.
8. The child's condition will be continually monitored by a qualified educator, any changes to the health or condition of the child will be suitably escalated.
9. The child will continue to be monitored until appropriate medical care has arrived or until the parent's arrival (i.e., child's departure).

All Head injuries will be reported to the Nominated Supervisor or Responsible Person immediately then parent/guardian via phone, as soon as possible, notifying of the circumstances including:

- The treatment administered; and
- Whether the child has returned to normal activities as deemed appropriate by coordinator or first aid qualified educator.

Actions for managing the response to an anaphylaxis, asthma or diabetic emergency can be found in [2.9 Medical Conditions in Children](#) Policy.

Once the circumstances have stabilised, the educator providing care will be documenting the events.

Illness Response and Management

Where a child presents or has been identified as suffering from an illness, the following actions will be taken:

1. Staff are to address any immediate hazards (containing solid/contaminated areas etc.) and notify the Responsible Person or Nominated Supervisor as soon as reasonably practicable.
2. Staff should attend to the child's needs and apply (or call for) first aid treatment, if relevant.
3. Where a child's illness relates to a medical condition, the relevant Medical Management Plan must be followed.
4. The child will be cared for in the OSHC office or other suitable space. Management actions should be consistent with the Infection Disease policy and limit the potential exposure to infection.
5. The Responsible Person/Nominated Supervisor will assess the child's illness and make contact with the parent (or where unavailable, emergency contacts) to discuss a plan for the immediate care and collection.
6. In the interim of being collected the child will be suitably comforted and monitored for change in symptoms or escalation of emergency response.
7. Where a child's illness is significant the Responsible Person/Nominated Supervisor will call 000 for an ambulance or relevant alternative medical treatment.
8. Where possible the details of the illness will be noted to support the completion of illness records.

Once the circumstances have stabilised, the educator providing care will be documenting the events.

Trauma Response and Management

Signs of trauma could include but are not limited to:

- Emotional distress or disassociation
- Sudden or significant changes in behaviour
- Physical injury
- Aggression or avoidance

Where a child/ren experiences a traumatic event while being educated and cared for the following steps will be taken:

1. Staff will seek to manage the immediate situation, addressing any presenting hazards.
2. Children will be offered emotional and social support suitable to the nature of the situation, with staff engaging in actively listening and emotional validation.
3. Staff should attend to any presenting immediate needs, including the awareness of child protection actions (see Example 2.12 Child Protection and Mandatory Reporting or Example 7.7 Managing Concerns of Harmful Sexual Behaviours).
4. Depending on the circumstances, the child may be invited to a quiet area, such as the OSHC office, while escalation or immediate support is occurring.
5. The Responsible Person/Nominated Supervisor will be informed of the details as soon as reasonably practicable.
6. The parents (or where unavailable, emergency contacts) of the child will be called to be notified of the matter.
7. The Responsible Person/Nominated supervisor will be responsible for coordinating a suitable response, where relevant addition or emergency services response may be applicable and called upon.

Once the circumstances have stabilised, the educator providing care will be documenting the events - see steps under Documenting an Incident, Illness, Injury or Trauma Event.

A Child Missing or Unaccounted For

See [2.3 Arrivals and Departure of Children](#)

A Child Mistakenly Locked In or Out of the Service

In an instance where a child has been mistakenly locked in or out of the service, staff should look to immediately address the situation by opening the locked area. Staff should then:

1. Support the child's immediate wellbeing to ensure they are emotionally supported by the incident.
2. As soon as practicable, the Nominated Supervisor (or Responsible Person), should notify the parent of the event.
3. An incident report will be completed by the staff member initially responding, with support of the Nominated Supervisor.
4. The details of the incident will be reported to the Approved Provider as soon as practicable.

5. The Nominated Supervisor and Approved Provider will coordinate the preparation and submission of the notification, following the steps outlined in [7.7 Managing Notifications](#)
6. Following the submission of the notification, the Approved Provider will coordinate an appropriate investigation into the circumstances of the incident, outlining steps of improvement to mitigate future occurrences.
7. The Approved Provider and Nominated Supervisor will collaborate any necessary additional response as determined by the Regulatory Authority.

Death of a Child

Should the death of a child occur while being cared for or as the result of an incident while being care for, then staff members should:

1. Immediately call emergency services.
2. Evacuate children to the appropriate area (evacuation or lockdown, depending on circumstance).
3. As soon as practicable, the Nominated Supervisor (or Responsible Person), should notify the parent of the event.

Becoming aware a child has died as the result of an incident while being care for by the service:

4. An incident report will be completed by the staff member initially responding and any witnesses, with support of the Nominated Supervisor.
5. The details of the incident will be immediately reported to the Approved Provider.
6. The Approved Provider will lead the coordination of reporting, including correspondence with the Regulatory Authority, parents, and police.
7. The Nominated Supervisor and Approved Provider will coordinate the preparation and submission of the notification, following the steps outlined in [7.7 Managing Notifications](#)

Accepting Children from School (ASC) or on Arrival at Sign In (BSC/VAC)

Arriving from school (ASC)

If a child needs assistance to enter the service, e.g. they are having trouble walking, they will be referred to the school for them to continue treatment of the child. In this instance the parent will be notified by the service that the child has not been signed in and is in the care of the school. In addition, the parent will not be charged for the child for the afternoon.

In the event a child needs to go from sick bay to class and then go to OSHC in the afternoon, they will need a transport form, if there is no form then no transport. However, if the child is in sick bay, then they are not to attend OSHC for that session.

On arrival at sign in (BSC/VAC)

If a parent brings a child into the service for a before school care session or a vacation care day and the child needs assistance to enter the service, e.g. they are having trouble walking, the parent will be advised that the child is unable to attend the service at this time.

If there has been a known injury or illness the service will request a statement from a medical professional advising that the child is fit and able to return to the service. Verbal approval from a parent/guardian will not be accepted.

Other Circumstances and Actions

1. Where circumstances arise that do not have specific procedures set out to follow, educators must use professional judgement to actively protect the safety and wellbeing of children as a first priority. Possible actions include:
 - a. Emergency evacuation procedures
 - b. Lock-down/harassment procedures
 - c. Notifying emergency services (police etc.)
2. Where the nature of the event involves disaster response, educators should seek advice from emergency services, other professional(s) relevant to the circumstances, and/or parents; in order to manage the immediate actions/treatment.
3. Following the incident/events being controlled, educators then need to notify the Approved Provider.
4. Should the circumstance present as a risk to health and safety, notification to the Regulatory Authority will be required as set out in Example 7.3 Managing Notifications

Notification to Parent (or Authorised Nominee)

Parents must be notified of any illness, injury or trauma which occurs while a child is being educated and cared for by the service. Depending on the circumstance, including the significance of the incident, urgency, and any practical limitation, the notification can be via—

- A phone call,
- In-person (when collecting the child), or
- Via a copy of the Incident, Injury, Illness, or Trauma Report.

Regardless of the method of communication, a parent must be notified as soon as practicable, but not later than 24 hours after the occurrence. The details of this notification are recorded in the Incident, Injury, Illness, or Trauma Report. Depending on the circumstances, a proportionate response – i.e. an immediate phone call in a critical situation, or in-person at collection/email for minor injuries, will be used to communicate the details of these events with families.

To promote transparency, standard practice is to provide a copy of the Incident, Injury, Illness, or Trauma Report, which contains the ability to record the parent's receipt of the information by way of signing the record. Parents can request and access copies of their children's Incident, Injury, Illness, or Trauma Reports when requested.

Notwithstanding notification requirements, subject to procedures set out in [7.6 Privacy and Confidentiality of Records](#), personal details that do not relate to the parent's child contained within an Incident, Injury, Illness, or Trauma Report may be redacted where there is not written authorisation to disclose this information.

If the Approved Provider becomes aware of an incident after the fact from a parent, they should notify the Regulatory Authority within 24 hours of being notified that the incident was serious. e.g. a child has hurt their wrist, but is not in serious pain and continues to play, the next day the parent advises that the child has sustained a fracture.

Documenting an Incident, Illness, Injury or Trauma Event

An [Incident, Illness, Injury or Trauma Report](#) must be completed, as soon as reasonably possible (but at least within 24 hours) after a child is involved in any incident, suffers an injury, illness or trauma.

Typically, the person who took the primary lead in managing the incident will be responsible for writing the record. Where this isn't achievable the Nominated Supervisor or Responsible Person will source the person with most direct observation of the incident to complete the record. It is the responsibility of the Nominated Supervisor or the Responsible Person in charge of the session of care to ensure the full record has been completed within the timeframe required.

The information contained in the incident, accident, injury or trauma report forms must not be used for any purpose except strictly in accordance with this policy, [7.6 Privacy and Confidentiality of Records Policy](#) and any other relevant service policies.

Report Content

The incident, injury, trauma and illness record must include (National Regulation 87):

- details of the incident/event, including:
 - the name and age of the child; and
 - the circumstances leading to the incident, injury or trauma; and
 - the time and date the incident occurred, the injury was received or the child was subjected to the trauma; or
- details of any illness which becomes apparent while the child is being educated and cared for including—
 - the name and age of the child; and
 - the relevant circumstances surrounding the child becoming ill and any apparent symptoms; and
 - the time and date of the apparent onset of the illness
- details of the action taken by the service, including—
 - any medication administered or first aid provided; and
 - any medical personnel contacted;

- details of any person who witnessed the incident, injury or trauma;
- the name of any person whom the service notified (or attempted to notify), and the time and date of the notifications or attempted notifications
- the name and signature of the person writing the record, and the time and date report was created

Any Serious Incidents must be reported to the Approved Provider as soon as practicable. A copy of the report will also be forward to the Approved Provider, once completed.

Confidentiality

All Incident, Injury, Illness, or Trauma Records will be stored securely as set out in [7.6 Privacy and Confidentiality of Records](#). Disclosure of private information contained within an Incident, Injury, Illness, or Trauma Record will only occur as permitted by legislation, including Regulation 177 and the corresponding written authorisation.

Regulatory Notification – Serious Incidents

Where the circumstances surrounding the incident meet the requirements for regulatory reporting, steps contain in [7.7 Managing Notifications](#) will be followed.

If the attention of a medical practitioner was sought or the child attended hospital in connection with the injury, trauma or illness. The incident is a ‘serious one’ and must be notified. Furthermore, the parent will be required to provide documentation from a medical practitioner giving a medical clearance in writing prior to the child returning to the service.

To decide if an injury, trauma or illness is a ‘serious incident’ when the child did not attend a medical practitioner or hospital, we will consider the following issues:

- Was more than basic first aid needed to manage the injury, trauma or illness?
- Should medical attention have been sought for the child?
- Should the child have attended a hospital or an equivalent facility?

Authority to Provide Medical Attention

Written consent from the child’s parent/authorised persons will be sought through the enrolment process for the Nominated Supervisor and/or staff member qualified in first aid, to obtain medical attention, in keeping with the policies and procedures of the service, if required. Should the child have a relevant health condition, they will be required to have a management (action) plan, risk minimisation assessment and communication plan. (see [2.9 Medical Conditions in Children Policy](#)).

Written consent will also be obtained from the parent/authorised persons for the use of all health and other personal information which the service has relating to the child, for the purpose of enabling the service to:

- Administer care and assistance to the child, including by obtaining emergency or other medical assistance or care for the child in accordance with this policy; and
- Report any incident, injury, illness or trauma as required by law.

To remove any doubt, all costs incurred in obtaining medical attention for a child will be met by the parents/authorised persons (i.e. the account holder). Under the Community Ambulance Cover Act 2003, all Queensland residents are covered for ambulance transport services anytime, anywhere across Australia. Families who are not Queensland residents must seek cover at their own cost.

Facilities and Resources

Disposable gloves will be worn when administering first-aid, and will be disposed of immediately after use, in accordance with policy [2.5 Administration of First Aid](#).

The Nominated Supervisor will, or delegate a qualified educator to, ensure that the following are kept at the service at all times, and are accessible to the educators but not to children:

- A fully maintained and equipped first aid kit, adequate for the number of children attending the service, and that items stored in the first aid kit are within the identified use by date (where applicable)
- Service Phone,
- A recognised and current first-aid manual,

- A cold pack and/or ice ready for use in the administering of first aid,
- A store of disposable gloves; and
- Current emergency contact telephone numbers.

Training and Instruction

Induction material and processes will ensure all educators and volunteers are trained around the requirements and expectations for responding to incidents. This is complemented by ongoing training and debriefing of incident management procedures. All persons with responsibilities to care for children must be able to demonstrate how they will—

- alert service leaders of an incident in a timely manner,
- provide care for children during an incident, and
- their role in supporting the service to meet relevant reporting requirements.

Quality Improvement

Following any significant event, the Nominated Supervisor will debrief the events with educators, identifying any area of learning or improvement. The actions identified will be reported to the Approved Provider, who will ensure appropriate action is taken.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**

- s.167 Offence relating to protection of children from harm and hazards
- s.173 Offence to fail to notify certain circumstances to Regulatory Authority
- s.175 Offence relating to requirement to keep enrolment and other documents

- **Education and Care Services National Regulations:**

- R.12 Meaning of serious incident
- R.85 Incident, injury, trauma and illness policies and procedures
- R.86 Notification to parents of incident, injury, trauma and illness
- R.87 Incident, injury, trauma and illness record
- R.90 Medical conditions policy
- R.97 Emergency and evacuation procedures
- R.99 Children leaving the education and care service premises
- R.160 Child enrolment records to be kept by approved provider and family day care educator
- R.161 Authorisations to be kept in enrolment record
- R.162 Health information to be kept in enrolment record
- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- R.174 Time to notify certain circumstances to Regulatory Authority
- R.174A Prescribed information to accompany notice
- R.177 Prescribed enrolment and other documents to be kept by approved provider
- R.181 Confidentiality of records kept by approved provider
- R.183 Storage of records and other documents

- **National Quality Standard:**

- QA2 – Children's health and safety

Additional Regulatory Context and Guidance

- Child Protection Act 1999 (Qld)
- Working with Children (Risk Management and Screening) Act 2000 (Qld)

Related policies and procedures

- [2.1 Providing a Child Safe Environment](#)
- [2.3 Safe Arrivals and Departures of Children](#)
- [2.5 Administration of First Aid](#)
- [2.7 Infectious Diseases](#)
- [2.8 Hygiene, Health and Wellbeing Practices](#)
- [2.9 Medical Conditions in Children](#)
- [2.10 Medication Administration](#)
- [2.13 Emergency Evacuation, Lockdown and Drills](#)
- [3.5 Emergency and Safety Equipment](#)
- [5.2 Positive Behaviour Support Practices](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.7 Managing Notifications](#)

Appendices and Forms

[Incident, Injury, Illness, or Trauma Report](#)

Policy 2.4 Incident, Illness, Injury or Trauma				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policy 4.5 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.5 Administration of First Aid

Policy Statement

The service acknowledges its responsibility to ensure appropriate procedures are in place for managing incidents, including injuries and illnesses where first aid treatment is required. Ensuring the workplace has established systems that provide the resources and expertise to ensure care is provided in a way that maintains children's safety and wellbeing is a critical duty of the service.

Broadly, the service has two areas of first aid administration—

- First aid facilities and equipment, and
- First aid expertise - qualified staff.

Fundamentally, the specifics of these requirements are created from a risk assessment (requirements assessment) procedure. In establishing the requirements of the service, the implemented procedures are followed to ensure the content, design, accessibility and visibility of equipment is managed to a compliant and quality standard.

To reflect our commitment to children's safety and protection, the expectations for our educators to hold approved qualifications exceed the regulated minimum standard. We recognise the importance of timeliness and availability to care and treatment when first aid is required and resource our service accordingly.

For the purposes of first aid qualifications (including emergency asthma and anaphylaxis), 'approved' means qualifications set out in the NQF approved qualifications list (Regulation 137), completed within the relevant timeframes, with training outside of this list being seen as irrelevant. All evidence of a staff member's first aid qualifications will be kept on file, in their employee record.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Will support employees to have access to regular training to exceed qualification requirements.• Ensure the service is stocked and has access to ample first aid supplies and equipment.
Nominated Supervisor	<ul style="list-style-type: none">• Monitor established routines to ensure first aid supplies are stocked and available.• Coordinate training opportunities for educators.• Monitor staff qualifications and rostering requirements.• Support responses to injuries and incidents.
All Staff	<ul style="list-style-type: none">• Ensure personal first aid kits are restocked after use.• Respond to injuries and incidents in accordance with training and qualifications.• Report any identified issues with first aid management to the Nominated Supervisor for resolution.

Key Tasks and Responsibilities

First Aid Facilities	The Approved Provider is responsible for ensuring the relevant analysis of first aid needs is carried out. The Nominated Supervisor is then responsible for ensuring the equipment needed is purchased and maintained by the service.
First Aid Information and Training	The Nominated Supervisor will maintain employee records for first aid qualification and coordinate any training needs. Educators are to submit relevant evidence of first aid qualifications.
Applying First Aid	Qualified first aid educators are to apply first aid as per training. Any educator who is not first aid trained is to alert the need for a first aid qualified educator to respond to an incident. The person treating any injuries must complete the relevant report, with the Nominated Supervisor or Responsible Person notifying parents.

Procedures

First Aid Facilities

The Approved Provider recognises their responsibility to ensure the service's first aid kits are (Regulation 89) —

- of an appropriate number considering the number of children being educated and cared for by the service,
- suitably equipped, and
- easily recognisable and readily accessible to adults.

The Nominated Supervisor is supported to ensure the first aid supplies are well-stocked. Routine inspection of supplies occur weekly, and a comprehensive re-stock is completed at least each term. The service is committed to ensure resources exceeds any identifiable needs. As well as a large comprehensive first aid kit located in the OSHC building, additional smaller kits are available to have on hand to take to outdoor or other areas regularly used by the service (e.g. shared alternative spaces).

Guided by the [First Aid in the Workplace Code of Practice 2021](#), the contents of our first aid kits have been developed based on a workplace first aid assessment, which has identified the relevant needs for our context. The assessment will be monitored and reviewed, should additional information prompt a change in needs, relevant policies and plans will be updated.

The first aid assessment has identified the kits will contain as a minimum:

Central First Aid Kit Contents		
# of	Item	Use/Purpose
1	Instructions for providing first aid, including CPR flowchart	in the event CPR is required, proper technique is applied.
50	Adhesive strips (assorted sizes)	for minor wound dressing.
3	Splinter probes (single use, disposable).	for removing foreign bodies.
2	Hypo-allergenic micropore adhesive tape	for securing dressings and strapping.
3	Eye pads	to protect eye injuries.
2	Triangular bandage	for slings, support and/or padding.
6	Crepe and conforming bandages (various sizes)	to hold dressings in place and provide support and compression.
3	Wound/combine dressings	to control bleeding and for covering wounds.
5	Non-adherent dressings/pads	for wound dressing.
5	Safety pins	to secure bandages and slings.
1	Scissors	for cutting dressings or clothing.
1	Kidney dish	for holding dressings and instruments.
1	Small dressings' bowl	for holding liquids.
5	Gauze squares packets	for cleaning wounds.

2	Forceps/tweezers (one metal, one plastic)	for removing foreign bodies.
10	Disposable nitrile, latex or vinyl examination gloves	for infection control.
1	Sharps disposal container and tongs	for infection control and disposal purposes.
8	Sterile saline solution or sterile water	for emergency eye wash or for irrigating eye wounds. The solution must be discarded after opening.
1	Resuscitation mask	to be used by qualified personnel for resuscitation purposes.
5	Antiseptic solution	for cleaning wounds and skin.
4	Plastic bags	for waste disposal.
1	Note pad and pen/pencil	for recording the injured or ill person's condition and treatment given.
5	Instant ice-pack	for the management of strains, sprains and bruises.
2	Emergency rescue blanket	for shock or hypothermia.
1	Digital thermometer	to assess for illness/infection.
2	Emergency asthma puffer (Ventolin)	to be given in emergency asthma situation.
2	Disposable asthma spacer	to be used when administering emergency asthma medication.
1	Emergency EpiPen	to be given in emergency anaphylaxis situation.

Risk assessments will be undertaken to identify the likelihood and adequate controls for relevant injuries and illnesses to the school age care context, such as burns, eye injuries and/or poisoning occurring. Where additional requirements are identified, the first aid supplied will be updated to include relevant items.

Jamboree Heights OSHC has two large, well-stocked first aid kits accessible at the service premises, with sufficient supplies to cater for the children being cared for. Both first aid kits are situated in the staff bathroom; these are both signed/labelled for easy locating.

The service also maintains secondary portable first aid kits for additional and timely access to supplies and for excursions. All first aid kits stored and used by the service are easily recognisable

Educators will be shown the location of the first aid kits during induction.

All staff are responsible to ensure the (Red) First Aid Bag is spot checked daily and restocked monthly to ensure contents have not expired and are past the 'Use by date'. The Inventory and Checklist must be by signed monthly. The First Aid Bag must contain the following:

(Red) First Aid Bag Contents		
Saline	Instant icepacks	Resuscitation shield
Band-aids	Tissues	0x0 Combine dressing
Gloves	Dettol	10x10 non-adherent dressing
Vomit Bags	Sports tape	7.5x7.5 Gauze

Cotton swabs	Safety pins	Eye pads
Triangular Bandages	First aid spray	Alcohol wipes
Burn gel	Thermal Blanket	Conforming bandages (S, M, L)
Crepe bandages (M, L)	Scissors	Tweezers

The bags are to be in the vicinity of OSHC children at all times. Relevant First Aiders must ensure the First Aid bag is carried to all relevant areas.

First Aid Information and Training

First aid information will be made accessible to educators, with a variety of resources and displays onsite. Additionally, educators will be supplied with pertinent information including verbal instruction and/or demonstrations, videos and posters during orientation and induction.

While the service would typically exceed qualification requirements, the Approved Provider and Nominated

For the purposes of an educator being considered as currently first aid qualified, the educator will need to have completed an approved course of the following type, within the stated timeframes (Regulation 136). In this instance, “approved” means a qualification in line with the [NQF approved qualifications list](#).

First aid qualification	Life support training and cardiopulmonary resuscitation (CPR) training that forms part of the first aid qualification	1 year
	Any other training that forms part of the approved first aid qualification	3 years
Approved anaphylaxis management training		3 years
Approved emergency asthma management training		3 years

While the service would typically exceed qualification requirements, the Approved Provider and Nominated Supervisor will ensure that, at least one educator with the required first aid qualification, and anaphylaxis management and emergency asthma management training is in attendance and immediately available in an emergency, at all times children are being cared for. (e.g. if children go to an oval or park then a qualified first aid person must go with them). To ensure the service maintains compliance, any Nominated Supervisor or Responsible Person must maintain their relevant qualifications.

Staff Records

The service will retain evidence of all educator’s first aid and emergency management qualifications and a summary of this information will be maintained in the staff schedule.

Availability of Information

First aid information will be made accessible to educators, with a variety of resources and displays to be onsite. Additionally, educators will be supplied with pertinent information including verbal instruction and/or demonstrations, videos and posters during orientation and induction.

Current information about specific risks in the workplace and any changes affecting the provision and use of first aid will be provided to educators on a regular basis.

Applying First Aid – Critical Incidents

Only suitably qualified educators are to apply first aid to children. All administration of first aid will be consistent with the level training and competency of the educator’s qualification.

Any child who sustains (or suspected to have sustained) an injury will be attended to by a first-aid qualified educator, this may require an educator to seek the appropriate assistance.

Principles for Serious First Aid Incident

When a need is identified to give first aid, the person will ensure that ill or injured persons procedures for administering first aid will be in accordance with [2.4 Injury, Illness, Incident or Trauma Policy](#) of this service. The educators should make sound judgement in treating incidents to—

- Preserve life as an immediate priority.
- Ensure the child is stabilised and comforted until medical help intervenes, including monitoring the ill or injured persons (where needed, in the recovery position).
- Ensure that the environment is safe and that other persons (especially children) are not in danger of becoming ill or injured.
- Seek support to assist in the care and response.

In the event a staff member is required to provide first aid, all other educators should immediately seek the support of their team members to ensure that supervision of children remains paramount. Educators should consider either an emergency evacuation or lockdown to ensure the safety of children, where circumstances are critical.

Emergency Services

Any incident or injury requiring greater care and treatment than first aid, an ambulance/emergency services (000) will be immediately called.

The following incidents are a non-exhaustive list of examples of where critical first aid is required:

- When an individual has stopped breathing or is choking,
- When an individual is unconscious or any serious head injury,
- Where there is deep cut with serious bleeding,
- Where there is a suspicion of anaphylaxis; or
- Where there is a significant injury (fracture, dislocation etc.).

It is expected that in the event of any injury, the person providing first aid will assess the situation and determine the need for an ambulance - in situations other than those listed below. Where in doubt, emergency services should always be called for support.

In the event that an ambulance is called,

- Families must be informed as soon as practicable that their child has required an ambulance (emergency first aid to be administered first),
- Management must be informed as soon as practicable that a child has required an ambulance (emergency first aid to be administered first),
- The Approved Provider will inform the Regulatory Authority within 24 hours that a child has required an ambulance,
- Coordinator/Responsible person will accompany the child in an ambulance in the absence of the parent/guardian where possible; and
- Families are required to pay any costs associated with the ambulance.

Not all injuries will require additional medical treatment, children receiving minor first aid can be supported in an appropriate location at the service e.g. the office while being comforted and treated.

Treating Wounds – Minimise Cross Contamination

When treating open wounds, educators will—

- Remove required items to be used to manage first aid from the first aid kit.
- Place items in/on a non-contaminated dish or surface.
- Wash hands and use gloves before treating wounds.
- When cleaning wound with a sterile swab or other disinfectant, follow the relevant training and instructions.
- The used swab or like will be placed in a first aid waste bin for isolation and disposal.
- If changing the type of first aid activity, e.g. cleaning to bandaging, gloves will be changed and placed in the first aid waste bin.

Treating Suspected Concussion

Where an incident occurs and there is a suspicion of concussion, once the situation is stable, parents will be called to collect the child. The child will be closely monitored while parents arrive. Should there be an escalation of symptoms, emergency services (000) will be called.

Injury Reporting

Where first aid is applied because the child has sustained an injury, an [Incident, Illness, Injury or Trauma Report](#) must be completed. Parents must be notified of any injury as soon as practicable, but within 24 hours.

For **serious incidents** (hospital/medical treatment needed or ought to have been needed) an additional notification to the Regulatory Authority is required as soon as practicable, but within 24 hours – see [2.4 Incidents, Illness, Injury or Trauma Policy](#) for these steps.

For information pertaining to the management of specific medical conditions, refer to [2.9 Medical Conditions in Children Policy](#).

First Aid Waste Management

Jamboree Heights OSHC acknowledges the need to manage first aid waste and corresponding biohazards to effectively prevent cross infection or contamination from waste materials which forms an important element of the whole first aid procedure. Such materials will include, but not be limited to protective adhesive strips, bandages, swabs, cotton buds/balls and ice packs.

A clearly labelled first aid waste bin will be supplied and maintained in the following way:

- Fitted with a bag that can be sealed and removed each day (if required);
- Cleaned and sanitised daily (if required); and
- Located in a suitable place that is not readily accessible to children.

Any material used, including gloves and packaging will be properly disposed. The location where first aid was administered will be inspected for any remaining biohazards (body fluid, waste). If needed, the area will be blocked off while relevant cleaning and sanitisation occurs.

Educators will thoroughly wash hands using specified hand washing procedures before and after implementing first aid and they are to wear disposable gloves to manage incidents of first aid involving waste materials as identified.

When conducting first aid, educators will:

- Remove required items to be used to manage first aid from the first aid kit;
- Place items in/on a non-contaminated dish or surface;
- Clean the injured area of the person using principles of first aid as per this policy and training e.g. wiped with sterile swab etc;
- The used swab or like will be placed in the lined first aid waste bin; and
- Change gloves if changing the type of activity they are managing with first aid e.g. cleaning to bandaging. These gloves should also be placed in the first aid waste bin.

Injuries to Employees or Visitors

Any employee (or other adult) injuries will follow steps outlined in this procedure. Any injury requiring medical treatment will be managed in collaboration with the Nominated Supervisor or Responsible Person. Just as expected with children, where an injury requires greater response than first aid, an ambulance will be called.

Documentation of educator or visitor injuries will be recorded on the appropriate form. Reporting to Work Health Safety Queensland (WHSQ) may be required where an incident reaches a notifiable threshold. Details of reporting requirements and methods can be found on the WHSQ website.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Regulations:**
 - R.89 First aid kits
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.136 First aid qualifications
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.183 Storage of records and other documents
- **National Quality Standard**
 - QA2 – Children’s health and safety
 - QA4 – Staffing arrangements

Additional Regulatory Context and Guidance

Work Health and Safety Act 2011

Privacy Act 1988 (Cth)/Information Privacy Act 2009 (Qld)

- First Aid in the Workplace Code of Practice

Related Policies and Procedures

- [2.7 Infectious Diseases](#)
- [2.8 Hygiene, Health and Wellbeing Practices](#)
- [2.9 Medical Conditions in Children](#)
- [2.10 Medication Administration](#)
- [2.13 Emergency Evacuation, Lockdown and Drills](#)
- [6.4 Acceptance and Refusals of Authorisation](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.7 Managing Notifications](#)

Appendices and Forms

First Aid Requirements Assessment

Policy 2.5 Administration of first aid				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policy 4.1, 4.4, 4.5, 4.13, 4.18 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.6 Water Safety

Policy Statement

The service acknowledges that water activities are a significant part of both our Queensland culture and typical leisure activities for children. The service has an opportunity to include water activities as part of the program to promote health, play and leisure. The procedures contained in this policy are designed to address the inherent risks associated with swimming and water-based activities.

The service recognises that the safety of children in and around water is of the highest priority, with effective supervision being a key determinate of safety. Throughout all water activities, children will be closely supervised. Likewise, risk assessment and planning will be fundamental to ensure the environment and systems to protect children are adequate.

To remove any doubt, the scope of this policy includes swimming activities, water play and excursions in or near water. The safe consumption of water is addressed in policy [1.5 Food and Nutrition](#).

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure policy and procedures support the safety and wellbeing of children.• Ensure risk-assessment identify and manage identifiable hazards.
Nominated Supervisor	<ul style="list-style-type: none">• Provide information and guidance to educators and families on the importance of children's safety in and around water.• Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment will identify the educator to child ratios required to ensure children's safety.• Ensure parents are informed of the swimming details and risks involved. Parents will provide written consent for the activity.• Ensure all parents have indicated the swimming ability of their children before participating in the excursion
All Staff	<ul style="list-style-type: none">• Encourage children to play in or near water safely, giving appropriate instructions and guidance.• Understand and be willing to act in accordance with the relevant risk-assessment.

Key Tasks and Responsibilities

Risk Assessment	<ul style="list-style-type: none">• The Nominated Supervisor will be responsible for developing the relevant risk assessment that must be endorsed by the Approved Provider. The Nominated Supervisor will also be responsible for the collection of authorisations and swimming ability information.
Swimming Supervision	<ul style="list-style-type: none">• The Nominated Supervisor is responsible for developing a suitable supervision plan for the activity and educators are responsible for collectively working together to follow these instructions, including sun safety.

Procedures

Identifying Hazards and Assessing Risk

Generally speaking, the service's premises will be free from water hazards. Any use of the school pool will be treated as an excursion. The relevant procedures, including risk assessment and authorisation will be followed (see [1.3 Excursions](#)).

Educators will ensure water troughs or containers for water play are filled to a safe level and emptied onto garden areas after use. Buckets of water used for cleaning are emptied immediately after use and buckets are not to be left in play areas or accessible to children unless they are being used as part of a program experience.

Hot water that may be accessible to children during service operation will be maintained at an appropriate temperature (43.5°C or less).

Water for pets at Jamboree Heights OSHC must be changed regularly and only accessible to children when educators are present.

Specific Practices for Swimming Activities

The choice to and where swimming will occur will be determined by the assessment of the service's capacity to ensure the activity can be carried out safely. All bodies of water present a significant risk to children, therefore, the implementation of swimming activities will also ensure the following procedures are followed:

Risk Assessment and Supervision

A comprehensive risk assessment of the swimming venue and activity will be conducted to determine the required educator to child ratio and skills/qualifications required. A plan for supervision in and out of the water will also be developed. It is expected that during the swimming activity educators will be positioned both in and out of the water to promote a complete, coordinated and active level of supervision of children in and around the pool area.

The Service will also consider the needs for first aid and CPR trained educators beyond the minimum regulation requirements.

Safety Equipment and Inspection of Environment

Consideration will also be given to the capacity of educators to rescue children from water and any relevant equipment required. A list required items will be created within the risk assessment. On the day of the swimming activity a suitably experienced educator will inspect all listed safety equipment and the pool area to ensure all required elements are available and in good repair.

Understanding Children's Ability

Parents/guardians must complete a 'Swimming Ability Form' for each child attending a swimming activity. Information gained through this form will identify children's swimming competence and assist educators to manage their safety while in the water:

- The swimming ability form will direct the supervision, support and water depth of the children will access throughout the activity.
- Parents will be informed of any the practices to support the safety of children as a result of their ability.

To remove any doubt, the Service will ensure children requiring any additional support are considered. The Service will collaborate with parents to address specific support plans, where relevant. Swimming will not occur unless it can be carried out safely.

For all water and/or swimming excursions, educators will be placed both in and out of the water for effective supervision of children in the water

Sun Safety

The Services' Sun Safety policy will be followed throughout. This includes the use of sunscreen and sun-safe swimwear. Educators will role-model the same expectations.

Practices for Other Non-Swimming Water Activities

While non-swimming water activities are far less likely to contain the same level of drowning risks, consideration will be given to any relevant hazards. Should an activity present with increased risk to health and safety, a risk assessment will be created and followed.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

Education and Care Services National Law

- s.165 Offence to inadequately supervise children
- s.167 Offence relating to protection of children from harm and hazards

Education and Care Services National Regulations:

- R.89 First aid kits
- R.90 Medical conditions policy
- R.97 Emergency and evacuation procedures
- R.98 Telephone or other communication equipment
- R.99 Children leaving the education and care service premises
- R.100 Risk assessment must be conducted before excursion
- R.101 Conduct of risk assessment for excursion
- R.102 Authorisation for excursions
- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- R.172 Notification of change to policies or procedures

National Quality Standard:

- QA1 – Educational program and practice
- QA2 – Children's health and safety
- QA3 – Physical environment

Additional Regulatory Context and Guidance

- Work Health and Safety Act 2011
- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- [Managing risks at publicly accessible pools - Information guide for owners, operators and controllers of public swimming pools](#)

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[1.3 Excursions](#)

[2.1 Providing a Child Safe Environment](#)

[2.2 Supervision and Educator Ratios](#)

[2.4 Incident, Illness, Injury or Trauma](#)

[2.5 Administration of First Aid](#)

[2.9 Medical Conditions in Children](#)

[2.11 Sun Safety](#)

[3.5 Emergency and Safety Equipment](#)

[6.4 Acceptance and Refusals of Authorisation](#)

Appendices and Forms

[Swimming Ability Form](#)

Policy 2.6 Water Safety				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policy 3.13, 2.20 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.7 Infectious Diseases

Policy Statement

The purpose of this policy is to establish guidelines for preventing and controlling the spread of infectious diseases in our service. We recognize that infectious diseases can pose a significant risk to the health and well-being of children, families, and staff, and therefore, we are committed to implementing effective measures to prevent and control the spread of infectious diseases in our service.

Limiting the spread of infection is a shared responsibility – it requires parents to partner with the service to isolate (exclude) children who are contagious to ensure they remain away from OSHC. Likewise, the service has duties to ensure the environment remains clean, and parents are aware of any occurrences (to monitor for symptoms). Immunisation also has a strong role to play in limiting the spread of infection. The service has created expectations for immunisation for this purpose.

The service may implement further strategies and protocols in accordance with relevant government health guidelines relevant to public health, including any pandemic response.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure the services is guided by sound preventative and reactive measures to control infectious disease.• Support relevant reporting as required.
Nominated Supervisor	<ul style="list-style-type: none">• Consult with families and the Approved Provider for cases of infectious disease.• Report relevant information to Queensland Health as required.• Establish a culture of good hygiene practices, instructing staff on techniques to reduce the possible spread of infection.
All Staff	<ul style="list-style-type: none">• Inform the Nominated Supervisor of relevant illness (or infectious disease in the immediate household).• Model and supervise good hygiene practices• Monitor children for symptom of infectious disease, report as required

Key Tasks and Responsibilities

Information Sharing	<ul style="list-style-type: none">• The Nominated Supervisor will be the primary contact for communicating the requirements of the service, including notifying any occurrences to parents.
Exclusion Requirements	<ul style="list-style-type: none">• Should a child be required to isolate from the service, the Nominated Supervisor or Responsible Person will communicate these requirements to the parents.
Health and Hygiene Practices	<ul style="list-style-type: none">• All educators are to follow the service's health and hygiene practices, especially when carrying out tasks that may spread infection or illness.

Procedures

Monitoring for and Responding to Occurrences of Infectious Disease

The Nominated Supervisor will ensure they keep up to date with information on infectious diseases within the community through accessing the Commonwealth Government Department of Health (see www.health.gov.au) and Queensland Health (www.health.qld.gov.au).

The current NHMRC resource 'Staying Healthy in Childcare' will be referred to when making decisions in regard to communicable diseases and/or exclusion periods. Fact sheets may also be accessed through Queensland Health website.

Informing the service of Infectious Disease

It is the responsibility of parents/guardians to inform the Nominated Supervisor of any infectious disease that their child, or other immediate family members may be suffering. Parents/guardians are advised through the enrolment process and the Parent Information Sheet that children who are ill are not to be brought to the service.

Notwithstanding the responsibilities of parents, the presentation of an illness may not commence in the home environment but during a session of care. Children becoming ill at OSHC will be managed by the steps contained in [2.4 Incidents, Illness, Injury or Trauma](#). Fundamentally, the service cares for the child's wellbeing while the service limits any potential spread, including a request to collect the child.

It is the responsibility of educators to inform the Nominated Supervisor of any infectious disease that the staff member, or their other immediate family members, may be suffering. The Nominated Supervisor, Approved Provider and staff member will consult on risk and suitable management plans (including exclusion, if necessary). It is expected that an employee will not present to the workplace where there is a risk of spreading an infectious condition.

Notifications and Information Sharing

Parents

Parents/guardians will be advised through the enrolment procedures and the Family Handbook that children who are ill are not to be brought to Jamboree Heights OSHC

Where the service has been informed of an instance of infectious disease being potentially exposed to children attending the service, the following will occur—

- A notice stating the occurrence will be displayed at the service in a prominent location.
- The Nominated Supervisor (or relevant delegate) will send an email to all parents notifying of the occurrence.

To remove any doubt, in the communication of the occurrence of an infectious disease, the privacy of the individuals will remain confidential. Parents will be informed of the symptoms and any treatments or relevant exclusion periods.

Responding to Occurrences

The Nominated Supervisor is to use their professional judgement to inform the Approved Provider, via email or agreed method of communication, of any significant infectious disease occurrences reported to the service. The Nominated Supervisor will also provide details of the service's response including relevant guidelines to prevent the spread of the infectious disease. The Approved Provider will express any additional action to be undertaken to ensure all reasonable steps have been followed.

Additional Reporting

Depending on the circumstances, the service may be responsible for reporting to Queensland Health. The Nominated Supervisor will notify the Approved Provider when intending to report an infectious disease case to Queensland Health.

Depending on the seriousness and circumstance, the Nominated Supervisor may be required to follow the [2.4 Incident, Illness, Injury or Trauma](#) policy and report a notification to the Regulatory Authority.

Records of infectious disease will be compiled and retained by the Nominated Supervisor ([2.4 Incident, Illness, Injury or Trauma](#)). These records will include:

- Child's name
- Child's age
- Symptoms
- Date and time when educators first noticed the illness
- Date and time the record was written
- What action was taken
- Details of notification to parents

This record will be stored confidentially (see Policy [7.6 Privacy and Confidentiality of Records](#)).

Exclusion Due to Occurrence of Infectious Disease

All people, including children and educators, who are suffering from any infectious diseases need to be excluded from the service to prevent others from being introduced to the infection. When any such person is found to be showing signs of any infectious disease:

- For children, their parents/guardians will be asked to immediately collect their child and seek medical advice;
- For educators (or any other adult), they will immediately be released from work (or requested to leave) in order to seek immediate medical attention and not return for at least the period set out for the symptom/infectious disease;
- If a medical practitioner diagnoses an infectious disease, the child/educator will be excluded for the recommended period set out in the NHMRC guidelines or as otherwise advised.
- For diseases which are published as requiring a doctor's certificate clearing the child/educator, the doctor's certificate will be provided before the child/educator is re-admitted to the service.

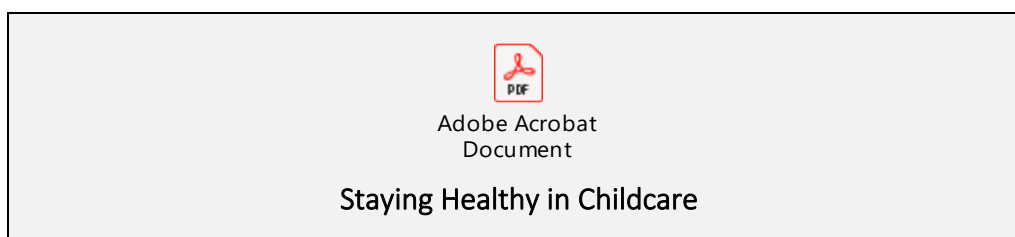
Consistent with the NHMRC guidelines, people with the following symptoms must not attend the service for at least the relevant exclusion period (may be longer if multiple cases)-

Vomiting	24 hours without symptoms.
Diarrhoea	24 hours without symptoms (or 48 hours where confirmed norovirus).
Influenza and influenza-like illness	Until symptoms have resolved, normally 5–7 days.

Immunisation

All children must meet the Australian Federal Government's immunisation requirements or have a valid exemption for the family to be eligible for Child Care Subsidy (CCS). Parents will be asked to verify their child's immunisation status when they enrol, with a copy of relevant evidence potentially sighted.

While the service will accept enrolments of children who are not immunised, children will be excluded from the service if there is an outbreak of an infectious disease against which they have not been immunised. Relevant cancellation periods and absences still apply (refer [7.4 Fees and Statements](#)). The period of exclusion will be in accordance with the National Health and Medical Research Council's recommendations (see [6.9 Childhood Immunisation](#)).



Hygiene Practices

Jamboree Heights OSHC will ensure basic hygiene practices are routine to prevent the spread of infectious disease including routine hand washing, covering any cuts or abrasions with a waterproof dressing, and the use of gloves for touching items/area containing bodily fluid/mucus (see [2.8 Hygiene, Health and Wellbeing Practices](#))

General Pandemic

Infection control and prevention measures will be essential to keeping the premises of Jamboree Heights OSHC operating, and all children and staff attending the service, safe and well. In the event of a pandemic, Jamboree Heights OSHC will follow guidelines and as per the procedures of this policy.

Additional to procedures listed in this policy, in the event of a general pandemic Jamboree Heights OSHC will ensure Staff and Parents know the protocols for dealing with the Infectious disease, including (but not limited to):

- Exclusion of sick children, staff and visitors who show signs of the disease and/or have been diagnosed with the disease.
- Reduce mixing of children/staff as per socialising distancing rules.
- Enhance personal hygiene for children, staff, parents and visitors.
 - Ensure liquid and paper towels are available in all bathrooms
 - Alcohol hand sanitizer/hand gel is made available to all staff, parents and visitors.
 - The OSHC room shall undergo extensive cleaning and disinfecting above and beyond any daily cleaning roster. This includes all room fixtures and children's play items.
- Using the outdoor facilities more regularly.
- Considering opening the windows and adjusting air conditioning to maximize ventilation.
- Promoting strict hygiene protocols when preparing and serving food, and cancel all cooking clubs involving children.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
 - s.172 Offence to fail to display prescribed information
- **Education and Care Services National Regulations:**
 - R.77 Health, hygiene and safe food practices
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.88 Infectious diseases
 - R.103 Premises, furniture and equipment to be safe, clean and in good repair
 - R.104 Furniture, materials and equipment
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.173 Prescribed information to be displayed
- **National Quality Standard:**
 - QA2 – Children's health and safety

Additional Regulatory Context and Guidance

- A New Tax System (Family Assistance) Act 1999 (Cth)
- Public Health Act 2005 (Qld)
- Work Health and Safety Act 2011
- NHMRC - [Staying healthy: Preventing infectious diseases in early childhood education and care services.](#)

Related Policies and Procedures

- [2.1 Providing a Child Safe Environment](#)
- [2.4 Incident, Illness, Injury or Trauma](#)
- [2.5 Administration of First Aid](#)

Appendices and Forms

[Incident, Injury, Illness or Trauma Report](#)

Policy 2.7 Infectious Diseases				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policy 4.2, 4.14, 4.19, 8.13 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.8 Hygiene, Health and Wellbeing Practices

Policy

The service will uphold the health and wellbeing of children through promoting quality hygiene practices and self-care skill development. Bundaberg North OSHC is committed to fulfilling its obligations to provide a safe and healthy environment for its children and educators.

There is shared recognition that the practices promoted and adopted by the service directly impacting the spread of infectious disease and other contagious conditions. The Approved Provider is committed to fulfilling its obligations to provide a safe and healthy environment for its children and educators. Additionally, children should be encouraged by educators to adopt sound hygiene practices to embed healthy behaviours.

Practices and procedures contained in this policy are not necessarily exhaustive. Where additional recommendations promote further or alternative action, then these will be adopted. The service will be guided by reputable information and guidelines.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Establish sound hygiene, health and wellbeing practices to support the service and its users.Ensure facilities and resources adequacy meet the needs of the service.
Nominated Supervisor	<ul style="list-style-type: none">Collaborate and review practices to ensure they support the health, safety and wellbeing of children and educators.Role-model and monitor practices of educators and children.Feedback and request any identified issues to the Approved Provider for support or management.
All Staff	<ul style="list-style-type: none">Role-model and support the practices of children.Use incidental opportunities for support and teaching, enhancing the skills, knowledge and practices of self-care for children.Immediately address any apparent issues of hygiene and health.

Procedures

All educators are expected to role-model the practices set out this procedure at all times. Educators play a crucial role in strategically prompting children to adopt practices at vital moments of the day, i.e. sneezing or coughing into an elbow or using a tissue at the appropriate moment. Educators should use the opportunity not just to keep the environment hygienic but teach children healthy behaviours.

Hygiene Practices

As an enduring protective measure, and consistent with the recommendations of 'Staying Healthy in Childcare', the service will implement routine hygiene practices to prevent the spread of infectious disease. These practices include:

Effective Hand Hygiene

A very effective method to prevent the transmission of disease and illness is through effective hand hygiene. Washing hands with soap and water is the preferred method as it removes both dirt and germs/viruses from the hands. Where soap and water is not available, then alcohol-based hand rub (sanitiser) can be used as alternative (or in combination).

Facilities	<ul style="list-style-type: none">The Approved Provider will ensure adequate handwashing facilities are available for children and educators to wash their hands readily.
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	<ul style="list-style-type: none"> • The Nominated Supervisor will manage supplies and resources. The service will ensure enough stock is kept on-site to replace items like soap and paper towel as needed. • Appropriate signage will be displayed near the handwashing facilities to encourage effective handwashing behaviours.
Hand Washing Practices and Expectations	<ul style="list-style-type: none"> • Educators and children will wash and dry their hands with soap, water and disposable towel when: <ul style="list-style-type: none"> ○ Handling, preparing, and eating of food. ○ Before and after administering first aid. ○ After toileting, handling of animals or other activities which could lead to the spread of infection. ○ After coughing, sneezing, or blowing their nose. • After contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc.). • In the first instance, soap and running water is the preferred method to ensure clean hands. • Hand washing (scrubbing hands) should last at least 20 seconds. • Where possible, children will be supervised or otherwise monitored during handwashing to promote effective techniques and skills.
Hand Sanitisers	<ul style="list-style-type: none"> • Hand sanitisers will not typically replace soap and running water, however, in certain situations such as on excursions when soap and running water are not available a hand sanitiser may be used. • Hand sanitisers will only be available with adult supervision.

Personal Hygiene

General hygiene practices that are not only courteous but are effective is limiting the spread of illness will be modelled by educators and promoted amongst children. These include:

- Everyone (children and educators) should cover their mouth and nose with a tissue, sleeve or a flexed elbow when coughing or sneezing.
- Children will be reminded to avoid touching their eyes, nose or mouth.
- Children who become sick will be isolated from other children, while the parent is called to collect them.

Personal Protective Equipment (PPE)

Gloves	<ul style="list-style-type: none"> • Gloves will be used— <ul style="list-style-type: none"> ○ When coming into contact with bodily fluids (e.g. blood, mucus, faeces etc.). ○ Food preparation. ○ Cleaning activities. • Used gloves are to be disposed of immediately after use and will be inaccessible to children. • Educators will thoroughly wash their hands once gloves are removed.
Masks	<ul style="list-style-type: none"> • Masks will only be required when stipulated by a relevant public health directive. • However, masks can be worn (and are made available) for children and educators who wish to wear them.

Health and Wellbeing Practices

During times of hot weather, educators and children will be encouraged to follow Jamboree Heights OSHC's Sun Safety Policy by wearing sun smart clothing, a broad brimmed hat and applying sunscreen.

Additional practices for monitoring children's health and wellbeing during periods of extremely hot weather include:

- Encouraging the drinking of fluids more frequently throughout the session, particularly cold water.
- Keeping cool by wrapping a bandana or washer around their neck or using a mist bottle to spray themselves,
- Staying indoors, preferably in an air-conditioned or well-ventilated building with fans and open windows,

- Limiting strenuous outdoor activities by conducting games and activities indoors or in shaded areas outdoors.

Ear Care

Children will be encouraged to consider their own ear health through discussions with educators on issues relating to their ears such as cleaning, noise, water and infections.

Dental Health

Jamboree Heights OSHC will ensure parents/guardians and children are provided with appropriate, consistent and up to-date information on the development and maintenance of good oral health by:

- Providing appropriate pamphlets on dental health and hygiene in the parent sign in area,
- Providing water at routine mealtimes,
- Encouraging fruit and vegetable consumption,
- Accessing dental health and hygiene services/programs to utilize within Jamboree Heights OSHC program

Physical environment

Hygiene and Health Promotion

- Signs and posters will be strategically placed around the service to alert children to the need for and the steps to follow for effective hand hygiene.
- Educators will endeavour to observe children's practices when washing hands and any relevant activities to support hygiene. Educators will provide verbal reminders of effective procedures to follow.

Service Cleanliness

- Work health and safety practices, including daily routines and checklists will support the service's commitment to maintain a hygienic and clean environment for children and others. Routine cleaning and disinfecting includes:
 - The kitchen environment.
 - Frequently touched surfaces (e.g. door handles).
 - Toilet facilities.

This will additionally be supported by:

- Ensuring all toys, dress-up clothes, paint shirts and other materials and resources are routinely maintained to be clean and functional. Where possible, these will be washed with disinfectants.
- Tables, benches, floor surfaces and toilets will be cleaned daily and sanitised as required.
- The kitchen and eating areas will be cleaned and swept before and after each session.
- The refrigerator and pantry area will be cleaned weekly.
- The premises will be routinely treated for the control of pests.
- All personnel will ensure that contaminated items (e.g. tissues) are disposed of immediately after use.
- There will be suitable bins available for waste disposal. These are emptied daily.
- Recycled items (e.g. toilet rolls for craft activities) will not be used if they were or may have been used in a non-hygienic environment.
- There will be suitable disposal facilities for first aid waste.
- There will be suitable facilities for the storage of soiled clothing. Soiled clothing will be placed inside a plastic bag and sealed. Soiled clothing will be returned to the family when the child is collected.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
 - s.172 Offence to fail to display prescribed information
- **Education and Care Services National Regulations:**
 - R.77 Health, hygiene and safe food practices
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.88 Infectious diseases
 - R.103 Premises, furniture and equipment to be safe, clean and in good repair
 - R.104 Furniture, materials and equipment
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.173 Prescribed information to be displayed
- **National Quality Standard:**
 - QA2 – Children’s health and safety

Additional Regulatory Context and Guidance

- A New Tax System (Family Assistance) Act 1999 (Cth)
- Public Health Act 2005 (Qld)
- Work Health and Safety Act 2011
- NHMRC - [Staying healthy: Preventing infectious diseases in early childhood education and care services.](#)

Related Policies and Procedures

- [2.1 Providing a Child Safe Environment](#)
- [2.4 Incident, Illness, Injury or Trauma](#)
- [2.7 Infectious Diseases](#)
- [7.13 Workplace Health and Safety](#)

Appendices and Forms

- [Indoor Safety Checklist](#)
- [Outdoor Safety Checklist](#)

Policy 2.8 Hygiene, Health and Wellbeing Practices				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policy 4.3, 4.4, 7.5 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.9 Medical Conditions in Children

Policy Statement

The service recognises the prevalence of children attending the services who have health needs and relevant medical conditions including asthma, diabetes or at risk of anaphylaxis, requiring sound practices and planning to ensure their health and wellbeing are cared for. The service is committed to a planned approach to the management of relevant medical conditions, and one that meets the legislative compliance of an education and care service.

Importantly, the service recognises some children attend the service with both highly sensitive and potentially life-threatening conditions. Management and responsiveness of these medical needs is a critical aspect of their care. All children with additional health needs or relevant medical conditions will have medical management plans provided and displayed. Additionally, the service will work collaboratively with parents and families to ensure the service understands and address risks associated with a child's need/condition (risk minimisation plans). Embedded within these plans are the outlined procedures to update information and actions as required (communication plans).

The service is committed to ensuring our educators are equipped with the knowledge and skills to support children's medical needs. The Approved Provider will seek to ensure all children in attendance receive the highest level of care and protection. Where relevant, additional training, resources and knowledge will be provided to educators to support the practices of the service to attend to relevant health and medical needs.

Definitions

Children's medical needs may be broadly categorized into:

Short-term – which may affect their participation in activities while they are on a course of medication. Short-term medical needs are typically an illness that the child will recover from in a short period (e.g. tonsillitis, chest infection, etc.)

Long-term - potentially limiting their participation and requiring extra care and support. Long term medical needs are typically ongoing (e.g. asthma, diabetes, anaphylaxis, celiac disease)

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure staff are equipped to respond to children medical needs through collecting relevant information, obtaining medical plans, accessing relevant training.• Ensure parents receive relevant information and collaboration in managing children's needs.
Nominated Supervisor	<ul style="list-style-type: none">• Ensure medical needs of children are collected, planned and communicated effectively.• Ensure parents who indicate children with medical needs are informed of the service's obligations and their duties.• Respond to medical needs as required to uphold the safety of children attending the service.• Ensure staff are suitably trained and instructed on the management of relevant medical conditions.
All Staff	<ul style="list-style-type: none">• Maintain knowledge on the relevant condition and action plans of children accessing the service.• Respond to the medical needs of children.• Communicate relevant information to parents and children as required.

Key Tasks and Responsibilities

Development and Coordination of Plans	The Nominated Supervisor is responsible for liaising with parents to obtain and create the required plans to support a child with a relevant medical or health need.
Management of Conditions	The Approved Provider is to ensure the practices required for the management of specific health conditions is set out in policy. The Nominated Supervisor is to ensure these practices are communicated to educators during their induction.
Self-medication	All educators are to support children who self-administer medication and notify the Nominated Supervisor or Responsible Person, so the relevant records are completed.

Procedures

The procedures to manage children's medical conditions are contained within the following documents:

- Individualised medical needs and planning—
 - Management/action plans,
 - Risk-minimisation plans, and
 - Communication plans.
- Practices for the Management of Specific Medical Conditions
 - Asthma Management Practices
 - Managing Children at Risk of Anaphylaxis
 - Diabetes Management Practices
- Self-administering of Medication

Individualised Health and Medical Need and Planning

As set out by Regulation 90, any child enrolled in the service who has been identified with a health need, allergy or relevant medical condition will require:

- A **medical management plan** to be supplied by the parent;
- The development of a **risk-minimisation plan** in consultation with a parent; and
- The development of a **communication plan** (for staff members to be informed of the health and medical needs of children and for parents to understand how to update health/medical information and/or relevant plans).

Requirements for Medical Plans

The service's enrolment forms will outline a child's medical needs. Where the parent indicates a child has an additional medical need, the Nominated Supervisor will communicate with the family to confirm the requirement for medical plans (management/action plan, risk-minimisation and communication plan). A parent may notify the service at any time to update the service of a child's medical or health needs, which may also trigger the requirement of medical plans. Relevant health or medical needs, includes but is not limited to:

one of the following conditions:

- asthma,
- diabetes
- diagnosed at risk of anaphylaxis
- any allergy or health care need requiring
 - specific action to be taken during an incident
 - the development of a risk-minimisation plan
 - relating to food safe handling, preparation, and consumption

The Nominated Supervisor will liaise with parents to understand specific circumstances and navigate the service's requirements for medical plans.

Supply and Development of Medical Management Plans

Except for the management/action plan (that is supplied by the parent), all other plans are prepared by the service in collaboration with parents. Parents of children with relevant medical or health needs are encouraged to be actively involved in the development and contents of these important documents.

Plan Type	Details and Requirements
Medical Management (or action) Plans	<ul style="list-style-type: none"> • The purpose of these plans is to set out the information that signals symptoms of the medical condition and health need and the actions must be followed in the event of an incident relating to the child. • Unless there are extenuating circumstances, the medical management plan should be developed by the child's registered medical practitioner, ideally using specialist templates. • At minimum the management/action plan should include the following: <ul style="list-style-type: none"> ○ A photo of the child. ○ Details of the specific health care need, allergy or relevant medical condition including the severity of the condition. ○ Any current medication prescribed for the child. ○ What may trigger the allergy or medical condition (if relevant). ○ Signs and symptoms to be aware of as well as the response required from the service in relation to the emergence of symptoms. ○ Any treatment/medication required to be administered in an emergency. ○ The response required if the child does not respond to initial treatment. ○ When to call an ambulance for assistance. ○ Contact details of the doctor who signed the plan.
Risk Management Plans	<ul style="list-style-type: none"> • These plans are developed by the service, in consultation with parents of the child. • The service will use standardised templates to ensure all information is addressed. • All risk-minimisation plans are to ensure: <ul style="list-style-type: none"> ○ the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised. ○ if relevant, include measures to address the safe handling, preparation, consumption, and service of food. ○ if relevant, the parents are notified, through this documentation, of any known allergens that pose a risk to a child and strategies for minimising the risk. ○ to ensure all staff members and volunteers can identify the child, the child's management plan and the location of the child's medication. ○ if relevant, the child does not attend the service without medication prescribed by the child's medical practitioner for the condition.
Communication Plans	<ul style="list-style-type: none"> • Typically, embedded within the risk-minimisation plan, the communication plan sets out the practices for — <ul style="list-style-type: none"> ○ staff and visitors will be aware of relevant risks and plans to support the child's condition (including the location of the management/action plan). ○ parents to update any relevant details regarding a child's medical condition or particular of the medical plans.

Copy of Policy Provided (Regulation 91)

Parents will be provided copies of the *medical risk-minimisation plan* and asked to confirm their approval. Attached to all each *medical risk-minimisation and communication plan* will be a copy of this policy ([2.9 Medical Conditions in Children](#)). These records will be stored with the child's enrolment.

Communication of Plans and Policies

Copies of the child's Medical Management Plan will be kept with their medication and taken on all excursions/regular outings they attend whilst enrolled at Jamboree Heights OSHC.

All staff are shown the specific location on induction and are provided with opportunity to read and understand the content of each plan. The specific location of plans will be made with the agreement of parents. Any location will be discreet from public view and accessible for all educators of the service.

In addition, any children enrolled with medical needs are communicated to staff in team meetings and daily communication. The Nominated Supervisor is responsible for ensuring all educators, other staff and volunteers are able to identify a child with a specific health care need, allergy or other relevant medical condition and be able to locate their information, plans and medication/s easily.

Risk-Minimisation Plans will be stored with enrolment forms. All risk-minimisation plans will be communicated with staff. Educators will be asked to read and acknowledgement reading of the risk-minimisation plan in the service's management software. This will document the communication and subsequent understanding of what is required.

Practices for the Management of Specific Medical Conditions (Regulation 90(1)(b))

Induction and instruction of this policy will be provided to every staff member or volunteer engaged at the service. Each person must acknowledge they have been trained, read the policy and understand the practices required to support children's health and medical needs.

Individual children's relevant health needs and corresponding plans will be discussed on a regular basis with all educators at team meetings to ensure staff have sound knowledge of practices and emergency management actions.

The service will ensure that at least one educator with a current first-aid and CPR qualification, anaphylaxis management and emergency asthma management training is in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the service. The service is committed to exceeding the required minimum standards through providing asthma management training for all educators at least annually.

Skin Rashes

Rashes are common in children and can be caused by many different viral infections and may not be infectious. It is important to be able to describe the rash as this may help with diagnosis. When viewing a rash, educators should also consider if the child is unwell as the rash may not affect the child's well-being at all. There are usually other signs and/or symptoms to consider in conjunction with a rash. Also, when observing the rash, educators should note:

- What the rash looks like (e.g. dark red like a blood blister; small red pinheads; large red blotches; a solid red area all joined together or blisters),
- How does the rash feel to touch (e.g. raised slightly, with small lumps or swollen,
- Is the rash itchy and where on the body did the rash start (e.g. head, neck),
- Where is the rash now (e.g. head, neck, abdomen, arms, legs).

The coordinator should be informed of any children presenting with a rash to determine whether there is cause for concern for the child's health (and potentially that of the other children and also educators). If there is doubt as to a child's wellbeing with regards to a rash the parent/guardian will be called immediately.

All rashes should be documented on an Injury, Illness or Trauma Form. Educators must regularly check the appearance of the rash and note time and any changes on the form. This is important information in case the child needs medical attention.

If concern is expressed about the rash, then the child will be isolated from other children until the parent/guardian can collect the child from Jamboree Heights OSHC. If educators are concerned about serious symptoms in conjunction with the rash or perhaps the rash being purple, or spreading very quickly, then an ambulance will be called.

Eczema

If a child suffers from eczema, parents/guardians will be requested to supply a doctor's certificate stating this. A medical conditions management plan will be developed and implemented to enable educators to follow any treatment prescribed by the child's medical practitioner.

As eczema is a chronic condition, child with eczema will not be excluded from attending and families will be supporting in managing their child's health condition.

Educator Training and Qualifications

The Nominated Supervisor will ensure that educators have appropriate education or training to enable them to undertake basic support of the health needs of children, including administering medications, responding to allergic reactions, basic first aid and adhering to special dietary requirements.

Additionally, children who are enrolled in the service with medical conditions and needs requiring specialist knowledge or training will be supported. Educators will have access to training relevant to children's medical needs.

Asthma Management Practices (Regulation 90 (1)(a))

All children diagnosed with asthma must have a medical management plan outlining what to do in an emergency. A risk minimisation plan must be developed in consultation with the parent of a child diagnosed with asthma to identify the triggers and how these will be managed and monitored within the service (procedures outlined above). The action outlined in a medical management plan should be followed in the first instance.

Responding to Emergency Asthma Incidents

The procedure outlined in the child's medical management plan should be followed in the first instance.

Any enrolled child diagnosed with asthma will have a medical management/action/care plan setting out the steps to follow during an asthma flare-up (also referred to as an asthma attack).

However, if this does not alleviate the asthma symptoms, or where a child is not known to have asthma (therefore no plan has been provided), an educator will provide first aid following the steps outlined by Asthma Australia. If the treating educator is not trained in emergency asthma management, an emergency asthma qualified educator should be immediately sought by any persons identifying any relevant symptoms.

Asthma Flare-Up Symptoms

An asthma attack can start slowly (over hours to days) or can get worse very quickly (in seconds to minutes). The most common symptoms of asthma are:

- Wheezing – a high-pitched sound coming from the chest while breathing
- A feeling of not being able to get enough air or being short of breath
- A feeling of tightness in the chest
- Coughing

Treating an Asthma Flare-up (Asthma Attack)

1. Sit the child upright.
2. The educator will be calm and reassuring;
3. Give four (4) puffs of **blue reliever medication** (Ventolin) with slow and deep breathing in after each puff. If using a spacer, follow each of 4 puffs with 4 breaths in and out following each puff;
4. Wait four (4) minutes. If there is no improvement, give four (4) more puffs as above;
5. If there is still no improvement, **call emergency services**; and
6. Keep giving four (4) puffs every four (4) minutes until the emergency services arrive.

Authorisation for administering asthma medication is not required in an emergency. Once an educator has administered emergency asthma medication, they must notify the parent and emergency services as soon as practicable (Regulation 94)

Emergency Asthma Equipment

If a child has their own asthma medication, this should be used in the first instance.

For any other reason, the service's first aid kit contains Ventolin (blue puffer) and a spacer. Expiry dates of all puffers used will be closely monitored and replaced when expired. Puffers and spacers from the emergency asthma first aid kit must be thoroughly cleaned after each use to prevent cross contamination.

All asthma medication provided by families and administered by educators and/or self-administered by the child with the condition, must be in accordance with [2.10 Medication Administration Policy](#) of this service.

Anaphylaxis Response (Regulation 90 (1)(a))

Administering an adrenaline autoinjector (Epipen or similar) does not required authorisation in an emergency. In an emergency, educators should administer the medication, then as soon as reasonably practicable, parents and emergency services must be notified (Regulation 94).

The service will take appropriate action to minimise, as far as reasonably practicable, exposure to known allergens where children have been diagnosed with anaphylaxis. These specific actions will be identified through the risk minimisation planning procedure.

In recognising food allergies are a common (but not the only) source of allergy, in order to minimise the risk of exposure of children to foods that might trigger a severe allergy or anaphylaxis in susceptible children, our service will adopt the following practices:

- Educate children about food allergies and ways to keep people safe,
- Actively discourage children to trade or share food, utensils or food containers,
- Ensure all food handling supports children's medical management plans,
- Request families to label all drink bottles and lunch boxes with their child's name,
- Consider the contents of food and non-food items for inconspicuous triggers,
- Monitor attendances to ensure that meals/snacks prepared at the service do not contain identified allergens when those children are in care; and
- Where a child is known to have a susceptibility to severe allergy or anaphylactic reaction to a particular food, the service will develop policy and implement practice for the management of children, educators or visitors bringing foods or products to the service containing the specific allergen (e.g. nuts, eggs, seafood).

Responding to Emergency Anaphylaxis Incidents

The procedure outlined in the child's medical management plan should be followed in the first instance.

Any enrolled child diagnosed at risk of anaphylaxis will have a **medical management/action/care plan** setting out the steps to following during an anaphylactic reaction. A child with a known risk of anaphylaxis will always have their medication administered first.

Symptoms of Anaphylaxis

Can include any one of the following:

- Difficult/noisy breathing.
- Swelling of the tongue.
- Swelling/tightness in the throat.
- Difficulty talking and/or hoarse voice.
- Wheeze or persistent cough.
- Persistent dizziness and/or collapse.
- Pale and floppy (in young children).

In some cases, anaphylaxis is preceded by less dangerous allergic symptoms such as:

- Swelling of face, lips and/or eyes.
- Hives or welts.
- Abdominal pain and vomiting (these are signs of anaphylaxis for insect allergy).

Treating Anaphylaxis Symptoms

1. Lay the person flat – do NOT allow them to stand or walk.
2. Give adrenaline autoinjector (Epipen).
3. Phone emergency services (ambulance).
4. Phone parent (if practicable).
5. Further adrenaline doses may be given if no response after 5 minutes.
6. Transported to hospital by ambulance (for observation).
7. **If in doubt give adrenaline autoinjector (Epipen).**
8. Commence CPR at any time if person is unresponsive and not breathing normally.

Emergency Medication - Epipen

The service will always have an in-date adrenaline autoinjector (Epipen) in their first aid kit for emergency use. This will be in addition to (and not a substitute for) the prescribed devices for individual children with a diagnosed anaphylactic allergy. **A copy of the ASCIA First Aid Plan for Anaphylaxis will be stored with the emergency Epipen**

This device will be used where

- A child who is known to be at risk of anaphylaxis does not have their own device immediately accessible or the device is out of date;
- A second dose of adrenaline is required before an ambulance has arrived and emergency services have advised the use;
- The child's prescribed device has misfired or accidentally been discharged; and/or
- A child not diagnosed/identified as at risk of anaphylaxis is symptomatic

Each child will have the appropriate medication i.e. Epipen (or similar) accessible to educators. Appropriate medication will be stored at the service for each relevant child. These will be stored in a clearly labelled and marked containers.

All expiry dates of this medication will be recorded in a replacement schedule, which will be actively monitored by the Nominated Supervisor. Parents will be advised of expiry 3 months before expiry date. **Children will not be allowed to attend the service without their medication being available.**

In circumstances where a child requires an Epipen (or similar) the service will request an additional device is stored at the service rather than being transported. If these arrangements are not suitable, personalised arrangement and risk-minimisation plans will be identified in collaboration with the Nominated Supervisor, Approved Provider and parents.

Diabetes Management Practice (Regulation 90 (1)(a))

Children with type 1 diabetes are at most risk from hypoglycaemia (hypo) which occurs when blood sugar levels are too low. Elements that can cause a hypoglycaemia include:

- A delayed or missed meal, or a meal with too little carbohydrate;
- Extra strenuous or unplanned physical activity;
- Too much insulin or medication for diabetes; and/or
- Vomiting.

Hypoglycaemia Symptoms

- headache,
- trembling,
- looking pale,
- feeling hungry,
- sweating,
- lethargy,
- crying,
- being irritable,
- hunger; or
- feeling/acting confused.

Generally, specific action to manage any systems will be set out in in the children's medical management plans. However, where the plan does not specify actions the following will occur—

- Support the child to ingest some sugar (.)
- The child will be directed to rest (must be actively monitored).
- The service will phone parents.

Symptoms of **severe hypoglycaemia** include being:

- extremely drowsy or disorientated and completely refusing food,
- unconscious,
- having a fit/convulsion, or
- unresponsive.

Any child presenting with these symptoms will require emergency medical attention. The Nominated Supervisor (or Responsible Person or any relevant educator) will respond by calling **emergency services (000)** for an **ambulance** immediately. Relevant first aid practices will be used in the absence of emergency service advice and/or treatment.

Hyperglycaemia (hyper) occurs when blood sugar levels are too high. It can be caused by not enough insulin administered, eating too many carbs, stress, hormones, weather and physical activity.

Hyperglycaemia Symptoms

- Feeling excessively thirsty,
- Frequently passing large volumes of urine,
- Feeling tired,
- Blurred vision,

Actions to manage this should be outlined in management plans. It is likely that the child will require medication. Educators must follow medication administration policies and authorisations in this instance.

Where diabetic management is required, the service will ensure that educators are adequately and appropriately trained in the use of insulin injection devices (syringes, pens, pumps) used by children at the service with diabetes. In the event of major concerns regarding insulin levels of a child, the Nominated Supervisor (or Responsible Person or any relevant educator) will respond by calling **emergency services (000)** for an **ambulance** immediately.

Children's Self-administering Medication (Regulation 90 (2)&(3))

The service allows for children to self-administer medication, subject to the following—

- The parents must have provided the relevant authorisation via a medication permission form.
- The child must have the capacity to safely administer the medication.
- An agreed plan around the transportation of medication, including ensuring they are always in attendance must be approved by the service.

This information about the symptoms and actions to be taken to support a child will be detailed in the child's medical management and risk-minimisation plan. Plans for the management of medication must also outline how the storage of the medication will be secure, safe and accessible. Children cannot attend the service without access to required medication.

Despite authority to self-administer, educators should be aware of any relevant signs and symptoms or schedules relating to a child's medication administration. Where relevant, educator should prompt/remind children to administer their medication on this basis.

Protocols for Self-Administration

Where a child intends to self-medicate, they must:

- Inform an educator of their intention to take medication
- Collect the medication from where it has safely been stored

Educators will then:

- supervise the child who is self-administering medication/s
- ask the child when medication was last administered (and record this information)
- ensure each child follows all administration of medication, health and hygiene procedures.

Self-Administration Records (Regulation 90 (3))

The service will record all instances of supervised self-administration of medication. [A self-administration record will be kept for the child](#). Details of the date, time and dosage of the medication administration will be recorded by the educator who witnessed the administration.

A copy of the self-administration record can be provided to the parent at any time.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- Education and Care Services National Law:
 - s.167 Offence relating to protection of children from harm and hazards
 - s.172 Offence to fail to display prescribed information
 - s.175 Offence relating to requirement to keep enrolment and other documents
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority
- **Education and Care Services National Regulations:**
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.90 Medical conditions policy
 - R.91 Medical conditions policy to be provided to parents
 - R.92 Medication record
 - R.93 Administration of medication
 - R.94 Exception to authorisation requirement—anaphylaxis or asthma
 - R.95 Procedure for administration of medication
 - R.96 Self-administration of medication

- R.160 Child enrolment records to be kept by approved provider and family day care educator
- R.161 Authorisations to be kept in enrolment record
- R.162 Health information to be kept in enrolment record
- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.173 Prescribed information to be displayed
- R.171 Policies and procedures to be kept available
- R.174 Time to notify certain circumstances to Regulatory Authority
- R.174A Prescribed information to accompany notice
- **National Quality Standard:**
 - QA2 – Children’s health and safety

Additional Regulatory Context and Guidance

- Anti-Discrimination Act 1991 (Qld)
- Food Act 2006 (Qld)
- Privacy Act 1988 (Cth)/Information Privacy Act 2009 (Qld)
- Medicines and Poisons (Medicines) Regulation 2021 (Qld)
- NHMRC - [Staying healthy: Preventing infectious diseases in early childhood education and care services](#)

Related Policies and Procedures

- [2.7 Infectious Diseases](#)
- [2.8 Hygiene, Health and Wellbeing Practices](#)
- [2.10 Medication Administration](#)
- [2.13 Emergency Evacuation, Lockdown and Drills](#)
- [6.4 Acceptance and Refusals of Authorisation](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.7 Managing Notifications](#)

Appendices and Forms

- [Medical Risk Minimisation and Communication Plan](#)
- [Medication Administration and Authority Form](#)

Policy 2.9 Medical Conditions in Children				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policy 4.1, 4.10, 4.15, 4.17 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.10 Medication Administration

Policy Statement

In the support of children and their health and medical needs, the administration of medication can be necessary for providing care. The service is committed to upholding a high standard of safety in managing the medical needs of children. In the interests of the health and wellbeing of the children and compliance with legislation, the service will only permit medication to be given to a child if it is in its original packaging with a pharmacy label attached.

Self-administration of medication will be facilitated in working collaboratively with parents/caregivers. Self-administration of medication is only authorised with written authorisation from the parent/caregiver.

Children's medical needs may be broadly categorised into two types:

- Short-term - which may affect their participation in activities while they are on a course of medication. Short-term medical needs are typically an illness that the child will recover from in a short period (e.g. tonsillitis, chest infection, etc.)
- Long-term - potentially limiting their participation and requiring extra care and support. Long term medical needs are typically ongoing (e.g. asthma, diabetes, anaphylaxis, epilepsy, celiac disease).

A copy of this policy is to be provided to the parent/caregiver where there is awareness that the child has a specific health care need, allergy or other relevant medical condition.

The service will also follow all legislative requirements in the instances of administration of prescribed medicinal cannabis to a child at the service.

Definitions

Prescribed Medication including Oral Medication – this includes any medication, cream, lotion, powder prescribed by a medical practitioner as well as any over the counter and homeopathic products which are taken orally, and other products applied in the mouth which may be ingested.

Over the Counter Creams, Lotions and Powders – this includes any substance applied to the skin which is NOT prescribed by a medical practitioner. Applies to over-the-counter substances only and includes specific sunscreens, mosquito repellent, antiseptic creams and cosmetic creams.

Emergency and Long-Term Medication – this is medication which is kept at the service for use in an emergency or ongoing manner. It includes Epi-Pens and Asthma Inhalers. These forms must be completed by a Medical Practitioner and be accompanied by a Medical Action Plan completed by a medical practitioner and Medical Risk Minimisation and Communication Plan.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Establish practices that support the needs of children and uphold safety in the administration of medication.• Ensure the service has suitable facilities for the storage of medication.
Nominated Supervisor	<ul style="list-style-type: none">• To collaborate with families to ensure children's health and medical needs are supported including the establishment of practices to ensure safe transportation.• Ensure educators are aware of their role and duties in supporting the administration of medication for children.• Ensure establish practices are maintained and report issues to the Approved Provider and address concerns with families.
All Staff	<ul style="list-style-type: none">• Support the safe administration of medication for children, including medication is labelled, transported and stored correctly.• Witness medication administration including documenting correct dosage, labelling and child's identity.

Procedures

Permission/Authority (Regulation 92-93)

Upon enrolment, parents and families are provided with the Family Handbook with information explaining the expectations for notifying the service of health, medical or other relevant care needs, including any changes to these. Parents can communicate the need for children to be administered medication at any time during the child's enrolment at the service – either for ongoing requirement or for a fixed time.

A parent (or persons with relevant authority named in the enrolment form) are required to complete a [Medication Authority and Administration Form](#) when medication needs to be administered by or at the service. Within the Medication Authority, parents (or other relevant authorised person) will be required to advise:

- Name(s) of medication(s) to be administered:
- Time and date the medication(s) were last administered
- The time and date [or the circumstances under which,] the medication should be next administered.
- Dosage of medication to be administered
- Method (e.g. oral) medication to be administered
- Any additional instructions or information (i.e., medication required to be refrigerated).

Additionally, the record is required to contain:

- The name of the child
- The signature of the parent (or person named in the enrolment records) authorising the administration of the medication

Administration of Medication (Regulation 93 & 95)

Except for an emergency, staff members will only be permitted to administer medication to a child if it is:

- In its original package/container
 - Where the medication is prescribed - with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and is within the expiry date period
 - Where over-the-counter medication - bearing the original label and instructions and before the expiry or use by date
- Has been authorised by a parent (or person named in the child's enrolment form),
- In accordance with the details outlined in the Medication Authority and Administering Form completed by the parent (or person named in the enrolment form).
- In accordance with any written or verbal instructions provided by a registered medical practitioner

All medication will be administered by the Nominated Supervisor/Responsible Person or a delegated educator nominated by the Nominated Supervisor or Responsible Person. An additional educator will also be required to witness the administration of medication.

Administration of medication will be recorded in a [Medication Authority and Administration Form](#). The person administering medication and the witnessing educator must complete the following details:

- the dosage that was administered
- the method/manner in which the medication was administered
- the time and date the medication was administered
- the name and signature of the person who administered the medication
- the name and signature of that educator who witness the medication administration.

Upon collection of the child from the service, the parent will be informed of the medication being administered and sign the record to acknowledge this notice.

All medical authorisations/authorities and/or administration records will be stored securely with the child's enrolment records (see [7.6 Privacy and Confidentiality of Records](#)).

Emergency Administration of Medication (Regulation 93-95)

In the case of an emergency, authorization to administer medication can be given verbally, when:

- a parent (or a person named and authorised in the child's enrolment record) consents to administration of medication; or
- 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.

Where medication is administered in an emergency, the Nominated Supervisor/Responsible Person must notify the parent of the child as soon as practicable. Written notice (an [Incident, Illness, Injury or Trauma Report](#)) must be supplied to a parent (or other authorised person) as soon as practicable (but within 24 hours)

Anaphylaxis or Asthma Emergency

- Medication may be administered to a child without authorisation in the case of an anaphylaxis or asthma emergency.
- Where emergency anaphylaxis or asthma medication has been administered to a child, the Nominated Supervisor/Responsible Person must notify the parent of the child and emergency services as soon as is practicable.

Where medication is administered to a child in an emergency, step contained in [2.4 Incident, Illness, Injury or Trauma](#) may be required, including but not limited to reporting and notifying the incident (also see [7.7 Managing Notifications](#))

Medication Storage and Transport

Storage

Unless subject to self-administration procedures, all medication will be stored in a locked cupboard or lockable refrigerated container. Storage should prevent unsupervised access and/or contamination to medicines.

Educators must always have access to emergency medication – it must not be locked away but must be stored out of the reach of children, refer to [2.9 Medical Conditions Policy](#).

Transporting Medication

Whilst at Jamboree Heights OSHC, children with medications that are ongoing, which includes asthma medications and EpiPens will need to have the medication remain at the service at all times. Medications for life threatening medical conditions WILL NOT be transported to and from the service/school.

The Approved Provider and Nominated Supervisor will (on an individual basis) discuss with parents and agree to relevant plans for the safe transportation of temporary medication. Ideally, all medication will be transported in the care of a responsible adult. All transportation must uphold the service's commitment to the safety and protection of children.

Any medication no longer required to be administered to the child, will be returned to the parent.

Children's Self-administering Medication (Regulation 90 (2)&(3), 92 & 95- 96)

See [2.9 Medical Conditions in Children Policy](#)

The service can permit children over preschool age to self-administer medication, however, the relevant authority form must be completed by the parent (or authorised nominee), prior to the child administering the medication. The service will consider all relevant risks when permitting the self-administration of medication, including but not limited to, storage, access and transportation.

This information will be detailed in the child's medical conditions management plan. The medical conditions risk minimisation and communication plan if appropriate, and the location of the child's medication for self-administration must be noted and made available to educators.

Educators will supervise children who are self-administering medications to promote consistency and ensure the welfare of all children using the service. Educators will ensure each child follows all administration of

medication, health and hygiene procedures and record all instances of supervised self-administration of medication as per the procedures articulated within this policy.

For children with asthma, diabetes or other similar ongoing medical conditions requiring medication, parents/guardians will be required to advise the Nominated Supervisor in writing whether their child will be responsible for administering their own medication as well as full details of how, when (i.e. at what intervals) and by whom all such treatment is to be administered.

Administering Medicinal Cannabis

Medicinal cannabis as prescribed by a medical specialist, or general practitioner in consultation with a medical specialist, may be administered by staff members to a child attending Chancellor OSHC following authorisation in writing from the Approved Provider.

For a child attending the service who has been prescribed medicinal cannabis a Medicinal Cannabis Management Plan signed by a specialist or general practitioner must be provided. The plan must include:

- Details of safe storage.
- Details of administration.
- Risk assessment for holding and administering medicinal cannabis and how these risks will be managed.

Additionally, the Medication Form will be completed by the parent/authorised nominee. The medicinal cannabis as prescribed for administration to a child must be stored in a locked storage receptacle so as not to be in breach of National Regulation 82

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- Education and Care Services National Law:
 - s.167 Offence relating to protection of children from harm and hazards
 - s.175 Offence relating to requirement to keep enrolment and other documents
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority
- **Education and Care Services National Regulations:**
 - R.90 Medical conditions policy
 - R.91 Medical conditions policy to be provided to parents
 - R.92 Medication record
 - R.93 Administration of medication
 - R.94 Exception to authorisation requirement—anaphylaxis or asthma
 - R.95 Procedure for administration of medication
 - R.96 Self-administration of medication
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.161 Authorisations to be kept in enrolment record
 - R.162 Health information to be kept in enrolment record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA4 – Staffing arrangements
 - QA6 – Collaborative partnerships with families and communities.
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- *Health (Drugs and Poisons) Regulation 1996*

- *Public Health (Medicinal Cannabis) Act 2016*

Related policies and procedures

- [2.7 Infectious Diseases](#)
- [2.8 Hygiene, Health and Wellbeing Practices](#)
- [2.9 Medical Conditions in Children](#)
- [2.13 Emergency Evacuation, Lockdown and Drills](#)
- [6.4 Acceptance and Refusals of Authorisation](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.7 Managing Notifications](#)

Appendices and Forms

- [Medical Risk Minimisation and Communication Plan](#)
- [Medication Administration and Authority Form](#)

Policy 2.10 Medication Administration				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 – Name change - Combined previous policy 4.6, - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.11 Sun Safety

Policy Statement

The service's sun safety policy is to ensure that all children attending the service are protected from the harmful effects of the sun (UV radiation). We also recognise the opportunity to promote and establish excellent health and safety practices for children and Jamboree Heights OSHC views its sun safety practices as a chance to form good life-long habits and educate children about sun smart behaviour. Likewise, the Service expects that all children, staff and visitors attending our service are protected from skin damage caused by harmful UV radiation from the sun and will follow the Jamboree Heights OSHC procedures.

The rationale for this policy was provided by the Queensland Cancer Council and is consistent with their Sun Smart Policy Guidelines for Education and Care Settings. Our sun safety policy ensures the approach is integrated – there is alignment between procedures, the program and the environment.

The scope of our sun-safe practices is intended to support–

- all children, educators and staff are protected from damaging to UV radiation,
- the outdoor environment provides shade for children, educators and staff,
- children are encouraged and supported to develop independent sun protection skills; and
- compliance with regulatory requirements, and workplace health safety responsibilities.

Due to our location and the sustained levels of UV radiation throughout the year, our sun-safe practices are adopted all year round, regardless of season. The dominant guide for the level of sun protection is the relative UV rating. The Service will ensure proportionate sun protection is utilised where the UV rating is above Level 3 or more.

Where activities are held outdoors, the service will maximise the opportunity to access shade. Where shade is unavailable (i.e., excursions), higher levels of sun protection will be adopted.

Families are required to meet their responsibilities, including their child is equipped with the appropriate sun safe items for the activities (hats, sleeved shirts etc.). These expectations may vary based on session of care (i.e., vacation care) and the nature of activity (i.e., swimming). Parents will be kept fully informed of specific requirements. At a minimum, hats must be brought to every session of care.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure plans and routines support children sun safe behaviours and education.
Nominated Supervisor	<ul style="list-style-type: none">• Ensure practices are role-modelled and followed by all children, educators and visitors.• Ensure suitable resources and equipment is available and accessible (spare hats, sunscreen etc.).• Ensure the routine and program identified opportunities to reduce exposure to high-levels of UV radiation.
All Staff	<ul style="list-style-type: none">• Encourage and educate children on safe sun practices.• Role-model desired behaviours.• Address instances where services policies are not being followed through supportive interactions.

Key Tasks and Responsibilities

Monitoring UV Rating	<ul style="list-style-type: none"> The Nominated Supervisor or Responsible Person will be responsible for understanding the relevant times of high-risk UV ratings to enforce sun safety measures.
Supervising Sun Safety	<ul style="list-style-type: none"> All educators are responsible for modelling sun-safe practices and be wearing a hat while outdoors. The Nominated Supervisor or Responsible Person will ensure educators are enforcing expectations for sun safety and that children are using the relevant sun safe measures.

Procedures

Understanding Daily UV Rating

The Service will monitor daily UV rating times via the Bureau of Meteorology website, with the Nominated Supervisor being aware and communicating the specific times the level of sun protection is required. A display of the UV index will be available in the OSHC office. For periods of the day at or above UV Level 3, sun-safe practices must be strictly followed.

Requirements for Sun Safety

Practices for UV Rating 1 and 2

Some form of sun protection (typically shade or hats), to promote embedded sun-safe behaviours, will be expected when UV ratings are at non-damaging levels. This expectation is balanced with the benefits of physical activity.

Practices for UV Rating 3 and above

The Service will adopt proportionate sun-safe measures where UV ratings are at potentially damaging levels. Generally, this will mean multiple sun-safe measures appropriate to the circumstance.

The utility and school expectation of wearing a hat means that it is a requirement for outdoor play during sun protections times (UV Rating of Level 3 or more).

Where UV ratings are Level 6 (high) and above, **all accessible sun-safe measures** will be expected to be used.

Sun Safe Measure	Directions
Hats	<ul style="list-style-type: none"> No hat – no outdoor play (where there is a risk of sun damage) will be enforced. Children without a hat can play in shade where UV Rating are Level 1 or 2. Where a hat is not accessible, children must wear sunscreen before going out to play Children must bring their own hats to the service. However, in emergency cases only, a limited number of spare hats are available. Borrowed hats must be placed in the OSHC laundry basket at the end of the session. Wide-brimmed or bucket hats are the preferred hat. Caps will be accepted during vacation when sunscreen is also applied.
Shade	<ul style="list-style-type: none"> Where possible, educators will operate outdoor activities, including excursions, in shaded areas. The availability of shade is considered when planning all outdoor activities. Children are encouraged to choose and use available areas of shade when outside.

	<ul style="list-style-type: none"> • Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns. • Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.
Sunscreen	<ul style="list-style-type: none"> • Children and staff will be provided with minimum SPF50+ sunscreen. Parents can supply a suitable alternative (e.g. where a child is sensitive to sunscreen). • All sunscreens will be applied as per manufacturer's directions, including time before entering sun and re-applying. • Sunscreen must be worn for outdoor activities between 10am and 3pm or where UV Levels are 6 or above. • Generally, children will be expected to apply their own sunscreen with the supervision of educators. Assistance from educators may be offered, where required.
Clothing	<ul style="list-style-type: none"> • Children and staff must wear a top with sleeves to the service – ideally, covering as much skin as possible. • Singlets or sleeveless tops are not permitted. Spare shirts with sleeves are available in spare clothing drawer in case of emergency.
Swimwear	<ul style="list-style-type: none"> • For swimming and water play activities, a sleeved swim top (i.e., a rashie) must be worn over swimwear that does not cover an equivalent area. A Lycra top is preferred option.
Sunglasses	<ul style="list-style-type: none"> • The use of sunglasses is accepted (where children/parents wish these to be worn). However, Jamboree Heights OSHC recognises that sunglasses often aren't practical for children.

Supporting Sun Safety and Policy Compliance

The Service, where possible, will attempt to have spare items available. When parents do not provide appropriate clothing and equipment for children, the first step is for the Nominated Supervision/Responsible Person to have a gentle 'prompting' conversation with the parent. Where this does not impact a change, the Nominated Supervisor will correspond formally with the parent to address the concerns. Ongoing enrolment is subject to parents complying with the Service's expectations for health and safety.

Role-Modelling

Educators will ensure that all personnel including themselves, children and visitors attending the service are protected from the harmful UV effects of the sun during periods of increase UV rating. This includes adopting the same practices expected of children. Educators will be supplied with hats as part of the uniform and are expected to wear them while outdoors.

Excursions and Swimming Activities

Potential exposure of UV radiation will form part of the service's risk assessment. Where possible, plans for access to shade will be created. However, the Service recognises that there are often limitations during these types of activities. Where shade is not readily available, the service will mitigate risks by selecting more appropriate times of the date (where possible) or using strictly using all available sun protection measures (hats, sunscreen, appropriate clothing/swimwear).

Promoting Learning and Skill Development

Opportunities to incorporate sun protection into the program will be continually explored. Displays will reinforce the expectations and positive sun-safe messaging.

Children are encouraged to be involved in initiatives to promote and model sun protection measures at the service including taking leadership roles in managing sun protection e.g. accessing daily UV levels and sun protection times, hat reminders and management of sunscreen

Physical Environment – Quality Improvement

The Service will continue to explore opportunities to enhance the environment for additional shade. Where aspects of the environment are in the control of the service (i.e. use), the most sun-safe option to carry out activities will be selected.

Collaboration with the school to seek further development of shaded play spaces to enhance the environment will be continually explored.

Engaging Families and the Community

Enrolment package information will provide information around the Service's Sun Safety Policy. Parents wanting further information can contact one of the Service management team.

Ongoing feedback and support will be sought from parents/guardians and the school community for the sun safety policy and its implementation through newsletters and, parent meetings etc.

Where possible, alignment with school expectations will be sought, to ensure a consistent message and expectation for children.

The sun safety policy will be reviewed periodically with children, staff, parents and the Approved Provider.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.114 Outdoor space—shade
 - R.155 Interactions with children
 - R.161 Authorisations to be kept in enrolment record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA6 – Collaborative partnerships with families and communities

Additional Regulatory Context and Guidance

- [Cancer Council Queensland's SunSmart Policy Guidelines – Early Childhood Cancer Council Australia](#)

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[1.3 Excursions](#)

[2.1 Providing a Child Safe Environment](#)

[2.4 Incident, Illness, Injury or Trauma](#)

[2.5 Administration of First Aid](#)

[2.6 Water Safety](#)

[2.9 Medical Conditions in Children](#)

[6.4 Acceptance and Refusals of Authorisation](#)

Policy 2.11 Sun Safety				
Endorsed By: Jamboree Heights P&C Executive Committee				
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V2023.5 – Updated format - Combined previous policy 4.1, 4.4, 4.8 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.12 Safe Food Handling, Preparation and Storage (Food Safety Program)

Policy Statement

The service recognises the need for effective food handling and storage practices to ensure that the food provided is safe for consumption. Jamboree Heights OSHC recognises its obligation to ensure foods prepared and provided must be done so in a way that is safe for children in our care. All food served is to be handled, prepared and stored in a manner that is consistent with quality food handling and storage guidelines, including the Australian and New Zealand Food Standards Code and other relevant guidelines including Staying Healthy in Childcare.

Safe Food Handling Practices

The service has strict procedures to ensure food prepared, stored and served by the service upholds food safety standards, with a food safety program implemented to ensure this outcome. While the food safety program covers the entirety of the service's food handling practices, a key focus is around the safe preparation and storage of potentially hazardous food items, which are—

- Foods that must be kept at a particular temperature to minimise the growth of food poisoning bacteria that may be in the food, or to stop the formation of toxins.
- These types of food are typically protein-rich foods (such as meat, dairy products), processed fruit and vegetables. and previously cooked food.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Establish sound food handling, preparation and storage procedures.• Ensure facilities and equipment support the safe preparation, handling and education of food.
Nominated Supervisor	<ul style="list-style-type: none">• Monitor and support safe food handling practices.• Coordinate with the Approved Provider to ensure the practices and equipment meets the needs of the service and children.• Ensure educators are provided with suitable training and instruction to handle food as described in the outlined procedures.
All Staff	<ul style="list-style-type: none">• Ensure procedures are followed at all times.• Support children in preparing and handling food to guide learning, development and safe practices.

Procedures

Food Safety Program

Purchasing Food and Receiving Food Items

The service will purchase food products from reputable food businesses. Ideally, suppliers will be limited to those who services and products have been found to be reliable. Where alternative arrangements are needed, products will be sourced from appropriately licenced food businesses.

Largely, products are delivered to the service from the supplier. When products are purchased and are delivered, the following conditions must be met:

1. Food should be covered or packaged (without damage) on arrival.
2. The staff member collecting the food or products should inspect to ensure no food or product is spoiled, has damaged packaging or past used-by date.
3. The staff member should check the temperature of the food including –
 - a. Chilled food is at or below 5°C,
 - b. Frozen foods are hard (not partly thawed), or

4. Food not meeting these requirements should be rejected.
5. The food or product should be immediately placed in the appropriate storage location –
 - a. Freezer for frozen foods,
 - b. Fridge for chilled foods, or
 - c. Pantry for shelf-stable foods.

Food Storage

Food must be stored in an appropriate environment to protect it from contamination and to maintain the safety and stability of the food including:

Dry Storage (pantry/cupboard)	<ul style="list-style-type: none"> • Educators to inspect for signs of pests and the premises is regularly treated by a licensed pest controller. • Opened packaged products are stored in clean, sealed food grade containers (or re-sealable packaging). • Products are rotated and weekly inspections identify out-of-date stock. • Food is stored in accordance with manufacturer's specifications • Ensure that chemicals are stored away from food stock. • Do not overcrowd the storage area. Food must be stored off the floor.
Cold Storage (fridge)	<ul style="list-style-type: none"> • Temperature checked and recorded daily with a thermometer to ensure below 5oc. • All potentially hazardous foods stored in a clean and covered food grade container or wrapped in a protective covering. • Fridge should not be overcrowded. • Raw foods must be separated from cooked or ready-to-eat foods. With ready-to-eat foods stored above raw foods. • Date mark and label stored food.
Frozen Storage (freezer)	<ul style="list-style-type: none"> • Frozen food needs to be stored frozen hard (not partially thawed). • Frozen food must be stored and covered in clean containers. It should be clearly labelled and dated to allow for stock rotation. • Frozen storage areas must not be overcrowded.

All food items kept in the pantry, freezer or refrigerator will have the use by date checked prior to the food item being used in preparation. Food is discarded when stored outside of these requirements (contaminated, incorrect temperature, out-of-date etc).

There will be a suitable area or receptacle for the disposal of food waste. This is to be covered and emptied daily into outside garbage units that are collected regularly.

Thawing

Thawing potentially hazardous food may pose a food safety risk if the temperature of the food is between 5°C and 60°C during thawing, allowing food poisoning bacteria to grow. All thawing of frozen food will be planned and either occur via the fridge or microwave.

Controls for thawing

- Thaw raw frozen food on a shelf in the fridge below ready-to-eat food.
- Keep all food protected, covered, wrapped or in a food grade container while thawing;
- Do not re-freeze thawed food;
- small portions of raw frozen meat and fish may be able to be safely cooked without complete thawing, however, large portions of food should be completely thawed before cooking.

Discard thawed potentially hazardous food that has been:

- left to stand at above 5°C for more than four (4) hours.
- contaminated during thawing.

- frozen more than once.

Preparation and Handling

When preparing and handling food, there is risk of contamination and bacteria causing food-borne illness. There are three main hazards which are controlled during food preparation –

- Biological – bacteria growing to unsafe levels.
- Physical – things like dirt, hair, glass or other food product entering meals.
- Chemical – things like cleaning products etc. contaminating food.

The service's safe food handling practices address these risks—

1. Food handlers will have appropriate skills and knowledge for each food preparation task.
2. Clean and inspect food preparation surfaces, equipment and utensils before use.
3. Wash hands properly and tie hair back before starting food handling.
4. Ready-to-eat food is kept apart from raw ingredients during preparation, including:
 - a. Fruit and vegetables intended for immediate consumption must be washed before preparing, including those where the skin is not intended to be eaten.
 - b. Use separate utensils and cutting boards when preparing raw food and ready-to-eat food. Washing, sanitising and thoroughly drying cutting boards and utensils between use.
5. Minimise the time that potentially hazardous food is above 5°C and return food to the refrigerator during any break in preparation.
6. Wiping cloths should be replaced daily and cleaned, rinsed and dried between uses.
7. Throw away single use items after one use.
8. Any food contaminated by dirty equipment or other cross-contamination is thrown away.

Cooking

Hot food must be fully cooked to a sufficient temperature to achieve a safe temperature for consumption. Potentially hazardous foods, which are not fully cooked, will not be safe to eat, as bacteria will not be killed;

For hot foods, the food handler must use a thermometer to check the internal temperature has reached a **minimum of 74°C**. If the temperature in the centre of the potentially hazardous food does not reach at least 74°C, continue cooking until the internal temperature is achieved.

The 2 hour/4 hour guide

Maintain potentially hazardous food at a temperature of 5°C or below or 60°C and above. If food is kept between 5°C and 60°C, this temperature must be monitored and recorded.

- Potentially hazardous food that has been kept between 5°C and 60°C for **less than two hours** must be **refrigerated or used immediately**.
- Potentially hazardous food that has been kept between 5°C and 60°C for **longer than two hours but less than four hours** must be **used immediately**.
- Potentially hazardous food that has been kept between 5°C and 60°C for **longer than four hours** must be **thrown out**

Cooling Food

Hazardous food that is intended to be cooled and use later, needs to reach a temperature of 5°C or colder as quickly as possible. There may be food poisoning bacteria in the food even though it has been cooked. Faster cooling times limit the time when these bacteria are able to grow or form toxins.

When cooling cooked potentially hazardous food, cool the food within the following timeframes:

- from 60°C to 21°C within two hours; and
- from 21°C to 5°C within a further four hours.

This means you have a maximum of six hours to cool food from 60°C to 5°C or below.

To chill food quickly, break it up into smaller portions in shallow containers. Care must be taken to not to contaminate the food as this is done.

if the above cooling times and temperatures have not been reached, the food must be thrown away. Discard any potentially hazardous food that may have been contaminated during cooling.

Reheating and Hot Holding

If you reheat previously cooked and cooled potentially hazardous food, you must reheat it rapidly to 60°C or hotter. Meaning that food must be reheated **to 60°C within a maximum of two hours**. The temperature of reheated potentially hazardous food must remain at 60°C or above.

Potentially hazardous food that has been cooked and cooled must only be reheated once

Hot holding equipment (such as a bain marie) should never be used to cook or reheat food. Do not overload hot holding equipment and ensure the temperature setting keeps the food at or above 60°C

When re-stocking potentially hazardous food in hot holding equipment, never add new batches of food to old batches of food, remove the old batch and replace with new batch.

Allergens

Certain foods can cause some people to have an allergic reaction which can vary in severity from mild upsets to severe anaphylactic reactions. It is important food handlers are able to identify which products contain allergens.

Food handlers should be aware of sensitivities, especially children who's severity is significant and ensure their meals are prepared separately.

Cleaning Program

Anything that comes in contact with food must be cleaned and sanitised after use, with a commercial sanitiser (following the manufacturer's instructions) including (but not limited to):

- Plates and bowls
- Utensils for preparing and serving food
- Cutting boards
- Preparation benches
- Storage containers

Steps for cleaning utensils and equipment

1. **Pre-clean:** scrape, wipe or sweep away food scraps and rinse with water;
2. **Wash:** use hot water and detergent to take off any grease and dirt. Soak if needed;
3. **Rinse:** rinse off any loose dirt or detergent foam;
4. **Sanitise:** use a sanitiser to kill any remaining germs (read sanitiser's instructions to see if a second wash is required); and
5. **Dry:** allow to drip-dry if not possible, dry with paper towel or a clean tea-towel (and wash after each use).

Items and areas which do not come in contact with food only need to be washed with detergent, using the following schedule —

Floors, rubbish bins, used equipment	Daily
Fridge, microwave, hot holding equipment, cupboards and shelves	Weekly
Freezer	Monthly
Windows, walls, ceilings, ovens	Quarterly

Immediate cleaning is necessary for spills and potential hazards.

Jamboree Heights OSHC will ensure regular pest and vermin maintenance is conducted to prevent contamination.

Food Recall

The service will monitor foods purchased for recall alerts. Recall alerts may be distributed via retail and public communication from the manufacturer or recognised health authority.

Any foods recalled will be returned or destroyed according to advice.

Safe Food Handling Training

The Nominated Supervisor will ensure that educators are provided with adequate training and instruction in relation to food handling and storage procedures, including induction processes to inform educators on the service's practices for food safety.

Food safety and food hygiene training will be provided through such means as external workshops, in-service workshops, induction, in-house training, and workplace documents displayed to feature food safety responsibilities and requirements in accordance with the service's food safety plan.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.77 Health, hygiene and safe food practices
 - R.78 Food and beverages
 - R.79 Service providing food and beverages
 - R.80 Weekly menu
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements

Additional Regulatory Context and Guidance

- Food Act 2006 (Qld)
- Australia and New Zealand Food Safety Standards

- Australian dietary guidelines - National Health and Medical Research Council's
- Queensland Education's Smart Choices strategy

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[1.5 Food and Nutrition](#)

[2.1 Providing a Child Safe Environment](#)

[2.9 Medical Conditions in Children](#)

[3.1 Space and Facilities Requirements](#)

[4.7 Fit for Work](#)

[7.4 Leading Compliance and Quality Assurance](#)

[7.13 Workplace Health and Safety](#)

Policy 2.12 Food Handling, Preparation and Storage (Food Safety Program)				
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2.13 Emergency Evacuation, Lockdown and Drills

Policy Statement

The emergencies and evacuation policy is designed to ensure the safety and wellbeing of all individuals within the facility, particularly children, in the event of an emergency. The policy outlines the clear and systematic procedures to be followed when an immediate response is required due to a threat, either from an internal or external source. The purpose of such a policy is to manage the risk of harm effectively, safeguarding everyone in and around the service's physical location.

The service's emergency plans have been developed from sound risk assessment of potential emergencies relevant to OSHC. The procedures derived from the risk assessment set out actions and responsibilities for—

- Emergency evacuation.
- Lockdown.
- Responding to a bomb threat.

The policy also captures the management and integration of these emergency plans, including training and drills for both evacuation and lockdown, ensuring that children and educators are familiar with the procedures and know their roles and responsibilities. This preparation is crucial for ensuring a swift, coordinated response during a real emergency.

The Service recognises the timely and controlled response to emergency events, such as a fire, bomb threat or lockdown contributes significantly to upholding the safety and wellbeing of children, staff and any other relevant individuals onsite. The service is committed to ensuring safety of all relevant persons through sound preparation, rehearsal, evaluations and the actual undertaking of an emergency response.

The scope of this policy and procedure applies to both the:

- the response to emergency events while on the school premises
- the ongoing review, preparation and development of risk-assessed responses to emergency events

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> • Ensuring policy and procedure provide all staff are instructed and trained in the emergency evacuation and lockdown plans. • Ensure emergency evacuation action plans have been developed through risk-assessment practices that identify potential emergencies. • Ensuring plans are displayed in a prominent location near entry and exit points. • Ensure emergency and evacuations plans are rehearsed and documented. • Ensure processes are developed to monitor the function and working order of fire equipment.
Nominated Supervisor	<ul style="list-style-type: none"> • Support the Approved Provider in facilitating the collaborative ongoing review and development of emergency and evacuation plans. • Instruct all new staff and/or volunteers of the emergency and evacuation plans. • Ensure the relevant drills are undertaken in accordance with the Service's procedures. • Communicate emergency drill evaluations and any identified concerns to the Approved Provider. • Ensure the Service environment is maintained to support the safe response to emergency events (doorway are kept clear, workplace health and safety items addressed) and that plans and resources are maintained and displayed as outlined in the procedure. • Monitor and regularly coordinate the maintenance of fire safety equipment.
Responsible Person in Charge	<ul style="list-style-type: none"> • Initiate and lead the emergency evacuation or lockdown response including undertake drills as required. • Provide feedback and guidance to staff and children of their response to emergency and evacuation drills.
All Staff	<ul style="list-style-type: none"> • Respond to hazards or potential signals or an emergency event

	<ul style="list-style-type: none"> • Immediately alert other staff of the emergency situation. • Support children and other individuals onsite to follow the emergency and evacuation plans. • Understand your role and responsibilities in an emergency or evacuation response. • Participate in planning and review of emergency plans and drills.
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Key Tasks and Responsibilities

Emergency Plans	The Approved Provider is responsible for ensuring plans have been created from a risk assessment. The Nominated Supervisor will collaborate with the Approved Provider to refine and develop plans as needed.
Inspections for a Safe Environment	Educators will support the Nominated Supervisor by carrying out daily inspections that ensure the safe egress or ingress to assembly areas, should they be required.
Carrying out Evacuation or Lockdowns	The Nominated Supervisor or Responsible Person will lead the emergency evacuation or lockdown response including leading drills. Educators follow their responsibility to gather and transition children to safety and carry out any other support tasks required. Educators will also play a key role in alerting others to the emergency.
Documentation	The Nominated Supervisor or Responsible Person will complete the relevant record for the rehearsal (drill) or in the event of an actual event, the relevant notification report.

Procedures

Development of Emergency Plans

- As an outcome of emergency risk assessment, the service has the following plans prepared for the event of an emergency:
 - Emergency Evacuation Plan
 - Lockdown Plan
 - Bomb-Threat Response
- All plans will be based on an assessment of hazards and the types of emergency situation that may arise, including the possible consequences and controls to manage the identified risks.
- Plans will outline:
 - Allocation of roles and responsibilities
 - Lines of communication to coordinate the emergency response
 - Activation of alarms and/or communication channels for staff
 - Floor/site plans with clear identification of a safe route to assembly point
 - Storage and access to role and emergency contact information
 - Instructions on responding to hazard (i.e. use of fire equipment)
- All staff are encouraged to inform the development of these plans. Consultation and feedback with educators will be sourced following each drill
- The ongoing review, management and display/communication of these plans will be outlined in the procedure below

Emergency Evacuation

For emergencies where the source of the hazard is located inside or otherwise onsite (e.g. a fire, chemical spill, gas leak etc.) and children need to move away from the hazard, the Emergency Evacuation Plan will be initiated. To maximise the continuity of emergency plans for children, the service has an evacuation method consistent with school procedures.

Displaying Plans

Emergency Evacuation Plans will be clearly displayed near the entrance of each room at the Service. In addition, a list of emergency telephone numbers will be clearly displayed within the Service.

Inspections of Egress and Equipment

Educators must ensure that all exits are kept clear and unlocked to enable a quick departure. This will be included on the daily safety checklists and will be marked each day if compliant. Any comments or issues relating to these preventative measures will be noted on the checklist and brought to the attention of the Nominated Supervisor.

Priority is the Safe Evacuation

In an emergency situation, the educator who first discovers the emergency will raise the alarm using the service's emergency equipment. Attempts to extinguish fires will occur *only* if the fire is very small, and the person has been trained in using the fire equipment. As outlined in the evacuation plan, the priority is to evacuate.

The **Nominated Supervisor**, or in her/his absence the **Responsible Person in Charge** will lead the response.

Post Evacuation Care and Supervision

No one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire, under any circumstances, unless and until the emergency service advises that it is safe to do so.

In the event of prolonged waiting the Educators will attend to the needs of the children ensuring they are comfortable, and their needs are met.

Lockdown

A lockdown emergency response is initiated where the threat or hazard is in the external environment (a harassing parent/adult, dangerous person on/near premises) the Nominated Supervisor/Responsible Person in Charge will initiate the lockdown procedure. Unlike the emergency evacuation plan, the lockdown plan due to the discreet intention is not displayed, therefore rehearsal is an essential activity to ensure effective preparation.

Daily Inspections for a Safe Egress

Educators must ensure that all entrances for buildings used in a lockdown are kept clear to enable a quick entry in the event of an emergency. The rooms selected for lockdowns are chosen based on their capacity to safely contain children and educators. The free ingress of entrances will be included on the daily safety checklists

Educator Response to Threats

To remove any doubt, no staff member is to try to physically remove an unwanted or harassing individual.

Bomb Threat Response

Plan Kept Near Phone

An action plan for the event of a bomb threat and a copy of the [bomb threat checklist](#) will be kept in an accessible location in the OSHC office.

In the event of a bomb threat, the following information will be recorded by the person who answers the call, on the 'bomb threat checklist':

- a) Time and date of the call.
- b) the wording of the threat;
- c) Other specific details.

The staff member **should NOT hang up the phone**. Without alerting the caller indicate for another person implement an **emergency evacuation** of the building according to the services' emergency evacuation procedure.

A staff member can then use a separate phone to **call 000** (police) to report the threat.

Managing Education and Care in an Emergency

The Nominated Supervisor will be guided by Emergency Services at all times. Where the relevant authority has deemed it safe to return to the service, educators and children will return to the program, as was prior to the evacuation. Where it is not safe to return to the service, and there is no other suitable approved learning environment for the children to gather, the Nominated Supervisor will call parents to collect their child from the emergency assembly location at the earliest convenience.

The Nominated Supervisor will notify the Approved Provider and Regulatory Authority via [7.7 Managing Notifications Policy](#) and procedures.

Special Considerations

In each type of emergency situation there is potential for children to be unaccounted for. Depending on when this is realised there are steps that must be taken to ensure that either all children are accounted for or an investigation is underway to confirm the whereabouts of any unaccounted for child. If an unaccounted-for child is still considered missing when emergency services arrive, they should be immediately notified of the situation.

Emergency Training and Induction

Before an educator or volunteer commences any duties, they are to know the steps carried out in a relevant emergency situation.

Relevant written induction materials set out the plans to be followed by educators, including the location of relevant alarms and communication methods. It is the responsibility of the Nominated Supervisor (or RP in their absence) to confirm any personnel commencing with the service has had relevant instructions and can describe their duties.

Emergency Drills

Rehearsal of emergency evacuation and lockdown procedures will be carried out at least once a term. Both the emergency evacuation and lockdown drill will occur during a BSC session, ASC session, and at the beginning of each Vacation Care program. To maximise the exposure to the widest range of children, families and staff in attendance, a drill will occur on different days of the week.

Each practiced drill will be documented and recorded by the Nominated Supervisor or Responsible Person in Charge using the [Emergency Drill Evaluation](#). These records will contain detail of:

- the names of:
 - staff members,
 - volunteers, and
 - children present on the day,
- and include the details of the person responsible for the drill

At the conclusion of a drill, relevant feedback and guidance will be provided to the children. The service expects drills to be a positive experience for children and educators are to be encouraging in their tone when debriefing a drill.

Quality Improvement

Emergency plans will continue to be monitored for effectiveness. All staff are encouraged to inform the improvement of emergency plans over time. Consultation and feedback with educators will be sourced following each drill. Any concerns will be communicated to the Approved Provider along with the Nominated Supervisors plans to address these concerns

The risk assessment for emergency situations will be reviewed at least annually or as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children from the service.

Any review will require endorsement from the Approved Provider. The Nominated Supervisor will be responsible for facilitating this procedure. All records of emergency drills will be maintained by the Nominated Supervisor.

Evacuation Plan

Principles for Evacuation Plan Response

- R** – Remove children and others from danger
- A** – Alert, call out in a loud voice, sound alarm and call 000
- C** – Confine the fire. Close doors and windows, if safe
- E** – Evacuate to the Assembly Area

Steps to follow in the event of a fire or other relevant danger

Step	Responsible Person	Instructions
1	All educators	Maintain awareness of your location and scan for potential hazards. Identify hazard and determine type (i.e. fire, animal etc.)
2	Responding Educator	When a relevant emergency presents (fire etc), sound alarm to alert all students, teachers, educators, and service/site visitors.
3	All educators and children	On hearing the alarm, every educator needs to prepare children to evacuate - muster all children located in their supervised area, directing them to gather (in a line) at the nearest exit point. Once all children are gathered the group will calmly transition to the Assembly Point (as marked on the Evacuation Floor Plan), with the relevant educator taking the lead.
4	Nominated Supervisor (or Responsible Person)	Put on warden hat and high visible vest, gather emergency medication, evacuation kit and sign in/out record.
5	Lead Educator	One educator from each location leads the children to the relevant Assembly Area.
6	Nominated Supervisor (or Responsible Person)	Check all rooms (including toilets) to ensure no children have been left behind. If safe to do so, close doors (leave unlocked) and windows, turn off air conditioners and TV. Meet all children and educators at assembly point.
7	Nominated Supervisor (or Responsible Person)	Once at assembly point, delegate an educator to call 000. Account for all children and educators with a roll call – reading out and visually confirming each person is present and safe. Apply first aid, if required.
8	All educators	Wait for emergency services to attend. Nominate an educator to meet emergency services in a prominent location
9	Nominated Supervisor (or Responsible Person)	No-one is to re-enter a building until emergency service have attended and deemed it safe to do so. Children will be cared for, supervised and comforted at the Assembly Area until it is safe. Where it is not safe to return to the service, and there is no other suitable approved learning environment for the children to gather, parents will be called to collect their child from the emergency assembly location at the earliest convenience.

Principles for Lockdown Response

Communication – Discreetly make others aware of the threat.

Coordination – Respond as a team to ensure the safety of children.

Care – Calmly approach the assembly of children to support safety and wellbeing.

Steps to follow in the event of harassment or unauthorised persons refusing to leave the premises

Step	Responsible Person	Instructions
1	All educators	Maintain awareness of your location and any unauthorised persons within the area.
2	Responding Educator	If an educator (or child) is being harassed, the closest observer will raise awareness to other educators to initiate a lockdown procedure by stating the CODE PHRASE over the walkie talkie.
3	All educators	On hearing the signal, each educator will calmly and quietly gather the children together, ready to escort them to an identified safe place. <ul style="list-style-type: none"> • If the threat is inside, children will be escorted outside by educators. • If the threat is outside, then children will be escorted inside by educators.
4	Lead Educator	Check other rooms and toilets to ensure all children are accounted for.
5	Responsible Person	Will immediately obtain and if possible record relevant information (e.g. physical descriptions, car registration etc.) on a service incident report.
6	Lead Educator	Will witness and provide back-up for the Nominated Supervisor/ Responsible Person in Charge but only if it does not place that person in a position of unacceptable risk or harm to themselves, to any child or to others, or leave children unsupervised.
7	Lead Educator	Once everyone is believed to be in the designated lockdown area, 000 will be called (if relevant) All children and educators will be accounted for with a head count and/or roll call – visually confirming each person is present and safe.
8	All educators	Depending on the circumstances, wait for— <ul style="list-style-type: none"> • emergency services; and/or • the threat to pass
9	Responsible Person	No one is to leave a lockdown assembly area until it is deemed safe to do so – by Nominated Supervisor/ Responsible Person or emergency services (if relevant)

Steps to follow in the event of an outdoor or other external danger (e.g. storm, intruder, fire, bomb, gas leak) - where children are to be escorted inside

Step	Responsible Person	Instructions
1	All educators	Maintain awareness of your location and scan for potential hazards.
2	Responding Educator	When a relevant emergency presents (outdoor or other external danger), raise awareness to other educators over the walkie talkie. If possible, record relevant information (e.g. physical descriptions, car registration, etc).
3	All educators and children	On hearing the signal, each educator needs to prepare children to transition to the lockdown area. Assemble the children in an orderly manner and move towards the inside lockdown area.
4	Lead Educator	Check other rooms, toilets, storage rooms and near-by buildings on the premises (if safe to do so), to ensure all children are accounted for.
5	Responsible Person	Collect sign-in sheets and parent contact numbers and once all children are inside, lock the doors (only if appropriate and able to do so). Where possible, draw curtains/blinds.
6	Lead Educator	As children arrive inside, assemble in the safest area and encourage children to be calm and sit still.
7	Responsible Person and Educator	Once everyone is believed to have arrived, delegate an educator to call 000 (if relevant). Account for all children and educators with a roll call – reading out and visually confirming each person is present and safe.
8	All educators	Depending on the circumstances, wait for— <ul style="list-style-type: none"> • emergency services • the threat to pass (storm etc).
9	Responsible Person	No one is to leave a building until emergency services have attended and deemed it safe to do so. When the threat is removed the children may be debriefed before returning to their activities.

Bomb Threat Action Plan

Principles for a Bomb Threat Response

Communication – Maintain contact to collect and record helpful information..

Coordination – to evacuate or assemble in a safe area.

Steps to follow in the event of a bomb threat situation		
Step	Responsible Person	Instructions
1	Staff member answering the phone	Locate the bomb threat checklist and record key information. Do not hang up the phone. Signal to an educator (without alerting the caller) to commence evacuation procedures.
2	Supporting Educator	Raise the awareness of an evacuation.
3	All educators and children	On hearing the signal for emergency evacuation, each educator needs to prepare children to evacuate - muster all children located in their supervised area, directing them to gather (in a line) at the nearest exit point, ready to leave to the Assembly Area .
4	Responsible Person/ Supporting Educator	Put on warden hat and high visible vest, gather emergency medication, evacuation kit and sign in/out record.
5	Lead Educator	One educator from each location leads the children to the relevant Assembly Area .
6	Responsible Person/ Supporting Educator	Check all rooms (including toilets) and other buildings/areas on the premises to ensure no children have been left behind. If safe to do so, close doors (leave unlocked) and windows. Meet all children and educators at assembly point .
7	Responsible Person/ Supporting Educator	Once at assembly point, designate an educator to call 000. Account for all children and educators with a roll call – reading out and visually confirming each person is present and safe.
8	All educators	Wait for emergency services to advise further actions.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record

- R.97 Emergency and evacuation procedures
- R.98 Telephone or other communication equipment
- R.99 Children leaving the education and care service premises
- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- R.173 Prescribed information to be displayed
- R.176 Time to notify certain information to Regulatory Authority
- R.177 Prescribed enrolment and other documents to be kept by approved provider
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Fire and Emergency Service Act 1990 (Qld)
- Building Fire Safety Regulation 2008 (Qld)
- [Managing the Work Environment and Facilities Code of Practice](#)

Related Policies and Procedures

- [2.1 Providing a Child Safe Environment](#)
- [2.3 Safe Arrivals and Departures of Children](#)
- [2.5 Administration of First Aid](#)
- [2.7 Infectious Diseases](#)
- [2.8 Hygiene, Health and Wellbeing Practices](#)
- [2.9 Medical Conditions in Children](#)
- [2.10 Medication Administration](#)
- [3.5 Emergency and Safety Equipment](#)
- [5.2 Positive Behaviour Support Practices](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.7 Managing Notifications](#)

Appendices and Forms

- [Emergency Situations Risk Assessment](#)
- [Bomb Threat Checklist](#)
- [Emergency Drill Evaluation](#)

Policy 2.13 Emergency Evacuation, Lockdown and Drills				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policy 7.2, 7.3, 7.4, 10.9 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.14 Child Protection and Mandatory Reporting

Policy Statement

In addition to the service providing all children with a safe and suitable environment, it has an obligation to report reasonable suspicion of significant harm or at risk of significant harm. The service recognises that the service's educators and staff are uniquely positioned to identify concerns about a child's safety and wellbeing in settings beyond OSHC.

The Child Protection Act 1999 (section 13E) outlines education and care professionals and mandatory reporters. In the event that an educator (or the Approved Provider) forms a reasonable suspicion that a child has been harmed, is being harmed or is at risk of being harmed and may not have a parent willing and able to protect, they are required to respond to ensure that this information (a reasonable suspicion) is appropriately managed and is reported to Child Safety.

As Queensland has a relevant child protection law that requires educators to report reasonable suspicions, the Approved Provider has a duty to advise educators of the Child Protection Act and their obligations for mandatory reporting (Regulation 84). The service's procedures ensure this information is covered through induction and complemented by additional periodic training.

While the primary purpose of this policy is to address the requirements of mandatory reporting and support educator's judgements in assessing observations and insights, the policy also sets out the role of reporting relevant harmful incidents that may have come about within the service.

The service recognises that there are various types of abuse and harm a child may be exposed to including—

- **Physical abuse** – non accidental injury including beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication;
- **Emotional or psychological abuse** – hostile parenting, constant yelling, insults, swearing, criticism, bullying, scapegoating, exposure to domestic violence
- **Neglect** – failure to provide basic needs including food, clothing, enough sleep, hygiene, medical care, and supervision
- **Sexual abuse** - exploitation, penetration, sexual touching, sexual talk/conversations and/or exposing children to pornography.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure staff receive appropriate training and induction to be able to identify and respond to indicators of significant harm.• Consult, support and plan appropriate courses of action when suspicions of abuse and harm arise.• Seek advice, guidance and resources to support decision-making.
Nominated Supervisor	<ul style="list-style-type: none">• Respond to concerns and issues raised by staff.• Direct serious concerns and possible suspicions to an appointed officer of the Approved Provider for consideration.• Document concerns and ensure these records are handled with privacy.• Where appropriate, collaborate with parents to identify preventative supports.
All Staff	<ul style="list-style-type: none">• Be equipped to respond to indicators of harm and disclosures.• Listen and observe children with sensitivity and empathic understanding.• Share your concern with the Nominated Supervisor, or where relevant, other professionals.

Key Tasks and Responsibilities

Child Protection Training	The Approved Provider must ensure relevant materials and resources are available for the Nominated Supervisor to instruct educators of the awareness of child protection law and mandatory reporting duties.
Supervising Educator conduct	The Approved Provider and Nominated Supervisor play the primary role in supervising the behaviour of people in care of children are meeting the expectations set out in policy. Should concerns be raised, the Approved Provider is responsible to ensure appropriate management action is carried out. The Nominated Supervisor should communicate concerns to the Approved Provider to ensure they are aware,
Observing children's wellbeing and experiences	All educators are responsible for observing and looking for signs a child may be in need of protection. They are to report their concerns to the Nominated Supervisor (or other relevant leader) to ensure action is taken to assess reporting requirements or other supports.
Reporting harm	Any educator can report suspicions of harm, however, the typical process should be via the Nominated Supervisor to ensure incidents are documented and handled appropriately.

Procedures

Responding to Harm Occurring at OSHC

The service is committed to ensuring safeguarding the protection and wellbeing of children. All educators will be expected to follow the instruction and procedures to ensure children's safety and wellbeing. The service has zero tolerance for conduct that risks or otherwise harms children attending OSHC, with significant disciplinary action as a consequence of any substantiated incidents.

In circumstances where an OSHC employee or volunteer is alleged to have harmed a child (in any nature), the following will occur—

any educator being aware or holding suspicion will immediately report to the Nominated Supervisor (or responsible person), who will notify the Operations Manager.

1. Where any educator/representative believes or is otherwise made aware of an educator (or service representative) possibly having harmed a child in any way, the person being aware or holding suspicion will immediately report to the Nominated Supervisor (or Responsible Person), who will immediately notify the [Primary Contact for the AP e.g. P&C President].
2. The educator accused or suspected to have harmed a child will be immediately relieved of their duty and be suspended with pay following a workplace investigation.
3. The parent and Regulatory Authority will be notified at the earliest convenience, following the procedures set out in [7.7 Managing Notifications](#). Likewise, recording the incident as set out in [2.4 Incidents, Illness, Injury or Trauma](#) will be carried out.
4. The workplace investigation will be carried out by a suitably experienced and qualified person, ensuring relevant lawful requirements are followed.
5. Subject to the information available, service leaders will consider any duties for additional reporting (e.g. police).
6. Where the allegation of harmful conduct is substantiated, significant disciplinary action – almost certainly termination - will occur.

Child in Need of Protection - Mandatory Reporting

Informed of Child Protection Law and Mandatory Reporting (Regulation 84)

1. The Nominated Supervisor is responsible for the management of induction tasks. The induction materials of the service provides instruction for each educator to understand the existence of the Child Protection and their responsibilities to notify any reasonable suspicion of harm.
2. The service complements initial guiding material with more robust training opportunities to better equip educators with relevant skills and knowledge to identify and respond to indicators of abuse and harm.
3. The Nominated Supervisor is to lead a supportive culture that ensures educators can seek out support and guidance from the service's leaders where questions, concerns or suspicions arise.

4. At all times educators will have access to the service's policies and procedures manual to refer their responsibilities or required actions.

Responding to Disclosures

Where a child discusses information relating to their experience of trauma and harm with an educator (a disclosure); educators are guided to respond using the following principles:

- a. **Listen** – try to be in a suitable environment, be calm and patient, let the child use their own words and avoid quizzing. Don't be afraid of saying the 'wrong thing'. Listening supportively is more important than the words you use.
- b. **Reassure** – address the concern about the child's safety and reassure the child it's okay that they have told you what's been happening. Reassure the child it is not their fault for any distress.
- c. **Respect** – the child may only reveal some details. Acknowledge bravery and strength. Explain in order to keep them safe you'll have to tell someone and avoid making promises you can't keep.

Developing a Reasonable Suspicion

1. An educator or any relevant staff member may develop concerns about a child's wellbeing and safety from a variety of sources – observations, discussions, the child's presentation, behaviour, or interactions with the parents etc.
2. A reasonable suspicion might not develop from one single event but rather a series of indicators combining to result in a concern developing about a child's safety and wellbeing.
3. The key features for a suspicion to signal a child is in need of protection is —
 - a. a child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm, and
 - b. may not have a parent able and willing to protect the child from the harm.
4. While the Child Protection Act emphasises physical and sexual abuse for mandatory reporting requirement, educators can also report a child is in need of protection caused by any form of abuse or neglect.
5. Regardless of a concern reaching the threshold of serious harm, educators (or any other staff) are to promptly advise the Nominated Supervisor (or Responsible Person) of any substantial concerns or circumstances relating to a child's safety or wellbeing.

A **reportable suspicion** about a child is a reasonable suspicion that the child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and may not have a parent able and willing to protect the child from the harm.

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

Consultation and Decision-Making

1. Indications of significant harm are not always clear. All staff should be prepared to discuss their suspicions openly (with the appropriate people) to ensure a child is supported and reporting obligations are met.
2. Educators are free from liability and do not breach privacy when sharing confidential information, if they are acting honestly and if their actions in sharing information are consistent with protecting children from harm.
3. The Nominated Supervisor, in either being told of or themselves developing concerns relating to a child's safety or wellbeing are to advise the Approved Provider (e.g. the preferred contact being the P&C President, other members of the executive will be called when the P&C President is unavailable).
4. The Nominated Supervisor and Approved Provider will consult on a plan of action, which could include:
 - a. discussing concerns with parent/s
 - b. seeking further advice and support from:
 - i. Child Safety.
 - ii. Child Protection Guide [online tool]
<https://secure.communities.qld.gov.au/cpguide/engine.aspx>
 - iii. the school Principal/relevant other professional

- c. directly report notification to Child Safety.

Documenting and Recording Information

1. The Nominated Supervisor is to ensure that the reports and documentation of a disclosure/suspicion is written and recorded by the staff/educator involved as soon as practical. The report should include:
 - a. any relevant background information
 - b. a factual description of the events/observation/incident
 - c. statements of the child (or others)
 - d. educator/service response to events
 - e. any parent involvement or discussion
 - f. any other matters considered relevant
2. These reports or other documentation will be stored by the Nominated Supervisor in a password-protected file on the service's computer (consistent with [7.6 Privacy and Confidentiality of Records](#))

Non-Reportable Concerns

1. Where advice has been received that the suspicion does not meet a threshold for reporting to Child Safety, the relevant person should follow and document any recommendations (e.g. talking to parents about access to support services)
2. However, the following matters should also be considered and if necessary actioned:
 - a. Does the circumstance meet the definition of a serious incident - notifiable to the Regulatory Authority? - see [2.4 Incidents, Illness, Injury or Trauma](#)
 - b. How are parents best notified and supported?
 - c. What action should be taken to support the child or safety care for children? – see [7.18 Managing Concerns of Harmful Sexual Behaviours](#)

Reporting Reasonable Suspicions

1. Where a report to Child Safety is necessary, the following communication methods can be used—
 - If the child is in immediate Danger – **QLD Police Service** – 000
 - During business hours – **Child Safety Regional Intake Service** – [phone number]
 - After Hours – **Child Safety After Hours** – 1800 177 135
 - Online Reporting Form via Child Protection Guide - <https://secure.communities.qld.gov.au/cpguide/engine.aspx>
2. While Mandatory Reporters are required to make a written report. If the initial notification is made via phone, the corresponding report can be guided by Child Safety's instructions.

Documentation and Records

1. Any record relating to suspicions of significant harm are to be kept separate from general incident reports, due to the highly sensitive nature. All records containing child protection concerns will be filed within the password protected location as set out in [7.6 Privacy and Confidentiality of Records](#).
2. In circumstances where it is consistent with protecting a child from significant harm, relevant information can be shared with the school Principal. The preference is the Approved Provider will inform this decision-making, however, in extenuating circumstances the Nominated Supervisor will have delegation to decide.
3. All persons involved in a case of suspected child abuse will be treated with sensitivity and respect, and all information to the case will remain confidential unless sharing information is required to protect a child from harm [see Policy [7.6 Privacy and Confidentiality of Records](#)].

All staff including the Approved Provider, Nominated Supervisor and educators are free from liability or breaching Privacy Principles when sharing confidential information, if they are acting honestly and if their actions in doing so are consistent with the purpose of information sharing under the *Child Protection Act 1999 (Qld)*.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.12 Meaning of serious incident
 - R.84 Awareness of child protection law
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174A Prescribed information to accompany notice
 - R.175 Prescribed information to be notified to Regulatory Authority
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Child Protection Act 1999 (Qld)
- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Criminal Code Act 1899 (Qld)

Related Policies and Procedures

- [2.1 Providing a Child Safe Environment](#)
- [2.4 Incident, Illness, Injury or Trauma](#)
- [5.5 Promoting Protective Behaviours](#)
- [6.5 Interactions and Communication with Families](#)
- [7.1 Nominated Supervisor](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.5 Privacy and Confidentiality of Records](#)

Appendices and Forms

[Information Sheet for Mandatory Reporting by Education and Care Service Professionals](#)

Policy 2.14 Child Protection and Mandatory Reporting				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 – Name change - Combined previous policy 2.5, 2.10 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

2.15 Transportation (Other than Excursions)

Policy Statement

The service does not provide or arrange transportation for children to or from the service. The service will only arrange transportation for the purpose of an excursion.

Any transportation arranged by a parent is not within the scope of this policy. To remove any doubt, OSHC recognises children are considered to be under the care of an education and care service at the point the service is taken to assume responsibility for their care and wellbeing. The National Law and National Regulations will then apply at this time. To ensure the Approved Provider can reasonably discharge their responsibilities and duties for the safety, health and wellbeing of all children, the service will only allow for transportation that is not arranged or coordinated in any part by the service.

Key Tasks and Responsibilities

Initiating a change in proving transport	The Approved Provider will establish the policy and ability for the service to provide transport. Should they change their position, they will be responsible for coordinating the update to policy, procedures, risk assessments and notification.
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Procedures

Should the Approved Provider make changes to their policy for providing transportation other than for excursions (including arranging transportation), then the following will occur—

1. A change in policy to comply with Regulation 102A-102F, including:
 - a. Development of risk assessment.
 - b. A process to obtain authorisation.
 - c. Procedures for embarking and disembarking the means of transport.
2. Notification to parents to the change in policy
3. Notification to the Regulatory Authority (within seven day) if there are changes to providing or arranging transportation.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.102A Application of Division
 - R.102B Transport risk assessment must be conducted before service transports child
 - R.102C Conduct of risk assessment for transporting of children by the education and care service
 - R.102D Authorisation for service to transport children
 - R.102E Children embarking a means of transport—centre-based service
 - R.102F Children disembarking a means of transport—centre-based service
 - R.168 Education and care service must have policies and procedures
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.175 Prescribed information to be notified to Regulatory Authority
 - R.176 Time to notify certain information to Regulatory Authority

National Quality Standard, Quality Areas:

- QA2 – Children's health and safety

- QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- ACECQA - Safe transportation of Children Safety Checklist and regular transportation record
- ACECQA - Information sheet – Changes to regular transportation of children
- ACECQA - Information sheet - Guidance for adequate supervision during transportation

Related Policies and Procedures

[5.1 Interactions and Relationships with Children](#)

[6.2 Enrolment and Orientation](#)

[7.6 Privacy and Confidentiality of Records](#)

Policy 2.15 Transportation (Other than Excursions)				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - New Policy - Address regulatory changes	25.03.2024	25.03.2024	25.03.2024	February 2025

2.16 Safe Online Environments for Children

Policy Statement

This policy outlines OSHC's commitment to protect children and their welfare in online environments. As a service, we recognise the increasing use of digital platforms for learning and communication and develop practices that create security in an online environment, where children—

- Are guarded from harm and exploitation.
- Have their reputation, data and privacy protected.
- Are not exposed to inappropriate content.

Guided by the Best Practice Framework for Online Safety Education and eSafety Early Years program for educators published by the eSafety Commissioner. The service's policy aims to balance the dignity and affordance of using digital devices, and in a manner that still safeguards child's wellbeing and interests. The service's procedures will continue to be assessed and improved. We aim to continue collaboration with children (and families) to empower their participation around the design and development of our protocols for safely using devices at OSHC.

This policy applies to all children, staff, volunteers, and parents connected to OSHC and covers all online activities and use of online learning platforms. The nature of technology means there are many opportunities for online environments to intersect with the service at several junctures and stakeholders including—

- Access to technology and the internet at OSHC.
- Taking photos and videos.
- Social media use by the community, including educators.

The service's policy sets out clear and explicit expectations for the community to use and interact online in a manner that maintains the safety and wellbeing of children. Anyone acting in a manner incompatible with our commitment to the safety and wellbeing of children may be exposed to disciplinary action relevant to the circumstance.

Definitions

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

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

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

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

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

Key Tasks and Responsibilities

Managing Infrastructure	The Approved Provider is responsible for ensuring the service has suitable protections established, where children may access the internet as part of the program. The Nominated Supervisor or Responsible Person is responsible for ensuring the safeguards are working as intended.
Providing Supervision	All educators, especially those tasked with leading specific activities, are responsible for supervising children using devices and accessing content.

Procedures

Infrastructure and Technology

Children

1. Any children using devices – connected to the internet or not - must be properly supervised in an open environment. Educators must be able to easily view screens at any moment.
2. Any access to the internet must be approved and is only made available when filtering and/or monitoring systems are enabled and only for homework or research purposes².
3. In upholding our commitment to health and physical activity, access to devices (i.e. screen-time) will be limited -
 - a. BSC or ASC sessions - devices are only to be used for homework or other research activities.
 - b. Vacation Care sessions - some restricted leisure time is made available (but excludes access to the internet), with times set out in the program.
4. Where devices and media are made available these are to only contain content that is appropriate for children, using government classifications (G and PG-rated) as the guiding principle.
5. Children are not to take photos or videos of other children on their personal devices.

Educators

1. Educators are not to:
 - a. Use personal devices at any time during the program.
 - b. Enable or encourage children to take photos and/or videos on their personal devices
2. Where an educator believes electronic equipment is needed, they should communicate this to the Nominated Supervisor.

Social Media and Online Communication

Responsibility

All employees have a duty to uphold the reputation and interests of the service and to ensure their conduct is compatible with their employment obligations when using social media for personal use.

The service will ensure there are appropriate controls in place for situations where children may have access to the internet, online learning platforms or other applications.

Educators will monitor children's access to the internet, online learning platforms and applications to ensure appropriate content is being accessed.

Families & children will be directed to read the digital usage page in the Family Handbook that outlines the rules and safety procedures in place to manage their safety and wellbeing.

Cyber-bullying

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

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

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174A Prescribed information to accompany notice
 - R.175 Prescribed information to be notified to Regulatory Authority
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Criminal Code Act 1899 (Qld)
- Online Safety Act 2021 (Cth)
- eSafety Commissioner - [Best Practice Framework for Online Safety Education](#)
eSafety Commissioner - [eSafety Early Years program for educators](#)

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[2.1 Providing a Child Safe Environment](#)

[2.2 Supervision and Educator Ratios](#)

[2.4 Incidents, Illness, Injury or Trauma](#)

[4.4 Code of Conduct](#)

[5.1 Interactions and Relationships with Children](#)

[7.5 Governance and Management](#)

[7.6 Privacy and Confidentiality of Records](#)

Policy 2.16 Safe Online Environments for Children				
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V2023.5 – Name change - Combined previous policies 2.17, 2.18, 10.12 - Address regulatory changes - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

Physical Environment

The services physical environment is **safe, suitable and provides a rich and diverse range of experiences** which promote children's learning and development.

Ensuring the physical environment suitable for play-based learning is critical to:

- contributing to children's wellbeing, creativity and developing independence
- engage children and support educators to facilitate a wide range of experiences
- keeping children safe
- creating/organising spaces to reduce the risk of injury.

The policies contained in this group set out the service's expectations for the physical environment and how educators can use practices to enhance it for children's learning and safety.

3.1 Space and Facilities Requirements

Policy Statement

Jamboree Heights OSHC will ensure the space and facilities used for the OSHC program are safe, stimulating and enable the provision of quality education and care.

The service will work collaboratively to ensure the environment accessible to all children will positively contribute to their safety, wellbeing and development. The service recognises it's responsibility to ensure the environment and equipment used in providing education and care is safe, clean and in good repair.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">To establish the arrangement of space and facilities with the school is adequate to provide quality education and care.Ensure the space and facilities used in providing education and care is consistent with Regulations.
Nominated Supervisor	<ul style="list-style-type: none">Monitor and respond to any issues relating to the repair, hygiene and safety of the facilities and the environment.Collaborate with the Approved Provider, school and educators to identify opportunities for improvement.Lead the procedure for requesting, comparing and sourcing of additional, repair of or replacement facilities.
All Staff	<ul style="list-style-type: none">Monitor and report instances of issues relating to the repair, hygiene and safety of the facilities and the environment.Supervise children to ensure the environment is contributing to children safety, wellbeing and development.

Procedures

Education and Care Facilities

Jamboree Heights OSHC will ensure the areas provided for education and care are reflective of the agreed indoor and outdoor spaces identified in the Service Approval and routinely monitored for comfort and safety, with educator and the Nominated Supervisor addressing any immediate issues to ensure children's safety and wellbeing.

The Service will ensure the space and facilities for OSHC include:

- Readily available and adequate toileting and handwashing facilities for children and educators,
- Available and adequate facilities to cater for soiled clothing including hygienic storage,
- Adequate, safe and at all times accessible facilities for the provision of drinking water and/or food
- Sufficient furniture allowing the environment to be organised in a manner that is developmentally appropriate for all children, including the capacity to be inclusive and adaptable to ensure participation by every child in the program,
- Areas for the display of children's artwork as well as promotion of notices and communication for families.
- Adequate space for children to engage in rest and/or quiet experiences.
- Indoor spaces that are monitored for adequate ventilation, natural light and temperature that ensures the safety and wellbeing of children.

Jamboree Heights OSHC will ensure the risk of harm to children through the natural environment is minimised by accessing information from the Queensland Government Resource: [Plants and mushrooms | Queensland Poisons Information Centre \(health.qld.gov.au\)](https://www.health.qld.gov.au/queensland-poisons-information-centre)

Fire Safety

The service will ensure the environment supports the protection of children from fire by:

- Keep emergency exits clear and unlocked at all times while the service is operating.
- Ensure emergency evacuation signs and posters are displayed, including the emergency evacuation floor plan displayed at each exit.
- Ensure all relevant fire safety equipment is maintained regularly (see - [3.5 Emergency and Safety Equipment](#))

Administration Facilities

The service will ensure adequate administrative space and facilities are available for the purposes of:

- Conducting the administrative functions of the service.
- Private and personal conversations with families.
- Providing rest area for staff and/or volunteers.
- A telephone being accessible at all times.
- Suitable storage space for valuable and personal items
- Adequate lockable storage facilities for equipment, tools, first aid kit, medication and relevant hazardous substances.
- Lockable cupboard or filing cabinet for all child and family information (including enrolment forms), educator records and any other confidential records.

Cleaning and Maintenance

Appropriate cleaning and sanitising processes are implemented across the service in a variety of areas and can be identified through the specific policies.

In relation to the service environment, appropriate cleaning and sanitising procedures are applied in the following 'high risk' areas/circumstances:

- Bathrooms, Toilets and basins,
- First Aid Waste Management, and,
- Areas where bodily fluids have been spilt.

Air-conditioning Units

Regular maintenance shall be carried out on the system/s by a reputable contractor where a service report shall be required. Regular cleaning of the air conditioner unit dust filters will be conducted and included as part of Jamboree Heights OSHC cleaning schedule.

Purchasing and Development

Educators and families will be encouraged to identify suitable opportunities to address concerns with the facilities.

The QIP will also identify opportunities to enhance the service's provisions and utilisation of their spaces.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.82 Tobacco, drug and alcohol-free environment
 - R.84A Sleep and rest
 - R.103 Premises, furniture and equipment to be safe, clean and in good repair
 - R.105 Furniture, materials and equipment
 - R.106 Laundry and hygiene facilities
 - R.107 Space requirements—indoor space

- R.108 Space requirements—outdoor space
- R.109 Toilet and hygiene facilities
- R.110 Ventilation and natural light
- R.111 Administrative space
- R.113 Outdoor space—natural environment
- R.114 Outdoor space—shade
- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)

Related policies and procedures

- [1.1 Educational Program Development and Implementation](#)
- [1.4 Sleep and Rest](#)
- [2.1 Providing a Child Safe Environment](#)
- [2.5 Administration of First Aid](#)
- [3.2 Authority to Occupy Premises](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.12 Insurance](#)
- [7.13 Workplace Health and Safety](#)
- [7.14 Service Closure](#)

Policy 3.1 Space and Facilities Requirements				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 5.5, 6.1, 6.4, 6.6, 7.4 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

3.2 Authority to Occupy Premises

Policy Statement

Jamboree Heights OSHC must hold permission from Jamboree Heights State School to occupy a premises for the purpose of conducting a centre based OSHC service, approved under the Education and Care Services National Law Act (2010) and Regulation (2011).

The permission to occupy the premises will be outlined in the documented Occupancy Agreement.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Coordinate the development and finalisation of the agreement between the service and the school administration.• Facilitate review of agreement as required.
Nominated Supervisor	<ul style="list-style-type: none">• Follow agreed arrangement and communicate issues to the Approved Provider

Procedures

The Jamboree Heights P&C Association (as the Approved Provider) has the been provided with the authority to occupy the premises by the Principal of the School. The Approved Provider will maintain an occupancy agreement with the school for the continuation of service approval.

All communication regarding the authority to occupy the OSHC facilities will be managed by the Approved Provider.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.103 Premises, furniture and equipment to be safe, clean and in good repair
 - R.107 Space requirements—indoor space
 - R.108 Space requirements—outdoor space
 - R.109 Toilet and hygiene facilities
 - R.110 Ventilation and natural light
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA3 – Physical environment
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)

Related policies and procedures

[3.1 Space and Facilities Requirements](#)

[7.4 Leading Compliance and Quality Assurance](#)

Policy 3.2 Authority to Occupy				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - New policy - Address regulatory changes	25.03.2024	25.03.2024	25.03.2024	February 2025

3.3 Non-Smoking, Illicit Substance and Alcohol-free Environment

Policy Statement

maintain the ongoing health and wellbeing of children, families, educators and community members, the service actively encourages and provides a smoke, drug and alcohol-free environment. This policy reflects the service’s commitment to the health and wellbeing of all who persons who use or access the service.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> Ensure the service’s environment meets the regulatory standard for the environment provided to children accessing the service.
Nominated Supervisor or Responsible Person	<ul style="list-style-type: none"> Will provide day-to-monitoring of compliance and respond to any instances of policy breaches.

Procedures

Service information for stakeholders (i.e., welcome information and handbooks) will include information regarding the service’s *Non-Smoking, Illicit Substance and Alcohol-free Environment* requirements.

Appropriate no smoking and alcohol signage will be displayed in prominent locations around the school site to promote the expectation and law. As needed, visitors to the service will be informed about service’s *Non-Smoking, Illicit Substance and Alcohol-free Environment* policy.

To remove any doubt, no persons will be allowed to smoke on the school site. Likewise, all persons interacting with children will be free from the effects of any substances (illicit or otherwise). Any educator suspicious of the influence of any persons should report this information to the Nominated Supervisor immediately. Any staff member alleged to have breached this policy will follow the procedures outlined in [4.7 Fit for Work](#) and [4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.82 Tobacco, drug and alcohol-free environment
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA3 – Physical environment

Related policies and procedures

[2.1 Providing a Child Safe Environment](#)

[3.1 Space and Facilities Requirements](#)

[7.4 Leading Compliance and Quality Assurance](#)

Policy 3.3 Non-Smoking, Illicit Substance and Alcohol-free Environment				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 4.12, 9.7 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

3.4 Children's Toileting

Policy Statement

The service recognises the need to uphold the safety and dignity of all children whilst accessing toilet facilities. The service manages this with the acknowledgment that from time to time it may be developmentally appropriate that children may require additional support and assistance. The service's leadership seeks to ensure that the personal health, hygiene, safety and dignity of children and educators are supported.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure appropriate facilities and practices are established.
Nominated Supervisor	<ul style="list-style-type: none">• Collaborate with the Approved Provider to address any additional requirements to support the needs of children.• Monitor practices to ensure the safety, protection and dignity of children is maintained.• Ensure educators are supported to understand the practices and duties in support and supervising children's toileting practices and hygiene needs.
All Staff	<ul style="list-style-type: none">• Ensure practices are consistent with established procedures.• Respond to the needs of children to support hygiene and uphold each child's dignity and safety.• Ensure facilities are safe and hygienic through adequate cleaning and the sanitary storage of solid items.

Procedures

Educators will check the toilet facilities for safety and hygiene prior to the commencement of each session including before school, after school and vacation care. Educators will ensure the facilities are hygienic, functional and free from any identifiable hazards ([Outdoor Safety Checklist](#)).

Access

Jamboree Heights OSHC has toilets for children located in the OSHC room, the MPC Hall and the senior boys' and girls' toilets.

Adults will have access to the toilets located in the OSHC room (staff), and MPC Hall.

Educators (and any other relevant adult) are not permitted to use the children's toilet facilities during operating hours. Likewise, children are not permitted access to the staff toilets (unless disability access is required).

General Supervision and Transitioning to Toilets

All children will be actively supervised whilst accessing the toilet facilities. Children will be required to inform an educator when they need to access the toilet. Educators shall use service walkie talkies to monitor children accessing the toilets.

- Children in prep and grade one, are to be escorted with an Educator where possible to the toilets or other play areas. If an educator is not available to escort a child, one of the following will take place:
 - The child will wait until a group of children are transitioning areas requiring an educator to escort them; or
 - Educators will ensure visual contact is always maintained while the child is transitioning areas.
- Children using the oval and needing to use the toilet will seek permission from an educator (on the oval) who will use the walkie talkie to inform the educators in the OSHC room which child/ren will be coming up to the toilets.
- The OSHC room educator will acknowledge and actively watch for the child/ren and use the walkie talkie to inform the oval educators that the child/ren will be returning.

- All communications must be acknowledged.
- Children will be encouraged to take filled water bottles to outside activities. Those children without water bottles and requiring drinks will be taken in groups to the bubblers by an educator.
- Educators will monitor and communicate all children’s transitions to and from the toilets or other play areas.

Supporting Children

- Educators may be required to support the personal hygiene of children with toileting when it becomes known to them that a child is in need of assistance.
- Educators will notify the Nominated Supervisor (or Responsible Person) when they become aware a child has a personal hygiene incident (i.e has soiled themselves). In the first instance the parent/caregiver will be notified via phone and will have the opportunity to collect the child.
- There are suitable shower and cleaning facilities available when required. Children will be encouraged to be independent in self-care. However, where a personal hygiene incident necessitates assistance and, where possible, a second educator will be called to be present during the toileting support.
- Educators will ensure a child’s dignity, wellbeing and safety are supported when managing personal hygiene incidents. Communication and conduct will be reflective of respect and discretion. Gender and developmental consideration should be given to the situation to ensure the most appropriate educator manages the situation.
- Any soiled clothing will be placed in a plastic bag and temporarily stored in the appropriate container (located on top of the washing machine) until the child is collected from the service.
- Families may be requested to provide spare clothes or other product if routinely necessary to support a child’s hygiene.

Additional Support Needs

Educators should understand their role and have suitable skills to support children and uphold their safety and dignity. Staff will be provided with training in the support of children with toileting issues, particularly in the case of children with high support needs. Training and instruction can be delivered through written communications, direct training and/or meetings. Educators should discuss any concerns or requests for additional training with the Nominated Supervisor.

Escorting Children to the toilet (during excursions)

- At times, additional toilet facilities outside of the service building may need to be accessed (or on excursions).
- Educators will ensure these have been inspected for hygiene and hazards prior to any children’s access.
- Educators will observe practices to ensure that they are not placing themselves in a compromising situation while escorting children to the toilet area and will ensure that a minimum of two children are escorted at any one time.
- Educators will ensure that the service communication procedures are followed when escorting children to the toilet in another area and where possible, a minimum of two educators shall be present to supervise children’s use of the toilets.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.167 Offence relating to protection of children from harm and hazards
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority

- s.174 Offence to fail to notify certain information to Regulatory Authority
- **Education and Care Services National Regulations:**
 - R.109 Toilet and hygiene facilities
 - R.115 Premises designed to facilitate supervision
 - R.168 Education and care services must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA6 – Collaborative partnerships with families and communities

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)

Related policies and procedures

[2.1 Providing a Child Safe Environment](#)

[2.2 Supervision and Educator Ratios](#)

[3.1 Space and Facilities Requirements](#)

Policy 3.4 Children’s Toileting				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 4.9, 2.20 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

3.5 Emergency and Safety Equipment

Policy Statement

Personal safety and security of children, educators, volunteers and all persons on the premises, are of prime importance whilst in attendance at the service. Bundaberg North OSHC, therefore, takes a proactive approach to managing emergencies, developing emergency procedures and equipping educators and children with sound knowledge of adequate response and resources to support a response.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure the service is equipped with adequate and risk-assessed equipment to respond in the event of an emergency.• Ensure mechanisms to support the maintenance is developed and actioned.
Nominated Supervisor	<ul style="list-style-type: none">• Manage the inspection of emergency and safety equipment.• Coordinate the replacement of any used or damaged equipment in a timely manner.
All Staff	<ul style="list-style-type: none">• Report any concerns or signs of wear or damage to the Nominated Supervisor• To follow the instructions provided around the use of relevant emergency and safety equipment.

Procedures

The purchasing and selection of safety and emergency equipment will occur as the result of legislative requirements (fire blankets, extinguishers etc.) or as identified in the risk-assessment of emergency plans.

Emergency Equipment

- Any equipment used in responding to an emergency (alarms, communication devices etc.) will be checked for function and working order each month by the Nominated Supervisor or delegate.
- Emergency equipment resources will only be used to respond to an emergency situation.
- Replacement or repair of any faulty equipment will be a priority. The Nominated Supervisor is responsible for coordinating this task. Any ongoing issues or alternative equipment should be communicated to the Approved Provider for approval or support.

Fire Safety Equipment

- The Nominated Supervisor will coordinate the inspection of any regular maintenance of fire safety equipment (fire blankets, extinguishers etc.).
- Fire Safety equipment will only be used in the manner instructed (or trained) and only if safe to do so.
- Any staff noticing equipment that has been used, broken or if they suspect its full function has been impaired will report this concern to the Nominated Supervisor. All equipment will be replaced or repaired as a priority.
- Any fire safety equipment used to respond to a fire will be decommissioned (single use only) and replaced by new, or where possible, recharged equipment.

Monitoring and inspection of safety equipment will be documented and recorded in the Health and Safety Register. Any issues will be reported to the Approved Provider immediately with an action plan to address the concern raised. Typically the Nominated Supervisor will be appointed to ensure any actions are carried out as planned.

'Storm Pack'

In the case of extreme weather events and possible power outages, the Nominated Supervisor will ensure a 'storm pack' including a torch, batteries and a small radio is readily accessible. The Jamboree Heights OSHC mobile phone is accessible to educators, when required during emergency situations.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.97 Emergency and evacuation procedures
 - R.98 Telephone or other communication equipment
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174 Time to notify certain circumstances to Regulatory Authority
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- Work Health and Safety Act 2011 and Regulation 2011
- Building Fire Safety Regulation 2008
- Managing the Work environment and Facilities Code of Practice 2011

Related Policies and Procedures

[2.1 Providing a Child Safe Environment](#)

[2.13 Emergency Evacuation, Lockdown and Drills](#)

[7.4 Leading Compliance and Quality Assurance](#)

Policy 3.5 Emergency and Safety Equipment				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 7.1, 7.4, 7.5 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

3.6 Resources and Equipment

Policy Statement

The service recognises the importance of providing resources and equipment that are safe and suitable to the developmental and recreational needs of the children in care. The service is committed to ensuring resources are sufficient and developmentally appropriate for all children attending the service for the promotion of quality education and care.

The service's play resources, and equipment are integral to the effective delivery of a meaningful learning and development opportunities - the nature of school-age education and care means inviting, suitable, and available resources are a critical element for the program and children's play-based learning. The service's budget and procurement activities will reflect the commitment to ensuring adequate and suitable resources.

Educators are also entrusted with the ongoing responsibility to maintain and inspect these resources for their continued suitability and safety. Daily checks ensure that all materials meet the service's health and safety expectations.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure the resources and equipment used to provide education and care is adequate, developmentally appropriate and in good repair.
Nominated Supervisor	<ul style="list-style-type: none">• Monitor and respond to any issues relating to the repair, hygiene and safety of resources and equipment.• Collaborate with the Approved Provider and educators to identify opportunities for improvement and extension to enhance the program and learning opportunities for children.• Lead the procedure for requesting and sourcing of additional or replacement resources and equipment.
All Staff	<ul style="list-style-type: none">• Monitor and report instances of issues relating to the repair, hygiene and safety of resources and equipment.• Supervise children to ensure resources and equipment are contributing to children safety, wellbeing and development.

Procedures

Education and Care Resources and Equipment

The service will ensure the resources and equipment provided for education and care are:

- Sufficient and in good working order.
- Are varied and diverse to support multiple aspects of the program including both indoor and outdoor equipment.
- Furniture, materials and equipment are selected to be developmentally appropriate, inclusive and adaptable to ensure participation by every child in the program.
- Where appropriate, equipment and resources displayed and stored in such a way that children can access them independently.
- The management team will ensure that a wide range of real, commercial, natural, recycled and simple homemade materials are provided to support the children's learning in a range of ways.
- Educators will be encouraged to work collaboratively with children and families to understand the needs and wishes to support access, utilisation and development of service resources.

Administration Resources and Equipment

The service will ensure adequate administrative resources are available to:

- Conduct and support the service's documentation and communication.
- Support efficient business practices and responsibilities in providing quality care.
- The service will gather information and resources for access to advice and support for parents and families.

Purchasing and Development

- The service will plan and budget for the continual development of resources and equipment to support the service's program and practice.
- Educators and families will be encouraged to identify suitable opportunities to purchase suitable equipment and resources.
- The QIP will also identify opportunities to identify resources to enhance the service's provisions
- Care will be taken when purchasing equipment to ensure it complies with relevant Australian Standards (available from Standards Australia) and is suitable for the purpose for which it is intended.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.73 Educational program
 - R.103 Premises, furniture and equipment to be safe, clean and in good repair
 - R.104 Furniture, materials and equipment
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA3 – Physical environment
 - QA7 – Leadership and Management

Related Policies

- [1.1 Educational Program Development and Implementation](#)
- [2.1 Providing a Child Safe Environment](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.9 Budgeting, Procurement and Financial Planning](#)

Policy 3.6 Resources and Equipment				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 6.2 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

Policy Group 4

Staffing Arrangements

Staffing arrangements foster **friendly, courteous interactions** and give children access to a **secure and predictable setting**.

Children are encouraged to actively participate in the learning programme by qualified and experienced educators. An atmosphere where children feel emotionally safe, secure, and happy is influenced by the connections among all staff members.

The emphasis of Quality Area 4 is on providing educators with the knowledge and training necessary to build trusting, respectful relationships with children, establish predictable learning environments, and motivate children to actively participate in the program. An excellent service thrives on a cooperative, ethical culture where professional norms govern all elements of operations.

Adjacent to arranging staff are the matters that govern the employment relationship. This policy group combines both Quality Area 4 requirement and employment expectations.

4.1 Recruitment and Employment of Educators

Policy Statement

Jamboree Heights OSHC educators are central to the quality of education and care provided to children to attend the service and therefore, recruitment and selection practices should uphold the importance of this critical process. Jamboree Heights OSHC is committed to being an equal opportunity employer, ensuring fair and equitable employment practices are undertaken to recruit and select its employees. Recruitment decisions will be lawful, transparent and non-discriminatory. Selections will be based on merit with candidates' suitability demonstrated through identifying their level of knowledge, skills and ability against pre-determined selection criteria.

Definitions

'Equal Employment Opportunity (EEO)': is ensuring that all employees are given equal access to promotion, appointment or other employment related issues without regard to any factor not related to their competency and ability to perform their duties.

'Discrimination': is treating an individual with a particular attribute less favourably than an individual without that attribute or with a different attribute under similar circumstances. It can also be seeking to impose a condition or requirement on a person with an attribute who does not or cannot comply while people without that attribute do or can comply

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Appoint suitable persons for employment at the service.• Ensure processes for selection are fair and meritorious.
Nominated Supervisor	<ul style="list-style-type: none">• Work collaboratively with the Approved Provider to ensure suitable candidates are recommended and selected for appointment.• Lead the orientation and induction of educators/employees.• Maintain records and documentation related to recruitment and employment.

Procedures

Job analysis

1. Position descriptions will be developed for all employment position.
2. Position descriptions will outline the key functions of the roles and identify essential and desirable selection criteria.
3. The composition, quantity and engagement of the service's staffing arrangements will be decided by the Approved Provider.
4. Where possible recruitment activities will be as a result of workforce planning, identifying the upcoming needs of the service.
5. All employment and recruitment activities will be instigated with the Approved Providers expressed approval.

Recruitment Activities

1. The Approved Provider will ensure a fair and lawful (non-discriminatory) recruitment procedure is undertaken for all employment.
2. Vacant permanent part-time positions may be offered internally if the Approved Provider (or OSHC management committee) in conjunction with the coordinator/nominated supervisor feel there is a suitable candidate.
3. If there are no suitable candidates for internal appointment, the position will be advertised through
4. appropriate agencies or sources such as:
 - a. Local newspapers,
 - b. Job seeking website,
 - c. Job boards on university or QCAN website, or
 - d. In the school newsletter.

5. Advertisements will include a description of the position, hours/days required, personal/professional attributes and appropriate qualifications, closing date for applications and service address.
6. Written applications should include a cover letter, resume and selection criteria where appropriate, (particularly in relation to the recruitment of permanent positions such as the coordinator, assistant coordinator and other positions as applicable.)
7. The service will acknowledge receipt of all applications and communicate an expected timeline on when a short-list will be made.

Short-listing Candidates

1. Applications received by the due date shall be reviewed by the coordinator and management. Suitable candidates will be called to arrange an interview.
2. Candidates failing to be shortlisted will be provided notified by management via the appropriate communication channels.
3. Applicants will be given a fair and equitable chance to compete for an appointment based on their merit. The selection of candidates will be always lawful, ensuring protected attributes are never the basis for decision-making (i.e., discrimination), this includes the following characteristics:
 - sex, age, race, gender identity or sexuality
 - relationship status
 - pregnancy, breastfeeding, family responsibilities or parental status
 - impairment
 - religious belief or activity
 - political belief or activity
 - trade union activity
 - status as a legal sex worker.
 - It is also illegal to discriminate against someone on the basis of an association with a person identified by one of these characteristics.

Interviewing

1. Short-listed candidates will be notified to their progression and be invited to interview for the position.
2. The interview process will include a panel of up to three key personnel made up of Management representatives and/or Service representatives.
3. Interview questions based on the selection criteria for the position will be developed and reviewed prior to the interview date and agree to by the selection panel and/or Approved Provider.
4. The selection panel shall conduct the interview in a professional manner, using questioning techniques to ascertain the candidates' suitability for the position.

Casual educators will only be employed (including as volunteers) after an interview with the coordinator and/or members of the P&C Executive Committee. It will also include reference checks by the coordinator (or the Management Committee in the case of employment of the coordinator) to ensure they are considered/deemed appropriate for the job.

Selection

1. All decisions relating to appointment will be made without regards to any matters other than the individual's inherent capacity and ability to carry out the position.
2. Should the panel be unable to agree on a suitable candidate, then further interviews may be required.
3. Before offering the position to the preferred candidate, if not already completed, a delegated person will confirm the suitability of the candidate via at least one, preferably two, referee checks.

Appointment

1. Once endorsed by the Approved Provider, the selected candidate will be offered the position and negotiate starting dates.
2. The successful candidate will be required to sign an employment agreement stating that they have received and agree to accept the job on the basis of the materials given to them and they agree to strictly observe the Policies and Procedures of Jamboree Heights OSHC, as amended from time to time.
3. The newly appointed employee will be sent:
 - a. a letter of offer (employment agreement),
 - b. code of conduct,

- c. a request for copies of relevant qualifications, and
 - d. relevant blue card forms (application or link form), including a request for copies.
4. Unsuccessful interviewees will be notified as soon as possible by a nominated person from the selection panel.

Orientation and Induction

1. All new employees will be given (at least) a 2-hour induction session where the coordinator will work through the Induction and Orientation checklist with the new employee to ensure they are equipped and supported to understand and fulfil their role.
2. Induction will cover, but is not limited to:
 - Receiving the Jamboree Heights OSHC Employee Onboarding Pack, containing:
 - Employee Handbook.
 - Employee Record Form.
 - Position Description.
 - Details and location of the Award.
 - National Employment Standards Information Statement
 - Union Information.
 - Confidentiality/Privacy Agreement.
 - Child Protection Information Sheet.
 - Location and orientation of:
 - The service's policies and procedures.
 - National Quality Standard for Education and Care Services.
 - My Time, Our Place V2 Framework for School Age Care in Australia.
 - A walk-through of the service, outlining the key facilities and emergency plans.
 - A discussion with the Nominate Supervisor (or delegate) to outline and introduce:
 - The other educators in the service and their roles.
 - Duty of care responsibilities and supervision practices.
 - Rostering and communication procedures.
 - Programming and documentation procedures.
 - Work Health and Safety procedures and responsibilities.
3. Each educator's first shift will be paired with a suitably experienced educator to 'shadow' them through the role and expectation. The Nominated Supervisor will meet with the new educator at the end of the shift to debrief.
4. Within two weeks of employment commencing, the employee shall be expected to complete the Induction and Orientation checklist, signing to say that they have received appropriate and effective induction and return it to the coordinator.

Conflicts of Interest and Recruitment

The service may at times employ family members or personal friends of employees. The following procedures will apply in addition to the above employment procedures:

1. There will be no preferential treatment for family members/personal friends in the employment relationship; such conduct will be taken seriously, and disciplinary action will be followed if a conflict of interest has not been managed transparently or according to procedure.
2. No appointment of a family member or personal friend will be made without following the agreed recruitment process.
3. All candidates will be asked to disclose any actual or perceived conflicts of interest as part of routine interviewing questions.
4. Persons with responsibility in decision-making are additionally responsible for disclosing any actual or perceived conflicts of interest prior to undertaking interviews of the candidate. These disclosures are to be made to the Approved Provider. The Approved Provider will appoint a suitable alternative delegate where they see relevant.
5. Any subsequent appointment processes will not involve the relevant employee and all reference checks will be made by a nominated person who is independent of the relationship.

Ongoing management of employees where a conflict of interest exist is covered in [4.8 – Employee Underperformance, Misconduct and Disciplinary Action](#)

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.299 General qualification requirements for educators—children over preschool age
- **National Quality Standard:**
 - QA4 – Staffing arrangements
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000
- Fair Work Act 2009 (Cth)
- Anti-Discrimination Act 1991 (Qld)

Related Policies and Procedures

[2.1 Providing a Child Safe Environment](#)

[2.2 Supervision and Educator Ratios](#)

[4.2 Working with Children Check \(Blue Card\) Management](#)

[4.4 Code of Conduct](#)

[4.6 Employee Qualifications – Monitoring Progress](#)

[4.7 Fit for Work](#)

[4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)

[4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)

[7.5 Governance and Management](#)

[7.6 Privacy and Confidentiality of Records](#)

[7.13 Workplace Health and Safety](#)

Policy 4.1 Recruitment and Employment of Educators				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policy 8.3 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

4.2 Working with Children Check (Blue Card) Management

Policy Statement

Jamboree Heights OSHC must ensure individuals associated with the operations and working directly with children hold a positive notice (or exemption) Blue Card (Working with Children Check). The service will maintain records to ensure the probity of all relevant persons and compliance with statutory obligations.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure a blue card register is maintained at the service.• Report relevant notification to Blue Card Services.
Nominated Supervisor	<ul style="list-style-type: none">• Maintain the service's blue card register• Support personnel with lodging relevant forms and notifications, including warning persons that it is an offence to apply for a blue card if they are a disqualified person.
All Staff	<ul style="list-style-type: none">• Must report changes of police information to the service

Procedures

Positive Notice Requirements for Employees, Volunteers and Governance

All employees, volunteers and executive members (Approved Provider members) of management must hold a current and valid Positive Notice for Child Related Employment Blue Card before starting any engagement.

All prospective paid employees will not be engaged to work at the service without being in receipt of a current blue card. Evidence of a valid 'paid' blue card / or a valid volunteer blue card with receipt that a form has been submitted to transfer from Volunteer to Paid, must be submitted to the service before being engaged in any employment.

Linking Blue Cards to the Organisation

All individuals requiring a Blue Card will be linked to the organisation. Once set-up with an Organisation Portal, the Approved Provider or Nominated Supervisor will be able to link an employee to the organisation. **This must be done prior to starting at the service.**

The Approved Provider will be responsible for allowing and managing Organisation Portal access.

Blue Cards Register

A blue card register will be maintained at the service containing the copies of blue cards of all employees, volunteers and executive members of management. The register will be referred to by the Nominated Supervisor/Administrator on a regular basis to track expiry dates.

Renewal Monitoring

The Nominated Supervisor will confirm the upcoming Blue Card expiries on the first day of each month. By using either the Organisation Portal or phoning Blue Card Services (1800 113 611) all Blue Card with expiries within the next 8 weeks will have the renewal status confirmed. As long as an individual submits their renewal application before their current card expires, they will be able to continue in their relevant role.

Police History Changes

It is no requirement for organisations to notify Blue Card Services of employee policy history changes, Blue Card Services will notify Employers when appropriate.

Exiting Employees and Volunteers

The Nominated Supervisor (or where relevant, the Approved Provider) will notify Blue Card Services when a person leaves their engagement with the service via the Organisational Portal (or other appropriate means in the absence of portal access).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.145 Staff record
 - R.146 Nominated supervisor
 - R.147 Staff members
 - R.148 Educational Leader
 - R.149 Volunteers and students
 - R.150 Responsible person
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000
- A New Tax system (Family Assistance) Act 1999 (Cth)
- Department of Education - Child Care Provider Handbook

Related Policies and Procedures

[2.1 Providing a Child Safe Environment](#)

[2.2 Supervision and Educator Ratios](#)

[4.1 Recruitment and Employment of Educators](#)

[4.3 Volunteers and Students](#)

[4.4 Code of Conduct](#)

[4.6 Employee Qualifications – Monitoring Progress](#)

[4.7 Fit for Work](#)

[4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)

[4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)

[7.5 Governance and Management](#)

[7.6 Privacy and Confidentiality of Records](#)

[7.13 Workplace Health and Safety](#)

Policy 4.2 Working with Children Check (Blue Card) Management				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policy 8.5, 10.10 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

4.3 Volunteers and Students

Policy Statement

Volunteers can play a positive role in enhancing the range of activities and supports available, while also embodying our collaborative approach towards education and care. For the purposes of this policy, the meaning of volunteers also includes students in an unpaid role (i.e., practicum placement)

This policy aims to establish clear guidelines around the engagement, responsibilities, and management of volunteers, ensuring that their involvement is aligned with our service's objectives, regulatory compliance, and the highest standards of safety and wellbeing.

All volunteers will be subjected to necessary screening and inductions to ensure the safety and wellbeing of the children. Jamboree heights OSHC recognise volunteers have the right to a safe and supportive environment, therefore, clear communication regarding their roles, and respect for their individual skills and contributions will be established.

All volunteers will undergo a sound induction to ensure they understand their responsibilities to adhere to our service's policies and procedures, maintain confidentiality, and engage in interactions that uphold the safety, respect, and inclusivity of our service environment.

Consistent supervision and support will be provided to volunteers to ensure they have clear direction and feel valued within our service. All volunteers will work under the guidance and direction of a designated staff member, ensuring alignment with our programs, practices and service philosophy

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure procedures are created to monitor and maintain suitable management on volunteers to uphold the safety and wellbeing of children.• Ensure records are maintained to demonstrate compliance.
Nominated Supervisor	<ul style="list-style-type: none">• Ensure compliance with organisational and legislative standards.• Lead a suitable suitability assessment and induction to support a volunteer's engagement, learning and development.• Complete documentation and maintain relevant records.
Responsible Person in Charge	<ul style="list-style-type: none">• Monitor the conduct of volunteers and interaction with children.• Support learning and development.
All Staff	<ul style="list-style-type: none">• To support interactions with children and guide learning and development.• Ensure the safety and wellbeing of children through supporting volunteer's understanding of procedures, expectations and interactions.• Report any concerns immediately.

Key Tasks and Responsibilities

Assessing suitability	The Nominated Supervisor is responsible for ensuring any volunteer engaged at the service meets the relevant requirements for suitability, including holding a working with children check and demonstrating an ability to suitably educate and care for children.
Induction and supervision	The Nominated Supervisor is responsible for ensuring induction procedures are followed and the volunteer is suitably trained prior to education and care responsibilities. The Nominated Supervisor or Responsible Person will ensure the volunteer has a suitable educator to guide practices and provide direct supervision.
Record Keeping	The Nominated Supervisor will manage the administration tasks, including the relevant record keeping.

Procedures

Blue Card (Working With Children Check)

Volunteers must hold a blue card before they begin at the service in any capacity. An application to 'Link a cardholder to the organisation' will be lodged to Blue Card Services upon commencement. Copies of the volunteers Suitability Card (Positive Notice) will be kept on file.

Suitability and Induction

The Nominated Supervisor will meet with any persons interested in volunteering before agreeing to their engagement. The Nominated Supervisor will be satisfied the volunteer is suitable (demonstrates expected knowledge, skill and abilities) to care for children attending the service.

An induction process will be undertaken prior to participating in the service and any interactions with children. The topics covered in the induction include (but are not limited to):

- The Service's Philosophy including its commitment to an environment which is safe and friendly to children,
- The location of the Service's Policy and Procedure Manual, including an outline of key procedures,
- Procedures to follow when child in need of protection (although not a mandatory reporter),
- Feedback and Complaints procedures,
- Plans for emergencies, evacuation, incidents, illness and first aid,
- Expected role for behaviour support and guidance,
- Code of Conduct,
- Work Health Safety Manual.

Conduct and Engagement

1. All Volunteers will be asked to acknowledge their understanding and commitment to the Code of Conduct. Volunteers will be held to the same standard of behaviour as all employees.
2. Volunteers will be supported and guided by other Educators while participating in the service, especially during the initial orientation shifts. Where possible the Service will pair the volunteer with an Educator to mentor and model the role and expectations.
3. If assessed as being both suitable and competent, volunteer workers *may* be counted towards the Educator-to-child ratios for the service, provided they meet the qualification requirements.
4. Volunteers under the age of 18 *must* be fully supervised at all times.

Record of Volunteer Details

The Nominated Supervisor is to record the personal details of all volunteers including –

- Full name,
- Address,
- Date of birth,
- Blue card details (number and expiry), and
- Record of attendance (recording the details of the date and time each day the volunteer or student participated).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.169 Offence relating to staffing arrangements
 - s.170 Offence relating to unauthorised persons on education and care service premises
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.145 Staff record
 - R.149 Volunteers and students
 - R.151 Record of educators working directly with children
 - R.168 Education and care service must have policies and procedures

- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA4 – Staffing arrangements

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Work Health Safety Act 2011 (Qld)

Related Policies

- [2.1 Providing a Child Safe Environment](#)
- [4.2 Working with Children Check \(Blue Card\) Management](#)
- [4.4 Code of Conduct](#)
- [4.7 Fit for Work](#)
- [4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)
- [7.5 Governance and Management](#)
- [7.6 Privacy and Confidentiality of Records](#)
- [7.13 Workplace Health and Safety](#)

Policy 4.3 Volunteers and Students				
Endorsed By: Jamboree Heights P&C Executive Committee				
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V2023.5 - Combined previous policy 8.5 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

4.4 Code of Conduct

Policy Statement

The Approved Provider expects that all people connected to the service, in particular employees and other individuals interacting with children to conduct themselves in a manner that is consistent with a high standard of professionalism and ethical practice. The Jamboree Heights OSHC Code of Conduct serves as a roadmap for professional and ethical behaviour. It is more than just a set of rules; it's a statement of our collective values, the principles that guide our interactions, and the standards against which we measure all conduct. By adhering to this code, personnel are not merely complying with a set of rules, but actively contributing to a culture of respect, integrity, and high-quality care and education.

The dynamic nature of OSHC means it is crucial to establish foundational instructions to foster a nurturing, inclusive, and safe environment for all involved. Our Code of Conduct serves as this essential framework, outlining the behaviour standards and ethical considerations that underpin a positive and productive community. All stakeholders benefit from clear guidelines that delineate what is expected, what is encouraged, and what is unacceptable.

Commitment to a Culture of Safety

The protection of children and the contribution to their wellbeing is a fundamental principle of the service. The nature of being a stakeholder to an education and care service means the fostering of positive relationships between adults, children and their families. It is critically important that in forming and maintaining these relationships and interactions we do not compromise children and young people's welfare. Therefore, the service has developed a clear outline of expected behaviour to support positive interactions and relationship, which forms a significant aspect of the Code of Conduct and address the requirements of our Child and Youth Risk Management Strategy.

A Shared Responsibility

Creating a respectful, supportive, and safe environment is a responsibility that we all share. It requires active participation and collaboration from every individual. While high standards of behaviour are expected for all employees, those in manager/advisory roles have even higher expectations to lead a culture that reflects a positive and professional attitude of their work, act collegially, and support the needs and safety of the children and families accessing the service.

Compliance and Accountability

Adherence to this Code of Conduct is not optional; it is mandatory for all staff, volunteers, students on placement, and where relevant, parents. Failure to comply exposes families to risks, undermines the service's values, and impacts the quality of the education and care we provide. The service maintains systems to ensure compliance, including but not limited to reporting mechanisms, investigation processes, and disciplinary actions.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• To establish a Code of Conduct of the service's employees and relevant people that will have the opportunity to interact with children and young people• Ensure all employees are communicated and supported to meet the expectations of the Code of Conduct• Investigate instances where the Code of Conduct has not been upheld by employees.
Nominated Supervisor	<ul style="list-style-type: none">• Orientate staff to the Service's Code of Conduct when beginning employment• Monitor Educator and staff behaviour, guide reflection of the Service's expectation for employees and respond in instances where there are concern about employee conduct• Model appropriate standards of behaviour• Advise the Approved Provider of concern or allegations of employees not meeting the Code of Conduct

Responsible Person in Charge	<ul style="list-style-type: none"> • Monitor Educator and staff behaviour and respond to instances of concern about employee conduct, following reporting guidelines • Model appropriate standards of behaviour • Advise the Approved Provider of concern or allegations of employees not meeting the Code of Conduct
All Staff	<ul style="list-style-type: none"> • Monitor the behaviour of peers, report any concerns identified • Ensure behaviour is consistent with the expectations of the Code of Conduct

Key Tasks and Responsibilities

Establishing a clear framework for behaviour	The Approved Provider is responsible for the development and implementation of the Code of Conduct. These are to set out the standards and expectations of behaviour required for stakeholders, especially employees and volunteers of the service.
Following behaviour expectations	All persons connected to the service must display behaviours and make judgements compatible with the expectations set out in the Code of Conduct, especially employees and volunteers of the service.
Reporting concerns	Any educator can report concerns around a person's behaviour, primarily to the Nominated Supervisor, or the Approved Provider if required. The Approved Provider is responsible for ensuring relevant management action is carried out to investigate and respond to concerns or breaches.

Procedures

Application

1. Employees will be provided with copies of the service's Code of Conduct prior to commencing employment or when the policy is updated.
2. Employees must demonstrate an understanding and commitment to the Code of Conduct as they will be expected to consistently uphold the agreement during their employment with the service.
3. The Nominated Supervisor will be responsible for monitoring and immediately addressing the concern of educator and volunteer conduct.
4. Issues relating to educator conduct will be notified to the Approved Provider.
5. Staff with concerns about a manager's (Nominated Supervisor) conduct are encouraged to communicate directly with the Approved Provider.
6. Breaches to a Code of Conduct will be taken seriously. Allegations of breaches of the Code of Conduct by employees will be managed through underperformance and misconduct proceedings ([4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)), which may result in action taken by the Approved Provider up to and including termination.
7. Any updates to the Code of Conduct will be required to be acknowledged by all employees, as outlined in item 2.

Conduct for parents (and other persons) Interacting with Children

- The service expects all persons interacting with children connected to the service (including parents and families during their access) will display the highest level of respect, care and safety.
- While aspects of the Code relate to employment, anyone with paid or unpaid responsibilities for the care of children, will be expected to act consistently with the aspects of interactions, relationships and trust.
- Any persons failing to meet the standard of conduct expected and described in this code will be counselled, and/or be suitably sanctioned or discipline (as appropriate) up unto and including suspension or exclusion from the service.

Jamboree Heights OSHC Code of Conduct

1. General Principle

Jamboree Heights P&C expects that all persons engaged with any of the operations, support or management of the P&C organisation will display the highest standards of professional and personal conduct in the discharge of their duties. The expected behaviour expressed in this policy is consistent with our commitment to our *Child and Youth Risk Management Strategy*.

2. Coverage

The Jamboree Heights Employee and Volunteer Code of Conduct applies to:

- The Executive Committee
- All employees
- Volunteers

3. Obligations

The conduct of managers, employees and volunteers (personnel) should uphold the P&C commitment to safety and professionalism. In doing so, all relevant persons should:

- Comply with the organisation's policies and procedures and legislative requirements and obligations.
- Perform duties in a responsible and professional manner.
- Promote the organisation's reputation and the value to the broader community.

4. Relationships and Interpersonal Behaviour

Jamboree Heights P&C's personnel are expected to foster sound working relationship, as they will:

- Treat everyone with courtesy, respect, consideration throughout their interactions and communication with others.
- Be sensitive and responsive to the dignity and rights of others, refraining from interacting in a manner that impacts on the rights of others, including not engaging in any form of:
 - o Harassment
 - o Discrimination (e.g. based gender, age, race, impairment, disability, religious beliefs, political beliefs, sexual orientation or identity)
 - o Bullying
 - o Victimisation
- Act in good faith and honesty with the responsibility and delegation placed within your position.

5. Teamwork

Jamboree Heights P&C's personnel are expected to build cooperation and partnership, and should:

- Foster teamwork and collegiality among all internal stakeholders, expressing gratitude to the effort and contribution others bring.
- Consider the impact on your decision and behaviour on the wellbeing of others – refrain from acting in a manner that would reasonably distress, intimidate, undermine or threaten a colleague or stakeholder.
- Display a constructive attitude when navigating conflict and grievances with others.
- Refrain from acting in any way that would unfairly harm the reputation or position colleagues.

6. Privacy and Confidentiality

Jamboree Heights P&C's personnel are expected to maintain the organisation's commitment to privacy and confidentiality, particularly around the organisation's sensitive and personal information, and should:

- Not share or disclose information that is not consistent with a fair, just or reasonable purpose.
- Ensure that information collected by the organisation is only used for the purpose intended.
- Ensure the security of information is maintained.

7. Stewardship

Jamboree Heights P&C's personnel are expected protect the resources and finances of the organisation, and should:

- Use the organisation's resources properly and responsibly for legitimate purposes only

- Strive to obtain value for the organisation’s purchases and spending.
- Avoid waste and secure organisation’s belongings against theft or fraud.

8. Professionalism

Jamboree Heights P&C’s personnel are expected to be professional and should:

- Perform duties diligently, conscientiously and with integrity to the best of your ability.
- Maintain knowledge of professional and ethical standards relevant to your area of expertise — engaging learning and development opportunities to enhance your capacity to perform, as required.

9. Conflicts of Interest

Jamboree Heights P&C’s personnel are expected to act ethically for the best interest of the organisation and should:

- Not take improper advantage of any official information gained in the course of our employment.
- Ensure that financial or non-financial interest does not conflict, or appear to conflict, with or compromise the obligations and requirements of your duties and performance.
- Avoid actual or perceived conflicts of interest through transparency in decision-making and declaring potential conflicts of interest for impartial management.

10. Safety and Health

Jamboree Heights P&C’s personnel are expected to uphold a safe and healthy environment and should:

- Uphold a duty of care, especially where services care for the needs of children.
- Take responsibility for the health and safety of yourself and others when carrying our duties.
- Present to your role with adequate fitness, alertness and hygiene to perform the duties.

11. Fairness and Resolution

Jamboree Heights P&C’s personnel are expected to deliver a fair and reasonable response to concerns of others and should:

- Facilitate a fair process for responding to compliance, grievances and disputes.
- Uphold ethical decision-making to promote fairness, justice and collaborative partnerships for stakeholders.

12. Interactions and Relationships with Children

Jamboree Heights P&C’s personnel are expected to act in a manner that upholds the safety, protection, and respect of children, including:

- Maintaining children’s dignity and rights.
- Guiding and supporting children toward acceptable behaviour and choices.
- Not compromising professionalism and boundaries of children and their families.
- Never expose children to
 - o Inappropriate, harsh or sexualised language, or
 - o physical punishment.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - o s.165 Offence to inadequately supervise children
 - o s.166 Offence to use inappropriate discipline
 - o s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - o R.155 Interactions with children
 - o R.168 Education and care service must have policies and procedures

- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- [United Nations Convention on the Rights of the Child](#)
- [National Principles for Child Safe Organisations](#)

Related Policies and Procedures

- [2.1 Providing a Child Safe Environment](#)
- [4.2 Working with Children Check \(Blue Card\) Management](#)
- [4.3 Volunteers and Students](#)
- [4.7 Fit for Work](#)
- [4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)
- [4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)
- [7.5 Governance and Management](#)
- [7.6 Privacy and Confidentiality of Records](#)
- [7.13 Workplace Health and Safety](#)

Policy 4.4 Code of Conduct				
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V2023.5 - Combined previous policy 8.9 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

4.5 Employee Performance Review and Support

Policy Statement

Jamboree Heights OSHC is committed to delivering quality education and care through providing supportive management to continually develop the performance and practice of its educators. Ongoing and collaborative evaluation of employee's performance will support planning that is focused on building upon the strengths and individual contributions of each employee. Employee performance will be formally and regularly reviewed and evaluated. These formal procedures will be enhanced through informal support and feedback throughout the employee's engagement.

Jamboree Heights OSHC also recognises its role in developing employees as part of the National Quality Standards, Quality Area 7 – Governance and Leadership. Individual plans will be created and implemented to support effectively direct every employee's learning and development opportunities.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Lead the performance review and professional support of the Nominated Supervisor.• Establish procedures to ensure all Bundaberg North OSHC have plans to enhance their knowledge, skills and ability relevant to their individual performance.
Nominated Supervisor	<ul style="list-style-type: none">• Coordinate and undertake regular and ongoing supervision and developing planning of employees.• Collect and collate relevant observations and examples to provide relevant feedback to the performance of staff.• Ensure supportive and collaborative plans are implemented as agreed.
All Staff	<ul style="list-style-type: none">• Complete self-evaluation of performance and collaborate with service leaders in the planning and implementation of professional development activities.

Procedures

The procedures outlined in this policy apply to further developing the performance and practice of educators (and other relevant employees). Instances of misconduct and underperformance are managed through the steps outlined in the policy and procedure, but rather – **4.8 Employee Underperformance, Misconduct and Disciplinary Actions**.

Performance Supervision Preamble

- The Nominated Supervisors will be responsible for coordinating performance supervision meetings (review and planning meetings) to ensure all educators (or other relevant OSHC staff) receive an opportunity to understand and contribute to their performance. It may be appropriate that other service leaders are delegated the task of facilitating performance supervision meetings.
- Employees will receive information on the service's performance supervision and management practices in their employee handbook.
- The procedures to develop and support performance should empower employees to identify their unique contributions to the service and highlight methods their practices can be enhanced. Jamboree Heights OSHC will actively seek to undertake a process that builds and empowers employees, rather than delivering a remedial or corrective approach to developing performance and skills.
- Employee performance and their practices will be framed by their position description, the OSHC Professional Standards and any other relevant document or framework.

Performance Reviews and Planning

Initial Performance Review and Planning

1. The Nominated Supervisor will inform the employee of a time to meet to discuss their employment, their performance and development opportunities. Communication will be positive and time set aside

should be adequate for feedback, collaboration and a discussion in identifying development opportunities.

2. The initial performance review and planning meeting will occur between 2 to 3 months after initial employment - once induction learning material has been completed and as a function of finalising an employee's initial probation. Where there are concerns around an employee's performance and their suitability to be engaged beyond the probation period – policy [4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#) will be followed.
3. In preparation of the performance supervision meeting, each employee will be provided with a template to assist with self-reflection. Once complete, they will forward to the Nominated Supervisor (or delegate) prior to the meeting.
4. A performance meeting will be coordinated to discuss the employee's performance and induction.
5. The Nominated Supervisor (or delegate) is responsible for documenting the main points of the meeting and the agreed actions into a plan.
6. Action items should be specific and should outline who is responsible for coordinating specific steps. Approval for paid professional development session will need to be approved by the Approved Provider (see 8.4 Professional Development and Learning)
7. Each plan will state a date of review. Typically, this will be six months. However, this may be negotiated to an alternative timeline where needed.
8. The educator will have an opportunity to review the draft and add any comments before being signed and agreed.

Interim Review

1. The interim review will be planned to occur around the midpoint of the plan's implementation.
2. The plan will outline an interim review date, where the educator and a service leader will have the opportunity to amend any action items if there has been significant change or actions are not meeting their intended aim.

Ongoing Performance Reviews and Planning

1. Employee performance will be monitored through implementing an ongoing review process to reflect and support performance.
2. Each ongoing review will provide an opportunity to reflect and evaluate the previous learning and development opportunities, as well as current performance.
3. The ongoing supervision meetings will include:
 - Self-assessment prior to a supervision meeting
 - Feedback and work examples
 - Supervision meeting identifying of strengths, aspirations and areas for improvement; and
 - A written learning and development plan

Nominated Supervisor Review and Planning

1. The Approved Provider will appoint an appropriate delegate to lead the review and planning of the Nominated Supervisor.
2. The Nominated Supervisor's performance review will follow a similar procedure as all other employees.

Privacy and Confidentiality

- All plans will be stored securely in the respective employee file (see [7.6 Privacy and Confidentiality of Records](#)).
- Employees will be provided with a copy of each of their plans, once signed and finalised.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**

- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA4 – Staffing arrangements
 - QA7 – Leadership and management

Related Policies and Procedures

[4.4 Code of Conduct](#)

[4.6 Employee Qualifications – Monitoring Progress](#)

[4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)

[4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)

[7.4 Leading Compliance and Quality Assurance](#)

[7.5 Governance and Management](#)

[7.6 Privacy and Confidentiality of Records](#)

[7.17 Self-Assessment and Quality Improvement](#)

Policy 4.5 Employee Performance Review and Support				
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V2023.5 - Combined previous policy 8.8 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

4.6 Employee Qualifications – Monitoring Progress

Policy Statement

Jamboree Heights OSHC seeks to ensure that all employees enrolled and studying towards relevant qualifications are monitored and supported as they progress through their studies. This ensures that the service strives towards providing a suitably qualified level of educators and maintain compliance with Education and Care Service National Regulations (10 & 299A) for rostering of staff working directly with children.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Establish processes to monitor and record the progress of employees' qualifications.
Nominated Supervisor	<ul style="list-style-type: none">Coordinate the recording of progress of employees and maintenance of documented evidence.Liaise with employees and the Approved Provider where issues relating to the progress of employees arises.
All Staff	<ul style="list-style-type: none">Submit relevant evidence of qualification progress to the Nominated Supervisor.

Procedures

Employee Qualification and Study

- Employee records gathered during recruitment and induction will include a certified copy of their certificate of enrolment in the approved course or other relevant course of study.
- This record shall be maintained in the employee's confidential file held at Jamboree Heights OSHC.
- An employee's suitability and employability may be dependent on their continual progress (*actively working*) towards completing their relevant qualification.
- Employees are to notify the Nominated Supervisor when there has been a change in their study/qualification commitment or status. The Nominated Supervisor will notify the Approved Provider of any significant issues or relevant changes.
- Failure to reasonable notify the Nominated Supervisor will be treated seriously, and disciplinary action may be taken (refer [4.8 Employee Underperformance, Misconduct and Disciplinary Actions Policy](#)).

Evidencing Progress

- All employees will be required to evidence the progression of their study and work towards their qualification.
- Typically, this will be through providing a copy of the transcript at the conclusion of each semester (every six months).
- Where this is not suitable, alternative agreements will be arranged with the Nominated Supervisor before the anticipated date that qualification progress would be supplied.

Addressing changes in Qualification Progress

- Employees who are unable to fulfil their role due to change in their qualification status through no longer being classed as 'actively working towards' (*E&CS National Regulation 10*), may be subject to a review of their employment engagement with the service (refer [4.8 Employee Underperformance, Misconduct and Disciplinary Actions Policy](#)).

Records

- All records and evidence supplied to the service will be stored and maintained securely in the respective employee file (see [7.6 Privacy and Confidentiality of Records Policy](#)).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.10 Meaning of actively working towards a qualification
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.299 General qualification requirements for educators—children over preschool age
- **National Quality Standard:**
 - QA4 – Staffing arrangements
 - QA7 – Leadership and management

Related Policies and Procedures

[Employee Qualifications – Monitoring Progress](#)
[Governance and Management](#)
[Leading Compliance and Quality Assurance](#)
[Privacy and Confidentiality of Records](#)
[Self-Assessment and Quality Improvement](#)
[Supervision and Educator Ratios](#)

Policy 4.6 Employee Qualifications – Monitoring Progress				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policy 8.12 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

4.7 Fit for Work

Policy Statement

Jamboree Heights OSHC seeks to uphold the safety of all children, community members and employees. To ensure the health, safety and compliance, the service will require all employees are fit and competent to fulfil their duties.

The Approved Provider recognises there are common elements that can impact an employee's capacity to safely attend work, including being affected by:

- fatigue
- alcohol and/or other substance(drug) use
- medical fitness (if required for a specific role)
- mental health and wellbeing

All employees are required to report to their relevant manager if they are not in a state (sufficient level of fitness) to attend work. Any employees who present as unfit for work will be stood down with management action to identify the concerns.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure established expectations and processes are in place to ensure employees are fit for duty.• Manage and oversee concern about employee presentation and suspension from work.
Nominated Supervisor	<ul style="list-style-type: none">• Be responsible for fairly monitoring and assessing the fitness for work of employees• Immediately stand down any employee suspected to be under the influence of alcohol, other drugs, or where it is not safe for them to continue their role.
All Staff	<ul style="list-style-type: none">• Ensuring they do not present for work in an unfit capacity including under the effects of alcohol, other drugs, or fatigue.• Immediately notifying the Nominated Supervisors of concerns of their fitness for work• Notifying the Nominated Supervisors, or Responsible Person of suspicions colleagues or other individuals are believed to be unfit for work

Procedures

Fatigue

The Nominated Supervisors is responsible for ensuring roster cycles are monitored and reviewed to address the potential for fatigue, especially among employees engaged in split shifts and/or potentially hazardous activities.

Where an employee is not fit to present to work due to fatigue, they are required to notify the Nominated Supervisor or Responsible Person immediately for the management of the roster. Employees should not present to work where they believe they do not have the capacity to fulfil their duties.

Alcohol and Substances – During Operational Hours

An employee must not be under the influence of alcohol or any other substance while engaged in their duty. The Approved Provider expects that all employees will not present themselves for work after consuming alcohol or other influencing substance (illicit or not).

Where the employee cannot fulfil their role because they have consumed alcohol, they are to immediately notify the Nominated Supervisor, Responsible Person, or the Approved Provider. The relevant manager will follow the roster contingency to find a replacement staff member. Under no circumstances is an employee who has consumed alcohol or influencing substances present for work.

Alcohol must not be consumed anywhere within the grounds of Jamboree Heights OSHC during work time.

Alcohol – P&C Operated Functions & Outside Operational Hours

Jamboree Heights P&C Association may, on occasion and in consultation with relevant stakeholders, approve work functions or operate community school events where the consumption of alcohol has been approved. Where the consumption of alcohol has been appropriately approved, employees must continue to act in a sensible and responsible manner and with due care for the safety and well-being of others and themselves. Failure to act in a sensible and responsible manner or to follow any direction with regards to the consumption of alcohol may result in disciplinary action as per [4.8 Employee Underperformance, Misconduct and Disciplinary Actions Policy](#).

Suspicion of Employee Being Under the Influence

Any employee being suspicious of a colleague (or relevant personnel) being under the influence of alcohol or other substance should report this concern to the Nominated Supervisor or Responsible Person immediately.

Indications of a person being under the influence include:

- Slurred or impaired speech,
- Being aggressive in manner,
- Staggered, jerky movements, could seem uncoordinated,
- Heavy eyes and/or flushed face; and/or
- A dull, tired appearance.

The Nominated Supervisor or Responsible Person will assess the presentation of the employee (or relevant person). Where the Nominated Supervisor or Responsible Person holds a reasonable suspicion that an employee is under the influence, they are to immediately stand down the employee and notify the Approved Provider

The Approved Provider determines if the employee should be directed to take an oral or urine test for alcohol or substance at a medical centre. Costs of this test will belong to the Approved Provider.

Where an employee refuses to complete the drug or alcohol test, the Approved Provider will view this as a failure to follow a reasonable and lawful instruction, which may result in disciplinary action up to and including termination.

All disciplinary action will be taken in accordance with [4.8 Employee Underperformance, Misconduct and Disciplinary Actions Policy](#).

Prescription Medication

Any drugs prescribed by a medical practitioner must be used in accordance with medical advice. Any non-prescription drugs must be used in accordance with manufacturers' recommendations. If an employee is taking prescription or non-prescription drugs, which could cause drowsiness or otherwise affect their fitness for work, they must advise the Nominated Supervisor/Responsible person so that their ability to work safely can be monitored. If necessary, medical opinion may be obtained.

Confidentiality

Confidentiality is vital in promoting the effectiveness of this policy and all reasonable efforts, consistent with safety, legal requirements and common sense, must be made to maintain an individual's privacy.

Information relating to an employees' fitness for work must be transmitted, used and stored in a confidential manner in accordance with [7.6 Privacy and Confidentiality of Records](#) Policy

The disclosure of confidential information may be required to those persons who have a legitimate 'need to know'. Typically, this will only be to those persons who have a responsibility for ensuring the employees' safety and performance. Disclosure will be limited to the information necessary to address the situation.

The approved provider/OSHC coordinator will inform the employee as to:

- The reason or need for disclosure,

- To whom the disclosure will or has been made; and
- The extent of information that will or has been disclosed.

Educator Training

Jamboree Heights OSHC will provide appropriate information and education on the causes and management of fatigue and will arrange for all individuals to be made aware of their responsibility to prevent impairment of their fitness for work by fatigue

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.82 Tobacco, drug and alcohol-free environment
 - R.83 Staff members and family day care educators not to be affected by alcohol or drugs
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Childrens health and safety
 - QA4 – Staffing arrangements
 - QA7 – Leadership and management

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Work Health and Safety Act 2011

Related Policies and Procedures

[2.7 Infectious Diseases](#)

[4.2 Working with Children Check \(Blue Card\) Management](#)

[4.3 Volunteers and Students](#)

[4.4 Code of Conduct](#)

[4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)

[4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)

[7.4 Leading Compliance and Quality Assurance](#)

[7.5 Governance and Management](#)

[7.6 Privacy and Confidentiality of Records](#)

[7.13 Workplace Health and Safety](#)

Policy 4.7 Fit for Work				
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4.8 Employee Underperformance, Misconduct and Disciplinary Actions

Policy Statement

Jamboree Heights OSHC acknowledges the need to adequately manage employees to ensure quality care and high standards of safety for children. When responding to instances of employee underperformance or misconduct, the Approved Provider and respective service leaders will respond to performance issues promptly, and in a manner that supports the principles of fairness, natural justice and is compliant with legislative and relevant industrial instruments. The service recognises performance management and/or disciplinary action may be undertaken by the Approved Provider to address underperformance and misconduct issues.

Reasons for underperformance can include, but not limited to:

- Unclear expectations or behavioural standards.
- Interpersonal differences and conflict.
- A mismatch between the capability of the employee and the job they are required to undertake.
- Poor motivation or low morale in the workplace.
- Personal issues, including stress, physical or mental health problems.
- Cultural misunderstanding.
- Workplace bullying.

Not every underperformance issue requires a structured process; continuous feedback and guidance can promptly address issues relating to the performance of employees. The Approved Provider and relevant service leaders should, where possible, encourage feedback and an open discussion in an understanding and supportive environment.

Jamboree Heights OSHC recognises there can be a need for formal mechanisms to manage and understand performance and misconduct issues, including workplace investigations and disciplinary actions. In all instances, a fair and just process will be provided to employees to manage a resolution.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Establish fair and reasonable procedures for managing underperformance and misconduct.• Undertake fair and lawful actions in response to employee performance and conduct.• Ensure adequately skilled and capable persons are delegated to handle and investigate instances of underperformance and misconduct.• Ensure disciplinary actions are fair and reasonable.
Nominated Supervisor /Manager	<ul style="list-style-type: none">• Respond to underperformance or behaviour concerns of employees in a timely and professional manner.• Report significant concerns to the Approved Provider for management and response.

Procedures

Employee Underperformance

Underperformance (or inappropriate conduct) can be exhibited in the following ways:

- unsatisfactory work performance - a failure to perform the duties of the position or to perform them to the standard required
- non-compliance with workplace policies, rules or procedures
- unacceptable behaviour in the workplace
- disruptive or negative behaviour that impacts on co-workers.

Underperformance and **misconduct** are separate and distinct management concepts. Misconduct is a very serious behaviour (including behaviours such as theft or assault), which may warrant summary dismissal or disciplinary action. Whereas underperformance is less serious and requires counselling and potentially performance management planning to support improvement.

The service's counselling and performance procedures will have three distinct (but not necessarily sequential) components:

- Casual conversation (informal counselling and feedback)
- Formal counselling; and
- Performance agreement (or direction).

Responding to Underperformance

Casual Conversation

1. Understanding the reasons for underperformance through a casual conversation (informal counselling and feedback) will be the typical first step. Where an employee can be gently guided to correct any performance issues it the preferred option.
2. The Nominated Supervisor (or appropriate alternative manager) should invite the employee for a discussion to provide feedback on the issues related to the employee's performance/conduct. Before meeting the manager should prepare to develop an understanding of the seriousness of the problem, length the problem has existed and the gap between expectation and what is being delivered.
3. Typically, the casual conversation with the employee should:
 - a. establish the service's expectations,
 - b. identify any reasons for the underperformance; and
 - c. potentially, identify any relevant supports required to improve performance
4. The conversation will be documented by the Nominated Supervisor (or relevant manager). These records should be stored confidentially in the employee's employment file (see [7.6 Privacy and Confidentiality of Records](#))
5. On occasions where a casual conversation has not suitably impacted the employee's performance, the employee will be invited to attend formal counselling. The Approved Provider will be notified of any intention to proceed with formal counselling.

Formal Counselling

6. Proceeding with formal counselling should occur where a casual conversation has not satisfactorily improved performance or where the significance of the underperformance or conduct is serious enough to require a formal response.
7. The employee will be notified in writing of the intention to meet for formal counselling. Written communication with the employee should also include:
 - a. Time, date and location of counselling discussion,
 - b. The matter/s that will be discussed (i.e., specific details of the alleged underperformance/conduct),
 - c. Notification that the meeting will be their opportunity to respond,
 - d. Notification of who will be in attendance; and
 - e. The opportunity for the employee to invite a support person.
8. The employee should be given sufficient time to prepare for the meeting (at least 24 hours' notice). However, time frames should not exceed more than seven days unless there are extenuating circumstances and where parties agree.
9. At the meeting, the relevant manager/employer (as agreed by the Approved Provider) and the employee will review and discuss the matter/s that prompted formal counselling, and the employee will be provided an opportunity to respond. The meeting should be an open discussion, and the employee should have an opportunity to have their point of view heard and duly considered. The employer should listen to the explanation of why the problem has occurred or to any other comments the employee makes.
10. The employer (manager) should discuss the outcomes wish to achieve from the meeting and, where possible, a joint solution should be devised. Emphasis should be placed on common ground with a focus on positive possibilities.
11. Assistance and support, such as further training, mentoring or redefining roles and expectations may be highly effective in employer promoting adequate performance and appropriate conduct.

12. A clear plan of action should be developed with the employee to implement a solution. This can be in the form of a performance agreement or improvement/action plan. This plan should be agreed to by the employer and employee. The document will be stored confidentially (see [7.6 Privacy and Confidentiality of Records](#)).
13. Where there are strong disputes over the matters being raised, it may be appropriate to escalate to a workplace investigation (see below) to the established facts.
14. All persons involved with the counselling proceeding must maintain the confidentiality of the matters.

Employee Misconduct

It is generally held that the definition of 'misconduct' involves something more than inappropriate conduct, negligence or error of judgement/an innocent mistake. Misconduct would typically imply an act done wilfully with a wrong intention. Example of misconduct could include:

- Using abusive, harassing or insulting language
- Wilfully contravening workplace policies
- Excessive and ongoing lateness
- Knowingly disclosing confidential information
- Misuse of workplace-owned equipment or resources.

Serious misconduct is more clearly defined. It is conduct that is wilful and deliberate, and that is inconsistent with the continuation of the employment relationship. It is also conduct that causes serious and imminent risk to the health and safety of a person or to the reputation, viability or profitability of the employer's business. Serious misconduct includes:

- theft or fraud,
- assault
- intoxication at work; and
- the refusal to carry out lawful and reasonable instruction consistent with the employment contract.

In some circumstances of serious misconduct,(as identified above) Jamboree Height's OSHC management, in consultation with the P&C, may determine that the misconduct warrants immediate termination of employment.

Responding to Misconduct Allegations

1. All allegations of misconduct will be reported to the Approved Provider. The Approved Provider will delegate a relevant person to handle the matters, including the appointment of an investigator. The Approved Provider reserves the right to appoint an external party to undertake support and complete the investigation.
2. The Approved Provider (or delegate) will take steps to understand the allegations, where these are unclear, including through contacting potential witnesses to the alleged events.
3. The Approved Provider (or delegate) will notify the employee of the allegations in writing. The Approved Provider will request the employee to attend an investigation meeting to provide a response to the allegation/s. The written communication with the employee should also include:
 - a. Time, date and location of misconduct meeting;
 - b. The matter/s that will be discussed (i.e. specific details of the alleged misconduct);
 - c. Notification that the meeting will be their opportunity to respond;
 - d. Notification of who will be in attendance; and
 - e. The opportunity for the employee to invite a support person.
4. The employee should be given sufficient time to prepare for the meeting (at least 24 hours' notice). The amount of notice given to employees to prepare will depend on the severity of the allegations. However, time frames should not exceed more than seven days unless there are extenuating circumstances and where parties agree.

The purpose of a **workplace investigation** is to establish the facts and obtain accurate information in relation to a complaint of misconduct and then form a judgement to what happened. The investigation should determine if allegations actually occurred and identify any mitigating circumstances of the alleged incident/s.

Workplace Investigation

1. The Approved Provider must ensure the person conducting the investigation is not associated or involved in the allegations. An additional person to support the interview through notetaking may also be requested. This person should also not have had any involvement or association.
2. The interview should prepare by gathering all available evidence of the allegations being presented. Additionally, copies of relevant documents (policies, position descriptions, employment contract, and supporting evidence) should be collated.
3. A record of the interview will be maintained by the appointed investigator or note-taker.
4. The meeting will begin by confirming the roles of participants (in particular, the duties and scope of the support person) and the agenda.
5. The employee will be provided with an opportunity to respond to the allegations presented to them. The employee should be provided with sufficient details of the allegations to adequately and fairly respond. The investigator may ask questions to clarify and draw out relevant information.
6. The employee may identify if relevant, additional witnesses that can be interviewed to provide additional information or evidence.
7. Once the employee has provided their response to allegations, the meeting will conclude.
8. Where additional information is required/available or specific witnesses have been identified, the investigator should coordinate the collection of this evidence (*please note: specialist advice should be sought when deciding not to interview named witness*).
9. Witness statement/s should be collected by the investigator in a formal manner. Witness requested to give a statement may invite a support person to the interview. Once the witness has provided a statement, the witness will be asked to sign a copy of the statement. All parties must maintain confidentiality in the investigation. All witness statements will be handled and stored confidentially ([7.6 Privacy and Confidentiality of Records](#)).
10. Where new and relevant information has been obtained, the employee must be provided with an additional opportunity to respond (following items 1-5 above).
11. It is critical the employee has had their responses to all allegations against them considered before a decision is made to the findings.
12. Once all relevant information has been collected, the investigator must consider it is more probable than not the allegations being investigated have occurred (known as the Briginshaw principle). Therefore, each allegation must conclude one of the following:
 - a. **Substantiated** (behaviour/allegations found to have occurred)
 - b. **Unsubstantiated** (there is not sufficient evidence to conclude the behaviour/allegation had occurred)
 - c. **Rejected** (there is clear evidence the behaviour/allegations did not occur).
13. The investigator will outline the investigation and their findings in a report that will be submitted to the Approved Provider. The report will remain confidential ([7.6 Privacy and Confidentiality of Records](#)).
14. The findings of the investigation will be presented to the employee in an outcome meeting. The employee will be offered an opportunity for a support person at this meeting. The notification of this meeting will be made in writing.
15. Where the investigation has substantiated allegations of misconduct (or serious underperformance), the employer (Approved Provider) will consider the appropriate outcome, and if relevant, disciplinary action/s.

Performance Improvement Plans

1. Where it has been determined the employee has engaged in misconduct (or ongoing underperformance), the Approved Provider will establish as performance improvement plan (PIP) to support the employee to address the issues that have been identified. The PIP will include:
 - a. The desired **outcomes** for the employee's behaviour.
 - b. The **strategies** the employee can use to reach the desired outcome.
 - c. The **support** that can be accessed to assist.
 - d. An outline of **responsibilities** for the employee and employer.
2. The PIP will outline timeframes for the improvement in behaviour to occur. All PIPs will be supported by ongoing counselling by the employer to provide relevant feedback and support.

Disciplinary Actions

The term 'disciplinary action' means the actions taken by an employer in response to misconduct (or ongoing underperformance) in order to correct the employee's behaviour. The purpose of *disciplinary action* is to turn performance and/or conduct problems around by addressing problems, causes, and solutions.

Before disciplinary actions are taken, the Approved Provider should consider mitigating circumstances and if appropriate opportunity to improve performance has been taken. The Approved Provider should ensure their actions are fair and reasonable in the circumstances. Potential disciplinary action that can be undertaken includes but is not limited to:

- Warning/s
- Change in duties
- Termination

Any disciplinary action undertaken by the Approved Provider will be communicated in writing. The employee will be provided with relevant information to the decision of the employer (Approved Provider).

At each stage of the disciplinary process, management may obtain advice, particularly in the preparation of written warnings and/or termination. This process shall be implemented within the context of the appropriate industrial awards and in accordance with relevant State and/or Commonwealth legislation.

Written Warnings

The purpose of a written warning is to emphasis to the employee that their misconduct or performance is unacceptable and to make clear that further disciplinary action may be taken. A written warning may be given to an employee when:

- The employee has previously been through the formal counselling process and has not met the required standards or expectations; or
- The employee's performance or misconduct is of a serious nature and requires immediate action.

Written warnings must also detail the support and/or training to be provided to the employee as well as the expected timeframes for review of the identified issue/s.

Termination

Where the Approved Provider seeks to terminate an employee's employment, the employee will be requested to attend a **Show Cause Meeting**. The purpose of this meeting is to ask the employee to provide a rationale (i.e. mitigating factors) as to why their employment should not be terminated.

Summary dismissal (instance dismissal) is the most severe form of termination of employment. *Summary dismissal* is implemented without any notice or payment in lieu of a period of notice (immediate effect). Summary dismissal can only be undertaken when **serious misconduct** by the employee has been substantiated.

Show Cause Meeting

1. Any termination should be considered as a final resort. The Approved Provider should ensure the action is fair and reasonable in the circumstances.
2. Notification for an employee to attend a show cause meeting will be made in writing, outlining:
 - a. Time, date and location of misconduct meeting;
 - b. The matter/s that will be discussed (i.e. outlining the intention to terminate their employment);
 - c. Notification that the meeting will be their opportunity to respond;
 - d. Notification of who will be in attendance; and
 - e. The opportunity for the employee to invite a support person.
3. At the meeting, the employee will be provided with an opportunity to respond to the intention to terminate their employment.
4. Once the employee has stated their case, the meeting will adjourn. The Approved Provider will consider the response of the employee and make a decision.

5. On recommencement of the meeting, the Approved Provider will outline the decision to the employee and steps moving forward.

In considering termination, the Approved Provider needs to ensure the employee is:

- Not being unfairly dismissed.
- Is given the right notice of termination.
- Is given the right final pay.

Termination Entitlements

Except in the case of summary dismissal, employees terminated as a result of misconduct or enduring underperformance will be given notice as outlined in the Award (or relevant agreement) and will receive any outstanding leave and/or entitlements (where applicable).

A statement of service can be provided, but only on the request of the terminated employee.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.82 Tobacco, drug and alcohol-free environment
 - R.83 Staff members and family day care educators not to be affected by alcohol or drugs
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA4 – Staffing arrangements
 - QA7 – Leadership and management

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Fair Work Act 2009 (Cth)
- Anti-Discrimination Act 1991 (Qld)

Related Policies and Procedures

[2.1 Providing a Child Safe Environment](#)

[2.2 Supervision and Educator Ratios](#)

[7.13 Workplace Health and Safety](#)

[4.2 Working with Children Check \(Blue Card\) Management](#)

[4.4 Code of Conduct](#)

[4.7 Fit for Work](#)

[4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)

[7.4 Leading Compliance and Quality Assurance](#)

[7.5 Governance and Management](#)

[7.6 Privacy and Confidentiality of Records](#)

Policy 4.8 Employee Underperformance, Misconduct and Disciplinary Actions				
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4.9 Workplace Bullying, Discrimination and Sexual Harassment

Policy Statement

All employees have the right to work in a place free from harassment and bullying. Bundaberg North OSHC is committed to establishing a culture where all employees are valued, respected and appreciated by their colleagues, supervisors and employers. Workplace bullying, discrimination and sexual harassment can have a significant detrimental impact to the ongoing health and wellbeing employees. Workplace bullying is a psychological hazard that has the potential to harm a person, and it also creates a psychological risk as there is a possibility that a person may be harmed if exposed to it. The following guidelines will be implemented by Bundaberg North OSHC to ensure effective reporting and management of allegations of bullying and harassment in the workplace place, therefore reducing the risk of it becoming an acceptable workplace behaviour.

Jamboree Heights OSHC is an equal opportunity employer. At all stages of the employment relationship (recruitment and selection, terms and conditions of work, training and professional development opportunities, promotion and transfer, retirement, retrenchment and termination) staff will be treated on their merits and valued according to how well they perform their duties.

Jamboree Heights OSHC believes that all staff should be able to work in an environment free from bullying, discrimination, victimisation, sexual harassment, and vilification. We consider these behaviours unacceptable and they will not be tolerated.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure employees are instructed on suitable conduct for interactions with colleagues or relevant others.• Monitor and respond to instances of inappropriate conduct.• Oversee investigation and response to allegations of harassment, discrimination or bullying.
Nominated Supervisor	<ul style="list-style-type: none">• Collaborate with the Approved Provider in responding to allegations of harassment, discrimination or bullying.• Support employees to access mechanism to report concerning conduct.• Provide instruction to employees about appropriate interactions with colleagues and others.
All Staff	<ul style="list-style-type: none">• Ensure interactions with colleagues and others is respectful and free from harassment, victimisation, discrimination or bullying.• Report any instances of concerning conduct to Nominated Supervisor (or relevant other persons with management responsibilities).

Procedures

Workplace bullying is repeated and unreasonable behaviour directed towards a worker or a group of workers that creates a risk to health and safety.

Unreasonable (Bullying) Behaviour

- Means behaviour that a reasonable person, having considered the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating, intimidating or threatening
- Examples of behaviour, whether intentional or unintentional, that may be workplace bullying if they are repeated, unreasonable and create a risk to health and safety include but are not limited to:
 - abusive, insulting or offensive language or comments
 - aggressive and intimidating conduct
 - belittling or humiliating comments

- victimisation (treated unfavourably because they have made or supported a complaint)
- practical jokes or initiation
- unjustified criticism or complaints
- deliberately excluding someone from work-related activities
- withholding information that is vital for effective work performance
- setting unreasonable timelines or constantly changing deadlines
- setting tasks that are unreasonably below or beyond a person's skill level
- denying access to information, supervision, consultation or resources to the detriment of the worker
- spreading misinformation, malicious rumours or submitting vexatious complaints/allegations
- changing work arrangements such as rosters and leave to deliberately inconvenience a particular worker or workers.
- If the behaviour involves violence, for example, physical assault or the threat of physical assault, **it should be reported to the police.**
- Unreasonable behaviour may involve unlawful discrimination or sexual harassment which, by itself, is not bullying. This behaviour (discrimination and sexual harassment) does not need to be repeated to be unlawful.

Reasonable Management Action

- An employer may take reasonable management action to effectively direct and control the way work is carried out. It is reasonable for managers and supervisors to allocate work and give feedback on a worker's performance. These actions are not workplace bullying if they are carried out in a lawful and reasonable way, taking the particular circumstances into account
- A manager exercising their legitimate authority at work may result in some discomfort for a worker. The reasonableness of the behaviour is viewed through the actual management action rather than a worker's perception of it. It can also include the degree to which there has been a significant departure from established policies or procedures, and whether the departure was reasonable in the circumstances.
- Examples of reasonable management action taken in a reasonable way include:
 - setting realistic and achievable performance goals, standards and deadlines
 - fair and appropriate rostering and allocation of working hours
 - transferring a worker to another area or role for operational reasons
 - deciding not to select a worker for a promotion where a fair and transparent process is followed
 - informing a worker about unsatisfactory work performance in an honest, fair and constructive way
 - informing a worker about unreasonable behaviour in an objective and confidential way
 - implementing organisational changes or restructuring,
 - taking disciplinary action, including suspension or terminating employment where appropriate or justified in the circumstances.

Unlawful Discrimination

- Discrimination on the basis of a protected trait in employment is unlawful (also see [4.1 Recruitment and Employment of Educators](#)).
- Unlawful discrimination can include where a person or group of people are treated unfairly or less favourably than others because they have a particular characteristic or belong to a particular group of people.
- Protected traits include:
 - sex, age, race, gender identity or sexuality
 - relationship status
 - pregnancy, breastfeeding, family responsibilities or parental status
 - impairment
 - religious belief or activity
 - political belief or activity
 - trade union activity
 - status as a legal sex worker.
 - It is also illegal to discriminate against someone on the basis of an association with a person identified by one of these characteristics

Sexual Harassment

- Sexual harassment includes unwelcome sexual advances, requests for sexual favours or other unwelcome conduct of a sexual nature that could be expected to make a person feel offended, humiliated or intimidated.
- Sexual harassment in the workplace can take many different forms and can include:
 - Staring, leering or unwelcome touching,
 - Suggestive comments or jokes,
 - Unwanted invitations or requests for sex,
 - Intrusive questions about a person's private life or body,
 - Insults or taunts based on sex,
 - Sexually offensive communications (phone, email, SMS or other social media).
- Sexual harassment doesn't have to be repeated or continuous to be against the law.

Jamboree Heights OSHC treats all instances of **unreasonable behaviour, bullying, discrimination and sexual harassment** very seriously. Employees found to be engaging in this type of conduct (breaching this policy) will undergo disciplinary action, which can include action up to and including termination of employment.

Reporting Bullying, Discrimination and Sexual Harassment

- Incidents of unreasonable behaviour, discrimination, or sexual harassment are to be treated seriously, and immediate action must be taken to report allegations.
- If an employee feels they are a victim of this type of behaviour they should tell the other person directly that their behaviour is harassing and unacceptable. Any person told their behaviour is harassing or unacceptable should immediately stop this behaviour.
- Employees may inform either the Approved Provider, Nominated Supervisor or relevant other person with management responsibilities in person or writing using either the [6.7 Feedback and Complaints Handling](#) (where relevant) of the alleged conduct.
- Staff who make a complaint of bullying, discrimination or sexual harassment will not suffer any victimisation for making the complaint (where the complaint/allegation is made in good faith, i.e., not vexatious). This also applies to staff who agree to be a witness in a complaint/investigation or have a complaint made against them.
- Any further action relevant to employees will be dealt with as per the procedures in [4.8 Employee Performance, Misconduct and Disciplinary Actions](#) Policy.

Respectful Conduct and Relationships

- Jamboree Heights OSHC [Code of Conduct](#) guides employee's expected standard of behaviour in the workplace and with colleagues.
- The service's culture and outcomes for children are improved through building respectful relationships with each other. Additionally, it reduces the risk of employees finding unreasonable behaviour acceptable.
- Examples of respectful and behaviour that should be promoted includes:
 - Being polite and courteous to others
 - Being inclusive of individuals and the diversity they bring to the workgroup
 - Raising issues of conflict before escalation, and pursuing these conversations constructively
 - Maintain an individual's privacy and confidentiality
 - Support fair and transparent decision-making

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures

- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA4 – Staffing arrangements
 - QA7 – Leadership and management

Additional Regulatory Context and Guidance

- Work Health and Safety Act 2011 (Qld)
- Guide for Preventing and Responding to Workplace Bullying (WorkSafe Australia)
- Anti-Discrimination Act 1991 (Qld)

Related Policies and Procedures

- [2.1 Providing a Child Safe Environment](#)
- [4.4 Code of Conduct](#)
- [4.7 Fit for Work](#)
- [4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.5 Governance and Management](#)
- [7.6 Privacy and Confidentiality of Records](#)
- [7.13 Workplace Health and Safety](#)

Policy 4.9 Workplace Bullying, Discrimination and Sexual Harassment				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 8.7, 8.20 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

4.10 Employee Personal Presentation

Policy Statement

The Jamboree Heights P&C Executive Committee, the Approved Provider requires that educators and other staff, engaged to work with children in Jamboree Heights OSHC, present themselves and wear a standard of dress appropriate to the circumstances and environment in which they will be working. In administering this policy, consideration will be given to any work, health and safety requirements as well as the need to ensure that clothing worn by educators is neither offensive nor hazardous.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Maintain a supply of service uniform shirts and hats• Remunerate educators with a weekly laundry allowance, as per the relevant industrial award.
Nominated Supervisor	<ul style="list-style-type: none">• Provide new educators with a service uniform shirt and hat prior to their first shift• Ensure educators comply with uniform pants/shorts requirements• Ensure educators comply with sun safe clothing requirements• Ensure educators wear enclosed and protective footwear
All Staff	<ul style="list-style-type: none">• Maintain a high level of personal hygiene• Ensure uniform shirt is clean and in good condition• Ensure service hat is worn at all times when outside

Procedures

Additional service uniform shirts may either be purchased outright or obtained with the payment of a bond that will be returned when employment ceases and the uniform shirt is returned clean and laundered in a presentable condition

Educators will be provided with a service name badge which must be worn whilst on duty at Jamboree Heights OSHC. Name badges must be kept clean and should be worn so that they are clearly visible.

Educators who leave the employ of Jamboree Heights OSHC will be required to return all service uniform shirts in a clean and laundered state.

Old or unwanted uniform items should not be given to charities, other people or organisations but should be returned to the coordinator for disposal.

Dress Code

Educator's dress and appearance should be professional and conducive to active participation with children.

At no time will educators be permitted to wear clothing that is:

- Tight or revealing (i.e. midriff tops, clothing that reveals undergarments, shirts with spaghetti straps, low-cut tops); or
- Displaying inappropriate images or words; or
- Damaged, including clothing that is ripped or torn.

Educators will be required to supply their own shorts or pants with consideration given to the appropriateness of such clothing when actively working with the children. Shorts and/or pants are required to be no shorter than mid-thigh length with consideration given to ensuring that no part of their buttocks are exposed.

Where educators are required to attend special events, conferences, courses or seminars Jamboree Heights OSHC uniform requirements still apply unless specifically directed by the coordinator or approved provider.

In circumstances where it may be deemed not practicable for educators or other staff to wear Jamboree Heights OSHC uniform (such as during pregnancy or for religious requirements), educators and other staff will comply with the general presentation requirements and seek approval from the coordinator or approved provider.

Personal Protection Clothing

Jamboree Heights OSHC will ensure that uniform shirts supplied comply with recommended SunSmart guidelines and include a collar and mid-length sleeve.

In order to comply with the SunSmart Policy of Jamboree Heights OSHC, educators and other staff will be required to wear a sun smart hat when outdoors. Educators will be supplied with a sun safe hat along with the service uniform shirt and must ensure it is at Jamboree Heights OSHC when required.

Educators will be required to wear enclosed and protective footwear at all times. The standard requirement will be a sandshoe or jogger however, consideration may be given to other types of footwear provided that it encloses the foot and is not a strap-on type of footwear.

All footwear must meet the work, health and safety requirements of Jamboree Heights OSHC and be conducive to active participation with the children.

Personal Safety

Educators or other staff with long hair are required to secure their hair and tie it back when working with the children and/or handling and preparing food.

The coordinator will consider work, health and safety requirements when determining if excessive jewellery, body piercings and/or other accessories worn by educators are appropriate when working with children.

Educators will be encouraged to:

- Wear small sleeper or stud type earrings,
- Minimise the wearing of large or protruding rings,
- Minimise the wearing of long, dangly necklaces; and
- Minimise the amount of jewellery worn when working with the children.

To ensure their safety and that of the children and colleagues, educators are requested to maintain their fingernails at a safe and workable length and to minimise any nail decorations and no nail embellishments

Personal Appearance

Educators are expected to maintain a high standard of personal care, ensuring that there:

- Hair is clean and tidy,
- Personal hygiene includes deodorant and/or antiperspirant,
- Choice of clothing is laundered and kept in good repair,

Jamboree Heights OSHC acknowledges the educator's' right to individual cultural and creative expression through piercings (facial, tongue or body) and/or tattoos however, there is an expectation for educators to ensure that:

- All piercings comply with Jamboree Heights OSHC's work, health and safety requirements; and
- Tattoos visible to children and families are non-offensive.

Managing Breaches of the Uniform Policy

If the coordinator determines that the educator's dress or appearance does not comply with this policy, a determination will be made as to whether the educator is allowed to remain at work or must leave work to change their dress.

In any circumstance that an educator is requested to return home and change the coordinator will ensure that the educator/child ratios of Jamboree Heights OSHC are maintained.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

- **National Quality Standard:**
 - QA4 – Staffing arrangements
 - QA7 – Leadership and management

Additional Regulatory Context and Guidance

- Work Health and Safety Act 2011 (Qld)
- Relevant Industrial Agreements

Related Policies and Procedures

[4.4 Code of Conduct](#)

[4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)

[7.5 Governance and Management](#)

[7.13 Workplace Health and Safety](#)

Policy 4.10 Employee Personal Presentation				
Endorsed By: Jamboree Heights P&C Executive Committee				
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V2023.5 - Combined previous policies 8.21 - Updated format	25.03.2024	25.03.2024	25.03.2024	February 2025

Relationship with Children

OSHC is a social environment. The practices of educators to shape the **respectful and reciprocal relationships** between them and children is central to children learning and belonging. Likewise, OSHC is a place for children to develop connections with one another. Play invites children to collaborate and learn from each other. It gives opportunity to develop life-long social skills.

Relationships are built from upholding the dignity and rights of every child. As children learn and play they rely on various support for educators, including positive behaviour guidance. Educators are expected to engage in best practice to meet the needs of children. Where there are additional or complex needs, the service will explore what are the appropriate supports to address these.

5.1 Interactions and Relationships with Children

Policy Statement

Jamboree Heights OSHC will ensure all educators build positive, supportive relationships with children to make each child feel safe, secure and included in the service's community. The service encourages interactions with children to be responsive and be based on fairness, equity, acceptance, empathy and respect for the child's culture, rights and community.

Children will be encouraged, where possible to enhance their sense of agency through empowered decision-making. Children's dignity will be upheld at all times, to feel valued and supported. Practices to support behaviour will be consistent with positive guidance; recognising the goal of self-regulation and pro-social behaviours are enhanced through learning, a supportive environment, secure relationships and positive self-regard.

Jamboree Heights OSHC, through its program and the practices of educators, provide experiences and opportunities for children to interact and immerse themselves in play with their peers. Through experiences and activities fostering group interaction children will enhance their capacity to interact and develop respectful and positive relationship with each other.

Jamboree Heights OSHC recognises the unique contribution Aboriginal and Torres Strait Islander people make to our Australian communities. The service is committed to acknowledging and respecting the rich history of our First Nations people give to our country. In doing so, Jamboree Heights OSHC looks to provide opportunities for children to experience and develop their understanding of the customs, traditions, and respect for the land, which Aboriginal and Torres Strait Islander culture upholds.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> Ensure the Service Philosophy establishes a framework to support the collective practices of the service. Ensure staff are equipped and suitable to positively guide and support children who attend the service. Support decision-making, program design and environment considerations that are consistent with empowering children and establishing nurturing relationships
Nominated Supervisor	<ul style="list-style-type: none"> Model and encourage positive interactions which lead to supportive, trusting and respectful relationships. Ensure children are provided with opportunities to participate in decision-making processes. Ensure children's views are actively sought and discussed with their responses and perspectives planned into the program with respect and authenticity. Address conduct and behaviours that are not consistent with policy and procedures. Ensure parents and relevant others receive communication of the service's policy and procedures to support relationships. Address behaviour that requires additional support with responsiveness and dignity.
Educational Leader	<ul style="list-style-type: none"> Guide educator's professional development and practice to promote interactions with children that are positive and respectful. Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and inclusive irrespective of difference. Facilitate children's meetings, recording and documenting their conversations and ideas in a children's meeting book. Educators or other children will act as a scribe for what children say, making notes for further follow-up.
All Staff	<ul style="list-style-type: none"> Ensure child-initiated, shared-decision making happens across all aspects of the service. Empower children to access and learn from their own life experiences as well as those of their peers and adults around them. Be active listeners, observers, scribes and advocates for children. Respond to behaviour with positive guidance, re-direction and encouragement. Seek additional support from the Nominated Supervisor where children's behaviour continues to pose a risk of harm to safety or wellbeing.

Key Tasks and Responsibilities

Establish guidelines for practice	The Approved Provider is responsible for ensuring there are suitable guidelines and instruction for educator's and volunteer's interactions with children that reflect the requirement of Regulation 155.
Induction procedures	The Approved Provider will ensure the Nominated Supervisor is suitably resourced to provide training and instruction in the skills and strategies required for supporting children, especially around positive behaviour guidance.
Monitor educator practice	The Nominated Supervisor and in their absence, the Responsible Person will supervise and monitor educators as they interact and support children. They will provide relevant feedback to increase skills and address concerns as they occur.

Procedures

Establishing Relational Pedagogy

A positive atmosphere and the wellbeing of children attending the service is promoted through attentive and nurturing care and quality interactions between educators and children. Children's emotional development and social relationships are supported by role-modelling and enhanced by educators through conversation, discussion and promotion of children's language and effective communication.

Central to the interaction and engagement between children and educators is the delivery of the service's program. MTOpV2.0, describes how relational pedagogy underpins the ways in which educators build trusting and respectful relationships with children and families. These relationships form a strong element of the service's program and will reflect ([1.1 Educational Program Development and Implementation](#)):

- Opportunities for children to engage in diverse experiences
- Exploring and engagement with culture, having regard to the community of families
- Support for a range of ages, physical and intellectual developmental stages
- The choice, agency and decision making of children, including contributing to the aesthetics and physical environment.

In designing the program and activities for the service, educators will consult children about how their input will be used and advised of the outcomes of the decisions made, ensuring children have a voice in their level of participation including:

- areas of interest they would like to explore,
- where and how they would like to play, with others, or alone,
- what they would like to use,
- the adults with whom they feel comfortable and secure,
- when and what they would like to eat; and
- how they prefer to sleep or rest.

Educators actively engage children and young people's views and voices on activities and experiences in the program and how they could be appropriately planned to their interests and needs. These responses and perspectives are to be shared with the Educational Leader or members of the program leadership team to ensure that action can be taken to embed feedback and children & young people's voices into the program with respect and authenticity.

Resources and activities will be sourced as to encourage:

- Expression and creativity
- Participation and collaboration
- Reflect and cater to the interests and abilities of children
- Satisfy for the range of ages and developmental abilities
- Accessibility to children allowing for independence and development of mastery

Behaviour Support and Guidance

Educators will receive suitable instruction, support and training to respond to various developmental stages of the differing ages of the children who attend the service. Educators will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of the service.

Educators will involve the children as far as reasonably possible in developing behaviour expectations for the service. These behaviour expectations will be clear, child-focused, based on supporting the safety and wellbeing of children and others, easy to understand and will be on display throughout the service. This information is also provided in the relevant parent information issued to all parents/guardians on enrolment.

Educators are required to:

- Model appropriate behaviour, including the use of positive language, and tone of voice,
- Monitor children's play, pre-empting potential conflicts or challenging situations and directing children to consider alternative behaviours,
- Use positive guidance and encouragement towards acceptable behaviour when prompting the service behaviour expectations,
- Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions,
- Consider how the environment is impacting on a child

Educators will encourage children to promote their social skills and interaction with each other, including supporting children to develop self-regulation skills. Often this will be through mediation and supporting children to create expectations for their play/games. Educators should be providing adequate supervision to intervene early and reduce the impact of further escalation.

To remove any doubt, educators are not permitted at any time to use corporal punishment or any unreasonable physical force/restraint, or physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.

Managing Complex and Exceptional Behaviours

Where exceptional support is required for children to behave in a manner to uphold the safety or wellbeing of themselves or others, the Nominated Supervisor will work with educators to develop a behaviour support plan to set out the specific steps educators will carry out to support the child's participation at OSHC as outlined in [5.3 Supporting Complex Behaviours](#).

Where there are instances of a child displaying a pattern of behaviour that impacts on the wellbeing or safety of themselves or others, the service will meet with parents to gain a better insight into the influences and best response to the behaviour of concern.

The service will reserve the right to suspend or cancel the enrolment of a child where a child's behaviour is beyond the capacity to keep the child (or other children) safe or where a child is unreasonably impacting the wellbeing of others.

Where the service seeks to activate a suspension or exclusion, the Nominated Supervisor will consult with the Approved Provider for approval. The decision to suspend/exclude a child based on behaviour must be reasonable and considered. Communication of a suspension/exclusion will be in writing.

Inclusion, Diversity and Cultural Responsiveness

The service will collect information about the diversity of culture and linguistics of the family attending the service at enrolment. The Nominated Supervisor will follow up on any request for considerations and ensure these matters are actioned in the appropriate way.

In all the interactions and communications with families, the service will seek to be culturally safe. It is expected that educators will respect the multiple cultural ways of knowing, doing and being, and celebrate the benefits of diversity.

In planning and implementing the program, we will celebrate a wide variety of cultures, paying particular attention to the cultures identified in the local community. Working in partnership with families, we will celebrate culture in ways that are authentic and respectful.

Educators implement a range of practices to promote inclusion, diversity and cultural responsiveness including: -

- Provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds,
- Talking to children about differences in positive ways,
- Providing inclusive models when discussing family structures with all children,
- Celebrating occasions that are relevant to a variety of cultures,
- Sharing information with children about different cultures and ability backgrounds,
- Providing inclusive resources, experiences and materials,
- Providing information for children and families in other languages when appropriate,
- Displaying posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
- Ensuring the physical environment reflects an inclusive and anti-bias approach.

Embedded within the service's celebration of culture is the recognition of the unique contribution Aboriginal and Torres Strait Islander people make to our Australian communities. The service's program will seek to offer authentic opportunities to promote the value of Australia's First Nations' histories, knowledge systems, cultures and languages.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.166 Offence to use inappropriate discipline
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.156 Relationships in groups
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.
- **My Time, Our Place V2 - Framework for School Age Care in Australia.**

Additional Regulatory Context and Guidance

- [United Nations Convention on the Rights of the Child](#)
- [National Principles for Child Safe Organisations](#)

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[1.2 Sharing the Program and Children's Progress with Families](#)

[1.3 Excursions](#)

[2.1 Providing a Child Safe Environment](#)

[2.2 Supervision and Educator Ratios](#)

[4.4 Code of Conduct](#)

[5.2 Positive Behaviour Support Practices](#)

- [5.3 Supporting Complex Behaviours](#)
- [5.4 Supporting Additional Needs with Inclusive Practices](#)
- [5.5 Promoting Protective Behaviours](#)
- [6.5 Interactions and Communication with Families](#)
- [6.6 Community Communication and Participation](#)
- [7.4 Leading Compliance and Quality Assurance](#)

Policy 5.1 Interactions and Relationships with Children				
Endorsed By: Jamboree Heights P&C Executive Committee				
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V2023.1 - Combined previous policies 2.1, 2.9, 2.24 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

5.2 Positive Behaviour Support Practices

Policy Statement

Jamboree Heights OSHC is committed to ensuring all educators' practice and skills are consistent with positive guidance and encouragement towards acceptable behaviour when interacting and supporting children. The service will ensure educators are supported to respond to behaviour with strategies and techniques that promote secure, reciprocal relationships, build a strong sense of wellbeing and upholds a child's dignity and rights.

Behaviour support and management are approached through:

- Consistency, understanding and supporting children to self-regulate their behaviour,
- Respecting each individual child, preserving and promoting their self-esteem,
- Encouraging positive behaviour using praise and effective programming; and
- Having regard to the other principles set out in the Philosophy Statement of Jamboree Heights OSHC.

Jamboree Heights OSHC recognises social and self-regulation (emotional) skills are learned. Learning takes place when children have warm confiding relationships with adults who care for them, when children understand which behaviours are acceptable, when feedback and positive reinforcement for acceptable behaviour is consistent, and where children are immersed in engaging learning activities.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure that the principles and expectations for responding to and supporting children's behaviour are established and communicated effectively.• Ensure the established practices are consistent with legislation and regulations.• Provide opportunities to support the practices and capacity of educators to respond to children's behaviours.
Nominated Supervisor	<ul style="list-style-type: none">• Provide supervision and direct support to educators.• Liaise with families to address concerns and relay incidents.• Role-model and guide effective positive behaviour support practices.• Ensure the program is achieving the identified aims and effective in supporting the behaviour of children.
All Staff	<ul style="list-style-type: none">• Ensure their practices are consistent with the principles of the service's policies and code of conduct in responding to children's behaviour.• Access learning and developmental opportunities to enhance the care and support provided to children.• Communicate with the Nominated Supervisor or Approved Provider where additional support for children is emerging as a need.• Collaborate in delivering and developing the service's program to meet the needs of children.

Procedures

Educators will receive suitable instruction, support and training to understand how they are best to respond to support children's development and individual needs. In responding to children's behaviour and needs, educator's interactions, behaviour support and guidance practices will be consistent with the Philosophy Statement, the service's Code of Conduct, and Education and Care Services legislation at all times (see [5.1 Interactions and Relationships with Children](#)).

Educators involve the children as far as reasonably possible in developing behaviour expectations for Jamboree Heights OSHC. The behaviour expectations developed by the children are as follows:

- Respect others and ourselves
- Follow instructions immediately
- Hands and feet to yourself
- Remember OSHC is ours and needs to be cared for by all

Program

The service recognises the relationship between the design of, and engagement in, the service's program and the behaviour of children of the program. The service is committed to develop a quality and considered program to meet the needs of children and families. All children will be provided with opportunities to guide the development of the program and the Educational Leader will work collaboratively to ensure it aims to meet the needs of all children attending the service.

The service's program will support children's behaviour through:

- Promoting routines that are relaxed and comfortable, children should not be rushed to transition abruptly or wait for unreasonable timeframes.
- Designing for flexibility in routines to maximise choices and child-initiated experiences
- Being engaging, diverse, challenging and stimulating to cater for the wide developmental needs of children, including:
 - social (group) and independent (solitary) play, and
 - robust and quiet play.

Positive Guidance Strategies

The relationship and interaction between educators and children is critical to effectively supporting and guiding behaviour. The following principles will be used by educators to establish an environment and culture in which the behaviour of children is best supported:

- Role model behaviour that demonstrates the service's expectations to children.
- Build secure, reciprocal relationships with children through listening with warmth and being available and responsive to needs.
- Communicate with the child to enable them to express their needs and help you to talk about the service's expectations.
- Use positive reinforcement and praise to communicate to children when they are behaving in ways that meet expectations.
- Create a calm, fun and safe environment to reduce anxiety and stress for children and educators.

Educators will respond to children's behaviour with support, care and teaching. Educators should use positive guidance strategies that include but are not limited to:

Caring gesture/ hurdle help	<ul style="list-style-type: none">• Encouragement, support, and/or assistance offered by an educator to prevent a child from becoming frustrated or disengaged with a task or activity. The help can take many forms such as– asking for other children to support, supplying additional materials or information, providing alternative equipment, or assisting with completing some of the initial tasks.• A caring gesture could also include warm attention to help coping with a stressful or difficult situation. Strategic use can help a child whose own self-control is deteriorating to support in gaining composure.• A caring gesture may include using humour to reduce immediate tension and allow a child to avoid a power struggle.
Changing the environment and proximity	<ul style="list-style-type: none">• Educators should identify the impact on the environmental factors on children's behaviours (space, noise, routines, level of engagement, social influence).• Identify the factors and issues that could prevent, reduce or modify the situation, to help reduce problematic behaviour.• Likewise, the physical distance between an educator and children can impact on behaviour. Controlling the distance between educators and children can provide be an inconspicuous influence. An educator might approach a child when they are using inappropriate behaviour with the aim of prompting a child to use more appropriate behaviour.

Prompting	<ul style="list-style-type: none"> • Reminding a child of the service’s expectations or encouraging the child to use a skill or certain behaviour. • Prompting is effective when a child is having difficulty with responding to an instruction or cue. • Prompts can be verbal (directions or suggestions), visual (pictures or photos), a gesture (pointing to objects or a direction), modelling (teaching the skill).
Emotional validation	<ul style="list-style-type: none"> • Engaging the child in conversation to support them to understanding of their behaviour and communication. • The educator should be present and engaged with the child. Central to emotional validation is an accurate reflection, e.g.: <ul style="list-style-type: none"> ○ <i>“...it looks [or seems] like you are (insert emotion) because I can see (trigger/rationale/observation)”</i>. ○ <i>“I hear what you are saying, you seem angry because... let’s see what we can do to help.”</i> • Recognising the child’s emotions are normal in the circumstances - that they are understood, can drain off emotions to allow constructive dialogue to be facilitated. • The conversation may explore the trigger, problem or concern for the child identifying the motivation and drive (interpret events).
Redirection	<ul style="list-style-type: none"> • Redirection can involve distracting a child when a trigger or behaviour occurs. Its intention is to guide a child's behaviour from inappropriate to appropriate. • An easy way to alleviate a child’s inappropriate behaviour is to provide something else to engage them with. The substitution could be anything from a learning resource, a toy, a pen and paper for drawing, or it could be an educator’s attention until the child is ready to transition to something independently.
Behaviour specific praise (reinforcing desired behaviour)	<ul style="list-style-type: none"> • Appealing to cognitive behaviour influences to space thoughts, feeling and behaviours. • Social reinforcement (authentic praise) is a powerful reward. Aligning this feedback to include the specific positive aspects of the behaviour increases the effectiveness e.g. <ul style="list-style-type: none"> ○ <i>“(child’s name), I really like the way you are sitting quieting and waiting.”</i> ○ <i>“That was great you helped pack up without being asked, (child’s name)”</i> • Identify those behaviours you wish to promote, prepare children with information about this, identify children displaying the behaviour, describe behaviour in the form of praise

Conflict Resolution

The service recognises the significant opportunity group activities play in encouraging learning and the development of social skills. The service’s program will seek to include many opportunities for shared experiences for children that promote cooperation and collaboration between children. The service recognises that children will, at times, require support to navigate collaborative play. The role of the service’s educators is to mediate, role-model and guide children to understand the meaning of their interaction to learn life-long skills for positive social interaction.

Where required, an educator may use their discretion to remove a child or young person from the area to allow a cooling off period and to ensure the incident can be more appropriately managed. An educator may only use seclusion or unplanned physical restraint where the student is behaving in a way that it possess immediate foreseeable risk to themselves or others. The use of seclusion or physical restraint can only be used if no other reasonable means of ensuring safety can be actioned. Educators will then utilise this time to ensure no danger or threat is posed and to speak with children involved to resolve the incident.

Supporting Positive Interactions and Relationships

Mediate	<ul style="list-style-type: none"> Facilitate shared understanding by supporting children to express their perspectives. Create an environment where children can communicate constructively.
Role-model	<ul style="list-style-type: none"> Demonstrate social interactions that are warm, respectful, secure and reciprocal. Interactions with children and colleagues demonstrates active listening, self-regulation and collaborative partnerships.
Guide	<ul style="list-style-type: none"> Prompt children to support their understanding of the service's expectations and their own coping strategies in managing conflict. Proactively support children by teaching using intentionality to support the development of interpersonal skills.

Documenting Behaviour incidents

Jamboree Heights OSHC has two different forms which are used to document behaviour's that occur at OSHC.

- Behaviour Communication Form – this is used to communicate patterns in behaviours or negative behaviours exhibited during a session to families and carers. Examples of negative or repetitive behaviour include, but are not limited to;
 - Consistently disobeying or defying educator instructions
 - Inappropriate language such as name calling or insulting others
 - Failing to follow rules or expectations of areas or educators
 - Breaking, stealing or damaging OSHC or other individuals belongings
- Incident Form – this is used for any incident in which a child or young person has caused harm or could have caused harm to another person, has harassed or abused another person or any other incidents that JHOSHC management believe warrant an incident form. Examples include, but are not limited to:
 - Punching, hitting, kicking or physically attacking others
 - Throwing objects that could cause significant harm or injury
 - Threatening to attack or harm others
 - Bullying or repetitive abusive language towards others

Incident forms are utilised as key pieces of supporting evidence when making decisions towards the suspension and exclusion of a child or young person (see policy [5.3 Supporting Complex Behaviours](#)) Behaviour forms may also be considered and used in the suspension process if the behaviours detailed are consistent with those recorded in the incident forms. These forms will be signed by the member of staff writing the form, the coordinator or assistant coordinator and then the parents. Copies can be supplied to the parents if requested.

Additional Support

Where a child's behaviour poses a significant risk to safety of themselves or others *and* every reasonable attempt to deescalate has been ineffective, the child's parents or emergency contact will be called to collect the child from the service. Procedures outlined in [5.3 Supporting Complex Behaviours](#) will then be followed.

Educators will complete recording and reporting procedures outlined in [2.4 Incident, Illness, Injury or Trauma](#) when a child has been prematurely collected from the service due to their behaviour.

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

Prohibited Actions

Educators are not permitted at any time to use physical force/restraint or physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child. Discipline must be reasonable in the circumstances. Additionally, corporal punishment must never be used as a disciplinary measure.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.166 Offence to use inappropriate discipline
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.156 Relationships in groups
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- [United Nations Convention on the Rights of the Child](#)
- [National Principles for Child Safe Organisations](#)

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [1.2 Sharing the Program and Children’s Progress with Families](#)
- [1.3 Excursions](#)
- [2.1 Providing a Child Safe Environment](#)
- [2.2 Supervision and Educator Ratios](#)
- [4.4 Code of Conduct](#)
- [5.1 Interactions and Relationships with Children](#)
- [5.3 Supporting Complex Behaviours](#)
- [5.4 Supporting Additional Needs with Inclusive Practices](#)
- [5.5 Promoting Protective Behaviours](#)
- [6.5 Interactions and Communication with Families](#)
- [6.6 Community Communication and Participation](#)
- [7.4 Leading Compliance and Quality Assurance](#)

Policy 5.2 Positive Behaviour Support Practices				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Name change - Combined previous policies 2.6, 2.8 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

5.3 Supporting Complex Behaviours

Policy Statement

The service is committed to ensuring children receive positive behaviour support as they learn and develop. Jamboree Heights OSHC recognises, at times, children display behaviour that is unsuitable for the setting. The behaviours of serious concern are those that risk the safety of the child or others and/or risk the wellbeing of the child or others. On these occasions, the service is committed to plan, support and reflect on opportunities for individual consideration for the best outcomes for children and families.

In responding to behaviours that the service recognises as complex, parents will be invited to collaborate with the Nominated Supervisor (or delegate) to identify strategies to ensure the safety and wellbeing of everyone. Planning will focus on actions to support the child to learn new behaviours (e.g. appropriate communication, social skills and emotional regulation) and reduce the risk of further incidents.

Where opportunities to support the child have been exhausted or where the risks to safety are too extreme, the service may exclude the child from attending either temporarily, or in some cases, permanently.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Establishing processes to ensure children are provided with an opportunity to be supported to learn and enhance behaviours and skills that support them to meet the service's expectations.• Ensure educator's practices support each child's wellbeing and rights in responding to their behaviour.• Provide mechanisms for constructive and collaborative partnerships to identify effective strategies for supporting children's behaviour.• Ensure the safety and wellbeing of all children accessing the service.
Nominated Supervisor	<ul style="list-style-type: none">• Facilitate a collaborative planning process to understand a child's behaviours and identify suitable strategies and responses to support learning and wellbeing.• Monitor the effectiveness of the developed support plans and communicate areas for further support.• Coordinate plans, including relevant resources and training with the service's educators.• Provided open and supportive ongoing communication with parents/caregivers.• Consult with the Approved Provider where planning and support is not addressing the behaviour needs of the service.
All Staff	<ul style="list-style-type: none">• Support the preparation, implementation and delivery of positive behaviour support plans.• Followed the developed strategies and communicate relevant information on the effectiveness.

Procedures

The coordinators may at any time use their discretion to determine the consequence of behaviours at Jamboree Heights OSHC. At all times, they aim to uphold our Philosophy and Goals as well as maintain the duty of care they have to all staff and children within the service.

Following a significant incident or where it has been identified a child's experience will be improved through intentional behaviour support planning, the Nominated Supervisor (or delegate) will invite the parent/s (or caregivers) of the child to meet to discuss strategies for supporting the child. Depending on the level of risk, the Nominated Supervisor may suspend a child's attendance until a positive behaviour support plan is developed.

Initial Intensive Behaviour Support

Depending on the level of support required and the significance of behaviour, the Nominated Supervisor may choose to coordinate some initial intentional support strategies to effectively support a child before needs require escalation to a fully developed positive behaviour support plan. Monitoring the support provided to children will determine the progress to collaboration with parents/caregivers (formal Positive Behaviour Support Planning).

Initial support planning may be a range of options chosen by the Nominated Supervisor and could include:

- an informal discussion to prompt educators to be intentional in how they respond to a child's needs.
- development of specific strategies to engage the child and positively impact behaviour
- an internal meeting with keys staff members to draft an initial plan to support a child's behaviour.

The Nominated Supervisor will communicate the intentions and actions with parents and caregivers, ensuring transparent and collaborative communication in supporting children to meet the service's expectation. Any plans developed to support a child will be an extension of the services positive behaviour support practices (refer [policy 5.2](#)).

Positive Behaviour Support Planning

Positive behaviour support plans have three main components: understanding the child/behaviour, a plan to support the child, steps to assist with implementation.

Understanding the child/behaviour

- The Nominated Supervisor will invite the parent/s or caregiver/s of the child to meet to discuss the child's behaviour and strategies to support the child
- The intention of the support plan is to focus on developing the child's skills and learning. Identifying the child's strengths and interests will frame how the service can best support the child's development.
- Any relevant information about diagnoses, history, health or environmental impacts should be identified.
- The central to developing strategies to respond to behaviour is understanding the drive and function of any behaviours of concern. The Nominated Supervisor, educators and parents/caregivers should identify any indications to what might

Support strategies

- The service's planned actions are developed to promote and encourage acceptable behaviours. Proactive strategies are those that can set the environment up for success.
- Response strategies are those actions educators will use to de-escalate a child's behaviour in a crisis/incident. There will be an emphasis on early de-escalation.

Implementation

- Any additional resources, support or training that the effectiveness of the plan is contingent will be identified and assigned responsibility.
- Parent/s or caregivers are encouraged to collaborate throughout the planning and implementation of positive behaviour support plans. There will be continual monitoring of the effectiveness and any identified concerns will prompt a re-evaluation of the content and additional supports.

Managing Unacceptable Behaviours

If, after following [5.2 Positive Behaviour Support Practices](#), the unacceptable behaviours continue:

- Within a twelve-month period, the first and second instances of a child breaching Jamboree Heights OSHCs Rules of Behaviour, an educator will complete and sign an Incident Report form, the parent /guardian will be required to sign the Incident Report form upon review with the educator or Coordinator. The Incident Report form will be kept in the individual child's file.
- If a third incident occurs, after the above steps have been followed, a letter will be sent to the parent/guardian from the Jamboree Heights State School OSHC Management team stating the child cannot attend Jamboree Heights OSHC for one week.

At the end of the week a meeting will be held with the Coordinator and/or Assistant Coordinator and the parents/guardians to discuss possible strategies for the inclusion of the child back within Jamboree Heights

OSHC. The date of this meeting will be arranged upon suspension and must be conducted prior to the child's readmittance at OSHC. If this meeting is not completed, the child will not be able to attend OSHC.

- Upon return, the same procedure will follow. The first and second instances after first suspension of a child breaching Jamboree Heights OSHC's Rules of Behaviour, an educator will complete and sign an Incident Report form, the parent /guardian will be required to sign the Incident Report form upon review with the educator or Coordinator. The Incident Report form will be kept in the individual child's file.
- If a third incident occurs, after the above steps have been followed, a letter will be sent to the parent/guardian from the Jamboree Heights State School OSHC Management team stating the child cannot attend Jamboree Heights OSHC for four weeks

At the end of the four weeks a meeting will be held with the Coordinator and/or Assistant Coordinator, P&C Executive representative (where necessary, to be dictated by the Coordinator) and the parents/guardians to discuss possible strategies for the inclusion of the child back within Jamboree Heights OSHC. The date of this meeting will be arranged upon suspension and must be conducted prior to the child's readmittance at OSHC. If this meeting is not completed, the child will not be able to attend OSHC.

If behaviour is evident upon readmission, permanent exclusion will apply with Jamboree Heights P&C Executive kept informed at every stage of the process.

For before school care sessions

The Coordinator will use their discretion as to how to proceed. Parents will be called and notified, and the child may be excluded from play for that morning.

Exclusion

If a child's behaviour causes or may reasonably cause significant physical danger to other children, educators or the child themselves, the parent/guardian of that child will be contacted immediately and asked to collect the child. The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Coordinator and Jamboree Heights State School P&C Executive.

Where the Nominated Supervisor reasonably believes:

- the risk to safety or the impact on the wellbeing of a child(ren) exceeds the capacity (or potential capacity) of the service; and
- where the opportunity to support a child's behaviour has been exhausted,

Either temporary or permanent exclusion can be considered in consultation with the Approved Provider. The Nominated Supervisor will review relevant reports and plans with the Approved Provider and explore an action plan up to and including the possibility of suspending a child's attendance.

While incident forms are only valid for a 12-month period from the date they occurred, previous suspensions remain valid for the entirety of the child's enrolment. Any decision to exclude a child will be communicated to the parent/s in writing and will outline the conditions for re-enrolment, where relevant.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.166 Offence to use inappropriate discipline
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.156 Relationships in groups
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available

- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [1.2 Sharing the Program and Children’s Progress with Families](#)
- [1.3 Excursions](#)
- [2.1 Providing a Child Safe Environment](#)
- [2.2 Supervision and Educator Ratios](#)
- [4.4 Code of Conduct](#)
- [5.1 Interactions and Relationships with Children](#)
- [5.2 Positive Behaviour Support Practices](#)
- [5.4 Supporting Additional Needs with Inclusive Practices](#)
- [5.5 Promoting Protective Behaviours](#)
- [6.1 Access](#)
- [6.5 Interactions and Communication with Families](#)
- [7.4 Leading Compliance and Quality Assurance](#)

Appendices and Forms

[Positive Behaviour Support Plan](#)

Policy 5.3 Supporting Complex Behaviours				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.6 - Name change - Combined previous policies 2.7 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

5.4 Supporting Additional Needs with Inclusive Practices

Policy Statement

Jamboree Heights OSHC recognises that additional support may be required for some children depending on their individual needs. The service is committed to ensuring children are able to be supported in accessing the service regardless of their ability or needs. When required the service will partner with the relevant Inclusion Agency to address any barriers of a child's participation within the program.

The service is committed to building the capacity to be inclusive of children with additional needs and recognises the value of having children with additional needs participating and belonging to Jamboree Heights OSHC, and the impact to families of the school community in being able to access quality education and care services for their children.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Support the development of inclusive practices and the capacity of educators to meet the needs of children.
Nominated Supervisor	<ul style="list-style-type: none">Liaise with the Approved Provider and families to ensure appropriate planning, support and service are delivered to meet the needs of children accessing (or seeking to access) the service.Engage and coordinate with the Inclusion Agency to access resources and funding to support the service to meet the needs of children.
All Staff	<ul style="list-style-type: none">Ensure practices support the inclusion, participation and belonging of all children, regardless of individual needs and ability.Engage in relevant professional development and/or access to professional resources to support the capacity of the service to meet the needs of individual children.

Procedures

Enrolment

The service's enrolment practices will elicit opportunities for parents and/or caregivers to identify any additional needs of the child, and then provide an opportunity to collaborate on how the service will cater for any individual needs of the child.

Where the service recognises further capacity building would be beneficial for a child's participation in the program or additional needs have been identified, the service will request to meet with the parents/caregivers to discuss inclusion support opportunities.

Inclusion Support Practices

Inclusion is a practice where environments and programs are planned and delivered to ensure meaningful participation for all children. Inclusive practices are about actively seeking solutions and strategies to address barriers to children's participation and engagement. Barriers that can impact children include the physical environment, the educators' beliefs and skills, design and structure of the program, and a family's engagement, understanding and expectation of the service.

An essential component of inclusive practices is the relationship building with stakeholders, including children, families and the wider community. Inclusive practices are about the participation and connection with all children who access and use (or potentially use) the service.

Inclusive practices:

- Foster independence and agency
- Provide a voice to children and an opportunity to be heard
- Are respectful and responsive

- Build collaboration and provide teamwork response
- Are meaningful, build on strengths and are enhanced by reflective practice

Inclusion Agency Engagement

The service will seek to address any barriers for a child’s participation through capacity building, where the service requires access to additional resources, support or training they will contact the relevant Inclusion Agency (Inclusion Support Queensland) for professional support.

Parent/guardian permission shall be requested should Jamboree Heights OSHC wish to make contact with the Inclusion Support Agency. This shall be in the format as required by the ISA.

Inclusion Support QLD (KU Children’s Services) Contact Details
 1800 811 039
 inclusionsupportqld@ku.com.au
 www.inclusionsupportqld.org.au

Strategic Inclusion Plan

The processes outlined in the *Inclusion Support Program Guidelines* shall be followed to establish a Strategic Inclusion Plan. This may involve professional support from the ISA and will include identified barriers for children’s inclusion as well as strategies the service will use to for support.

Educator Training and Support

Appropriate training and support shall be provided for all educators to ensure continuity of care and commitment to inclusion. This may include external training on specific health and/or medical conditions.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.166 Offence to use inappropriate discipline
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.156 Relationships in groups
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA3 – Physical Environment
 - QA4 – Staffing Arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Leadership and management

Additional Regulatory Context and Guidance

- Disability Discrimination Act 1992 (Cth)
- Anti-Discrimination Act 1991 (Qld)
- Inclusion Support Program Guidelines

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [1.2 Sharing the Program and Children's Progress with Families](#)
- [1.3 Excursions](#)
- [2.1 Providing a Child Safe Environment](#)
- [2.2 Supervision and Educator Ratios](#)
- [5.1 Interactions and Relationships with Children](#)
- [5.2 Positive Behaviour Support Practices](#)
- [6.1 Access](#)
- [6.5 Interactions and Communication with Families](#)
- [7.4 Leading Compliance and Quality Assurance](#)

Policy 5.4 Supporting Additional Needs with Inclusive practices				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Name change - Combined previous policies 2.11 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

5.5 Promoting Protective Behaviours

Policy Statement

Jamboree Heights OSHC considers its role in the protection of children of paramount importance and therefore takes a proactive approach in supporting families and children through promoting protective behaviours to ensure children's ongoing safety, wellbeing and protection.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Establish effective policies to promote the protective behaviours of children.
Nominated Supervisor	<ul style="list-style-type: none">Provide clear communication to families on opportunities to engage with culturally competent protective behaviour strategies
All Staff	<ul style="list-style-type: none">Follow the service's policies to promote children's development of protective behaviours.

Procedures

Foundations of Protective Practices

Opportunities to incorporate protective behaviour messages will occur both formally within the program and incidentally as the occasions arise.

On induction, educators will be instructed on the key messages and skills communicated to children to support their ability to act protectively. Central to all promotion is:

- Children understanding the concept of safety and the practicalities of being safe
- Children understand what to do (and who they can go to) when they do not feel safe

Behaviours Promoted at the Service

The Nominated Supervisor and educators will reinforce the protective behaviours of children through the following principles and messages:

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

The Nominated Supervisor and educators actively encourage opportunities to build children's personal safety behaviours/strategies, including:

- While they are playing and interacting in their environment,
- Accessing their community,
- Understanding privacy and personal boundaries; and
- Who to go to for help when feeling unsafe.

The Nominated Supervisor and educators will collaborate with families to support children's learning about personal safety and uphold a culturally competent approach. Collaboration will include the service liaising with school administration to maintain an awareness of additional protective behaviour programs provided within the school setting.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.156 Relationships in groups
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities

Additional Regulatory Context and Guidance

- Child Protection Act 1999

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [1.2 Sharing the Program and Children’s Progress with Families](#)
- [2.1 Providing a Child Safe Environment](#)
- [5.1 Interactions and Relationships with Children](#)
- [6.5 Interactions and Communication with Families](#)

Policy 5.5 Promoting Protective Behaviours				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 2.16 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

Policy Group 6

Collaborative Partnerships with Families and Communities

Quality Area 6 focuses on **supportive, respectful relationships with families** which are fundamental to achieving quality outcomes for children. Community partnerships that are based on active communication, consultation and collaboration also contribute to children's inclusion, learning and wellbeing.

When our service engages well with the community we build trust – which is a fundamental element for partnerships. A collaborative relationship between parents and the service enhances children's learning and play.

As a service we seek to showcase our value of diversity and inclusion. When services are connected with families and communities from a range of cultural backgrounds, they can better understand and respect the diversity of the children in their care.

Children thrive when they belong to a community, connections with families creates a sense of community within the education and care service. When families and communities are involved, they can create a supportive environment for the children, staff, and families, which can contribute to the overall well-being of everyone involved.

6.1 Access

Policy Statement

Jamboree Heights OSHC will support families exploring education and care service for their children through providing fair access and relevant information to parents and caregiver. Bundaberg North OSHC is available to all eligible school age children, with a primary focus to meet the needs of parents who work or study and for children who attend Bundaberg North OSHC. The service is non-discriminatory and provides education and care to children and families irrespective of background, culture, religion, gender, sexuality, disability, marital status or income.

All members of the community will receive respectful interactions with Bundaberg North OSHC employees and the Approved Provider. Jamboree Heights OSHC will work collaboratively with potential families to understand and cooperate in planning to meet the needs of children intending to enrol in the service.

Jamboree Heights OSHC will prioritise children and families who are at risk of serious abuse or neglect or where working (or study) needs of families require the provision of care.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Establish equitable procedures to support fair access for families to utilise the service.
Nominated Supervisor	<ul style="list-style-type: none">Liaise with parents to collate enrolment and waitlist information.Manage any potential waiting list, including communication with families and prioritising access.

Procedures

Priority of Access and Waiting List

A priority of access is developed where demand for places provided by Jamboree Heights OSHC exceeds those available. In this instance a waiting list will be created and managed by the Coordinator (or relevant delegate/Responsible Person). The priority of access will be given based on:

- the vulnerability of families (risk of serious abuse or neglect)
- the working (or study) needs of families - a child/ren of a sole parent who satisfies, or parents who both satisfy, the activity test through paid employment.
- students attending Jamboree Heights State School will be given priority over children who attend other schools.

The Nominated Supervisor (or relevant delegate) will provide information to families about the position on any waiting list when requested.

Jamboree Heights OSHC will facilitate access to inclusion and support assistance as necessary to support enrolment and attendance of children with special/additional needs.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- Education and Care Services National Law**
- Education and Care Services National Regulations**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- National Quality Standard:**
 - QA6 – Collaborative partnerships with families and communities

Additional Regulatory Context and Guidance

- A New Tax system (Family Assistance) (Administration) Act 1999
- Department of Education - Child Care Provider Handbook

Related Policies and Procedures

[6.2 Enrolment and Orientation](#)

[6.3 Bookings and Cancellations](#)

[6.4 Acceptance and Refusals of Authorisation](#)

[6.5 Interactions and Communication with Families](#)

[6.9 Childhood Immunisation](#)

[7.4 Leading Compliance and Quality Assurance](#)

[7.5 Governance and Management](#)

Policy 6.1 Access				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 9.1 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

6.2 Enrolment and Orientation

Policy Statement

Jamboree Heights OSHC acknowledges its duty to ensure accurate and relevant information relating to the specific needs of each child is recorded and available. The Service enrolment process upholds its responsibility to obtain information in relation to the provision of quality education and care.

In addition to collecting enrolment information, the entry of a family into Jamboree Heights OSHC is supported by a welcoming orientation process, recognising that this is a critical step in forming a collaborative partnership with parents, children and families. Jamboree Heights OSHC is committed to ensuring families are provided with relevant information and knowledge about the Service's program, routines, policies and practices.

Accessing sessions of care is a two-part process, complemented by the opportunity to access Child Care Subsidy payment for those entitled. Enrolment is the first step for families. Once enrolled, families can then book sessions of care. In a practical sense, the request for bookings may be submitted concurrent with enrolment, however, these are distinct processes and enrolment must be finalised before education and care can be provided.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> Ensure enrolment records are kept for each child and contains the information set out in the <i>Regulations</i> Ensure enrolment and orientation procedures are inviting and provide key information to new families. Assess feedback and complaints in reviewing enrolment and orientation procedures.
Nominated Supervisor	<ul style="list-style-type: none"> To liaise and coordinate enquiries for new enrolments, providing relevant information to parents and caregivers exploring OSHC services. Undertake a re-enrolment process each year, where existing families update enrolment and booking information. Collaborate with the Approved Provider to develop orientation practices, including communicating any feedback or complaints raised.
Responsible Person in Charge	<ul style="list-style-type: none"> Understand the enrolment form contains key information to the care and wellbeing of children accessing the service. Ensure privacy and confidentiality of enrolment information. Support children's orientation of the service prior to or on their first arrival.
All Staff	<ul style="list-style-type: none"> Access enrolment information as required for the provision of care and education of children accessing the service. Support the orientation of families through active interaction and communication.

Key Tasks and Responsibilities

Managing Enquiries	The Nominated Supervisor will communicate the enrolment procedures and requirements to families.
Enrolment acceptance	The Nominated Supervisor will review enrolment information and assess the need for additional information and supporting documents. Once the Nominated Supervisor is satisfied of the service's capacity to care for the child and all relevant information is submitted, they can communicate acceptance to the parents.

Orientation	The Nominated Supervisor will implement an appropriate orientation process which includes the provision of a Family Handbook to inform families of the service’s policies and procedures and key practices related to their child’s participation and engagement in the service.
Record Keeping	The Nominated Supervisor is responsible for managing the collection, storage and maintenance of enrolment records, including authorisations and health information.

Procedures

OSHC Enquires

The Nominated Supervisor is the key contact for parents and caregivers interested in accessing and enrolling into the Service. All new parents and families will be invited to meet with the Nominated Supervisor (or other delegate) to discuss the Service’s operations and program before commencing with the service.

Family Handbook – is a summary of the Service’s information helpful for families using the service. It outlines the Services program routines and key policies. A copy of the *Family Handbook* can be provided to prospective and new families.

Families wishing to enrol their child/ren into the service can access the Jamboree Heights OSHC website and download a copy of the *Family Handbook*, which outlines key information for families when using the service.

Enrolment at this Service for children over pre-school age (but not yet started prep) is available from the beginning of the calendar year in which they will attend school. Families may need to provide documentation relating to proof of age prior to enrolment being accepted.

Applying for Service Enrolment

The enrolment process will commence when a new family visits the Jamboree Heights OSHC website and completes an enrolment form through our online portal ‘My Family Lounge’. Once the enrolment form is submitted, an automatic email is sent to the coordinator for approval. The coordinator will contact the family and organize an initial meeting where the families will be provided with:

- A service enrolment pack,
- A tour of the service

The enrolment records will contain the following information:

The enrolment form must be completed in full and contain the following for each child being educated and cared for. Details to be completed are:	
<input type="checkbox"/> Full name, date of birth and address of the child, <input type="checkbox"/> Gender of the child	
<input type="checkbox"/> Name, address and contact details of:	<input type="checkbox"/> each known parent of the child <input type="checkbox"/> any person who is to be notified of an emergency (if any parent cannot be immediately contacted) <input type="checkbox"/> any person who is an authorised nominee ¹ <input type="checkbox"/> any person who is authorised to consent to medical treatment or medication
<input type="checkbox"/> Details of any court orders, parenting orders ² or parenting plans ³ relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child; or <input type="checkbox"/> Details of any other court orders relating to the child’s residence or the child’s contact with a parent or other person;	

<input type="checkbox"/> Language used in the child's home <input type="checkbox"/> Cultural background of the child and, if applicable, the child's parents
<input type="checkbox"/> Any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs <input type="checkbox"/> Details of any dietary restrictions for the child
<input type="checkbox"/> Health and medical information including (regulation 162): <ul style="list-style-type: none"> • The name, address and telephone number of the child's registered medical practitioner or medical service; and <input type="checkbox"/> if available, the child's Medicare number;
<input type="checkbox"/> 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 above <ul style="list-style-type: none"> • specific healthcare needs of the child, including any medical condition; and • allergies, including whether the child has been diagnosed as at risk of anaphylaxis
<input type="checkbox"/> The immunisation status of the child ⁴ .
Agreement to the terms and conditions of enrolment, including authorisation for the staff to: <ul style="list-style-type: none"> <input type="checkbox"/> Administer first aid; <input type="checkbox"/> Obtain medical treatment from a medical practitioner, hospital or ambulance; <input type="checkbox"/> Transport a child by an ambulance; <input type="checkbox"/> Any regular outings <input type="checkbox"/> Apply/assist to apply SPF+30 sunscreen; and <input type="checkbox"/> Take and/or display children's photographs/videos <input type="checkbox"/> The opportunity to access the service's policy and procedures
¹ 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 ² Parenting Order - means a parenting order within the meaning of section 64B(1) of the <i>Family Law Act 1975</i> ³ Parenting Plan - means a parenting plan within the meaning of section 63C(1) of the <i>Family Law Act 1975</i> , and includes a registered parenting plan within the meaning of section 63C(6) of that Act. ⁴ Sighting Health Record - where a staff member has sighted a health record, a notation of the sighting.

Accepting An Enrolment

A child's enrolment **cannot be accepted** unless all relevant information (as outlined above) is completed in full by parents/caregivers.

Prior to accepting an enrolment, the Nominated Supervisor will consider relevant information, including-

- Consideration of any priority of access or waiting list.
- The capacity and resources available to provide for the safety and wellbeing of the child(ren).
- The information relevant to the service's Infectious Disease policy and the child's immunisation status.
- Submission and refusal of authorisations as set out in the Acceptance and Refusals of Authorisations policy

Additional Health or Medical Needs

Where enrolment records indicate a child has a relevant health or medical condition, the Nominated Supervisor is to contact **parents** to coordinate obtaining/creating relevant plans as set out in policy [2.9 Medical Conditions in Children](#) (management, risk-minimisation and communication plans).

Once the Nominated Supervisor is satisfied all enrolment information is submitted and the service can safely and adequately educate and care for the child(ren), parents will be informed of the accepted enrolment via email. Typically, confirmation of bookings is acknowledged concurrent with enrolment and communication will confirm the child's first attendance.

Conditions of Enrolment

The conditions of a family's OSHC enrolment are structured to safeguard the child and foster a supportive and transparent partnership between the service and the family. Continued enrolment is subject to adherence to relevant conditions, including but not limited to—

- Supply of relevant information and authorisations, and
- Following the policies of the service, including—
 - payment of fees,
 - observing operational hours and communication requirements,
 - respecting protocols for sick children, and
 - the behaviour of children and parents.

At the end of each calendar (school) year, families will be requested to review and update their enrolment information (authorised nominee details, phone numbers, addresses and any medical related information) for the following year through QKEnrol. If no changes are necessary to the enrolment form, then families are not required to resubmit.

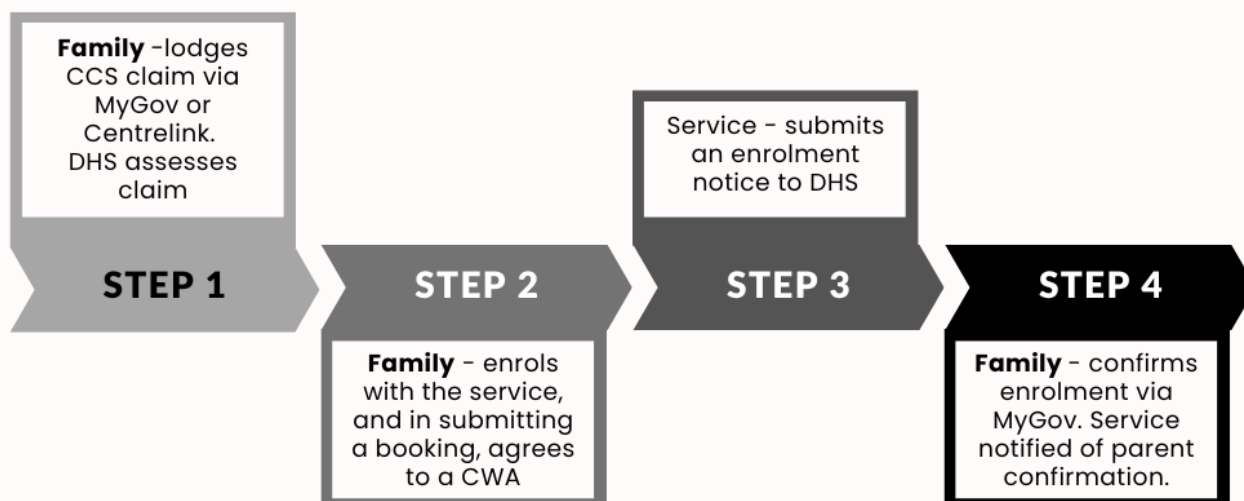
Where a family does not adhere to these requirements, the service may suspend or cease enrolment. Any decision to suspend or cease enrolment is treated seriously and will be provided in writing, including setting out any matters required for re-enrolment.

Child Care Subsidy Enrolment (CCS Claim)

It is the responsibility of the parents to make a claim for CCS. The claim for CCS is initiated via either MyGov or Centrelink. Further information and guidance about submitting a CCS claim can be found at the Services Australia website.

The process for making a CCS claim involves communication between the family, the service and

CCS Enrolment Procedure



Centrelink/Department of Human Services. To ensure funds are applied in a timely manner, it is important parents respond to relevant communication.

Completing the Complying Written Arrangement (CWA) is a critical step and is the agreement on the pattern of care booked. The date the CWA is agreed to will be the start date of CCS enrolment. Once the CWA is signed, the enrolment will need to be confirmed through MyGov as well.

Entitlements and details of absences are set out in the family's statement (see – [7.10 Fees and Statements Policy](#))

Record Keeping and Confidentiality

All enrolment records will be stored securely as outlined in the [7.6 Privacy and Confidentiality of Records](#) policy. All information is only to be used for the purpose of which it is obtained. Parents may access their enrolment information at any time.

Service Orientation

Understanding of the service's environment, routines, care and education practices are important for new families to develop. When a new enrolment is accepted, parents should familiarise themselves with the Family handbook. Parents/guardians can request a short interview with the coordinator as well as a visit Jamboree Heights OSHC with their child during operating hours. During a visit to the service families will have opportunity to—

- Meet the coordinator and educators of Jamboree Heights OSHC and explain the routine and program,
- Tour the approved areas of Jamboree Heights OSHC including both indoor and outdoor areas indicating key facilities like toilets, bag racks, hand washing basins etc,
- View Jamboree Heights OSHC routines such as breakfast or afternoon tea,
- Observe children involved in activities,
- discuss the roles and responsibilities of communicating with the service and collecting children,
- discuss any medical or additional needs, and/or individual considerations to support the child,
- answer any questions or concerns.

During a child's first attendance at the Service the Nominated Supervisor/Responsible Person in Charge will sensitively support and welcome the child and take time to demonstrate the service's expectations, routines and facilities (including access to toilets, personal items, food, water etc.) in a manner that reflects the child's needs. This may be completed in large groups, such as at the start of the year with a new cohort of younger children.

The service recognises that starting at OSHC can be a significant step for some children. In acknowledging children wellbeing, an important orientation step will be showing children who they can approach and talk to if they have a concern or question (typically the Coordinator or Responsible People). All educators will ensure children are supported and welcomed, especially as they develop their engagement and orientation into the service.

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

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

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
 - s.171 Offence relating to direction to exclude inappropriate persons from education and care service premises
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.90 Medical conditions policy
 - R.92 Medication record
 - R.158 Children's attendance record to be kept by approved provider
 - R.160 Child enrolment records to be kept by approved provider and family day care educator

- R.161 Authorisations to be kept in enrolment record
- R.162 Health information to be kept in enrolment record
- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- **National Quality Standard, Quality Areas:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Department of Education - [Child Care Provider Handbook](#)
- Privacy Act 1988 (Cth)/ Information Privacy Act 2009 (Qld)

Related Policies and Procedures

- [6.1 Access](#)
- [6.3 Bookings and Cancellations](#)
- [6.4 Acceptance and Refusals of Authorisation](#)
- [6.5 Interactions and Communication with Families](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.5 Governance and Management](#)
- [7.6 Privacy and Confidentiality of Records](#)
- [7.11 Child Care Subsidy \(CCS\) and Additional Child Care Subsidy \(ACCS\) Management and Compliance](#)

Policy 6.2 Enrolment and Orientation				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 9.2, 2.21 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

6.3 Bookings and Cancellations

Policy Statement

Jamboree Heights OSHC is committed to delivering an efficient and effective service for children and families. Management of bookings and cancellations is critical in providing a quality and efficient service for the community. Parents and families have a role in communicating bookings and cancellations with the service to ensure effective business practices are supported. Jamboree Heights OSHC will ensure the booking administration meets the needs of families through effective communication of clear processes and expectations.

Definition

Permanent booking: shall be defined by a regular pattern of attendance throughout each term on one or more occasion per week.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure administration practices support the provision of quality care, including compliance with law, regulations and CCS obligations.
Nominated Supervisor	<ul style="list-style-type: none">• Provide effective communication to families to ensure their responsibilities and obligation in notifying the service of obligations.• Monitor and support the application of the service's fees and booking management procedures.
All Staff	<ul style="list-style-type: none">• Support the administration of bookings and cancellation, including documenting notification as required.

Procedures

A child must be fully and actively enrolled at Jamboree Heights OSHC before any requests for bookings can be processed or accepted (see [6.2 Enrolment and Orientation Policy](#)). This includes:

- Enrolment paperwork completed in full
- Relevant supporting documentation (including but not limited to, medical information/action plans, inclusion support plans and immunisation records) provided to the service

Before and After School Care

Permanent Bookings

Bookings for Before and After School Care sessions can be made by the account holders (typically the child's parents) or an authorised nominee, where consent has previously been obtained. Where the service has reached or exceeded requests for bookings beyond the maximum number of children stipulated in the service approval the procedures outlined in [6.1 Access Policy](#) (management of waiting lists) will be followed.

All fees associated with permanent bookings, should the child not attend care due to illness or for any other reason and reasonable notice not given, shall be required to be paid in full. CCS will apply in accordance with allowable and approved absence provisions. At the direction of the Jamboree Heights P&C Executive or at the discretion of the service coordinators, the fees may be waived if reasonable circumstances warrant the waiver of fees.

Care needs for those parents/caregivers that work a rotating roster

Parents with shift-working employment can have their needs addressed on a case-by-case basis. Parents with these circumstances will need to liaise with the Coordinator to negotiate this arrangement. Evidence (e.g. a copy of working roster) will be required when requested by the service. Bookings of this nature are considered a permanent booking. Therefore, these arrangements have the same conditions as permanent bookings.

Changes to Permanent Bookings

Any changes to bookings will require notice of at least **two weeks** (14 days), any notice that is less than two weeks will incur the regular fee.

All changes must be requested **via email or the service's change of details form**; any agreements of changes that are not in writing and communicated with the service will not be acknowledged.. Emails and change of details forms will be kept in the child's file.

At the end of each calendar (school) year, families will be requested to update their permanent bookings for the following year through the specified communication medium (booking software or email). Permanent bookings not amended will roll over to the following year.

Permanent cancellation of care

Regardless of the notice period given, if the family has advised that the child will leave the service on a particular day, but that child does not attend their last session(s) of care, the family are not eligible for CCS and the service is entitled to charge full fees for that session. Outstanding balances of the family account will be managed in accordance with [7.10 Fees and Statements Policy](#) of the service

Casual Bookings

Casual bookings will only be available where Jamboree Heights OSHC has approved places available. Permanent bookings will take a priority over casual vacancies.

Casual booking requests must be made **via email**, any agreements of changes that have occurred outside of the email process will not be acknowledged.

If placement is not available at the time the request is made, the request will be placed on a waiting list. An offer of placement may be made if a position becomes available closer to the requested date.

Advising of Absences

Should the child not attend a booked (either permanent or casual) OSHC session for any reason, fees for the session are still payable. CCS will apply in accordance with allowable and additional absence provisions.

It is the responsibility of parents (account holders) to advise the service of absences for any reason. All Term time cancellation of bookings must be done 24 hours before the session starting or a fee, equal to the fee for that session will be charged.

It is preferred that cancellations are notified in writing. Parents (or authorised nominees) should notify the service before the sessions of any planned absences. Notification of a child's absence can be made via:

- Phone
- Email
- In-person

Any educator receiving a notification of a child's absence will be required to mark the child as absent on the bookings software immediately. Only authorised contacts, school administration, the child's teacher or emergency services can notify of a child's absence.

In the event the service is not advised of an absenteeism prior to the session commencing, the service will charge a non-communication of absence fee.

Vacation Care and Pupil Free Days

Program and Forms

Vacation Care and Pupil Free Day bookings can be completed via the My Family Lounge App.

The planned program and all relevant information, including permission forms, will be available from the Jamboree Heights OSHC website and in-service at the parent desk and/or programming wall. Unless stated otherwise, Pupil Free Days will have the same conditions as vacation care.

It is the responsibility of the parent/carer to ensure that they have appropriately booked their child in for the desired sessions. In the event that a requested day is not available, the family will be notified and given the option of going on a waiting list for that session. An offer of placement may be made if a position becomes available closer to the requested date.

It is the responsibility of the parent/carer to ensure that a permission form is completed prior to any excursions. Failure to do so will result in refusal to attend the excursion, and in some cases, refusal to accept care of the child.

All vacation care bookings close one week prior to the date of the scheduled holiday program. Vacation care bookings will be charged at the advertised cost provided the booking is made one week prior to the date of the scheduled holiday program. Bookings after this period will incur a late fee.

Vacation Care Cancellation and Changes to Bookings

Cancellation of regular bookings for vacation care must be made with 24 hours' notice. Cancellations outside of this timeline will incur a fee, equal to the fee for that session.

Cancellation of excursion and incursion days must have 1 weeks' (7 days) notice or they will attract the prescribed fee unless the day is cancelled., in which case, the session fee will be amended to reflect the new cost.

Changes to vacation care bookings within a week of the scheduled program may incur additional fees.

Child Care Subsidy

Accessing CCS

It is the responsibility of the parents/caregivers to communicate with Centrelink about their child/ren attending a care service. A Complying Written Arrangement (CWA) is generated as part of the online enrolment process and this requires parents/guardians to approve the booking through their Centrelink online account (accessed through MyGov or the Centrelink app), prior to any CCS being payable to the service as a fee reduction for the family.

Reporting Absences (CCS)

Child Care Subsidy is payable for up to 42 absence days for a child in a financial year for sessions of care a child is enrolled in and did not attend and where there is still a liability to pay a fee for the session.

Once 42 absence days have occurred in a financial year, *Child Care Subsidy* can only be paid for any additional absences where they are taken for a reason set out in Family Assistance Law. These reasons are:

- the child, the individual who cares for the child, the individual's partner or another person with whom the child lives is ill and the service has been given a medical certificate by a medical practitioner
- the child is attending preschool
- alternative arrangements have been made on a pupil-free day
- the child has not been immunised against an infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to the child
- the absence is because the child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan, and the service has a copy of the relevant court order or parenting plan for the child
- the service is closed as a direct result of a period of local emergency
- the child cannot attend because of a local emergency (for example, because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards
- the individual who cares for the child has decided the child should not attend the service for up to seven days immediately following the end of a period of local emergency

Child Care Subsidy and *Additional Child Care Subsidy* is payable for all additional absences and there is no limit on the number of additional absence days a recipient may claim, providing the absence days are taken for specified reasons and supporting documentation, where required, is provided.

The Coordinator (or relevant delegate) will liaise with families to ensure relevant supporting documentation is received from families where this is required. Families failing to produce a valid reason and/or supporting documentation may not receive a subsidy payment and will, therefore, be liable for the full fees for the absent session.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.99 Children leaving the education and care service premises
 - R.101 Conduct of risk assessment for excursion
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard, Quality Areas:**
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- A New Tax system (Family Assistance) (Administration) Act 1999
- Department of Education - [Child Care Provider Handbook](#)

Related Policies and Procedures

[6.1 Access](#)

[6.2 Enrolment and Orientation](#)

[6.4 Acceptance and Refusals of Authorisation](#)

[6.5 Interactions and Communication with Families](#)

[7.4 Leading Compliance and Quality Assurance](#)

[7.5 Governance and Management](#)

[7.6 Privacy and Confidentiality of Records](#)

[7.11 Child Care Subsidy \(CCS\) and Additional Child Care Subsidy \(ACCS\) Management and Compliance](#)

Policy 6.3 Bookings and Cancellations				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 2.14 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

6.4 Acceptance and Refusals of Authorisation

Policy Statement

The purpose of this policy is to set out the comprehensive process for collecting and managing authorisations, especially those that are sensitive to the needs of children and their families. Written authorisations from parents or authorised nominees help to ensure that the health, safety, wellbeing and best interests of all children are met. Through the authorisation process, parents are informed of risks associated with a matter, and can make an informed choice whether or not to proceed.

Required Authorisations

Jamboree Heights OSHC will only accept an enrolment for a child where the parent has authorised the service to seek medical treatment for children and transportation by an ambulance service (Regulation 161). A parent failing to submit this authorisation will not have their enrolment progress. Likewise, an enrolment will be cancelled, where the authorisation is retracted.

There is also a responsibility to obtain authorisations from parents, or potentially, an authorised nominee for:

- administering medication to children (Regulation 92 and 96)
- children leaving the premises in the care of the parent or the authorised nominee (Regulation 99)
- excursions (Regulation 102)
- transport provided or arranged by the service (Regulation 102D)
- sharing information or records with others (Regulation 181)

Where an authorisation is a required for a specific action/procedure to occur, the authorisation must be provided in writing before the service can carry out the task, except for emergency medication administration, where verbal consent can be provided (Regulation 93(5)).

Additional Authorisations

From time-to-time, Jamboree Heights OSHC may also seek to have informed consent and authorisation for aspects that intersect programming or other elements of education and care (such as displaying photos). The service will make every effort to include families in the decision-making process and provide relevant information to assist in providing an informed decision.

Where there is a service or regulatory requirement for an authorisation, the service will require it in writing. All written authorisations (and/or documented refusals) will be handled in accordance with [7.6 Privacy and Confidentiality of Records](#) policy and retained with enrolment records.

Refusal of Authorisations

While parents can decide to not provide an authorisation, depending on the nature of the refusal, it may implicate the ability of the service to educate and care for a child. Where a parent refuses authorisation, the service reserves a right to also refuse care.

The service will also maintain their duty for the safety and wellbeing of children. Notwithstanding a parent's authorisation, if the service believes the action would jeopardise a child's safety and protection, where it is lawful, they may reserve the ability to refuse the parent's authorisation (e.g. leaving the service in a dangerous manner).

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Will ensure parents have the opportunity to authorise or decline relevant elements of the service's programs• Ensure these requests are followed by the service
Nominated Supervisor	<ul style="list-style-type: none">• Lead the service authorisation and record keeping practices to ensure information is received and collate information in a manner that ensures authorisations are followed as parents have requested.• Communicate with parents and support flexibility of amending authorisations.

Key Tasks and Responsibilities

Collecting Authorisation	The Nominated Supervisor is responsible for ensuring all required authorisations have been provided to the service.
Refusing Authorisations	The Nominated Supervisor is tasked with being the primary decision-maker for refusing relevant authorisations on reasonable grounds. Should parents be unsatisfied, they can request review by the Approved Provider.
Maintaining Records	The Nominated Supervisor will maintain the storage of relevant written authorisations.

Procedures

Authorisations for Enrolment

A family's enrolment is subject to the authorisation for the consent of medical treatment, including transportation via ambulance. No enrolment will be accepted without the signed agreement of a parent in the enrolment form.

Additionally, upon enrolment, the parent will have the opportunity to provide authorisation for:

- other persons to collect their child(ren) (authorised nominee),
- emergency contact persons, and/or
- regular outings (if applicable).

Upon completing the enrolment form, the parent will be prompted to agree to the service's terms and conditions of enrolment, which may include-

- Sharing relevant information with school representatives around the care of their child, including—
 - Health and wellbeing information.
 - Significant behaviour incidents.
 - Absences due to sickness or illness.
- Photos of their child taken to document learning outcomes and significant events as part of the program being displayed within the service to showcase children's learning.

Additional Authorisation

In caring for children and participating in the program, there may be circumstances where additional authorisation are required. This includes—

Verbal Authorisations

Will be accepted by the service however the Coordinator/Responsible person will-

1. Confirm the identity of the person providing the authorisation,
2. Ensure the person is an authorised person on the child's enrolment form,
3. Document the nature of the authorisation being sought/given; and
4. Record the name of the person, how the identity was confirmed and the time and date of the verbal authorisation.

Medication

Where medication is required, it can only be administered with the written authorisation from a parent - unless an asthma or anaphylaxis emergency or another emergency where authority to provide verbal consent can be given. Parents will need to complete a medication administration form setting out the medication(s) to be administered (Regulation 92).

Where medication is required to be administered in an emergency and prior written consent has not been provided, verbal authorisation can be provided by-

- A parent.
- A person named in the enrolment to provide authorisation for medication administration.

- Or where a parent or other person named in the enrolment records cannot be reasonably contacted in the circumstances, a registered medical practitioner or emergency service.

Details of verbal authorisation will be documented in the Incident, Illness, Injury and Trauma Record.

The service will waive compliance with this policy where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

Excursions and Transport

Authorisation must be provided by a parent for a child to participate in an excursion or any other regular outing. The authorisation for an excursion will set out all the required information to satisfy Regulation 102. The service will provide parents will relevant information to be fully informed of excursion details and risks see [1.3 Excursions Policy](#).

While the service does not provide transport other than excursions, should this change, authorisation must be obtained prior to a child being transported.

Transition from OSHC to school

At the commencement of Term 3, Year 1 families will be issued a permission form that, if signed, approves & permits their Year 1 child(ren) to transition between OSHC and school unaccompanied by an educator. Year 1 children without permission will continue to be escorted by an educator.

Refusing Authorisations

Parent Refusal of Authorisations

A parent may refuse to provide authorisation for the child; however, this may impact the service’s ability to provide education and care for the child, this includes-

Refusal or non-authorisation for—	Outcome
Authorisation for medical treatment, including transportation via ambulance.	Education and care cannot be provided to the child by the service.
Participation in an excursion.	Where the excursion is the only activity for a vacation care day, care cannot be offered for that day.
Sharing of information with school representatives.	Possible withdrawal of enrolment, as procedures for safeguarding children based on coordinated communication with school.

Service Refusal of Authorisations

The service retains the ability to refuse a parent’s authorisation where the authorisation would conflict with another duty, principally, the safety and wellbeing of children. This may include but is not limited to the circumstances where a child is allowed to leave the service unaccompanied.

Where the Approved Provider, Nominated Supervisor, or Responsible Person believe the authorisation from the parent would jeopardise the safety and wellbeing of a child, they will be informed of the service’s decision to refuse the authorisation.

Updating and Amending Authorisations

Parents/guardians are responsible for and have the right at any time to change authorisations given to the service in relation to their child and their child’s participation in the program. This may be done through completion of an updated enrolment form or other written authorisation. A child’s enrolment and participation in the service will remain subject to relevant authorisations being maintained.

Record Keeping

All authorisations will be retained with the child's enrolment records and will be handled as per [7.6 Privacy and Confidentiality of Records Policy](#).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.93 Administration of medication
 - R.94 Exception to authorisation requirement—anaphylaxis or asthma
 - R.99 Children leaving the education and care service premises
 - R.102 Authorisation for excursions
 - R.102D Authorisation for service to transport children
 - R.158 Children's attendance record to be kept by approved provider
 - R.160 Child enrolment records to be kept by approved provider and family day care educator
 - R.161 Authorisations to be kept in enrolment record
 - R.162 Health information to be kept in enrolment record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Privacy Act 1988 (Cth)/ Information Privacy Act 2009 (Qld)

Related Policies and Procedures

[1.3 Excursions](#)

[1.4 Sleep and Rest](#)

[1.5 Food and Nutrition](#)

[2.3 Safe Arrivals and Departures of Children](#)

[2.4 Incident, Illness, Injury or Trauma](#)

[2.6 Water Safety](#)

[2.7 Infectious Diseases](#)

[2.9 Medical Conditions in Children](#)

[2.10 Medication Administration](#)

[2.11 Sun Safety](#)

[6.9 Childhood Immunisation](#)

[7.4 Leading Compliance and Quality Assurance](#)

[7.5 Governance and Management](#)

[7.6 Privacy and Confidentiality of Records](#)

Policy 6.4 Acceptance and Refusals of Authorisation				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 9.9 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

6.5 Interactions and Communication with Families

Policy Statement

Jamboree heights OSHC acknowledges the importance of effective communication with families and strives to encourage their participation and involvement to enhance the service provided.

Families are welcome to attend the service and talk to educators during its operations. The Approved Provider encourages families to voice their views in a way that will assist the service to be inclusive and responsive to individual's needs and wishes. Jamboree Heights OSHC expects that all parents (and authorised nominees) accessing the service will conduct themselves in an appropriate manner, ensuring their communications and actions are safe and non-threatening to educators and children.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Establishes a culture of openness, transparency and respectfulness.
Nominated Supervisor	<ul style="list-style-type: none">Be approachable and responsive to families, including making time for discussion.Ensure relevant communication methods are established with families to support meaningful information sharing.
All Staff	<ul style="list-style-type: none">Are to be inviting, courteous and respectful in all interactions with families.

Procedures

Parents will be able to access their child anytime they are in attendance at OSHC. Parents and caregivers will have access to meet with the Coordinator throughout daily sessions and/or by pre-arranged appointment to discuss any issues or concerns with respect to their child and/or the service.

On enrolment, a *Family Handbook* will be provided as part of the service enrolment package. The information contained in the handbook is to guide parents on the expectations for themselves and their child(ren) while they access the service. It will also summarise important aspects of the operations and highlight key policies.

Information for parents will also be communicated through:

1. Emails,
2. Office signage,
3. Meetings between Coordinators/educators and parents/guardians,
4. Posts and notifications sent through the service social networking site

Parent Participation in OSHC

Jamboree Heights OSHC shall encourage parent participation in the program relevant to:

- Parent skills and interests suitable to the program,
- How such parent involvement will support the overall objectives of Jamboree Heights OSHC and program delivery; and
- When such parent skills and interests may be utilized as part of the program throughout the year.

Parents will be encouraged to participate in Jamboree Heights OSHC through attendance at management meetings and/or service events.

Parent Conduct When at OSHC

Upon entering Jamboree Heights OSHC, all parents, guardians and visitors agree to abide by the following code of conduct:

- Address educators, children and others in a respectful manner.
- Refrain from smoking anywhere on Jamboree Heights State School grounds including Jamboree Heights OSHC.
- Refrain from swearing or shouting.

- Refrain from approaching children within the service in a threatening or accusing manner.
- Refrain from the mental or physical intimidation or harassment of educators.

Educators have the right to ask a person to leave the premises if they feel intimidated in any way. Police will be called if a person does not respond to a request to leave the premises.

Parents and guardians have rights and responsibilities associated with their involvement in Jamboree Heights OSHC. They are as follows:

- Ensure their child is aware of their attendance schedule at after school care & the need to arrive promptly at the service
- Encourage good behaviour habits in their children,
- Encourage their children to accept the service's Golden Rules,
- Provide support and feedback to the service regarding rules of behaviour,
- Consult with service educators at a mutually convenient time about any concerns and treat service educators with respect and courtesy; and
- Conduct themselves in accordance with this policy and in such a way that does not make educators feel threatened. This includes speaking with a calm and respectful tone of voice.

Parents/guardians have a right to:

- Be respected and recognised as the major influence upon their child's development,
- Be able to express themselves in a reasonable manner on matters of service policy,
- Meet with service educators at a mutually convenient time; and
- Be offered the same courtesy and respect within the service as the service educators.

Parents/guardians shall be expected to communicate appropriately with all educators whilst dropping off or collecting their children, or other children as permitted to and from Jamboree Heights OSHC. Appropriate communication shall include, but not be limited to:

- Appropriate Language
- Calm tone; and
- Considerate manner of communication

Parents/guardians shall not be permitted to approach, touch or discipline verbally any children of other families. Should a parent have an issue or concern regarding the conduct of another child, family or employee, they must follow appropriate grievance procedures as outlined in [6.7 Feedback and Complaints Handling Policy](#).

Parents/guardians displaying behaviour that breaches this policy and procedure will be asked to leave the Jamboree Heights OSHC premises and the incident will be referred to the management committee.

Parents/guardians who display violent and threatening behaviour at any time or who consistently breach the conduct expected of them whilst engaging with Jamboree Heights OSHC will be referred to the management committee for further action which may include:

- Written caution regarding reported behaviour and reminder of appropriate conduct; or
- Exclusion from Jamboree Heights OSHC premise for a prescribed period of time; or
- Suspension of their family's enrolment with Jamboree Heights OSHC

The Police may be notified if any parent/guardian conduct within Jamboree Heights OSHC is threatening or violent towards staff, children or others present at the service.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations**

- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA6 – Collaborative partnerships with families and communities

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [1.2 Sharing the Program and Children’s Progress with Families](#)
- [2.3 Safe Arrivals and Departures of Children](#)
- [2.9 Medical Conditions in Children](#)
- [6.2 Enrolment and Orientation](#)
- [6.4 Acceptance and Refusal of Authorisations](#)
- [6.7 Feedback and Complaints Handling](#)

Policy 6.5 Interactions and Communication with Families				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 9.3, 9.6, 9.8 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

6.6 Community Communication and Participation

Policy Statement

Jamboree heights OSHC acknowledges the importance of its local community and seeks to act both in the interests of its community and in enhancing the experience of children as members of the community. The service is committed to practice that reflects Quality Area Six of the National Quality Standards, in particular building and engaging strong relationships with the community.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Will ensure the service's practices reflect the National Quality Framework, including the Service Philosophy reflects the views and wishes of the community.
Nominated Supervisor	<ul style="list-style-type: none">Establish local connection with individuals and groups and seek out engagement opportunitiesCollect and maintain relevant community resources to assist in facilitating and extending connection between families and their community.Respond to community members with professionalism and in a manner that upholds the service's reputation and philosophy.
Educational Leader	<ul style="list-style-type: none">Develop a program that is shaped by meaningful engagement with families and the community.
All Staff	<ul style="list-style-type: none">Display conduct that is inclusive, respectful and inviting to the community.Respond to opportunities for community connection/engagement with professionalism

Procedures

Engagement Through the Program

Jaboree Heights OSHC will seek out opportunities for the service to connect and maintain relevant relationship with their local community. The service's planning will reflect opportunities to explore and experience the community surrounding OSHC, and where possible, invite individuals into the service to establish partnerships for children.

Families of the service will be encouraged to suggest suitable and appropriate community venues that may be considered for excursions, incursions etc.

The Educational Leader will be supported to ensure the service's practices are shaped by meaningful engagement with families and the community. The Education Leader will be encouraged to facilitate educators to actively engage in dialogue, open communication and partnerships with families.

Service Delivery and Engagement

Jamboree Heights OSHC is committed to upholding a philosophy and program that reflects the needs and worldview of the families that attend and participate. The Service Philosophy will be reviewed as needed. Opportunities for feedback and information gathering to reflect on the service's connection to the community will be an embedded practice in the quality improvement processes of the service.

Community Services and Resources

Jamboree Heights OSHC will retain a collection of helpful resources to support their community of families. The Nominated Supervisor is responsible for collecting and maintaining this catalogue of information and contacts.

Responding to the Community

The Coordinator will treat all enquiries and concerns seriously. All interactions with community members are to be respectful and courteous. Questions, answers and required information should be responded to promptly and with integrity.

Any concerns about the service which are identified can be managed through policy [6.7 Feedback and Complaints](#).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA6 – Collaborative partnerships with families and communities

Additional Regulatory Context and Guidance

- Privacy Act 1988 (Cth)
- My Time, Our Place V2 2022 – Framework for School Age Care in Australia

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [1.3 Excursions](#)

Policy 6.6 Community Communication and Participation				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 9.4, 9.6 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

6.7 Feedback and Complaints Handling

Policy Statement

Jamboree Heights OSHC recognises feedback and complaints can be essential to ensuring a high standard of education and care is provided to children accessing the service as well as the broader community. These mechanisms inform quality improvement practices, promote inclusive access to services required to meet the needs of individuals and uphold the rights of children and families.

Jamboree Heights OSHC acknowledges the right of children, parents, and others to raise a complaint about any issues that impact the service delivery or the quality of care provided. All individuals will be provided with accessible complaint procedures and information on opportunities to raise a complaint.

Concerns held by stakeholders can range in their level of severity/seriousness. The service's policy reflects this, recognising that **feedback** can be either positive, affirmative communication or alternatively observations about possible suggestions or improvements, whereas **complaints** are a more serious view that something is unsatisfactory or unacceptable. The service is committed to ensuring all claims are handled in a manner consistent with principles of natural justice. Individuals should be free to raise a complaint without fear of retribution or victimisation. The Approved Provider is committed to leading a culture that reflects an openness to address concerns held by stakeholders in a fair and reasonable manner.

The Approved Provider also recognises their duty to comply with the Human Rights Act (Qld) 2019 and when relevant follow Departmental policy in handling complaints relating to potential violations of any human right. Additionally, the Approved Provider recognises regulatory requirements to have an established complaints procedure, displaying contact information for complaints, and reporting allegations of the service's compliance with the National Law.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Will ensure information about how to provide feedback or make a complaint is provided through enrolment information and staff induction.• Will support the Nominated Supervisor in handling any complaints raised by parents and staff by providing guidance and advice as required.• Periodically review the register of complaints to identify systemic issues not being addressed.• Ensure complaints are managed in a fair manner, giving an opportunity for issues to be managed free from bias.• Provide opportunity for complaints to be raised directly with the Approved Provider where the complainant feels it necessary to do so.
Nominated Supervisor	<ul style="list-style-type: none">• Lead a culture of fairness and ethical practice, supporting individuals to raise a complaint without fear of retribution or victimisation.• Be the initial point-of-contact for most parent, community and employee raised complaints.• Demonstrate a willingness to constructively address feedback raised by stakeholders.
All Staff	<ul style="list-style-type: none">• Be open to accept feedback and complaints raised by children and parents (or other stakeholders).• Communicate complaints through reporting lines described in the procedure.• Demonstrate a willingness to access complaints mechanisms, raising concerns or complaints as outlined in the procedure where appropriate.• Acknowledge the opportunity to develop practice as a result of feedback and complaints.

Key Tasks and Responsibilities

Displaying complaints procedures	The Approved Provider is responsible for ensuring the Nominated Supervisor has relevant complaint information that is appropriately displayed.
Listening to concerns	All educators, and especially the Nominated Supervisor and Responsible Person are responsible for exercising sound judgement in listen to concerns and feedback raised about the service or it's personnel. The information provided to the service should be treated with respect and seriousness to ensure relevant procedures are followed.
Investigating allegations	The Nominated Supervisor is primarily responsible for the initial handling and reporting of complaints. The Approved Provider is responsible for ensuring relevant management action is carried out to fairly investigate and respond to complaints raised.
Reporting allegations of non-compliance	The Nominated Supervisor will act on behalf of the Approved Provider to report relevant allegations of contravention of the National Law to the Regulatory Authority.

Procedures

Children

1. Children should be supported to express and raise concerns freely. Sensitivity may be required to fully understand the Children's perspectives and interests. Educators should demonstrate proactive openness to hear and understand the concerns and feedback raised by children.
2. All issues and concerns expressed by children will result in support and guidance by Educators, who will seek a timely and fair resolution.
3. Educators will communicate resolved and unresolved concerns to the Nominated Supervisor.
4. Where a resolution isn't immediately found, educators will model constructive behaviours and skills by assisting children to define the problem, its cause, discuss options and solutions, assess strategies and arrive at an agreed course of action.
5. Issues of a serious nature will be dealt with by the Nominated Supervisor and/or Approved Provider and in the appropriate forum.
6. Serious concerns raised by children will be communicated to parents at the earliest possible convenience, ensuring this is completed by the Nominated Supervisor or Responsible Person in Charge within 24 hours.
7. Serious concerns reaching the threshold for complaint may require incident reporting and notification to the Regulatory Authority (see policies [2.4 Incident, Illness, Injury or Trauma](#) and [7.7 Managing Notifications](#)).

Parents, Stakeholders and Employees

Awareness and Display of Complaint Procedures

Parents will be advised of the Feedback and Complaints Policy on enrolment. Details will be contained in enrolment information. Details of the name and position of the person to whom complaints may be directed will be displayed in a prominent location. This will also include their contact information including telephone number and email address.

Employees will be advised of the Feedback and Complaints Policy and procedure on employment through the service's induction and orientation processes and information contained in the *Educator Handbook*.

Feedback

Parent feedback is welcomed and encouraged. Parents are welcome to communicate their feedback constructively at any point. Where concerns cannot be immediately addressed, the Coordinator will follow up with the parents for discussion and steps to resolution. The person taking the feedback (Coordinator,

educator etc.) should clarify if the person is indeed expressing feedback or if they would like to raise a complaint for further management and/or resolution.

Employees will be provided with opportunities through access to the Coordinator or regular team meetings to provide feedback about the service programs and activities.

Complaints Process

1. Parents, stakeholders and employees may raise their complaint either verbally or in writing. Any staff member can receive a complaint. Details of the complaint should be directed to the Coordinator for initial handling.
2. The Coordinator will be the preferred contact for initial complaints. However, the complainant will have the ability to raise concerns with the Approved Provider directly.
3. The Approved Provider should be the contact for complaints where:
 - a. the complaint is about the conduct of the Coordinator (Nominated Supervisor).
 - b. the complainant is not comfortable to take the complaint to the Coordinator.
 - c. the complainant is not satisfied with the Coordinator's handling of the complaint.
 - d. the complaint is regarding a matter of administration, management or governance.
4. Any complaints relating to misconduct of a staff member will be handled in accordance with relevant underperformance or misconduct procedures.
5. All complaints raised are to be documented using the appropriate compliant form and recorded in the appropriate digital and physical compliant filing locations. These records are stored in accordance with the service's information handling policy – securely, maintaining privacy and confidentiality through password protection.
6. The Nominated Supervisor will notify the Approved Provider of any complaints. The Approved Provider and Nominated Supervisor will discuss and plan who is most suitable to fulfil the role of complaint handler. They should be free from bias, impartial, have the capacity to manage the complexity and conflict, and be suitable within the criteria listed above (item 3).

Where a complaint relates to the possible violation or restriction on a **human right**, the Approved Provider will report the details to the School Principal for handling. Where the complaint is referred for Departmental handling, the service will be directed by Departmental representatives before proceeding further.

7. Matters of a complaint relating to compliance with the *Education and Care Services National Law and/or Regulations* or the quality of care provided are required to be notified to the Regulatory Authority. If in doubt, a representative should refer to the Regularity Authority for further guidance and/or assistance.
8. Where the nature of the alleged complaint is suitable to be managed by the Approved Provider (internally), the complaint handler will contact the complainant to discuss (within 48 hours), seeking to identify:
 - a. the nature and details of the complaint
 - b. the resolution sought
9. Where a resolution can be easily addressed, the complaint handler will collaborate an action plan with the complainant and confirm the resolved status of the complaint. These items will be documented by the complaint handler and the complaint will be considered finalised.
10. Where resolution is not easily sought due to:
 - a. strong dispute of the nature of the complaint or objection to the allegations,
 - b. the conclusion will benefit from procedural fairness,
 - c. previous resolutions have been unsuccessful, or
 - d. there is a conflict of interest,

the Approved Provider will take steps to either mediate between the relevant parties (if appropriate) or investigate the matter to conclusion.

11. The complaint handler will notify the complainant of the intention to either undertake mediation or investigation. The complaint handler will also outline anticipated timelines of either process with the complainant at this point. All anticipated timelines should be reasonable in the circumstance.

12. The mediation or investigation may be facilitated by the Approved Provider or outsourced to a third-party. Any mediator or investigator appointed should be free from bias, impartial and have the capacity to undertake the task.
13. Where an investigation is undertaken - the investigator will gather relevant information, including statements from the complainant and/or additional information from relevant parties. The investigator's role is limited to establishing the facts based on the evidence at hand and the balance of probability. The investigator will report back to the Approved Provider addressing if they have found the allegation to be either substantiated or unsubstantiated.
14. The Approved Provider will review the findings of any investigation and provide an outcome to the complainant.
15. All finalised documentation and reports will be stored confidentially, see policy [7.6 Privacy and Confidentiality of Records](#)).

Quality Improvement

The Nominated Supervisor and Approved Provider will review the complaints register periodically to identify opportunities to enhance the quality of service delivery and address systemic issues not yet identified.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.172 Offence to fail to display prescribed information
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority
- **Education and Care Services National Regulations:**
 - R.157 Access for parents
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.173 Prescribed information to be displayed
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.174A Prescribed information to accompany notice
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- [National Principles for Child Safe Organisations](#)
- Department of Education - [Child Care Provider Handbook](#)
- Human Rights Act 2019 (Qld)
- Working with Children (Risk Management and Screening) Act 2000 (Qld)

Related Policies and Procedures

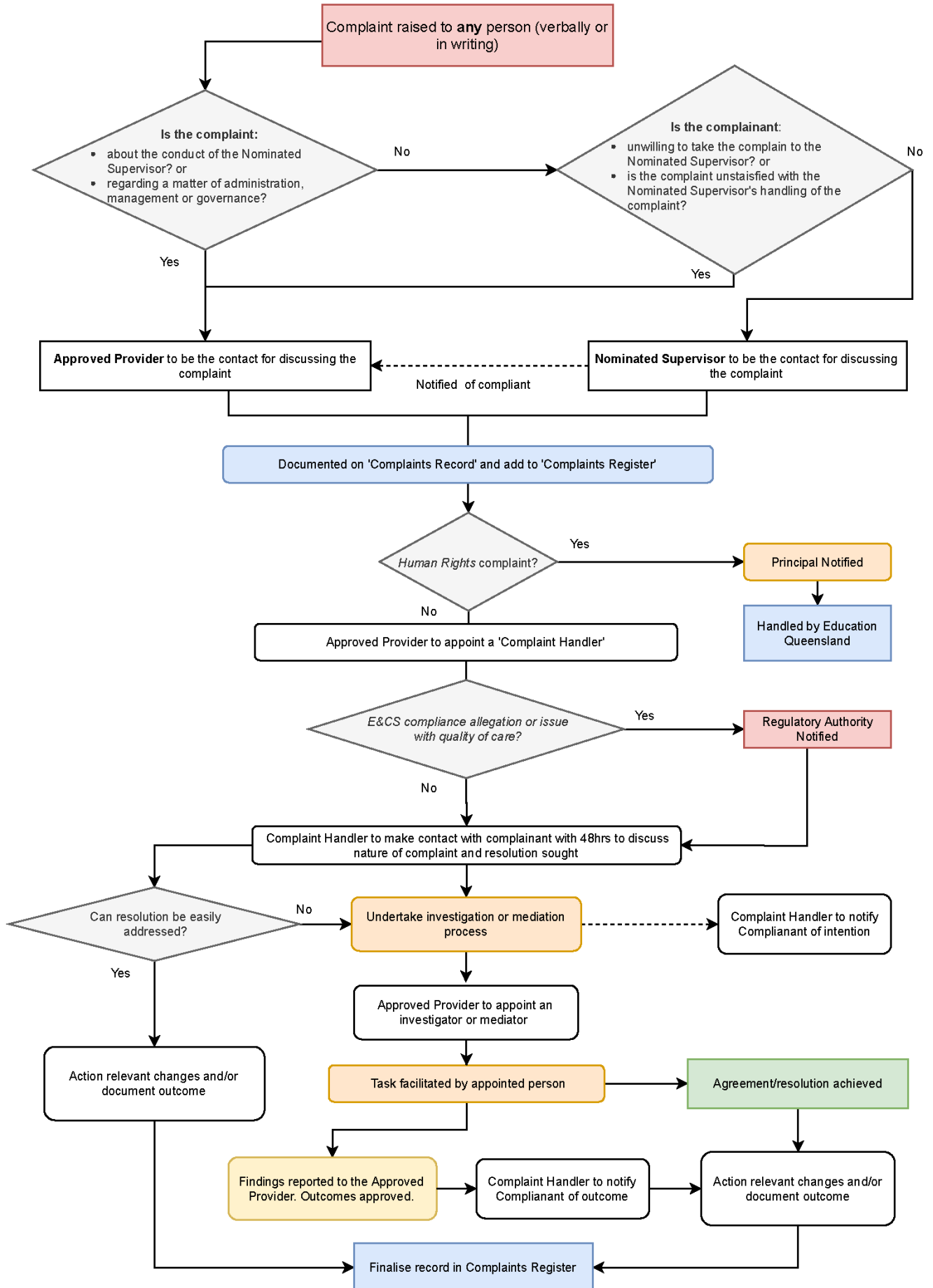
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.5 Governance and Management](#)
- [7.6 Privacy and Confidentiality of Records](#)
- [7.7 Managing Notifications](#)

Appendices and Forms

[Complaint Record](#)

Policy 6.7 Feedback and Complaints Handling				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 9.5 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

6.7.1 Complaint Handling Flowchart



6.8 Visitors

Policy Statement

Jamboree Heights OSHC seeks to provide an open and friendly environment, which values and actively encourages community participation and inclusion. In doing so, the service will remain compliant with education and care service legislation providing a safe and supervised environment for children. All visitors (and non-authorised persons) will remain in direct supervision by an educator while children are attending the service.

Visitors are defined as all people other than:

- Employees,
- Children enrolled and attending the service; and
- Parents, caregiver, or authorised persons delivering or collecting children from the service.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Establish effective procedures to ensure suitable persons interact directly with children being cared for by the service.• Establish mechanisms to uphold the safety and protection of children being cared for by the service.
Nominated Supervisor	<ul style="list-style-type: none">• Provide supervision and leadership to ensure established procedures are followed.
All Staff	<ul style="list-style-type: none">• Ensure children are not left unsupervised with visitors or unauthorised persons.• Support all visitors to present to the OSHC office to be signed in/identified.• Monitor for and respond to situations that might risk the safety and wellbeing of children.

Procedures

Any persons unknown to educators of the service will be requested to present to the OSHC office in order to identify themselves. The Coordinator or Responsible Person will confirm their identity with enrolment records.

Invited Visitors

Other visitors to the service could include incursion staff members or other community members supporting the service's program. All invited visitors will be asked to document their visit in the **Visitor's Book**. Regardless of their engagement, where children are being provided care and education, an educator will remain in direct supervision of visitors at all times.

Community Members

At times teachers or other relevant school community members may be in the vicinity of the service's activities. Educators welcome collaboration and participation by the school community but will ensure that where children are being provided care and education, an educator will remain in direct supervision at all times.

Suspicious or Harassing Persons

Any persons who do not have a valid or suitable reason for being on the premises will be respectfully asked to leave by the Coordinator, or where this is not practicable any other educator.

Where any educator is suspicious or reasonably believes there may be a potential threat to safety or wellbeing for any persons will initiate the service's *Lockdown Plan* (see policy [2.13 Emergency, Evacuation and Lockdown Drills](#)).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.170 Offence relating to unauthorised persons on education and care service premises
- **Education and Care Services National Regulations:**
 - R.157 Access for parents
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.173 Prescribed information to be displayed
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.174A Prescribed information to accompany notice
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA6 – Collaborative partnerships with families and communities

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Privacy Act 1988 (Cth)
- Work Health and Safety 2011 (Qld)

Related Policies and Procedures

[2.1 Providing a Child Safe Environment](#)

[7.4 Leading Compliance and Quality Assurance](#)

[7.5 Governance and management](#)

[7.6 Privacy and Confidentiality of Records](#)

Policy 6.8 Visitors				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - New policy - Address regulatory requirements	25.03.2024	25.03.2024	25.03.2024	February 2025

6.9 Childhood Immunisation

Policy Statement

Jamboree Heights OSHC acknowledges their obligation under the Education and Care Services National Regulation 2011, in ensuring that children are free from the risk of harm. This extends to limiting exposure to health and safety risks that may arise from the incidence of vaccine-preventable diseases.

Upon enrolment, the service will request parents/caregivers to provide their child's immunisation history statement, in order to determine if enrolment and subsequent attendance will be accepted.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Establish procedures to document children's immunisation status to manage the outbreak of infectious disease.
Nominated Supervisor	<ul style="list-style-type: none">Collaborate with families in the collection of immunisation history information.Ensure records are maintained and stored to protect the privacy of families.Communicate the policy and potential exclusion of children in the event of an outbreak of infectious disease.

Procedures

Through the service enrolment procedures, parents/caregivers will be requested to provide a copy of their child's immunisation history statement. This information will be recorded with the child enrolment details and stored in accordance with the procedures outlined in policy [7.6 Privacy and Confidentiality of Records](#)

This policy will be available to parents/families on request. Information will also be provided to families via the service *Family Handbook*. The service's communication will detail the potential impacts on their child's enrolment or attendance if their child's immunisation status is deemed not up to date.

The service will establish risk management procedures relating to monitoring and managing the spread of vaccine-preventable diseases at the service, this is outlined in policy [2.7 Infectious Diseases](#).

Procedures will include but not limited to:

- Monitoring and recording children's immunisation status through enrolment,
- Monitoring and recording staff immunisation status,
- Communication regarding infectious disease outbreak and management; and
- Limiting attendance for vulnerable children during times of infectious disease outbreak (if enrolment has been accepted).

Immunisation History Statement

The Nominated Supervisor (or delegate) will request copies of each child's immunisation history upon enrolment. Where a family chooses to refuse to provide a copy of the immunisation history, it will be assumed the child has no immunisation history and may be excluded from the service in the event of an infectious disease outbreak (see policy [2.7 Infectious Diseases](#))

- An immunisation history statement says whether a child's immunisation status is up to date or not up to date. This can be:
 - an official record issued by the Australian Immunisation Register
 - a letter from a recognised immunisation provider (e.g. a GP or immunisation nurse).
- The Personal Health Record (the 'red book') from Queensland Health is not acceptable proof of immunisation because it only contains handwritten updates.

Vulnerable Children

For child/ren who do not have a current immunisation history statement on file, their immunisation status will be considered 'unknown' or 'not up to date', until such time as the correct immunisation documentation is provided.

If the parent/guardian does not provide the child's immunisation history statement within the reasonable timeframe allowed, the child's enrolment may be:

- Refused or cancelled,
- Accepted with conditions, such as attendance refused until an Immunisation History Statement or other documentation from a recognised immunisation provider demonstrates full immunisation status, or
- Accepted, with specific conditions in place. Specific conditions may include restricting care during an outbreak of infectious disease at the service.

Families of vulnerable children (i.e., those children whose immunisation status is deemed 'not up to date') whose enrolments have been accepted (with or without conditions) will not be eligible for Child Care Subsidy (CCS)

Medical Contraindication

Enrolment and/or attendance for a child cannot be refused on the basis of their immunisation status if they have a medical contraindication to some or all scheduled vaccines. Whilst not technically vaccinated, these children are still classified as having an 'up-to-date' immunisation status and this should be indicated on their immunisation history statement.

Conscientious Objection

Children of families who have recorded a conscientious objection to vaccination through the 'Australian Childhood Immunisation Register' will have their immunisation status registered as 'not up-to-date'. Acceptance or refusal of enrolment will be as per the procedures of this policy relating to vulnerable children.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.162 Health information to be kept in enrolment record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- A New Tax System (Family Assistance) Act 1999
- Public Health Act 2005 (Qld)

Related Policies and Procedures

[2.7 Infectious Diseases](#)

[2.8 Hygiene, Health and Wellbeing Practices](#)

[6.2 Enrolment and Orientation](#)

[6.4 Acceptance and Refusals of Authorisation](#)

Policy 6.9 Childhood Immunisations				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 4.19 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

6.10 Children's Property and Belongings

Policy Statement

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

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Establish effective policies to manage the expectations of belongings
Nominated Supervisor	<ul style="list-style-type: none">Provide clear communication to families on the expectations for personal belongings.
All Staff	<ul style="list-style-type: none">Follow the service's policies to guide children's management and care for personal items.

Procedures

Children's Required Belongings

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

- Footwear,
- Clothing,
- Hats (and sun safety equipment); and
- Bags, lunch boxes and water bottles.

Parents/caregiver will be asked that all personal property and belongings should be clearly named/labelled.

Additional/Special Items

Jamboree heights OSHC will inform parents/caregivers through relevant communication of any additional appropriate personal belongings required at the service for special events etc. Additionally, the service will provide clear communication on any items that might interfere with the program and will guide families for these items to remain at home.

Electronic Devices

Jamboree Heights OSHC recognises that children may bring personal items and devices from home however, Jamboree Heights OSHC does not take responsibility for damage or loss of these items while at OSHC.

Jamboree Heights OSHC does provide facilities to ensure children and young people can better store personal belongings. iPads and personal digital devices can be stored in filing cabinets and other items can be stored in either the OSHC office or storeroom.

During Vacation Care, Pupil Free Days and other specialised programs, children may have the opportunity to bring their own personal devices or toys. It is at the discretion of the family as to whether they wish to send these items / objects to OSHC. These objects and items are solely the responsibility of the child or young person.

During device use times, Educators will monitor children's usage of devices to ensure they are accessing age appropriate content / games / applications. Jamboree Heights OSHC classify ICT device usage under three categories:

- Home Apps & Personal IT: Applications that are considered for leisure or entertainment and do not have explicit educational value. These include video games, listening to music or digital drawing.

- **School Apps & Homework:** Applications that are considered for educational and learning purposes. These include, but are not limited to:
 - Mathletics
 - Reading Eggs
 - SORA
 - DUOLINGO
 - Kids Count
 - Mighty Math
 - Orbit
 - Telling Time
 - Number Pieces
 - Wordmania

Children can also seek permission from an educator to use applications that may be required for assignments or learning tasks. Educators can approve these applications for that session.

- **Banned Applications:** Jamboree Heights OSHC does not permit children to access online platforms that facilitate interactions with other users or allowing the sharing of personal information or applications that could expose children to inappropriate content. These apps include, but are not limited to:
 - YouTube
 - Facebook
 - Instagram
 - TikTok
 - Snapchat
 - Messenger
 - FaceTime (unless approved by the Coordinator in exceptional circumstances)
 - Roblox

Educators, at their discretion and in consultation with a Responsible Person or Management Member, can choose to ban children from an application OR permit children to access a specific application if reasonable grounds warrant the decision.

Children are not to photograph or video other children unless specified as part of a programmed activity or approved by an educator.

Care for Belongings

Jamboree Heights OSHC will not take responsibility for any of the children's personal property or belongings but will endeavour to:

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

Families will be asked to label all their child's belongings clearly and consider leaving excessive or non-essential belongings at home.

Lost Property

Jamboree Heights OSHC will provide appropriate storage for lost property which will always be available to children and families.

- Unnamed items will be placed in the lost property storage shelves for families to check and collect items that belong to their child.
- Unclaimed unnamed items at the end of each week will be sent to the school lost property storage OR disposed of.

- Named items will be returned (if possible) to the child / family. If not possible and the item remains unclaimed by the end of the term, the item will be disposed of or repurposed and used by the service.
- Parents/guardians are asked to let staff/educators know if an item belonging to their child is missing or return items that do not belong to their child.
- Staff/educators will undertake a search for the missing item and place a notice up for other parents/guardians, asking if they have taken the item home by mistake.

Any grievances or concerns relating to lost, damaged or stolen property of the children shall be documented and followed up, in accordance with [6.7 Feedback and Complaints Handling](#) policy.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[2.1 Providing a Child Safe Environment](#)

[6.5 Interactions and Communication with Families](#)

Policy 6.10 Children’s property and belongings				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 2.15 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

Policy Group 7

Governance, Leadership and Administration

The service will implement **quality leadership and management systems** to deliver quality care environments for children's learning and development. Well developed, procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community.

An ongoing cycle of review and improvement, including engagement with families, creates a platform for best practice and excellence.

7.1 Nominated Supervisor

Policy Statement

The Jamboree Heights P&C Association, as the Approved Provider acknowledges its obligation to appoint at least one suitable person as the Nominated Supervisor at the service. The appointment of the service's Nominated Supervisor will review all relevant elements of suitability and qualification. The Nominated Supervisor will be delegated with the responsibility for managing the day-to-day operations and compliance of the service. Where the Nominated Supervisor is absent from the service, another suitably qualified and competent educator will act as the Responsible Person in charge.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure the service operates with a suitable Nominated Supervisor appointed.• Maintain records of the appointment and suitability assessment of each Nominated Supervisor.• Provide notification to the Regulatory Authority where a change in Nominated Supervisor has occurred.
Nominated Supervisor	<ul style="list-style-type: none">• Agree to their appointment in writing

Procedures

Responsibilities and Function

The Nominated Supervisor is responsible for overseeing the overall operations and management of the service. They are to supervise the day-to-day events of the service and coordinate relevant management activities.

Appointment of the Nominated Supervisor

In determining a person's suitability to hold the role of Nominated Supervisor, the Approved Provider will ensure that the person/s:

- Be 18 years or over,
- Adequate knowledge and understanding of the provision of education and care to children,
- Ability to effectively supervise and manage an education and care service,
- Compliance history with the National law and other relevant laws; and
- Prohibition history.

Each person offered the role of Nominated Supervisor/s will be deemed suitable by the Approved Provider. The following documents will be completed and retained as evidence for suitability and consent of the appointment:

- [Nominated Supervisor Determination Checklist](#)
- [Nominated Supervisor Compliance History Statement](#)
- [Nominated Supervisor Prohibition Notice Declaration](#)
- [Nominated Supervisor Consent Form](#)

If uncertainty or concern arises about a candidate's compliance history the Approved Provider will contact the Regulatory Authority and enquire if the person is subject to a prohibition notice in any state or territory.

Suitability Review

Where the Approved Provider has concerns impacting the Nominated Supervisor's ability to meet the requirements of their role, a reassessment will be made of the person's suitability to hold the position of Nominated Supervisor of the service. The re-assessment will review previous determinations and other

relevant information and evidence of suitability. The Nominated Supervisor Determination Checklist will be used to review and evidence any suitability reviews.

Notification to the Regulatory Authority

- When changes occur to Nominated Supervisor appointments at the OSHC service the Regulatory Authority will be notified through the NQA IT System (see policy [7.7 Managing Notifications](#)).
- Written consent (NS02) will be attached and submitted to the Regulatory Authority via the NQA IT System.

Records

All relevant information relating to the appointment of the Nominated Supervisor will be retained by the Approved Provider (see policy [7.6 Privacy and Confidentiality of Records](#)) including employee details and consent for appointment (*Regulation 145 & 146*).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.161 Offence to operate education and care service without nominated supervisor
 - s.161A Offence for nominated supervisor not to meet prescribed minimum requirements
 - s.162A Persons in day-to-day charge and nominated supervisors to have child protection training
 - s.174 Offence to fail to notify certain information to Regulatory Authority
- **Education and Care Services National Regulations:**
 - R.24 Application for service approval – centre-based service
 - R.35 Notice of addition of new nominated supervisor
 - R.145 Staff Record
 - R.146 Nominated supervisor
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- National Quality Standard:
 - QA4 – Staffing arrangements
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[1.2 Sharing the Program and Children's Progress with Families](#)

[1.3 Excursions](#)

[1.4 Sleep and Rest](#)

[1.5 Food and Nutrition](#)

[1.6 Technology and Screen-Time](#)

[2.1 Providing a Child Safe Environment](#)

[2.2 Supervision and Educator Ratios](#)

[2.3 Safe Arrivals and Departures of Children](#)

[2.4 Incident, Illness, Injury or Trauma](#)

[2.5 Administration of First Aid](#)

[2.6 Water Safety](#)

[2.7 Infectious Diseases](#)

[2.8 Hygiene, Health and Wellbeing Practices](#)

[2.9 Medical Conditions in Children](#)

[2.10 Medication Administration](#)

- [2.11 Sun Safety](#)
- [2.12 Safe Food Handling, Preparation and Storage \(Food Safety Program\)](#)
- [2.13 Emergency Evacuation, Lockdown and Drills](#)
- [2.14 Child Protection and Mandatory Reporting](#)
- [3.3 Non-Smoking, Illicit Substance and Alcohol-free Environment](#)
- [3.4 Children’s Toileting](#)
- [3.5 Emergency and Safety Equipment](#)
- [3.6 Resources and Equipment](#)
- [4.1 Recruitment and Employment of Educators](#)
- [4.2 Working with Children Check \(Blue Card\) Management](#)
- [4.3 Volunteers and Students](#)
- [4.4 Code of Conduct](#)
- [4.5 Employee Performance Review and Support](#)
- [4.6 Employee Qualifications – Monitoring Progress](#)
- [4.7 Fit for Work](#)
- [4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)
- [4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)
- [5.1 Interactions and Relationships with Children](#)
- [5.2 Positive Behaviour Support Practices](#)
- [5.3 Supporting Complex Behaviours](#)
- [5.4 Supporting Additional Needs with Inclusive Practices](#)
- [5.5 Promoting Protective Behaviours](#)
- [6.1 Access](#)
- [6.2 Enrolment and Orientation](#)
- [6.3 Bookings and Cancellations](#)
- [6.4 Acceptance and Refusals of Authorisation](#)
- [6.5 Interactions and Communication with Families](#)
- [6.7 Feedback and Complaints Handling](#)
- [6.8 Visitors](#)
- [7.2 Determining the Responsible Person](#)
- [7.3 Educational Leader](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.6 Privacy and Confidentiality of Records](#)
- [7.7 Managing Notifications](#)
- [7.8 Policy Development, Review and Implementation](#)
- [7.9 Budgeting, Procurement and Financial Planning](#)
- [7.11 Child Care Subsidy \(CCS\) and Additional Child Care Subsidy \(ACCS\) Management and Compliance](#)
- [7.13 Workplace Health and Safety](#)
- [7.14 Service Closure](#)
- [7.15 Social media and ITC Usage](#)
- [7.17 Self-Assessment and Quality Improvement](#)

Appendices and Forms

- [Nominated Supervisor Determination Checklist](#)
- [Nominated Supervisor Compliance History Statement](#)
- [Nominated Supervisor Prohibition Notice Declaration](#)
- [Nominated Supervisor Consent Form](#)

Policy 7.1 Nominated Supervisor				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 8.1 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.2 Determining the Responsible Person

Policy Statement

The purpose of this policy is to ensure the appointment of any Responsible Person at the service is suitable and able to fulfil the requirement of the role.

The day-to-day management and supervision of the service is a critical aspect of the management and compliance of the service. It is a function that impacts the standard of safety, and the quality of education and care for children and families.

The Responsible Person is tasked with managing the operations of the service for a particular session of care, ensuring that the service adheres to regulatory and policy obligations. They are also the primary point of communication and decision-making during operational hours. The assessment and appointment of an educator to a Responsible Person role is critical. The person should demonstrate the necessary knowledge, experience and management capability (compliance, leadership, professional judgement and communication skills) to oversee and direct work.

Records created to evidence the suitability of an educator to be the Responsible Person will be retained by the service.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure the suitability and capacity of persons identified to fulfil this duty.• Ensure relevant documentation is completed and stored.• Monitor and respond to issues relating to conduct, suitability or underperformance.
Responsible Person in Charge	<ul style="list-style-type: none">• Lead and support the team of educators to provide quality education and care.• Report to the Approved Provider as required.• Develop a sound working relationship with the Nominated Supervisor debriefing relevant information for further management and support.• Demonstrate ability to understand and apply the service's policies and procedures.• Report to critical events with diligence and timeliness.• Notify any circumstances that might impact on their suitability or capacity to the Approved Provider.

Key Tasks and Responsibilities

Delegating responsibility	Both the Approved Provider and Nominated Supervisor can assess and appoint a suitable educator to the role of Responsible Person. The assessment of the educator's suitability must be documented, with their written (and informed) consent obtained.
Training and instruction	The Nominated Supervisor is responsible for making relevant training and instruction available for a Responsible Person to understand their role and duties.
Maintaining records	The Nominated Supervisor will maintain the records associated with the appointment and times an educator acts in this role.

Procedures

Appointing a Responsible Person

Where the Nominated Supervisor (or the Approved Provider) is not present during a session of care, a Responsible Person must be appointed to be in day-to-day charge of the service.

The suitability of relevant educator to act in the Responsible Person role will occur from time to time. With the Nominated Supervisor (or the Approved Provider) to undertake a review and offer to act in this capacity. The written (and informed) consent of the educator must be obtained before any allocation.

Assessing Suitability

In determining the Responsible Person, the Approved Provider and/or Nominated Supervisor must determine if that person is suitable. This means considering the capacity of this person to ensure children's safety and wellbeing, having regard to their qualifications, skills, knowledge, work experience and age. This includes the person's:

- understanding of the *Education and Care Services National Law and Regulations*,
- understanding of other relevant laws and provisions such as Child Protection, Confidentiality, Grievance Management, Work Health, Food Handling, etc.,
- understanding of the service's policies and the responsibilities of the Responsible Person to carry out key procedures,
- capacity to implement emergency and evacuation procedures,
- ability to attend to parent inquiries and/or concerns (either directly or by referral),
- capacity to supervise, manage and lead other educators,
- ability to respond to incidents and critical events,
- ability to effectively make written records of incidents.

Training and Instruction

The Nominated Supervisor will be informed by the suitability assessment in creating a relevant training plan for an educator appointed to a Responsible Person duty. They will ensure relevant instructions are available and accessible.

Record Keeping

Using a standardised template, the service will maintain a record of the educator's suitability and consent to be the Responsible Person. Likewise, the service will maintain a record of the roster to evidence who the Responsible Person was for each session of care.

Notice of the Responsible Person

In accordance with regulatory requirements, a sign stating the name and position of the Responsible Person will be displayed at all times children are being educated and cared for. Where the service has multiple delegated Responsible Persons, this signage will indicate the delegated Responsible person for the current session of care, or part thereof.

This signage will be displayed in the OSHC office in a location accessible and visible to parents.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.162 Offence to operate education and care service unless responsible person is present
 - s.162A Persons in day-to-day charge and nominated supervisors to have child protection training
- **Education and Care Services National Regulations:**
 - R.117A Placing a person in day-to-day charge

- R.117B Minimum requirements for a person in day-to-day charge
- R.145 Staff record
- R.147 Staff members
- R.151 Record of educators working directly with children
- R.150 Responsible person
- R.173 Prescribed information to be displayed
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA7 – Governance and leadership.

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [2.1 Providing a Child Safe Environment](#)
- [2.2 Supervision and Educator Ratios](#)
- [2.3 Safe Arrivals and Departures of Children](#)
- [2.4 Incident, Illness, Injury or Trauma](#)
- [2.5 Administration of First Aid](#)
- [2.6 Water Safety](#)
- [2.7 Infectious Diseases](#)
- [2.8 Hygiene, Health and Wellbeing Practices](#)
- [2.9 Medical Conditions in Children](#)
- [2.10 Medication Administration](#)
- [2.11 Sun Safety](#)
- [2.12 Safe Food Handling, Preparation and Storage \(Food Safety Program\)](#)
- [2.13 Emergency Evacuation, Lockdown and Drills](#)
- [2.14 Child Protection and Mandatory Reporting](#)
- [3.3 Non-Smoking, Illicit Substance and Alcohol-free Environment](#)
- [3.4 Children’s Toileting](#)
- [3.5 Emergency and Safety Equipment](#)
- [4.3 Volunteers and Students](#)
- [4.4 Code of Conduct](#)
- [5.1 Interactions and Relationships with Children](#)
- [5.2 Positive Behaviour Support Practices](#)
- [6.7 Feedback and Complaints Handling](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.6 Privacy and Confidentiality of Records](#)
- [7.7 Managing Notifications](#)
- [7.11 Child Care Subsidy \(CCS\) and Additional Child Care Subsidy \(ACCS\) Management and Compliance](#)
- [7.13 Workplace Health and Safety](#)
- [7.14 Service Closure](#)

Appendices and Forms

[Responsible Persons Determination Checklist and Consent](#)

Policy 7.2 Determining the Responsible Person				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 10.22 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.3 Educational Leader

Policy Statement

Jamboree Heights OSHC acknowledges the need to establish a suitably qualified and experienced educator or service leader to be responsible for the development and implementation of the program. This role should enhance the practices of educators and be focused on building a collaborative approach to incorporate the ideas and suggestions of a wide range of stakeholders to inform the development of the program.

The service recognises the requirement to maintain records of the designated Educational Leader.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure the suitability of the Educational Leader has been documented and the Educational Leader's appointment has been agreed to in writing.
Nominated Supervisor	<ul style="list-style-type: none">• Support the Educational Leader to develop and implement the service's program.• Maintain the records for the designation of the Educational Leader.
Educational Leader	<ul style="list-style-type: none">• Agree to their appointment in writing.• Undertake their role collaboratively and with professionalism.
All Staff	<ul style="list-style-type: none">• Support the development and implementation of the service's program through completing their duties in the programming cycle - adding to the service's documentation and critical reflection to their capacity.

Procedures

Educational Leader Appointment

The appointment to the Educational Leader position will be based on identifying a suitably qualified and experienced educator (or another suitable individual) to fulfil the role for the service. The Nominated Supervisor will coordinate with the Approved Provider to identify and assess a suitable candidate. The Nominated Supervisor (or other appointed persons) will document their assessment of the person's suitability. This will be retained in the appropriate records, including their employee file.

The Approved Provider will ensure the designated Educational Leader has confirmed their role in writing. The written evidence will be maintained by the service records, including in the employee file (see policy [7.6 Privacy and Confidentiality of Records](#)).

Programming Cycle Responsibilities

The Educational Leader will be responsible for:

1. Leading the development of the service program, using the My Time, Our Place V2: Framework for School Age Care in Australia to inform and guide children's learning and development, and ensure that clear goals and expectations have been established,
2. Ensure that curriculum decision making is informed by the context, setting and cultural diversity of the families and the community,
3. Ensure that the foundation for the program is based on the children's current knowledge, ideas, culture and interests,
4. Ensure that each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating,
5. Ensure that critical reflection and evaluation of children's learning and development is used for planning and to improve the effectiveness of the program,
6. Mentor educators in the implementation of the program, providing professional support to assist with further skills and knowledge and provide opportunities for ongoing reflection and feedback on current practices,
7. Ensure that families have opportunities and support to be involved in the program and service activities as well as contributing to the review of service policies and decisions.

The Approved Provider and Nominated Supervisor will ensure rostering and resources are adequate for the Educational Leader to fulfil their responsibilities.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.118 Educational Leader
 - R.148 Educational Leader
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.173 Prescribed information to be displayed - education and care service other than a family day care service
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [1.2 Sharing the Program and Children’s Progress with Families](#)
- [1.3 Excursions](#)
- [1.4 Sleep and Rest](#)
- [1.5 Food and Nutrition](#)
- [1.6 Technology and Screen-Time](#)
- [6.5 Interactions and Communication with Families](#)
- [6.6 Community Communication and Participation](#)

Policy 7.3 Educational Leader				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 8.2 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.4 Leading Compliance and Quality Assurance

Policy Statement

The Approved Provider is committed to ensure every aspect of Jamboree Heights OSHC's operations is compliant with all relevant legal obligations through the various roles as a business, employer and Education and Care Service.

The Approved Provider will be assisted by the service's management to develop sound procedures and systems to meet the outcomes and expectations required. The Approved Provider is committed to ongoing quality improvement and will routinely review and assess the efficacy of implemented action to achieve compliance. All employees will be supported and encouraged to communicate issues or concern of legal compliance to their manager or the Approved Provider for the assessment, review and (potentially) the development of practices or procedures.

Any and all instances on non-compliance with legal obligations will be treated seriously. Review and evaluation to address issues will be a priority of the Approved Provider and its management team.

As an education and care service, we are committed to provide quality and legislative compliant education and care for our community. In doing so we recognise our obligation to meet statutory requirements outlined in the National Quality Standard and the requirements for Approved Providers and Nominated Supervisors under the *Education and Care Services National Law Act and Regulations*. The management and governance of the service have been designed and developed in such a way as to best fulfil our responsibilities to educate and care for children. Jamboree Heights OSHC expects all personnel (staff and the Approved Provider) to carry out the agreed policies and procedures of the service when discharging their duties.

The [Service Philosophy](#) reflects the commitment to quality education and care consistent with the National Quality Framework. The Philosophy reflects the values promoted by the Approved Provider and the Nominated Supervisor and underpins all elements of the service's operations.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Lead a culture of quality service delivery and sound business practices.• Active in monitoring and supervising service outcomes and practices to ensure the service is meeting obligations and expectations.• Respond diligently to any concern or non-compliant issues, including relevant reporting.
Nominated Supervisor	<ul style="list-style-type: none">• Support the supervision and monitoring of practices and the implementation of procedures.• Immediately notify the Approved Provider of concern or instances of non-compliance.• Provide insight to opportunities for practice and policy development to support the outcomes and compliance of the service.
All Staff	<ul style="list-style-type: none">• Ensure practices and conduct reflect the service policies, procedures and management instructions at all times.• Participate in quality improvement practices and reviews by contributing ideas and perspectives on opportunities for more robust systems and procedures to meet obligations and responsibilities.

Procedures

Awareness of Obligations

The Approved Provider is committed to having a sound understanding of its legal obligations and will maintain an ongoing and contemporary understanding of the responsibilities of themselves and their employees.

The Approved Provider will collaboratively develop and implement policies and procedures to assist in meeting the organisation's legal obligation. These documents will aim to reflect and articulate the responsibilities of all employees, managers and volunteers of the organisation.

Commitment to Quality Systems and Practices

All developed and implemented procedures and practices should reflect the high-quality expected by the Approved Provider.

The Approved Provider, Nominated Supervisor and all other relevant stakeholders will be supported to collaborate on sound procedures and practices to uphold a commitment to compliant and high-quality practices.

Responding to Non-Compliance

Any instances of non-compliance will be addressed with timeliness, ethical integrity and diligence.

In the event of a non-compliant or reportable incident, the Approved Provider will provide all relevant notifications to specific authorities, as it applies.

In responding to compliance incidents and concerns the Approved Provider will take a sound approach to review evidence and resources to address any applicable procedures, practices and expectations.

Establishing Compliance

- The service will have policies and procedures that have been developed to be consistent with the requirement of the provision of the National Quality Framework,
- The service will regularly review and update written policies for the conduct of the service to reflect best practice and legislative requirements,
- The service has developed and managed the implementation of policies required by the *Education and Care Services National Regulation 168* and items outlined in the *National Quality Standard*,
- The service's management systems ensure these policies are followed.

Day-to-Day Compliance

- The Approved Provider will appoint a suitable and qualified Nominated Supervisor for the day-to-day management of the service's operations (see policy [7.1 Nominated Supervisor](#))
- The Nominated Supervisor to be responsible for day to day compliance of the NQF through:
 - Monitoring establishing systems and processes to ensure compliance with the NQF,
 - Providing ongoing training to all service employees on compliance with the NQF,
 - Monitor, record, and acting on non-compliance by the service or its employees,
 - The Nominated Supervisor is to report on all NQF compliance matters to the Approved Provider; and
 - Maintain up-to-date knowledge of the *Education and Care Services National Law, Regulations* and the *National Quality Standard* which may affect or require an update to any of the policies and procedures of the service.

Consultation and Collaboration

The Nominated Supervisor and Approved Provider will ensure that all educators within the service:

- Are consulted as appropriate in the development and modification of all relevant policies and procedures;
- Are provided with an up-to-date Educator Handbook containing relevant information to support and guide their understanding of the service's policies and procedures; and
- Are provided with suitable instruction to their obligations in ensuring compliance with Education and Care Legislation on employment (see policy [4.1 Recruitment and Employment of Educators](#))

Professional Support and Supervision

The Nominated Supervisor in conjunction with the Approved Provider is responsible for regular supervision and support of educators (see policy [4.5 Employee Performance Review and Support](#)).

Access to Legislation

A copy of the *Education and Care Services National Law* and *National Regulations* will be made accessible at the service's premises at all times for use by the Approved Provider, Nominated Supervisor, staff members, volunteers and parents of children at the service.

Compliance monitoring strategies will be implemented, including:

- Developing compliance management tools for use within the service on a regular basis (i.e., checklists and standards),
- Where there are expectations and responsibilities for legislative compliance, the Approved Provider will ensure policy or instruction is provided to ensure employees and volunteers to meet the service's obligation,
- The Approved Provider will ensure relevant training and instruction to all employees and volunteers is provided to outline appropriate expectations of conduct and statutory responsibilities,
- Monitor the implementation and compliance of the organisation's policies and compliance systems,
- Review and update compliance checklists on a regular basis or as new information regarding changes to the implementation of regulations, legislation or standards becomes available,
- Seeking reputable organisations to conduct external audits and to provide reports regarding compliance issues to the service on a regular basis; and
- Acting on any relevant recommendations or notification to changes in compliance requirements immediately.

Information will be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks as well as having access to a full copy of the service policies and procedures at the service.

Updates, changes and other relevant information will be communicated to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.

Remedying Compliance Concerns

The Service will take immediate action to remedy any non-compliance and policy/procedure breaches identified through:

- Internal compliance monitoring activities
- External compliance monitoring activities such as:
 - Spot checks undertaken by the Regulatory Authority
 - External audits

The service takes the obligation for operational compliance very seriously. Relevant management action will be taken to address any identified concerns. Where required additional external support will be sourced. Alternatively relevant actions will be set out in the QIP, with reporting to be directed back to the Approved Provider in a timely manner.

Compliance History Record

In accordance with Regulation 167, the service will keep a record of its compliance history and make it accessible upon request. The history must include:

- Details of any amendment of the service approval made by the Regulatory Authority under section 55 of the Law;
- Details of any suspension of the service approval (other than voluntary suspension); and
- Details of any compliance direction or compliance notice issued to the approved provider in respect of the service.

The information in the service's compliance record must not include any information that identifies any person other than the approved provider.

Policy and Procedure breaches

Any action undertaken by employees, volunteers and management that is inconsistent with service policy and procedure will be considered a breach.

The action taken to remedy breaches may include:

- Reviewing the policy and procedure and updating as required
- Retraining in the policy and procedure
- Undertaking performance management procedures
- Policy and procedure breaches resulting in non-compliance with the law will be reported in accordance with policy [7.7 Managing Notifications](#).

Positive Notice Blue Card Compliance and Breach Action

- All employees (Paid or Exemption), volunteers (V) and executive members of management (Business Owners) must hold a current and valid Working with Children Check – Blue Card.
- Prospective paid employees will not be engaged to work at the service until appropriate application for a blue card has been made. Required evidence of such application will be maintained at the service.
- A blue card register will be maintained at the service containing copies of blue cards of all employees, volunteers and executive members of management.
- The service will use the Blue Card Organisational Portal to manage the status of personnel's' blue cards.
- Any breaches to these obligations will be reported to the Approved Provider and immediate action taken to remedy the breach.

In addition to compliance with the *Education and Care Services National Law, 2010 and Regulations 2011*, the service will actively work towards compliance with:

- Family Assistance Law (Child Care Subsidy),
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011,
- Child protection and workplace safety legislation,
- Employment Legislation, including:
 - Fair Work Act 2009,
 - Workplace health and safety legislation and relevant codes of practice; and
 - Anti-discrimination legislation.
- Any other law(s) that impacts or prescribes how the provision of OSHC should be conducted.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations**
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children's health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000
- A New Tax System (Family Assistance) Act 1999 (Cth)
- Anti-Discrimination Act 1991 (Qld)
- Building Fire Safety Regulation 2008 (Qld)
- Child Protection Act 1999 (Qld)
- Disability Discrimination Act 1992 (Cth)
- Electrical Safety Act 2002 (Qld)
- Fair Work Act 2009(Cth)
- Fire and Emergency Service Act 1990 (Qld)

- Food Act 2006 (Qld)
- Health (Drugs and Poisons) Regulation 1996 (Qld)
- Fair Work Act 2009 (Cth)
- Privacy Act 1988 (Cth)
- Public Health (Medicinal Cannabis) Act 2016 (Qld)
- Public Health Act 2005 (Qld)
- Queensland Education (General Provisions) Act 2006 (Qld)
- Racial Discrimination Act 1975 (Cth);
- Sex Discrimination Act 1984 (Cth)
- Transport Operations (Road Use Management) Act 1995 (Qld)
- Work Health Safety Act and Regulations 2011 (Qld)

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[1.3 Excursions](#)

[1.4 Sleep and Rest](#)

[1.5 Food and Nutrition](#)

[2.1 Providing a Child Safe Environment](#)

[2.2 Supervision and Educator Ratios](#)

[2.3 Safe Arrivals and Departures of Children](#)

[2.4 Incident, Illness, Injury or Trauma](#)

[2.5 Administration of First Aid](#)

[2.6 Water Safety](#)

[2.7 Infectious Diseases](#)

[2.8 Hygiene, Health and Wellbeing Practices](#)

[2.9 Medical Conditions in Children](#)

[2.10 Medication Administration](#)

[2.11 Sun Safety](#)

[2.12 Safe Food Handling, Preparation and Storage \(Food Safety Program\)](#)

[2.13 Emergency Evacuation, Lockdown and Drills](#)

[2.14 Child protection and Mandatory Reporting](#)

[2.17 Managing Concerns of Harmful Sexual Behaviours](#)

[3.3 Non-Smoking, Illicit Substance and Alcohol-free Environment](#)

[3.4 Children's Toileting](#)

[3.5 Emergency and Safety Equipment](#)

[3.6 Resources and Equipment](#)

[4.1 Recruitment and Employment of Educators](#)

[4.2 Working with Children Check \(Blue Card\) Management](#)

[4.3 Volunteers and Students](#)

[4.4 Code of Conduct](#)

[4.5 Employee Performance Review and Support](#)

[4.6 Employee Qualifications – Monitoring Progress](#)

[4.7 Fit for Work](#)

[4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)

[4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)

[5.1 Interactions and Relationships with Children](#)

[5.2 Positive Behaviour Support Practices](#)

[6.1 Access](#)

[6.2 Enrolment and Orientation](#)

[6.3 Bookings and Cancellations](#)

[6.4 Acceptance and Refusals of Authorisation](#)

[6.5 Interactions and Communication with Families](#)

[6.7 Feedback and Complaints Handling](#)

[6.8 Visitors](#)

[7.1 Nominated Supervisor](#)

[7.2 Determining the Responsible Person](#)

- [7.3 Educational Leader](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.5 Governance and Management](#)
- [7.6 Privacy and Confidentiality of Records](#)
- [7.7 Managing Notifications](#)
- [7.8 Policy Development, Review and Implementation](#)
- [7.9 Budgeting, Procurement and Financial Planning](#)
- [7.11 Child Care Subsidy \(CCS\) and Additional Child Care Subsidy \(ACCS\) Management and Compliance](#)
- [7.13 Workplace Health and Safety](#)
- [7.14 Service Closure](#)
- [7.17 Self-Assessment and Quality Improvement](#)
- [7.18 Managing Concerns of Harmful Sexual Behaviours](#)

Policy 7.4 Leading Compliance and Quality Assurance				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 10.1, 10.10, - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.5 Governance and Management

Policy Statement

The Approved Provider is responsible to ensure that appropriate governance arrangements are in place to guide service decision making ensuring effective oversight for those with management and control of the service.

Persons with Management and Control

Guided by regulatory requirements, any persons appointed to relevant leadership and governance responsibilities must be able to demonstrate they are fit and proper people, including—

- Holding relevant working with children checks.
- Evidence of management capability.
- Ability to obtain relevant background/probity checks (National Police Check etc).

Persons with management and control will be guided by the organisation's constitution and relevant legislation when discharging responsibilities.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure relevant suitability and management capability checks are undertaken and reported.• Provide quality management practices to support and guide the service's employees and leadership.• Ensure quality and risk management practices are sound to uphold the principles of protecting children from harm and risk to safety.• Fulfil reporting and notifying obligations.
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Key Tasks and Responsibilities

Governance Decisions	The executive committee of the Approved Provider will discharge the responsibilities of the Association in relevant management decision-making. In the case of an individual or incorporated association governance structure this will be worded differently to reflect the governing rules of the association for persons with management and control.
Day-to-day leadership	The Nominated Supervisor, or in their absence, the Responsible Person, will be responsible for managing and controlling the day-to-day functions of the service and report relevant information to the Approved Provider. However, it should be noted that the day-to-day leadership functions of the Responsible Person do not assume to full level of responsibilities and duties held by the Nominated Supervisor as would be articulated in the position description defining that role.

Procedures

Governance

Fit and Proper Persons

When electing individuals for responsibilities of management and control of the Approved Provider, the members of the association will consider the fitness and propriety of nominated individuals, as they will need to demonstrate these characteristics to the Regulatory Authority to hold Provider Approval.

Management capability includes (but is not limited to) the individuals' qualifications, knowledge, skills and experience in the areas of:

- Governance,
- Employment,

- Quality assurance and compliance,
- Risk management.

Decision-Making

The Approved Provider will ensure decision making is consistent with the organisation’s governance framework and the organisation’s constitution which sets out broader principles of how the organisation is managed and controlled.

The individuals with management and control of the Approved Provider will ensure that decision making is informed by and consistent with the requirements articulated in the relevant laws and provisions, including (but not limited to):

- The P&C’s or other entity’s Constitution.
- The P&C Accounting Manual.
- Queensland Education (General Provisions) Act, if applicable.
- Education and Care Services National Law and Regulations.
- Family Assistance Law.

Sustainable Operations and Handover

Relevant documentation and plans are created to set out and describe key systems of work to support both the efficient operations of the service and effective handover of people with management and control. These plans and structures ensure that there is minimised impact when there are changes in the executive committee.

Day-to-Day Management and Leadership

Structure

The service has structured its staffing arrangements to ensure an organised, systematic, and effective approach to daily management. While the Nominated Supervisor is the person principally responsible for the day-to-day management and organisation of the service, they are supported by a leadership team, including Responsible Persons to supervise and coordinate relevant sessions of care.

Responsibilities

Broadly the Nominated Supervisor is responsible for—

Staffing and Supervision	<ul style="list-style-type: none"> • Develop and implement rosters to always ensure appropriate staff-to-child ratios and adequate supervision. • Conduct daily staff briefings to communicate the day's agenda, any special requirements, and to address queries or concerns. • Encourage and facilitate ongoing professional development for staff to enhance their skills and knowledge. • Review and update staff training needs, ensuring adherence to current best practices.
Maintaining a Safe Environment	<ul style="list-style-type: none"> • Ensure daily safety checks of indoor and outdoor areas are carried out, ensuring spaces are safe and prepared for children. • Ensure cleanliness and hygiene through a consistent cleaning schedule. • Ensure all staff are trained and proficient in executing emergency procedures and other key procedures.
Child Arrival and Departure	<ul style="list-style-type: none"> • Ensure procedures are followed for children's arrivals and departures, keeping accurate attendance records. • Verify authorisation and identity of individuals collecting children.
Communication and Collaboration	<ul style="list-style-type: none"> • Establish clear and consistent communication channels with families, keeping them informed about their child’s participation, behaviour and any relevant service updates. • Engage with staff, acknowledging their input, and providing support as needed.

Administration	<ul style="list-style-type: none"> Oversee administrative tasks including enrolment management, record-keeping, and regulatory documentation. Manage financial operations including fee collection, budgeting, and resource allocation.
Continuous Improvement	<ul style="list-style-type: none"> Regularly assess and evaluate the service's practices and programs, identifying areas for improvement. Implement strategies for continuous improvement, incorporating feedback from staff and families.
Reporting	<ul style="list-style-type: none"> Notify the Approved Provider of relevant information and circumstances. Where needed, report relevant information to the Regulatory Authority on behalf the service.

Accountability

The Approved Provider will monitor the Nominated Supervisor's performance in managing the service's function. Should there be concerns regarding the operations and leadership of the service, the Approved Provider will take relevant action to address these.

The Approved Provider will ensure sound financial management is maintained to avoid risks associated with insolvency. The Approved Provider is committed to upholding ethical business practices and will cooperate with funding bodies to ensure compliance is maintained.

Professional Support

The Approved Provider will seek relevant opportunities to be supported in the management role, including maintaining membership with peak body and employer organisations.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- Education and Care Services National Law:**
 - s.161 Offence to operate education and care service without nominated supervisor
 - s.161A Offence for nominated supervisor not to meet prescribed minimum requirements
 - s.174 Offence to fail to notify certain information to Regulatory Authority
 - s.175 Offence relating to requirement to keep enrolment and other documents
- Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- National Quality Standard:
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Education (General Provisions) Act 2006 (Qld)
- A New Tax System (Family Assistance) Act 1999 (Cth)
- P&C Constitution
- National Principles for Child Safe Organisations

Related Policies and Procedures

- [1.1 Educational Program Development and Implementation](#)
- [1.2 Sharing the Program and Children's Progress With Families](#)
- [1.3 Excursions](#)
- [1.4 Sleep and Rest](#)
- [1.5 Food and Nutrition](#)
- [1.6 Technology and Screen time](#)
- [2.1 Providing a Child Safe Environment](#)
- [2.2 Supervision and Educator Ratios](#)

[2.3 Safe Arrivals and Departures of Children](#)
[2.4 Incident, Illness, Injury or Trauma](#)
[2.5 Administration of First Aid](#)
[2.6 Water Safety](#)
[2.7 Infectious Diseases](#)
[2.8 Hygiene, Health and Wellbeing Practices](#)
[2.9 Medical Conditions in Children](#)
[2.10 Medication Administration](#)
[2.11 Sun Safety](#)
[2.12 Safe Food Handling, Preparation and Storage \(Food Safety Program\)](#)
[2.13 Emergency Evacuation, Lockdown and Drills](#)
[2.14 Child Protection and Mandatory Reporting](#)
[3.1 Space and Facilities Requirements](#)
[3.2 Authority to Occupy Premises](#)
[3.3 Non-Smoking, Illicit Substance and Alcohol-free Environment](#)
[3.4 Children's Toileting](#)
[3.5 Emergency and Safety Equipment](#)
[3.6 Resources and Equipment](#)
[4.1 Recruitment and Employment of Educators](#)
[4.2 Working with Children Check \(Blue Card\) Management](#)
[4.3 Volunteers and Students](#)
[4.4 Code of Conduct](#)
[4.5 Employee Performance Review and Support](#)
[4.6 Employee Qualifications – Monitoring Progress](#)
[4.7 Fit for Work](#)
[4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)
[4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)
[5.1 Interactions and Relationships with Children](#)
[5.2 Positive Behaviour Support Practices](#)
[5.3 Supporting Complex Behaviours](#)
[5.4 Supporting Additional Needs with Inclusive Practices](#)
[5.5 Promoting Protective Behaviours](#)
[6.1 Access](#)
[6.2 Enrolment and Orientation](#)
[6.3 Bookings and Cancellations](#)
[6.4 Acceptance and Refusals of Authorisation](#)
[6.5 Interactions and Communication with Families](#)
[6.6 Community Communication and Participation](#)
[6.7 Feedback and Complaints Handling](#)
[6.8 Visitors](#)
[7.1 Nominated Supervisor](#)
[7.2 Determining the Responsible Person](#)
[7.3 Educational Leader](#)
[7.4 Leading Compliance and Quality Assurance](#)
[7.6 Privacy and Confidentiality of Records](#)
[7.7 Managing Notifications](#)
[7.8 Policy Development, Review and Implementation](#)
[7.9 Budgeting, Procurement and Financial Planning](#)
[7.10 Fees and Statements](#)
[7.11 Child Care Subsidy \(CCS\) and Additional Child Care Subsidy \(ACCS\) Management and Compliance](#)
[7.12 Insurance](#)
[7.13 Workplace Health and Safety](#)
[7.14 Service Closure](#)
[7.15 Social Media and ITC Usage](#)
[7.16 Asset management](#)
[7.17 Self-Assessment and Quality Improvement](#)
[7.18 Managing Concerns of Harmful Sexual Behaviours](#)

Policy 7.5 Governance and Management				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 10.32 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.6 Privacy and Confidentiality of Records

Policy Statement

In providing education and care, Jamboree Heights OSHC collects, uses and stores personal and sensitive information relating to families, children, staff and others. The service respects the privacy of all individuals and only obtains information which it needs to protect and care for children and handles that information with confidentiality and sensitivity and in keeping with legal requirements.

The service respects and supports the principles of privacy and confidentiality and complies with the Australian Privacy Principles in relation to information gathered and stored by the service. The Approved Provider recognises their duty to ensure information collected by the service is not shared beyond the legislated provision, including:

- to the extent necessary for the medical treatment of a child,
- with the parent of the child,
- with the Regulatory Authority or an authorised officer,
- where authorised or permitted by law; or
- with written consent with the person providing the information.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure staff are instructed on their role and responsibility in maintaining confidential and private information.• Ensure there are suitable facilities and practices maintained by the service to uphold the commitment of privacy and confidentiality.
Nominated Supervisor	<ul style="list-style-type: none">• Ensure documentation is kept in a manner that upholds the privacy and confidentiality of children and families.• Maintain record to assist in the delivery of quality care and education.• Support the Approved Provider's obligation to maintain compliance with regulations.

Key Tasks and Responsibilities

Maintaining records and ensuring security	The Nominated Supervisor will act on behalf of the Approved Provider in maintaining the records and systems that retain information on behalf of the service. The Approved Provider is responsible for ensuring adequate controls are established and discharging responsibilities for maintaining security of these systems.
Archiving and Document Retention	The Nominated Supervisor will act on behalf of the Approved Provider managing the retention schedule and collating documents for archiving.
Maintaining privacy and confidentiality	All staff are responsible for ensuring information they have privilege to access is maintained and handled appropriately. The Approved Provider is responsible for establishing relevant guidelines for the management of information to ensure privacy and security.

Procedures

The service aims to manage personal and sensitive information in an open and transparent way, with clear guidelines relating to how it is collected, stored and shared.

The service will only collect and record information it needs in order to deliver its service, including the responsibilities to protect and care for children, families and educators.

The service is required to maintain the following records and information (see table below):

Record Type		Details	Storage Medium
Child & Family Records	Enrolment Records	<ul style="list-style-type: none"> • Personal information for children and families • Centrelink Customer Reference Numbers • Authorisations • names, addresses and contact details for family members and authorised nominees • Court orders/parenting plans • children's medical/additional needs details 	Child care software
	Health and Medication Records	<ul style="list-style-type: none"> • Medical conditions details (history, diagnosis, support) • Risk management plans • Action/management plans (including treatment and medication) • Medical practitioner/s details • Immunisation status 	Child care software
	Incident, Injury, Trauma and Illness	Details of: <ul style="list-style-type: none"> • Events including observations, treatment and/or response • Witnesses • Notification and communication 	Child care software
	Accounts	<ul style="list-style-type: none"> • Account statement, transactions, and fees paid/owed 	Child care software
Attendance Records		<ul style="list-style-type: none"> • Days of attendance and absence • Persons signing in and out 	Child care software
Evaluations of the Educational Program		<ul style="list-style-type: none"> • Evidence of the development of the program (reflections, observations, learning stories, planning documents) • Evaluations of children's wellbeing, development and learning (reflections, observations, photos and stories) 	Electronic file storage and physical evidence
Staff and Volunteer Records	Employee Personal Details	<ul style="list-style-type: none"> • Personal information on employees such as emergency contact details, qualifications, recognised training and places of previous employment • Blue card records • Rosters and timesheets • Detail of performance reviews and workplace matters • Details of income and payment information 	Employee Files – electronic storage
	Volunteer	<ul style="list-style-type: none"> • Records of volunteers and students including personal details and days and hours participating 	
	Nominated Supervisor	<ul style="list-style-type: none"> • Record of the nominated supervisor and any person in day-to-day charge of the education and care, including suitability information 	
	Responsible Person	<ul style="list-style-type: none"> • A record of the name of the responsible person at each session the service operates 	
	Educational Leader	<ul style="list-style-type: none"> • A record of the name of the person designated as the Educational Leader 	
	Workplace Health & Safety	<ul style="list-style-type: none"> • Details of accidents, incidents and complaints • Risk management assessments • Copies of notifications supplied to WHS 	
Management Records	Records of the service's compliance with the Law	Records of any amendment, suspension, compliance notice or compliance direction, including details of the non-compliance or decision	Electronic file storage
	Complaints and Feedback Records	Information may contain: <ul style="list-style-type: none"> • Details of grievances, allegations, communication • Identifying information about complainants • Investigation details • Recommendations and outcomes 	Electronic file storage

Informed Consent

The service sets out through the enrolment process the procedures for providing informed consent when supplying information to the service. Any use of personal information by the service is solely for providing care to the child (including communicating learning outcomes of the program) and any other relevant duty to ensure the child's safety, welfare and protection.

Should the service seek to share information beyond this purpose, additional consent will be obtained from the parent.

Accuracy of Records

The service will ensure the accuracy of enrolment information by requesting parents to check, update or confirm the accuracy of records from time-to-time.

Access and Requests for information

Parents may request information from the Approved Provider with regard to their child/ren's participation and attendance at the service, with the exception of where there is a prohibition from a court order (or similar) preventing this access. Information requested by parents relating to a child under a court order or parenting plan will be subject to the conditions as per the court order/parenting plan.

If deemed necessary, a legally certified request may be required for families to access information. Costs associated with the provision of information that is not for a general purpose may be negotiated, particularly if the gathering and collating of those records is comprehensive.

Parents are entitled access to:

- Documentation around their children's learning and participation in the educational programs,
- Incident, injury, trauma and illness record,
- Medication record,
- Attendance record,
- Their child's enrolment record.

However, if any of these documents will disclose the *personal information* of one of the following people, written consent of that person's information being disclosed must first be obtained before the service can share the information with the parent—

- a parent of a child, other than the person requesting the information,
- a person required to be notified of an emergency if a parent cannot be contacted,
- an authorised nominee of a child,
- a person authorised to consent to medical treatment or to authorise the administration of medication to a child,
- a person authorised to authorise an educator to take a child outside the service premises, or
- a person authorised to authorise the service to transport or arrange transportation of a child.

When a request has been made by a parent, the service will confirm the consent before a disclosure is made. Consent may be withdrawn at any time after it has been given, however, withdrawal of consent must be in writing.

Personal information is defined in the Privacy Act 1988 (Cth) and includes any information about an identified individual, such as their home address, email address, telephone number, date of birth, medical records, bank account details, and tax file number.

Requests for information should be directed to the Nominated Supervisor in the first instance, alternatively, the Responsible Person. Where there are concerns held to the right to information or breaching of confidentiality, all requests will be managed by the Approved Provider.

Information Security

The Approved Provider will ensure that information is not divulged or communicated, directly or indirectly, to another person other than when authorised by the parent or allowed/required by law.

The service protects the individual's privacy by ensuring that the information collected is stored securely, including--

- All relevant hard copy records will be stored in a locked filing cabinet.
- All electronic documents or information will be stored-
 - on devices owned or subscribed by the service only.
 - with suitable password protection/account management.

The Approved Provider is to have administrator/global access to all accounts operated by the service. All digital data will be stored in secure cloud based storage and backups of data to an external drive will be carried out quarterly. The Approved Provider is to administer the relevant privileges to allow users access to systems and information accessible to the service's employees/users.

Where a person has responsibility for the security of private and sensitive information, the service expects a high degree of professionalism and integrity is maintained. Any breaches of confidential information will be treated seriously and may result in disciplinary action.

All relevant persons are bound by the code of conduct in the sharing of information and maintaining confidentiality. Employees are not permitted to copy or email digital files or data onto personal storage devices unless explicitly permitted by Management. Any digital files or data owned by Jamboree Heights OSHC are solely the organisations and are not to be redistributed, shared or disseminated without express consent from the management committee. Breaches of the expectation in keeping information confidential will be treated seriously and may result in relevant action taken by the Approved Provider.

Grievances and complaints relating to Jamboree Heights OSHC's handling of personal information must be in writing and will be dealt with as per policy [6.7 Feedback and Complaints Handling](#).

Document Retention

The service will maintain a document retention schedule which will set out the specific records to be kept by the service and the length of time required.

The Nominated Supervisor will prepare documentation for archiving each year. Archived documents will be clearly labelled with planned retention timelines. All archived documentation will be managed by the Approved Provider and stored securely.

Sharing of Information in the Protection from harm

To remove any doubt, the service's personnel are free from liability or breaching Privacy Principles when sharing confidential information, if they are acting honestly and if their actions in doing so are consistent with the purpose of information sharing (protecting a child from harm) under the Child Protection Act 1999.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.87 Incident, injury, trauma and illness record
 - R.92 Medication record
 - R.145 Staff record

- R.151 Record of educators working directly with children
- R.158 Children’s attendance record to be kept by approved provider
- R.160 Child enrolment records to be kept by approved provider and family day care educator
- R.161 Authorisations to be kept in enrolment record
- R.162 Health information to be kept in enrolment record
- R.167 Record of service’s compliance
- R.168 Education and care service must have policies and procedures
- R.170 Policies and procedures to be followed
- R.171 Policies and procedures to be kept available
- R.181 Confidentiality of records kept by approved provider
- R.183 Storage of records and other documents
- R.184 Storage of records after service approval transferred
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Privacy Act 1988 (Cth)/Information Privacy Act 2009 (Qld)
- Child Protection Act 1999 (Qld)
- A New Tax System (Family Assistance) Act 1999 (Cth)
- Department of Education - [Child Care Provider Handbook](#)
- Public Records Act 2002 (Qld)

Related Policies and Procedures

[1.1 Educational Program Development and Implementation](#)

[1.3 Excursions](#)

[2.1 Providing a Child Safe Environment](#)

[2.2 Supervision and Educator Ratios](#)

[2.3 Safe Arrivals and Departures of Children](#)

[2.4 Incident, Illness, Injury or Trauma](#)

[2.5 Administration of First Aid](#)

[2.9 Medical Conditions in Children](#)

[2.10 Medication Administration](#)

[2.13 Emergency Evacuation, Lockdown and Drills](#)

[2.14 Child Protection and Mandatory Reporting](#)

[4.2 Working with Children Check \(Blue Card\) Management](#)

[4.3 Volunteers and Students](#)

[4.4 Code of Conduct](#)

[4.5 Employee Performance Review and Support](#)

[4.6 Employee Qualifications – Monitoring Progress](#)

[4.7 Fit for Work](#)

[4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)

[4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)

[7.1 Nominated Supervisor](#)

[7.2 Determining the Responsible Person](#)

[7.3 Educational Leader](#)

[7.4 Leading Compliance and Quality Assurance](#)

[7.7 Managing Notifications](#)

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[7.11 Child Care Subsidy \(CCS\) and Additional Child Care Subsidy \(ACCS\) Management and Compliance](#)

[7.13 Workplace Health and Safety](#)

Policy 7.6 Privacy and Confidentiality of Records				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 10.8, 10.14, 10.23, 10.24 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.7 Managing Notifications

Policy Statement

The Approved Provider recognises its obligation to ensure sound reporting and information sharing is established and effective. The service will ensure notifications are made as required and to the relevant authority. The Approved Provider recognises as an approved Education and Care Service it must notify authorities within statutory guidelines to ensure compliance.

This policy and procedure developed by the service aims to identify specific obligations for staff and management to ensure proper internal and external reporting.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Seek appropriate advice from the Regulatory Authority, when required.• Report all matters outlined in the regulations for notification to the Regulatory Authority.• Report other notifiable information to relevant bodies as required.
Nominated Supervisor	<ul style="list-style-type: none">• Report relevant matters to the Approved Provider as relevant.• Seek support and advice from the Approved Provider for significant matters.• Communicate with parents routinely, ensuring significant matters are notified in a timely manner, and at a minimum within 24 hours.• Support staff to report and record information timely and accurately.• Ensure compliant storage of reports and information.
All Staff	<ul style="list-style-type: none">• Record and report information necessary for notification to the Regulatory Authority.• Seek support from the Nominated Supervisor (or relevant other) where required.

Key Tasks and Responsibilities

Managing access to reporting systems	The Approved Provider is to have the administrator access to all accounts associated with the service and is responsible for delegating access to employees.
Submitting notifications	Typically, the Nominated Supervisor will act on behalf of the Approved Provider and submit relevant notification on their behalf.

Procedures

All educators are to communicate any concern, incident or suspicions to the Nominated Supervisor or Responsible Person as soon as practicable.

Once an incident has been managed the Nominated Supervisor or Responsible Person has the role in ensuring reporting to the Approved Provider is completed within a lawful and reasonable timeline.

The Approved Provider will be the first contact. Where this is not achievable or suitable the Nominated Supervisor or Responsible person will accept the communication on behalf of the Approved Provider.

The Nominated Supervisor and Approved Provider will decide on a plan of action and tasks to be undertaken in order to adequately respond and meet reporting requirements.

National Quality Framework (Regulatory) Notifications

NQAITS Portal – Notification Submissions

The relevant delegate must make the submission on behalf of the service to the Regulatory Authority using the National Quality Agenda IT System (NQA IT System).

The management of user accounts will be delegated at the discretion of the Approved Provider, it is expected this would include:

- Any Nominated Supervisors.
- Any other relevant Responsible Persons and/or administrators.

Procedures specify the circumstances where notifications are to occur and the role responsible for making relevant submission. For circumstances outside of incidents and complaints, it will be a representative of the Approved Provider who will manage notifications and the submission of attachments.

Regulatory Authority Notifications

The National Law and Regulations sets out particular circumstances and information that must be provided to the Regulatory Authority within strict timeframes. These are outlined in the following table:

Incidents and Complaints		
Serious incident - Death of a child		As soon as practicable, but within 24 hours
Serious incident	Any incident involving serious illness of a child while being educated and cared for which the child attended or ought reasonably to have attended a hospital	Within 24 hours
	Any incident involving serious injury or trauma to a child while being educated and cared for which the child attended or ought reasonably to have attended a hospital, or a reasonable person would consider that the child would require urgent attention from a registered medical practitioner	
	Any emergency for which emergency services attended	
	A child is missing or cannot be accounted for or appears to have been removed from the premises by a person not authorised by a parent	
	A child is mistakenly locked in or out of the premises or any part of the premises	
Any complaint alleging that a serious incident has occurred or is occurring at an education and care service, or the National Law has been contravened		Within 7 days
Any incident that requires the approved provider to close, or reduce the number of children attending the service for a period		
The centre-based service is educating and caring for extra child/ren due to an emergency		
Any circumstance at the service that poses a risk to the health, safety or wellbeing of a child attending the service		Within 7 days
Any incident where the approved provider reasonably believes that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service		
Allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service		
Change to information about Approved Provider		
Change to address or contact details of approved provider		Within 7 days
Any change relevant to approved provider’s fitness and propriety		
The appointment of receivers or liquidators to the approved provider or any matters that affect the financial viability and ongoing operation of the service		
Death of approved provider		Within 14 days
Notice of any appointment or removal of a person with management or control of service		
Notice of change in name of approved provider		
Change to information about education and care service		
Any change to the hours and days of operation of the service		Within 7 days
Any proposed change to the premises		
Ceasing to operate the education and care service		
A nominated supervisor is no longer employed at the service, is removed from the role or withdraws consent to the nomination		

Adding nominated supervisor(s)	At least 7 days prior to commencement (or as soon as practicable but no more than 14 days after commencement)
Suspension or cancellation of a working with children card or teacher registration of a nominated supervisor, or disciplinary proceedings of a nominated supervisor under an education law	Within 14 days
Intention to transfer service approval	At least 42 days

Department of Education and Training Notification (CCS)

All CCS reporting is submitted via the service's child care software or the Provider Entry Point (PEP). Jamboree Heights OSHC must report relevant information to ensure compliance, including about the following matters:

Matters to be notified	Timeframe	
The number of anticipated vacancies (an ongoing OSHC full-session vacancy).	By 8.00 pm (AEST) each Friday.	
The total hourly fee charged by the service including any change to the fee information.	Within 14 days	
Any change to the operating hours.		
Ceasing to operate an approved child care service.	At least 42 days	
Ceasing to operate to avoid being in breach of a law of the Commonwealth, a state or a territory or due to circumstances beyond the provider's control (when 42 days' notice cannot be given).	Within 24 hours after ceasing to operate the service.	
Change of physical or postal address of the provider or the service's premises.	No later than 30 days	
Change to the name of the provider or the service.	Within 14 days	
Change contact details (email, website, phone, fax) of the provider or service:		
Information about any new person with management or control of the provider (including any person who becomes responsible for the day-to-day operation of any of the provider's approved child care services)	Within 7 days	
Change of the name or contact details for a person with management or control of the provider (including any person who is responsible for the day-to-day operation of any of the provider's approved child care services)		
The provider becomes aware, because of a background check undertaken for a specified person, that the person: <ul style="list-style-type: none"> ▪ has a serious conviction or finding of guilt for any of the following offences under a law of Australia or of a foreign country <ul style="list-style-type: none"> • an indictable offence punishable by a maximum of two years imprisonment or 40 penalty units • an offence involving violence or a sexual offence • an offence involving fraud, stealing or dishonesty ▪ is an undischarged bankrupt, or ▪ was a director or secretary of a corporation when the corporation went into administration, receivership or liquidation, or at any time during the 12 months beforehand. 		
An event or circumstance in relation to a person with management or control of the provider (including a person responsible for the day-to-day operation of any of the provider's approved child care services) that reasonably indicates that the person is not likely to be a fit and proper person to be involved in the administration of Child Care Subsidy.		
A person stops having management or control of the provider (including when a person stops having day-to-day responsibility for the operation of any of the provider's approved child care services).		
An educator obtains a child care qualification from a registered training organisation		
A provider or a person with management or control of the provider obtains an interest, or is likely to obtain an interest, in a business which may affect their ability to comply with Family Assistance Law, where the approval may benefit the business or where a conflict of interest might reasonably be perceived to exist.		
Change in the status of a working with children card (blue card) for anyone who is required to have such a card		Within 24 hours

The provider enters into administration, receivership, liquidation or bankruptcy, and the details of this event.	
Unexpected closure of any of the provider's approved child care services due to unforeseen circumstances.	
A serious conviction or finding of guilt of a person with management or control of the provider (including a person who becomes responsible for the day-to-day operation of any of the provider's approved child care services),	

Additional Reporting

Mandatory Reporting (Child Protection)

Where a staff member of the service has a reasonable suspicion, a child may be in need of protection they are to follow the procedures as set out in policy [2.14 Child Protection and Mandatory Reporting](#) and report the matter to Child Safety.

Work Health Safety

The *Work Health and Safety Act 2011* sets out what sort of incidents are notifiable to Work Health and Safety Queensland (WHSQ). Circumstances surrounding notifications and reporting is set out in policy [7.13 Work Health and Safety](#).

Public Health

While unlikely, there is potential for the service to report relevant occurrence of infectious diseases to the local Public Health Unit. Circumstances surrounding notifications and reporting is set out in policy [2.7 Infectious Diseases](#).

Reports and Records

All relevant reports and records will be stored in accordance with the procedures listed in policy [7.6 Privacy and Confidentiality of Records](#).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority
 - s.174 Offence to fail to notify certain information to Regulatory Authority
 - s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.12 Meaning of serious incident
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.174A Prescribed information to accompany notice
 - R.175 Prescribed information to be notified to Regulatory Authority
 - R.176 Time to notify certain information to Regulatory Authority
- **National Quality Standard:**
 - QA2 – Children's health and safety
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Privacy Act 1988 (Cth)/ Information Privacy Act 2009 (Qld)
- Work Health Safety Act 2011 (Qld)
- [National Principles for Child Safe Organisations](#)

Related Policies and Procedures

- [2.1 Providing a Child Safe Environment](#)
- [2.3 Safe Arrivals and Departures of Children](#)
- [2.4 Incident, Illness, Injury or Trauma](#)
- [2.5 Administration of First Aid](#)
- [2.7 Infectious Diseases](#)
- [2.13 Emergency Evacuation, Lockdown and Drills](#)
- [2.14 Child Protection and Mandatory Reporting](#)
- [7.1 Nominated Supervisor](#)
- [7.4 Leading Compliance and Quality Assurance](#)
- [7.5 Governance and Management](#)

Policy 7.7 Managing Notifications				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 10.33 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.8 Policy Development, Review and Implementation

Policy Statement

Jamboree Heights OSHC acknowledges the fundamental need for effective policy and procedures to guide and manage the service's delivery and the duties of employees. The service's policies should reflect the statutory obligation of the service and its employees. Therefore, policies should be developed through integrating a wide range of relevant information sources including legislation, guidelines and operating handbooks.

The service's policies and procedures will undergo regular review to support the effectiveness and coverage. The Approved Provider will maintain the authority to approved and endorse developed policy; however, the services employees will have an active role in the facilitating policy review and the drafting of new and amended policy. The service's suite of policies will be reviewed at least **annually** or where required.

The Approved Provider also recognises their duty to comply with *Education and Care Service National Regulations 168, 170-172* to ensure relevant policies are developed, accessible by employees and families. The service will ensure it upholds adequate notification to families where there are changes to policies.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Develop and implement required policies for Regulation compliance.• Support ongoing development and review of service policies to drive quality education and care.• Review and endorsed (ratify) proposed policy suggestions.• Ensure access and compliance with policies, addressing concerns as they arise.
Nominated Supervisor	<ul style="list-style-type: none">• Support the Approved Provider through identifying, drafting and proposing amended changes to policies.• Maintain a record of amendments and changes to service's policies.• Maintain accurate knowledge of service's requirements and advise the Approved Provider of any required policy developments.• Monitor and supervised the implementation and compliance of policies.• Ensure employees, families and other relevant stakeholder are provided with access and information to policies as required.
All Staff	<ul style="list-style-type: none">• Contribute ideas, wishes and insights to the quality and coverage of policies.• Ensure policies and procedures are followed at all times.

Procedures

Policy and Procedures Quality Standards

- The service will develop policies and procedures which reflect the true nature of the service's operations.
- Where possible, specific roles will be identified to outline responsibilities and delegation.
- Translating legislative obligations will be reflected and explicitly stated.
- The service will ensure that generic policy documents, samples and templates adopted are reviewed and customised to meet the individual and unique circumstance of the service.
- All policies will include references to external documentation, resources, guidelines and principles used to develop or guide the development of the policy.
- Version control will be used to manage policy development and communication records.
- Policy sourcing should also take into considerations other provisions such as copyright laws.

Policy Review

- Policies will be developed or amended either as needed or as a result of periodic review.
- The suite of policies will be reviewed by the Nominated Supervisor each year. The Nominated Supervisor can delegate out aspects of the review to suitably capable educators. The Nominated Supervisor will present a report of the review to the Approved Provider
- Any proposed amendments or policy development will be drafted and submitted to the Approved Provider for ratification/approval.

Policy Approval

- Policies and procedures may be drafted by
 - Suitably capable employees,
 - the Approved Provider; or
 - with prior approval, an appropriate third party.
- Where substantial change is being proposed, the writer should consult with the Approved Provider to discuss a summary of the proposal. Additional consultation may be directed as part of policy development.
- The Approved Provider will review proposed policies and can either:
 - ratify,
 - reject; or
 - request amendments.
- All ratified policies will have the date and version recorded.

Policy Compliance

- Employees are expected to maintain compliance with service policies at all times.
- Employees will be provided with adequate induction to orientate their knowledge of the service's procedures and expectations for performance and conduct.
- Policies will be made accessible, and where possible, will outline clear expectations and responsibilities to support employees in their duty.
- Where employee's conduct for performance is not consistent with the service's policies the employee will be managed by the procedures outlined in policy [4.8 Underperformance, Misconduct and Disciplinary Actions](#).

Policy Accessibility

- The service's full policy and procedure document will be available at the service's premises for employees, volunteers and families to access when required.
- A copy of the service's full policy and procedure document is also accessible through the Jamboree Heights OSHC website.

Policy Notification and Communication

- The Approved Provider will ensure families are notified at least 14 days before any policy or procedure referred to in National Regulation 168 takes effect.
- Notification to families will include email messages and signage at the service.
- The date of notification will be recorded on the policy (where relevant)

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.173 Offence to fail to notify certain circumstances to Regulatory Authority

- s.174 Offence to fail to notify certain information to Regulatory Authority
- s.175 Offence relating to requirement to keep enrolment and other documents
- **Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.172 Notification of change to policies or procedures
- **National Quality Standard:**
 - QA4 – Staffing arrangements
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000

Related Policies and Procedures

- [7.4 Leading Compliance and Quality Assurance](#)
- [7.5 Governance and Management](#)

Policy 7.8 Policy Development, Review and Implementation				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 10.19 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.9 Budgeting, Procurement and Financial Planning

Policy Statement

The Approved Provider seeks to implement measures which provide financial protection and minimise the risk of fraudulent, inappropriate or negligent financial practices. Jamboree Heights OSHC takes a responsible approach to fiscal planning and spending to ensure these risks are well managed. The service's financial management practices are designed and implemented to protect both the financial reputation of the organisation and its ongoing viability.

To ensure the effective and efficient management of the service, the Approved Provider and Nominated Supervisor will work collaboratively together to develop workable and responsible budgets and financial planning guidelines for the ongoing operation of the service.

The following principles will be adopted and reflected through all purchasing decisions of the service:

- Open, transparent and effective communication,
- Value for money,
- Enhancing the capabilities of local business and industry,
- Environmental protection; and
- Ethical behaviour and fair dealing.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Establish sound processes for the service's financial management consistent with established financial management procedures of the school.• Ensure budgets are prepared and are adequate to meet the needs of providing quality education and care.• Use judgement and act in a manner that supports the principles of the policy for purchasing decision.
Nominated Supervisor	<ul style="list-style-type: none">• Monitor the service's day-to-day spending and financial management, ensuring compliance with organisational policy and procedures.• Support the Approved Provider in preparing, reporting and reviewing service budgets and financial reports.• Coordinate and supervise the processing of fees and income.• Use judgement and act in a manner that supports the principles of the policy for purchasing decision.• Report any concerns or issues immediately to the Approved Provider.
All Staff	<ul style="list-style-type: none">• Follow the service's procedures for spending within the level of authority, approval or delegation.

Procedures

Annual Budget

A service budget will be prepared for the Approved Provider by the Jamboree Heights OSHC Management Committee, which will provide guidance on spending and additional resourcing for the service.

The budget will reflect the provision of quality care and include at least the following items:

- a. Staffing arrangements (remuneration and associated costs for qualified and adequate staff)
- b. Facilities and asset maintenance/replacement
- c. Program, medical and safety equipment (or replacement)
- d. Professional development needs
- e. Costs of care (food, consumables etc.)

The Approved Provider, Jamboree Heights OSHC Management Committee and Nominated Supervisor may seek external expertise to inform budgets using relevant industry standards.

The service's approved budget will inform the standard purchasing delegation for the Nominated Supervisor to purchase or procure items using the following guide to approval.

Purchasing and Procurement

All requests for purchases must be in writing to the management committee of Jamboree Heights OSHC.

The responsibility for purchasing and ordering goods and services is the responsibility of management. This authority is restricted to management unless authorisation is given by management to an employee or where the Jamboree Heights P&C Executive deem appropriate.

Exceptions may apply when a government grant (or other grant) requires that goods be purchased within a given timeframe and that this timeframe is earlier than an approved management meeting.

<i>Items under \$500</i>	<ul style="list-style-type: none">• General purchasing for day to day operational items such as groceries, consumables, arts and crafts materials and replaceable items such as sports equipment will be done in accordance with the approved service budget by (or overseen by) the Nominated Supervisor.• The Approved Provider will ensure that the Nominated Supervisor has access to accounts for the efficient purchasing of day to day items.• Purchasing of items of less than \$500 includes the use of petty cash or use of bank or other business accounts (e.g. Officeworks or grocery account).
<i>Items \$500 to \$5,000</i>	<ul style="list-style-type: none">• The purchase value of single items over \$500 should be approved by the Approved Provider prior to purchase, even if the items have been included in the service's annual operational budget.• Other purchase requests must be in writing to the Approved Provider of the service. The responsibility for ordering will be with the service Nominated Supervisor or Administrator.• In extenuating circumstances, authorisation for purchases of single items over \$500 may be approved in events of emergency where two approved members of the executive have been contacted and agreed to the expense. Documentation of such discussion will be made and presented at the next Approved Provider meeting.
<i>Items above \$5,000</i>	<ul style="list-style-type: none">• All purchases over \$5,000 will require two written quotes or research evidence.• Purchases over \$20, 000 will require three written quotes or research evidence depending on the scope of purchase.

The Approved Provider will ensure that the purchasing policy does not negatively impact on the efficient operations of the service and that all purchase requests are followed up in a timely manner.

The service will avoid using cash for purchasing, where possible. The service, at the approval of the Approved Provider, has access to a pre-loaded credit card. The cards limit is set in accordance with P&C Constitutional Laws and at the discretion of the Jamboree Heights P&C Executive and is loaded with funds by the Jamboree Heights P&C Executive. The Jamboree Heights P&C Executive reserve the right to revoke the card at their discretion.

All purchasing will require an appropriate receipt to be retained. These financial documents will be stored and collated for bookkeeping and reporting purposes.

Strategic and Financial Planning

The Approved provider recognizes and acknowledges the value of planning strategically to ensure the future and ongoing viability and growth of Jamboree Heights OSHC therefore, will review service operations regularly and take a planned approach to the organisation's future, seeking external support and advice in the process as required.

The coordinator shall be involved in the process of strategic planning and shall provide the following documents/resources for a 12-month preceding time period to enable an effective process, including but not limited to:

- Audited financial reports and budget,

- Attendance patterns,
- List of Policies and Procedures,
- Calendar of Events,
- Marketing materials/strategy,
- Others as required.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations**
- **National Quality Standard:**
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Department of Education - Child Care Provider Handbook

Related Policies and Procedures

[7.5 Governance and Management](#)

[7.10 Fees and Statements](#)

[7.11 Child Care Subsidy \(CCS\) and Additional Child Care Subsidy \(ACCS\) Management and Compliance](#)

Policy 7.9 Budgeting, Procurement and Financial Planning				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 10.3, 10.13, 10.17 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.10 Fees and Statements

Policy Statement

This policy aims to outline the procedures and guidelines relating to the setting and payment of fees and the distribution of statements. Fee information is well published to ensure clarity and transparency. The service is committed to maintaining an equitable and clear fee processes to safeguard the interests of our service and families.

The commitment to follow policies, including payment of the service's fees are a condition of enrolment. Enrolment will be cancelled or suspended where fees are not paid or otherwise remain overdue. Families experiencing difficulty with payment are encouraged to discuss this with the Coordinator to explore possible solutions.

Setting of Fees

The Approved Provider sets a relevant fee structure based on the annual budget required for the provision of a quality OSHC service. The budget is informed by the forecast of the resources needed to uphold the service's philosophy, goals, and duties. The fee structure also includes the relevant notice period required for fees to be waived.

The fees of the service are well communicated to ensure transparency and informed requests for care. Where fees are amended, parents will be adequately informed of the changes.

Child Care Subsidy

The service is approved to administer the Child Care Subsidy to relevant families who meet eligibility guidelines (including residency, activity and immunisation). This payment reduces the out-of-pocket expenses for families. CCS rules require families must make a co-contribution by paying the gap fee. Parents will also be responsible for managing CCS entitlements and are liable for any fee gap.

Children may also be entitled to ACCS payments, these will be managed in accordance with guidelines and requirement.

Payment of Fees

Fees will be paid, for all days booked, by the Friday of each week for the week proceeding. All accounts must be one week in advance. Accepted payment methods are limited to either DebitSuccess direct debit or direct deposit to the Jamboree Heights SS P&C OSHC bank account.

In the event the service makes changes to the amount or the way in which fees are charged, the service will communicate this change at least **14 days** before changes taking effect. Communication will occur via email, notices and newsletter updates.

Statement of Fees

The service will issue a Statement of Fees to account holders each week, consistent with the billing cycle. Account holders (parents) are to notify the Coordinator if they believe there is an error in their billing or fees charged.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Undertake an annual review of fees charged based on annual budget required for the provision of quality OSHC.• Comply with Child Care Subsidy requirement including the management being 'fit and proper persons'.• Ensure systems to manage fees (including third-party software) and record keeping practices reflect the requirement of the Child Care Provider Handbook.
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Nominated Supervisor	<ul style="list-style-type: none"> Respond to concerns or issues raised by parents/account holders. Ensure practices reflect the requirements outlined in the Child Care Provider Handbook. Communicate accrued debts and payment issues to the Approved Provider.
Administrator	<ul style="list-style-type: none"> Undertake the issuing of statement and collection of fees as directed by the Approved Provider and procedures below. Submit session report and enrolment information to Department of Human Services. Collect payments from parents/account holders and issue receipt. Monitor account debts and liaise with parents/account holders.

Key Tasks and Responsibilities

Set fees and structure	The Approved Provider is responsible for setting fee amounts and structures. These are supported by the Nominated Supervisor to ensure this information is published, readily available to families and changes/increases are appropriately communicated.
Manage transactions and processing	The Nominated Supervisor is responsible for managing charges and transactions on behalf of the service and ensuring records of these transactions are accurate.
Managing debt	The Nominated Supervisor is the first point of contact for resolving debt and missed payments. Should no payments be received, the Approved Provider will be responsible for approving suspension of enrolment and debt collection activities.
Issue statements and address enquires	The Nominated Supervisor will manage the issuing of statements and be the primary point of contact for any enquiries or questions relating to charges.

Procedures

Fee Structure

The current fees for the service are included in a Fee Structure. The Fee Structure can be found on the service's website, on the most current enrolment letter and is displayed in the OSHC office in service.

Vacation Care Fees

Excursion and incursion fees are compulsory according to days booked and fees will be calculated following a cost analysis for each event.

Vacation care late fee – if a parent or guardian fails to book in their child via the My Family Lounge app for a vacation care session prior to the date specified on the front of the vacation care form, a \$5 fee will be charged per child, per day

Late Collection Fees

Closing time is 6.30pm. Parents who collect their children after this time will incur a late fee of \$15 for the first 15 minutes and \$1 per minute thereafter. Pickup is dictated by when the child is signed out through the QK Kiosk by the parent.

Non booking fee

If a parent or guardian fails to book in their child via the My Family Lounge app, or fails to notify the service by email of their child's attendance, they will incur a \$5 fee per family.

Non communication fee

If a parent or guardian fails to cancel or absent their child via the My Family Lounge app, or fails to notify the service by email of their child's absence that day, they will incur a \$5 fee per family

Fee Payment

Accepted payment methods are limited to DebitSuccess direct debit or direct deposit to the Jamboree Heights SS P&C OSHC bank account. The receipt of all payments will be set out in the statement of fees emailed to parents.

If a family has permanently cancelled care and their account is in credit, they must provide written instructions to the service indicating:

- A refund is required and have provide account details for transfer, or
- A donation of credit balance to the service

Cancellations and Refunds

There shall be no refunds given for cancellation unless the management committee decides otherwise in the sole and absolute discretion of the management committee in the particular circumstances.

Overdue Fees – Debt Collection

Parents in hardship are encouraged to discuss their matters with the Coordinator to explore possible options and access to additional supports prior to their account being in arrears.

If there are outstanding fees of over \$200.00, or where no payment has been made in at least 2 weeks: -

- In the first instance, the coordinator/administrator will remind the parent via email of the amount the account is in arrears and request payment. The family will be supplied a copy of the fees policy at this time.
- If no payment has been received within a one-week period, written notification by the JHOSHC management team will be sent via email on official letterhead. The parent's will be required to state a date when account will be paid.
- If no contact has been made and/or no payment received, JHOSHC management team, in its discretion, reserves the right to exclude the child temporarily or permanently from further attending Jamboree Heights OSHC. JHSS P&C Committee will be notified of all decisions made throughout the process.

A debt collection agency may be used if payment of fees has not been received after three attempts. Where resolution through suspension has not been achieved the Approved Provider may, in its discretion, cancel the enrolment and suspend any future attendance.

Fee Increases

Fees are reviewed annually by the Approved Provider in consultation with the Nominated Supervisor. Typically, fee adjustments will occur at the start of each school year. Fee increases are based on of the provision of quality Outside School Hours Care, reflecting the costs associated with meeting the service's philosophy, goals of the program and within the framework of the service's policy and procedures.

Communication of fee changes occur at least **14 days** before making changes to the rate of fees or introducing new changes. Notification of fee changes will be communicated to families in service, via email and social media. .

Issuing of Statements

A statement will be issued via email each week for all families showing the details for the statement period that has just occurred. The statement will include details of—

Sessions of care	<ul style="list-style-type: none">• Daily and weekly totals of the number of hours of care provided during the statement period, including start and end times for each session of care.• Daily and weekly totals of the number of physical attendances during the statement period, including start and end times of the physical attendance.• The sum of allowable and additional absences for the statement period• The sum of allowable and additional absences cumulatively for the financial year.
Fees	<ul style="list-style-type: none">• Hourly session fee for each session of care in the statement period.• Daily and weekly totals of the amount of all fees charged during the statement period.• Details about any discounts or refunds applied.
Fee reduction amounts	<ul style="list-style-type: none">• Hourly session fee for each session of care in the statement period.• Daily and weekly totals of the amount of all fees charged during the statement period.• Details about any discounts or refunds applied.

Child Care Subsidy

The service will provide relevant CCS information to support families to navigate the system and the relevant requirement for receiving entitlements. Notwithstanding the service's intent to provide information, it remains the responsibility of parents to be informed around their entitlements.

Parents may not receive CCS payment where—

- Allowable absences have been exhausted (although may be entitled to additional absences, subject to evidence).
- Session hours for the CCS fortnight have been exhausted.
- Fees are payable before the child's first attends or after the child's last day of physically attending the service (although there are exceptions).

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.172 Notification of change to policies or procedures
- **National Quality Standard:**
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- A New Tax System (Family Assistance) Act 1999 (Cth)
- Department of Education - [Child Care Provider Handbook](#)
- Competition and Consumer Act 2010 (Cth)

Related Policies and Procedures

[7.5 Governance and Management](#)

[7.9 Budgeting, Procurement and Financial Planning](#)

[7.11 Child Care Subsidy \(CCS\) and Additional Child Care Subsidy \(ACCS\) Management and Compliance](#)

Policy 7.10 Fees and Statements				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 10.2 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.11 Child Care Subsidy (CCS) and Additional Child Care Subsidy (ACCS) Management and Compliance

Policy Statement

Jamboree Heights OSHC is committed to ensuring that Child Care Subsidy (CCS) and Additional Child Care Subsidy (ACCS) is administered effectively and in accordance with relevant legislation. The procedures outlined in this policy describe the steps taken to ensure compliance with the service’s obligations as an approved child care service for the purpose of administering CCS and ACCS.

Additional Child Care Subsidy provides additional fee assistance to support vulnerable or disadvantaged families and children. This support recognises the preventative and protective influence of quality child care on a child’s health, wellbeing and development, and the importance of continuity of care.

There are four different payments under Additional Child Care Subsidy:

1. Additional Child Care Subsidy (child wellbeing) — to help children who are at risk of serious abuse or neglect
2. Additional Child Care Subsidy (grandparent) — to help grandparents on income support who are the principal caregiver of their grandchildren
3. Additional Child Care Subsidy (temporary financial hardship) — to help families experiencing financial hardship
4. Additional Child Care Subsidy (transition to work) — to help low-income families transitioning from income support to work.

With the exception of ACCS (child wellbeing), the claims for ACCS are may by parents/caregivers via MyGov or Centrelink. Where relevant, the service will support families to access relevant fee assistance through providing information.

ACCS (Child Wellbeing)

This particular payment provides assistance with the cost of care for families who care for a child at risk of serious abuse or neglect. Unlike other subsidies, the service applies for the child wellbeing subsidy on behalf of a family.

The application and management of ACCS (child wellbeing) payments will uphold the service’s commitment to integrity of the CCS system.

Reporting and Integrity

The service recognises that strategies must be in place to ensure the service complies with the requirements for the administration of Child Care Subsidy, including reporting and that the service has an obligation to design and implement procedures for the detection and prevention of fraud in relation to CCS payments.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure the service fulfils its duties for assessment of fit and proper persons.• Ensure only authorised persons has access to the service CCS administration software
Nominated Supervisor and Responsible Persons	<ul style="list-style-type: none">• Monitor the day-to-day compliance of the services IT systems to ensure only authorised persons are accessing CCS software.• Support families to access ACCS services as required.• Monitor and respond to ‘at-risk’ children to ensure access to ACCS (Child Wellbeing) as required.

Key Tasks and Responsibilities

System governance	The Approved Provider will ensure the relevant protections and integrity measures are established to ensure the service is compliant with CCS requirements.
Administration and application management	The Nominated Supervisor is principally responsible for the administration of ACCS (child wellbeing) application and submitting relevant evidence on behalf of the service and families. They will be the key contact for family enquiries.
Record Keeping	The Nominated Supervisor will maintain the relevant records and supporting evidence on behalf of the service and ensure the procedures are followed.

Procedures

Jamboree Heights OSHC will implement the following procedures to comply with the administration requirements of child care subsidy:

Ensure that only ***authorised persons** within the service have access to the service's licensed software for the administration of CCS

Ensure that all staff who require access to the system used to administer CCS meet the fit and proper requirements

Ensure that all committee members of the 'Approved Provider' meet the **fit and proper** (see below) requirements

Reconcile payments received with payments expected

The service will implement procedures to detect and minimize fraud, including:

Ensuring all "Persons with Management or Control of the Provider" (e.g. the P&C Executive Committee Members and Managers), "Persons Responsible for the Day to Day Operation of the Service" (e.g. Nominated Supervisor, Responsible Person in Charge or Administrator of CCS) meet specified ****fit and proper requirements**

Ensuring all service finances are handled in accordance with service policy, accounting manuals and best practice guidelines

Ensuring there is no personal 'conflict of interest' of staff or the governing body in the management of CCS

Ensuring staff are appropriately trained in CCS compliance and the use of service software

**Authorised person means a person who has been identified by the service in writing as having permission to access the service's CCS administration software and has been provided with a username and password to access the system. Access may include management of enrolments, bookings, absences and cancellations. The Approved Provider will ensure 'Authorised' persons are appropriately trained and competent in the use of the software*

Fit and Proper Persons

A **'fit and proper person'** is a person (who has met the requirements of Section 43 of the Child Care Subsidy Minister's Rules 2017) which requires a provider to undertake particular suitability checks for each Person with Management or Control of the Provider.

Additional Child Care Subsidy (ACCS)

Jamboree Heights OSHC will maintain access to a current copy of the Department of Education - Child Care Provider Handbook to support in accessing relevant guidance on ACCS.

ACCS (Child Wellbeing)

As a CCS Provider, Jamboree Heights OSHC is centrally involved in identifying children who require extra support through ACCS (child wellbeing). The service will maintain access to a current copy of the

Department of Education - Child Care Provider Handbook to support in accessing relevant guidance on ACCS.

For the purposes of Additional Child Care Subsidy (child wellbeing), a child is taken to be at risk of serious abuse or neglect if the child is at risk of experiencing harm, as a result of current or past circumstances or events that resulted in the child being subject to, or exposed to, any of the following:

- serious physical, emotional or psychological abuse, or
- sexual abuse, or
- domestic or family violence, or
- neglect.

The Minister's Rule sets out in detail the circumstances when a child is taken to be at risk of serious abuse or neglect for the purposes of Additional Child Care Subsidy (child wellbeing). The definition of 'at risk' includes situations where the child is likely to experience those circumstances in the future (for example, the future risk is 'real and apparent'). This allows families to be eligible for the subsidy at the appropriate earliest point and potentially before they are known to a child protection agency.

Any child who is identified as being at risk under state or territory child protection law will meet the definition of at risk and the individual (or provider) will, therefore, be eligible to receive the payment.

There are two ways for the service to access Additional Child Care Subsidy (child wellbeing):

- 1) Giving an Additional Child Care Subsidy (child wellbeing) certificate
- 2) Additional Child Care Subsidy (child wellbeing) determination.

Where the service has identified a child at risk, the first steps will be to apply for a certificate on behalf of the family. When applying for a ACCS certificate, the Nominated Supervisor will refer to the Child Care Provider Handbook for up-to-date instruction on the relevant steps.

Other Hardship

Families identified as experiencing financial hardship will be directed to contact Centrelink for further assistance.

Additionally, on a case-by-case basis, the Approved Provider may consider written requests for support from families when the hardship does not meet the threshold for ACCS or Centrelink assistance, however, under Family Assistance Law the service is unable to waive the gap/parent's co-contribution.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- National Quality Standard:
 - QA2 – Children's health and safety
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership.

Additional Regulatory Context and Guidance

- A New Tax System (Family Assistance) Act 1999 (Cth)
- Department of Education - [Child Care Provider Handbook](#)

Related policies and Procedures

[7.1 Nominated Supervisor](#)

[7.2 Determining the Responsible Person](#)

[7.4 Fees and Statements](#)

[7.5 Governance and Management](#)

[7.9 Budgeting, Procurement and Financial Planning](#)

[7.10 Fees and Statements](#)

Policy 7.11 Child Care Subsidy (CCS) and Additional Child Care Subsidy (ACCS) Management and Compliance				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.1 - Combined previous policies 2.14, 4.19, 10.4 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.12 Insurance

Policy Statement

Jamboree Heights OSHC recognises and acknowledges the need for a responsible approach to identifying and managing risks and therefore, will ensure there is adequate insurance protection for the service. Employees, children, parents, volunteers and management will be protected from the financial repercussion of public liability through the service's purchasing of suitable insurance.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure suitable insurance coverage, in particular, Public Liability Insurance is maintained.• Provided evidence of currency to the Nominated Supervisor for recording.• Monitor and respond to assessments of coverage for insurance products for potential liabilities.• Liaise with the relevant insurer when submitting an insurance claim.
Nominated Supervisor	<ul style="list-style-type: none">• Retain evidence of Public Liability coverage at the service's premises.• Monitor and inform the Approved Provider of suspected vulnerabilities in insurance coverage.• Communicate potential insurance claim details to the Approved Provider in a timely manner.

Procedures

Public Liability Insurance

To comply with *Education and Care Services National Law and Regulations*, the Approved Provider will maintain public liability insurance with a minimum cover of \$10 million.

Evidence of the Certificate of Currency will be retained at the service premises, through a copy being provided to the Nominated Supervisor on each renewal.

Additional Insurance

The Approved Provider will source and manage relevant insurance products. Appropriate cover will also be taken for building and contents and other personal accident insurances.

The Approved Provider will request the Nominated Supervisor monitor and gather information as necessary to enable an informed assessment and decisions on the insurance needs of the service.

Where relevant, the Nominated Supervisor will provide the Approved Provider with relevant details of activities and excursions undertaken as to assess if additional insurance coverage is required. The Approved Provider will liaise with their insurance broker when determining added cover.

WorkCover

The Approved Provider is responsible for ensuring that the service has adequate worker's compensation insurance for all staff including volunteers.

Insurance Claims

The Nominated Supervisor will report any potential instances of insurance claims to the Approved Provider in a timely manner.

The Approved Provider will collate relevant information and communicate these details with their insurer.

The Approved Provider (or any relevant delegate) will follow all directions of the insurer and in the case of material or significant claims, seek legal advice for the service where necessary.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.51 Conditions on service approval
- **Education and Care Services National Regulations:**
 - R.29 Condition on service approval—insurance
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.180 Evidence of prescribed insurance
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Educational (General Provisions) Act 2006
- Work Health and Safety Act 2011

Related Policies and Procedures

[7.4 Leading Compliance and Quality Assurance](#)

[7.5 Governance and Management](#)

Policy 7.12 Insurance				
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V2023.1 - Combined previous policies 10.7 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.13 Workplace Health and Safety

Policy Statement

For the protection of children, educators, management and the service as a whole, Jamboree Heights OSHC will ensure that its equipment, facilities and premises are safe and clean in keeping with the requirements of the Work Health and Safety Act, 2011. The service promotes health and safety awareness for all people involved in the service. Policies and procedures are developed and monitored to reflect safe work practices.

The service will ensure the space and facilities used for the OSHC program are safe, stimulating and enable the provision of quality education and care. The service will work collaboratively to ensure the environment accessible to all children will positively and safely contribute to their wellbeing, learning and development. The service recognises the responsibility to ensure the environment and equipment used in providing care and education is safe, clean and in good repair.

Risk Assessment Consultation

Consultation with educators is more than a courtesy, it is a legal requirement and an essential part of managing health and safety risks. A safe workplace is more easily achieved when everyone involved in the work communicates with each other to identify hazards and risks, talks about any health and safety concerns and works together to find solutions. This includes cooperation between the people who manage the work and those who carry out the work or who are affected by the work. By drawing on the knowledge and experience of everyone, more informed decisions can be made about how the work should be carried out safely. Educators are to be actively involved in the risk assessment process to improve the effectiveness of controls and to drive a culture of safety.

WHS Procedures

The service's duties in maintaining a suitable safe and healthy workplace environment is covered by procedures for—

- managing risks in the workplace (risk assessment process),
- systems to ensure a safe physical environment is established and maintained, and
- routine practices to manage workplace hazards.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Exercise due diligence to eliminate or minimise health and safety risk so far as it is reasonably practicable.• ensure the service has and uses appropriate resources and processes to eliminate or minimise risks to health and safety.• Consult with workers who are directly affected by a health and safety matter so far as it is reasonably practicable.
Nominated Supervisor	<ul style="list-style-type: none">• Lead the risk management procedures for the service.• Consult and collaborate on risk management activities with educators and those who will be directly affected.• Monitor controls to ensure they are working as planned, undertake a review of the risk management processes when needed.
All Staff	<ul style="list-style-type: none">• Take reasonable care for their own health and safety and do not adversely affect the health and safety of other persons.• Comply with any reasonable instruction and co-operate with any reasonable health and safety policy or procedure.• Collaborate with risk assessment planning and delivery.

Key Tasks and Responsibilities

Risk Assessment Procedures	The Approved Provider is responsible for establishing processes to manage and control risks. They collaborate with the Nominated Supervisor and educators to ensure effective control measures are embedded. The Nominated Supervisor is responsible for maintaining risk assessment records and relevant reports.
Daily Checklists	All educators are to inspect the physical environment to ensure the service is physically suitable for play and leisure. Any identified hazards are brought to the attention of the Nominated Supervisor or Responsible Person and addressed appropriately.
Supervising Practices	The Nominated Supervisor or Responsible Person is responsible for the supervision of staff executing tasks to ensure safety, including providing relevant instruction and guidance.

Procedures

Work Health and Safety - Risk Management Process

While the Approved Provider sets out the expectations and processes for ensuring risks are managed, the Nominated Supervisor is responsible for leading the day-to-day work health and safety management and to ensure control measures are followed. In recognising risk management is a shared responsibility, the Nominated Supervisor is supported by educators who will assist identifying hazards and improving the control measures adopted to address relevant risks.

A comprehensive risk assessment process forms the basis of the work health and safety framework for the service. Our risk assessment procedures are ongoing process that are triggered when there is a change or introduction to anything that might affect work activities, the environment or the health and safety of people at the service. The Nominated Supervisor will consider a new or revised risk assessment when:

- Changing work practices, procedures or the work environment.
- Purchasing new equipment or using new substances.
- New information about work related risks becomes available.
- Responding to work related incidents (even if they have caused no injury).
- Responding to concerns raised by workers or others at work.
- Required by the relevant regulation or rule.

Managing workplace risks is a four-stage process to:

Identify hazards	Discover and document what could cause harm.
Assess risks	Understand- <ul style="list-style-type: none"> • the nature of the harm that could be caused by the hazard, • how serious the harm could be, and • the likelihood of it happening.
Control risks	Implement the most effective control measure that is reasonably practicable in the circumstances.
Review control measures	Monitor and supervise control measures to ensure they are eliminating or isolating risks as planned.

Once a hazard is identified, the risk assessment process will identify a control measure that takes every reasonable precaution to control the risk, with the hierarchy of risk control informing the control measure selected. The service will look to adopt the highest level of control available—

Level 1	Eliminate	Remove the hazard and associated risk.
Level 2	Substitute	The hazard with something safer - replace hazard item.
	Isolate	Physically separating the source of harm from people by distance or using barriers.
	Physical modification or design	Uses a mechanical device or process to physically assist and reduce the chance of physical injury or fatigue.
Level 3	Administrative controls	Work methods or procedures that are designed to minimise exposure to a hazard.
	Personal protective equipment (PPE)	Face masks, gloves, aprons and protective eyewear.

Consultation

Educators will be actively involved in ensuring a safe and healthy work environment, being provided with a reasonable opportunity to express their views and contribute to health and safety decisions. This may involve:

- providing a suitable time during work hours for consultation and discussion.
- allowing opinions and perspectives about health and safety to be regularly discussed and considered in meetings.
- providing educators and parents with multiple ways to provide feedback (e.g. email).

The Approved Provider and Nominated Supervisor will take into account the views of educators and families before making final decisions. However, consultation will not require consensus or agreement, its purpose is around the service's leadership to allow contribution for stakeholders before health and safety decisions made.

Safe Physical Environment

The general design of the facilities is appropriate for quality education and care, and ensures there is adequate temperature control, ventilation, lighting and shade for children and educators' health, safety and comfort.

Risk Assessment

Jamboree heights OSHC has developed a comprehensive risk assessment for the service's indoor and outdoor environment, which establishes a standard for the environment's health and safety.

Daily Inspections (Checklists)

Prior to each session an inspection of the facilities is carried out (daily safety checklists) to ensure the environment reflects the established standard. Sandpits will be raked prior to use to check for any animal faeces and any potentially dangerous objects.

These checks are documented, and any issues are brought to the attention of the Nominated Supervisor, with the following remediate actions expected—

- Any equipment that is faulty or broken is removed and/or disposed of.
- Any rubbish or hazards are cleaned, or where this isn't possible, the area is isolated.
- Any playground features that are damaged or worn will be isolated and reported to the school for maintenance.

Where an area is isolated because of a hazard-

1. An entry detailing the problem will be entered into the team communication book and Educators will be informed at the daily meeting/catch up, and

2. A hazard report from will be completed and the school will be notified at the earliest opportunity.

Electrical Safety

The Approved Provider will ensure the building is inspected periodically for electrical safety including relevant electrical safety devices. The Nominated Supervisor will coordinate and ensure:

- Specified electrical equipment is inspected, tested and tagged by a competent person at recommended intervals and immediately withdrawn from use if it is not safe to use.
- Specified electrical equipment is connected to a type 1 or 2 safety switch. The safety switch must be tested at prescribed intervals and withdrawn from use if not working properly.

Educators will be instructed in the safe use and storage of electrical equipment associated with their work.

Managing Workplace Hazards (Routine Practices)

A risk assessment has been developed to addresses the storage and use of any dangerous substances (any chemicals, disinfectants, sanitisers, poisons, corrosive or otherwise toxic substances) located at the service, and ensures—

- All potential hazardous substances, including cleaning items, are to be—
 - clearly labelled as per manufacturer safety instructions.
 - kept out of reach of children and placed in a child proof storage facility.
- Any unlabelled, unused or unnecessary substances are disposed of in a safe manner.
- All substances stored at the service have a safety data sheet (obtained from the manufacturer) and are retained in the SDS register.
- Educators will be trained and instructed on the safe use and storage or any relevant substances

Educators will be instructed in the safe use and storage of electrical equipment associated with their work. The Nominated Supervisor will ensure that all fire safety equipment (extinguishers and blankets) are tagged and tested and in accordance with the *Building Fire Safety Regulation 2008*.

Environment Risks and Management

The Nominated Supervisor will be responsible to ensure that the service has adequate heating, ventilation and lighting at all times. The Nominated Supervisor will ensure that educators remove all equipment that is faulty or broken.

Prior to use each day, educators will conduct a documented safety check of all indoor and outdoor spaces and equipment to ensure it is safe for use and free from hazards that may cause harm to children or staff. Hazards identified from daily safety checklists will be brought to the Nominated Supervisor's attention by the educator. The Nominated Supervisor will take the appropriate steps and record the event in a hazard report form and forward it to the relevant persons (such as the Approved Provider and/or school).

Facilities and equipment assessed to have potential for injury will not be used or action is taken to allow for safe usage. An entry detailing the problem will be entered into the team communication book and all educators will be instructed on any restrictions necessary on use of equipment or areas.

Manual Handling

Management will ensure that all team members have adequate training in relation to safe lifting and manual handling techniques used at the service. Educators must use lifting equipment (e.g. hoist, devices with wheels) as advised by management for use.

The Nominated Supervisor will ensure that appropriate lifting and manual handling techniques are practised by educators and/or volunteers. Educators must inform the Nominated Supervisor if they have any medical or health issues that may place them at risk of injury when lifting or moving people/objects.

Information regarding appropriate lifting and manual handling techniques will be made accessible to educators through the orientation and induction process, and through ongoing displays of safe techniques.

Should lifting equipment (e.g. hoists) be required, relevant training and instruction will be provided. These resources should only be used as intended.

Disposing of Sharps or Other Dangerous Objects

'Sharps' refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass. An injury from a needle-stick can expose a person to blood-borne viruses.

Where a needle/sharp hazard (including broken glass that may be contaminated with blood) are found on the premises, the safe disposal procedures will be carried out by an educator or responsible person—

1. Move children away from the area.
2. Ensure there is space to move and clearly observe the sharp.
3. Put on disposable latex or vinyl gloves that do not interfere with dexterity.
4. Grabbers or other implements should not be used. A stick may be used to carefully separate multiple sharps.
5. Bring the sharps container to the syringe, placing it on an even surface beside the object (syringe/sharp)
6. Use gloved hand to pick up the syringe by the middle of the barrel. Do not use a brush to sweep the syringe, as the sweeping action can cause the object to flick into the air causing additional risk.
7. Place the syringe in the container sharp end first.
8. Securely place the lid on the container and ensure it is sealed. Hold the container by the top when carrying.
9. Dispose of the container by putting in an industrial bin or taking it to a public sharps disposal bin. Ensure it is stored appropriately while in transit.

If an educator is injured by a used needle:

- Wash with running water and soap as soon as possible.
- Apply a sterile waterproof dressing.
- Seek medical advice.
- Follow the safe disposal procedures as above and take the needle or syringe with you to the doctor.

A sharps container is available at the service and is a receptacle intended for the collection and disposal of sharps. It is—

- Rigid-walled, puncture-proof, and sealable,
- Yellow in colour,
- Labelled as 'sharps' or 'infectious waste', and
- Carries the biohazard and AS/NZS symbols.

Biological Hazards

The service has relevant protocol and procedures for addressing biological hazards. These are set out in policy [2.7 Infectious Diseases](#).

Psychosocial Hazards

Work-related stress, bullying, violence and work-related fatigue are examples of psychosocial hazards that can present in workplaces. To address these risks, the service will maintain a supportive environment for its staff, children and families.

The protection of children, and the promotion of their safety and wellbeing is covered by many practices outlined in the relevant policies within Policy Group 2.

Expectations of conduct are clearly contained within relevant policies, including the service's code of conduct ([4.4 Code of Conduct](#) and [5.1 Interactions and Relationships with Children](#)). At all times interactions between workers will be expected to be respectful, courteous and professional.

Instances of harassment and bullying will be taken seriously. Employees have access to complaints mechanisms to support their access to a fair and reasonable workplace environment. Any workplace issues can be addressed to the Nominated Supervisor or Approved Provider free of reprisal or victimization.

Employee's will be fairly managed and have opportunities to address performance and workload issues in appropriate forums, including regular performance review meetings and plans.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.165 Offence to inadequately supervise children
 - s.166 Offence to use inappropriate discipline
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.155 Interactions with children
 - R.156 Relationships in groups
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA7 – Governance and Leadership

Additional Regulatory Context and Guidance

- Work Health Safety Act 2011 (Qld)
- [Department of Education Queensland - Safe handling and disposal of needles and syringes](#)
- Workplace Health Safety Queensland Codes of Practice:
 - [How to manage work health and safety risks](#)
 - [Work health and safety consultation, cooperation and coordination](#)
 - [Managing the risk of psychosocial hazards at work](#)
 - [Managing risks of hazardous chemicals in the workplace](#)
 - [Preparation of safety data sheets for hazardous chemicals](#)

Related Policies and Procedures

- [2.1 Providing a Child Safe Environment](#)
- [2.2 Supervision and Educator Ratios](#)
- [2.3 Safe Arrivals and Departures of Children](#)
- [2.4 Incident, Illness, Injury or Trauma](#)
- [2.5 Administration of First Aid](#)
- [2.6 Water Safety](#)
- [2.7 Infectious Diseases](#)
- [2.8 Hygiene, Health and Wellbeing Practices](#)
- [2.9 Medical Conditions in Children](#)
- [2.10 Medication Administration](#)
- [2.11 Sun Safety](#)
- [2.12 Safe Food Handling, Preparation and Storage \(Food Safety Program\)](#)
- [2.13 Emergency Evacuation, Lockdown and Drills](#)
- [2.14 Child Protection and Mandatory Reporting](#)
- [4.4 Code of Conduct](#)
- [4.7 Fit for Work](#)
- [4.8 Employee Underperformance, Misconduct and Disciplinary Actions](#)
- [4.9 Workplace Bullying, Discrimination and Sexual Harassment](#)
- [7.5 Governance and Management](#)
- [7.6 Privacy and Confidentiality of Records](#)

Appendices and Forms

- [Indoor Safety Checklist](#)
- [Outdoor Safety Checklist](#)

Policy 7.13 Workplace Health and Safety				
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V2023.5 - Combined previous policies 6.3, 10.9 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.14 Service Closure

Policy Statement

Jamboree Heights OSHC acknowledges that there may be times when the service is required to close due to both planned and unforeseen circumstances. The service recognises that effective communication and management procedures must be established to meet family expectations, provider requirements and to uphold the safety and care for children.

The Approved Provider recognises the obligation to comply with *Family Assistance Law, Education and Care Service National Law Section 174* and *Education and Care Services National Regulation 175* in notifying the Regulatory Authority of service closures.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure the safety and protection of stakeholders accessing the service.• Ensure stakeholders (including government bodies) are suitably notified of any closures, disruptions due to emergency events, or another time the service cannot operate.
Nominated Supervisor	<ul style="list-style-type: none">• Ensure the service is able to fulfil its duty to protect from harm. Where extreme and emergency events hinder the ability to care for children, ensure the safety and protection of children through sound management of service closure.• Deliver sound professional judgement and provide accurate information to the Approved Provider in consulting service closures.• Ensure communication with families and stakeholders adequately notifies of service closure and other relevant requirements.

Procedures

The service will operate as per the approved and advertised opening hours for each session of care where Child Care Subsidy is claimed unless there is an appropriate reason (i.e., emergency closure) and notification is given to:

- the Regulatory Authority (Queensland Government Department of Education - Early Childhood Education and Care); and
- the Australian Government Department of Education.

The service will not close early due to children being collected prior to the approved and advertised closing time unless prior approval has been granted by the Regulatory Authority (Department of Education - Early Childhood and Community Engagement) and the Australian Government Department of Education and Training.

Emergency Closure

Closure of the service may occur in the following instances:

- Extreme weather conditions,
- Emergency situation, such as fire or other external threat,
- Loss of power and/or water.

Determination for closure will be made in consultation with the Approved Provider and/or emergency services personnel, if relevant.

Parent Communication

In the case of immediate closure of the service, the Nominated Supervisor will:

- Contact families to collect the children from the service,
- Ensure the safety of all children and educators involved; and

- Notify the Regulatory Authority and Australian Government in accordance with policy [7.7 Managing Notifications](#)

In the case of planned (or upcoming) closure, the Nominated Supervisor will:

- Communicate with families as soon as reasonably practicable,
- Provide information for the reason for closure; and where possible,
- Provide anticipated timelines to the disruption.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.174 Offence to fail to notify certain information to Regulatory Authority
- **Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.175 Prescribed information to be notified to Regulatory Authority
- **National Quality Standard:**
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- Family Assistance Law
- Department of Education – Child Care Providers Handbook

Related Policies and Procedures

[2.1 Providing a Child Safe Environment](#)

[7.5 Governance and Management](#)

[7.1 Nominated Supervisor](#)

[7.2 Determining the Responsible Person](#)

[7.6 Privacy and Confidentiality of Records](#)

Policy 7.14 Service Closure				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 10.21 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.15 Social media and ITC Usage for the Service

Policy Statement

The service acknowledges a key role technology plays in the community and business, especially as a tool for communication. Therefore, the Approved Provider will support the effective and safe use of technology through suitable policies and procedures to ensure devices and tools are used appropriately and in the best interests of the children, families and employees who use the service.

Jamboree Heights OSHC recognises that their IT equipment is a critical resource in managing the privacy and confidentiality of business, family and employee information. The service is committed to ensuring the management and use of equipment upholds the obligation and commitment to information handling. Likewise, the service understands that social media networking and other online communication platforms are an effective method for communicating with families who use the service. In doing so, Jamboree Heights OSHC is committed to ensuring and promoting safe and positive communications.

The established guidelines, policies and procedures for:

- the administration of the OSHC social media pages/sites with the intention to ensure communication is respectful, ethical and is consistent with the purpose of community engagement principles.
- supporting the interaction and relationship of stakeholders and employees of the service to uphold safety and protection.

Employees will be guided on expectation for the use of communication mediums (i.e., social media platforms) that could interfere with their employment and obligations and an employee. The service acknowledges that employees may access social networking sites (such as Facebook, Twitter, Instagram, etc.) to interact with friends, colleagues, and the community. This policy aims to establish guidelines on the access and usage of online social networking, with the aim upholding safety, protection and reputation for the service and its stakeholders.

For the purposes of this policy 'social media' and online communication will refer to any online tool, functions or platform that allow people to communicate via the internet. This includes, but is not limited to, applications such as:

- Social networking sites (e.g. Facebook, Pinterest, LinkedIn, Instagram);
- Video and photo sharing (e.g. YouTube)
- Messaging platforms (Snapchat, Messenger)
- Blogging sites, forum or discussion boards (e.g. Twitter, Reddit)
- Online gaming

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Provide guidance and expectations on the use of technology, devices and social media etc. to support the safety and protection of children, families, employees and the business reputation.
Nominated Supervisor	<ul style="list-style-type: none">• Respond and communicate instances of non-compliance.• Ensure the service's equipment and practices reflect the obligation of confidentiality and privacy owed to stakeholders.
All Staff	<ul style="list-style-type: none">• Ensure children are provided with suitable supervision to support the expectations of the service social media and ITC policy.

Procedures

Infrastructure and Technology

Sufficient and suitable equipment is available for educators to complete relevant tasks, such as programming and documentation.

Educators are not to use personal devices for any documents or material that may contain the personal information of children and families, this includes—

- Taking pictures on phones.
- Writing observation on personal devices.
- Emailing/messaging parents from personal accounts.

To remove any doubt, personal devices may be used for work activities that do not store or save children and families personal information, for example—

- Attending a webinar.
- Researching programming ideas.
- Communicating staffing arrangements.

Where an educator believes additional equipment is needed, they should communicate this to the Nominated Supervisor.

Communication and Information Sharing with Families

Child Care Software

The service upholds requirements for privacy and data by using reputable child care software to collect and store the substance of family's personal and sensitive information (i.e. enrolment information). This system is password protected and allows parents to more easily access the information retained by the service.

Email (or other Messaging)

At times, communication with families will occur via email. Where the service's representatives use email to communicate, this must only occur on accounts owned and managed by the service.

Social Media

Misuse of social media can have serious consequences for the Approved Provider, the service, its employees and families, therefore any party that posts negative or defamatory comments on the service's social media sites will be reported to Nominated Supervisor.

Jamboree Heights OSHC will use social media to support and enhance rather than replace already established and effective family communication methods. Through the Family Handbook, information will be provided regarding expectations for family communication with the service, which may include comments and posts through social media.

In giving general consent, families must authorise in writing, the sharing and publication of information, photos and/or images of their child, prior to being posted on any social media sites.

The service social media site will be used as a tool for sharing information and program updates with service families and may include (but not be limited to) the following:

- General service notices and reminders,
- Promotion of upcoming service and/or community events,
- Seeking ideas and suggestions on service program and operations,
- Providing important links and information relating to children's health and wellbeing,
- Reaffirming details provided through other family communication sources such as newsletters, notices and flyers; and/or
- Photographs depicting daily events, environment and activities.

The Approved Provider, in consultation with the wider P&C Executive and Committee, must agree and authorise the establishment and/or use of any new social media platforms. If approved, the service must ensure the following guidelines for administration are met:

- A minimum of two administrators will be delegated to approve and monitor social media activity.
- Privacy settings will be appropriately setup in accordance with the services policies and procedures.
- Content moderation (checking for inappropriate posts, content or other offensive material) will be conducted frequently by the administrators of the social media platform.
- A minimum of one other administrator must check and approve any content prior to it being publicly posted to the platform.

Good judgement and common sense must be used to ensure the reputation of the service, its employees and stakeholders are not harmed when communicating through social media. Once something is placed online, it spreads quickly and cannot be retracted.

Educators and volunteers engaged with the service must authorise in writing, the sharing and publication of information, photos and/or images of themselves, prior to being posted on any social media sites.

Administrators of Jamboree Heights OSHC's social networking page will adhere to the following guidelines:

- Under no circumstances are children attending the service to be invited to participate in the service's social networking site without explicit consent of their parents,
- Only Information and/or comments relating to the activities and operations of the service will be posted on the service's social networking site,
- Authorisation of families must be obtained before images of children can be considered for upload,
- Only community members known to the service will be invited i.e., teachers, school leaders etc.

Where an educator becomes aware of a child being impacted or a risk of harm from an online setting (i.e. disclosure of cyber-bullying), then the service will inform the parent of this information at the earliest convenience.

Employee Social media and Online Communication

Responsibility

All employees have a duty to uphold the reputation and interests of the service beyond the hours they are at work (see policy [4.4 Code of Conduct](#)). Educators have a responsibility to ensure their conduct is compatible with their employment obligations when using social media for personal use.

Communication and information sharing via social media or otherwise has the potential to harm either a child/family or the service's reputation. Any instances of a child or their family's privacy, reputation or safety being compromised will be treated very seriously. Employees engaging in this conduct will be subject to disciplinary action, up to and including termination.

Boundaries for Online Communication and Interactions

There should not be any personal interaction with children of the service via social media, including being 'friends' or following accounts etc. If a child of the service attempts to interact with an education, they should—

- not respond,
- review their privacy settings, and
- notify the Nominated Supervisor who will communicate the service's expectation with the family.

The service name or identity cannot be mentioned in online posts or other online commentary, either directly or implied.

Employees should not discuss or disclose work-related matters in any public forum. Harmful, threatening, suggestive or harassing comments made about fellow employees or stakeholders will be viewed as cyberbullying (unlawful conduct) and will prompt disciplinary action.

Photos of employees in work uniform are not to be placed online; and If anything is posted online by others which may harm the reputation of the service, its employees or stakeholders, and an employee has the capacity to delete such information, the Approved Provider asks that you do so immediately.

Reporting Breaches

If any employees become aware of:

- conduct or communication that breaches this policy; or
- finds any online material that is potentially dangerous or damaging to the image or people of the service.

Then, the employee should immediately report this information to either the Nominated Supervisor or Approved Provider. This disclosure should not be shared with others.

Employees who are also family members of children/service users may be excluded from this condition. Disclosure of the relationship with families and children of the service is **essential**. In these extenuating circumstances, the social media responsibilities will be managed on a case-by-case basis by the *Nominated Supervisor* or Approved Provider.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.174A Prescribed information to accompany notice
 - R.175 Prescribed information to be notified to Regulatory Authority
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities.

Additional Regulatory Context and Guidance

- Working with Children (Risk Management and Screening) Act 2000 (Qld)
- Criminal Code Act 1899 (Qld)
- Online Safety Act 2021 (Cth)

Related Policies and Procedures

[2.15 Safe Online Environments for Children](#)

[4.4 Code of Conduct](#)

[4.7 Fit for Work](#)

[7.13 Workplace Health and Safety](#)

Policy 7.15 Social Media and ITC Usage for the Service				
Endorsed By: Jamboree Heights P&C Executive Committee				
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V2023.1 - Combined previous policies 8.14, 10.12 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.16 Asset Management

Policy Statement

In order to have sound financial management, meet the requirements of auditing and insurance and for the benefit of future planning, Jamboree Heights OSHC will maintain an assets register. The register will be maintained by the Nominated Supervisor and will itemise the non-consumable assets of the service. To support the accuracy of the register an inspection will be undertaken at least every six months.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Authorise the disposal of significant asset write-off/disposal
Nominated Supervisor	<ul style="list-style-type: none">• Maintain the service's asset register – including review, updating and disposal changes.

Procedures

The Nominated Supervisor will maintain an accurate register of the significant (capital) belongings of the service. The register will include categories such as:

- Furniture,
- ICT Equipment,
- Outdoor/sporting Equipment,
- Kitchen/cooking Equipment; and
- Child-related resources (other than consumables).

New Assets

Every fixed item purchased for the service (other than consumables) will be entered into the register immediately following the purchase. The details to be contained in the register in respect of purchases will include:

- Name or Description,
- Asset code,
- Date of purchase,
- Item Type (Categorised),
- Purchase price,
- Supplier; and
- Warranty terms (if applicable).

Asset Review

The register will be reviewed and updated every 6 months, in accordance with the financial year of audit. The date of review will be recorded in the asset register

Disposal of Items

Items may be disposed of when they are damaged, aged or unsuitable for their purpose.

In the event that items are in need of disposal, the Nominated Supervisor will reflect this outcome in the asset register and record the reasons for the disposal

Any asset being disposed of with a value great than \$500 will be included in either direct communication or formal reporting to the Approved Provider.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA3 – Physical environment
 - QA7 – Leadership and Management

Related Policies and Procedures

[3.1 Space and Facilities Requirements](#)

[7.1 Nominated Supervisor](#)

[7.5 Governance and Management](#)

[7.9 Budgeting, Procurement and Financial Planning](#)

Policy 7.16 Asset Management				
Endorsed By: Jamboree Heights P&C Executive Committee				
Version and reason for change	Date endorsed	Date implemented	Date families notified	Date of next review
V2023.5 - Combined previous policies 10.15 - Updated format and enhanced procedures	25.03.2024	25.03.2024	25.03.2024	February 2025

7.17 Self-Assessment and Quality Improvement

Policy Statement

Jamboree Heights OSHC acknowledges and recognises that continuous improvement is an integral part of the National Quality Framework. Jamboree Heights OSHC will take a proactive approach to establish effective processes and systems for evaluating and reviewing current practices and identifying areas and opportunities for improvement. The service recognises self-assessment and continuous improvement is an ongoing process, building upon previous efforts and plans.

The Approved Provider expects the Nominated Supervisor and educators will actively work towards developing a culture of critical reflection, self-assessment and continuous improvement in every aspect of service operations.

The Approved Provider will ensure the service's Quality Improvement Plan is developed, reflecting an assessment of the quality and area of improvement that has been identified. The Approved Provider will be supported by the Nominated Supervisor, educators and OSHC Committee members in developing and reviewing the document at least annually to maintain compliance with *Education and Care Services National Regulations 55 and 56*.

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">Ensure a QIP is developed and reviewed at least annually, and fulfils the requirements outlined in legislation.
Nominated Supervisor	<ul style="list-style-type: none">Support a culture of continuous improvement and high-quality expectation.
All Staff	<ul style="list-style-type: none">Provide copy of QIP as requested by the Regulatory Authority.

Procedures

Culture of Continuous Improvement

The Nominated Supervisor and educators will be empowered to identify and respond to opportunities for continuous improvement, which includes continuous monitoring of the quality of collective and individual educator practices.

As part of the service's overall continuous improvement process, all standards and elements of the National Quality Standard will be reviewed on a regular basis in order to identify:

- Effectiveness of current practice in delivering quality outcomes for children, families and educators,
- Improvements to current practices, procedures and service routines; and
- Changes to be implemented as a result of review.

The Nominated Supervisor will be delegated to instruct and manage educators to improve any aspects of practice that has been identified. Where significant changes are required, the Nominated Supervisor will communicate intentions to the Approved Provider.

Quality Improvement Plan (QIP) Development and Review

All stakeholders (management, educators, families and children) will be encouraged to be involved in the service's continuous improvement process with ideas and suggestions for practice improvements welcomed.

The Approved Provider will ensure that a Quality Improvement Plan is prepared and maintained for the service that:

- Contains a statement of philosophy of the service,
- Includes the assessment of the quality of practices of the service against the National Quality Standard and the National Regulations,
- Identifies the areas requiring improvement, goals and the steps to improve; and

- Maintains notes with dates of the progress being made

The Approved Provider will ensure that the service’s Quality Improvement Plan is reviewed and revised:

- At least annually, and/or
- Whenever directed by the Regulatory Authority

The Nominated Supervisor is responsible for ensuring all relevant improvement actions are documented in the service’s QIP. The Nominated Supervisor will provide reviewed versions of the QIP to the Approved Provider.

QIP Access

The Approved Provider will submit the service’s current Quality Improvement Plan to the Regulatory Authority on request.

The QIP will be accessible to educators, families and other relevant stakeholders for review and feedback.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law**
- **Education and Care Services National Regulations:**
 - R.55 Quality Improvement Plans
 - R.56 Review and revision of quality improvement plans
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
- **National Quality Standard:**
 - QA1 – Educational program and practice
 - QA2 – Children’s health and safety
 - QA3 – Physical environment
 - QA4 – Staffing arrangements
 - QA5 – Relationships with children
 - QA6 – Collaborative partnerships with families and communities
 - QA7 – Leadership and Management

Additional Regulatory Context and Guidance

- My Time, Our Place Framework for School Age care in Australia V2, 2022

Related Policies and Procedures

[6.5 Interactions and Communication with Families](#)

[7.1 Nominated Supervisor](#)

[7.3 Educational Leader](#)

[7.4 Leading Compliance and Quality Assurance](#)

[7.5 Governance and Management](#)

Policy 7.17 Self-Assessment and Quality Improvement				
Endorsed By: Jamboree Heights P&C Executive Committee				
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V2023.1 - New policy - Address regulatory changes	25.03.2024	25.03.2024	25.03.2024	February 2025

7.18 Managing Concerns of Harmful Sexual Behaviours

Policy Statement

Jamboree Heights OSHC is committed to ensuring a child-safe environment that acts to ensure children attending OSHC are safeguarded from harm. In doing so, the service's policies draw upon the National Principles of Child Safe Organisations, recognising our role and obligation to addressing risks of harmful sexual behaviours.

The term 'harmful sexual behaviours' refers a range of behaviours that are outside the expected range of sexual behaviour for a child or young person's level of development. Harmful sexual behaviours include but are not limited to—

- acts that problematic to a child's own development (compulsive masturbation or inappropriate nudity),
- violations of privacy,
- exposure to sexual materials, or
- forced or coercive sexual acts (such as sexual assault).

These behaviours are very serious as they can cause significant harm to other children. They can also be indicator of a child or young person having been harmed themselves and may place the child displaying such behaviours at risk of sexual exploitation.

The purpose of this policy is to complement adjacent policy and recognise the unique response required for children displaying problematic or harmful sexual behaviours. The procedures contained set out—

- how the service increases the knowledge of educators and stakeholders to better identify behaviours, and
- clear steps to be taken in response to concerns around a child's behaviours.

Key Tasks and Responsibilities

Awareness and understanding	The Approved Provider will ensure the service has suitable resources and materials available to support the Nominated Supervisor to guide the understanding of harmful sexual behaviours. While primarily instruction is provided to educators, material will be made available to parents and other relevant stakeholders.
Responding to concerns	The Nominated Supervisor (or the Responsible Person in their absence) will take the lead in listening to and actioning a response to allegations of harmful sexual behaviours. The service's representatives will liaise with parents, and if needed, other professionals to ensure children are protected and are supported to access suitable assessments or interventions.

Procedures

Education and Prevention

Initial Instruction

Consistent with the procedures set out in policy [2.14 Child Protection and Mandatory Reporting](#), all educators/staff will receive instruction around identifying child abuse, including child sexual abuse, upon commencement.

Further Training and Resources

Initial training and instruction is complemented by a range of additional learning materials to promote a robust understanding of harmful sexual behaviours, including—

- Online learning modules or webinars.
- Contemporary guidelines and information papers from reputable sources.

Due to the collective nature of additional training, these sessions and resources are typically made available at periodic points throughout the year in a planned approach to professional development. Where circumstances suggest further training or support is required, the service will prioritise the availability of these.

At a minimum, contact details for True (<https://www.true.org.au/>), as the organisation with the most relevant expertise to this context, will be maintained as an initial avenue for information and support. This is complemented by the service's leadership team collating any other relevant local community supports, primarily to parents, should interventions or therapeutic support be required.

Effective Supervision

The service's environment and embedded practices support educator's knowledge to address the risks of children being exposed to harmful sexual behaviours. The service continues to critically reflect on opportunities to increase the integrity of supervision to ensure children are cared for in a safe and supportive environment.

Responding to Concerns of Harmful Sexual Behaviours

While every effort is taken to reduce the likelihood of a child being exposed to harmful sexual behaviours, the service remains open to the possibility that it may occur and treats any concerns very seriously.

Identified by the Service

1. Where an educator becomes aware of an instance of harmful sexual behaviour possible occurring at the service, they will follow the steps set out in policy [2.4 Incidents, Illness, Injury or Trauma](#) to—
 - a. redirect any children,
 - b. offer support as needed, and
 - c. document the events.
2. Relevant parents will be notified of the incident at the earliest convenience (but within 24 hours). Likewise, depending on the seriousness, notification to the Regulatory Authority may also be submitted.
3. In holding concerns of harmful sexual behaviour, the Nominated Supervisor (or if timeline requires, Responsible Person) will consider the service's capacity to maintain the safety of children. Should the service reasonably believe children's safety or wellbeing may be risked, the child's enrolment will be suspended, pending further guidance, management action and planning.
4. Should any service representatives believe the child is in need of protection, the steps set out in policy [2.14 Child Protection and Mandatory Reporting](#) will be followed.

Complaint of Harmful Sexual Behaviours

Consistent with the [6.3 Feedback and Complaints Handling](#) policy, both children and parents can raise their concerns with a representative of the service at any time. All representatives of the service (Nominated Supervisor, educators etc.) will treat any concerns or complaints seriously – taking the appropriate action—

1. While the Nominated Supervisor is the preferred contact, upon receiving relevant concerns or complaints relating to harmful sexual behaviours (as defined in this policy), educators or other representatives, should immediately inform the Nominated Supervisor (or in their absence, the Responsible Person).
2. Details of relevant behaviours and incidents will be documented by the service, using the Complaints Record.
3. The Nominated Supervisor (or Responsible Person) will notify a representative of the Approved Provider at the earliest convenience to develop a response plan, including the person(s) responsible for specific tasks and will be based on the information available to—
 - a. Ensure the safety of children of the service.
 - b. Comply with notification and/or reporting requirements.
 - c. Collect relevant information to assess the veracity of the complaint.
4. Should information indicate the safety or wellbeing of children attending the service be at risk and is beyond the capacity of the service to ensure protection, the service may decide to suspend the relevant child's enrolment, pending further guidance, management action (including an investigation) and planning.
5. Parents of the child alleged to have displayed harmful sexual behaviours will be notified of the details of the concerns/complaint and offered relevant contacts for community support. Should the

service believe the child is need of protection, the steps set out in policy [2.14 Child Protection and Mandatory Reporting](#) will be followed.

6. Once relevant information and guidance has been collated and established, the Approved Provider, in collaboration with the Nominated Supervisor will determine the appropriate outcome to provide care that safeguards all children attending the service, this may include but is not limited to the development of behaviour/care plans.
16. All documentation, communication and reports will be stored confidentially, as set out in policy [7.6 Privacy and Confidentiality of Records](#) - via a password protected system.

Legal and Regulatory Foundation

In preparing and implementing this policy, the Approved Provider recognises the obligations and requirements related to –

National Quality Framework

- **Education and Care Services National Law:**
 - s.167 Offence relating to protection of children from harm and hazards
- **Education and Care Services National Regulations:**
 - R.84 Awareness of child protection law
 - R.85 Incident, injury, trauma and illness policies and procedures
 - R.86 Notification to parents of incident, injury, trauma and illness
 - R.87 Incident, injury, trauma and illness record
 - R.168 Education and care service must have policies and procedures
 - R.170 Policies and procedures to be followed
 - R.171 Policies and procedures to be kept available
 - R.172 Notification of change to policies or procedures
 - R.173 Prescribed information to be displayed
 - R.174 Time to notify certain circumstances to Regulatory Authority
 - R.174A Prescribed information to accompany notice
 - R.181 Confidentiality of records kept by approved provider
 - R.183 Storage of records and other documents
- **National Quality Standard:**
 - QA2 – Children’s health and safety
 - QA7 – Governance and leadership

Additional Regulatory Context and Guidance

- [National Principles for Child Safe Organisations](#)
- [Volume 10, Children with harmful sexual behaviours of the Royal Commission into Institutional Reponses to Child Sexual Abuse](#)

Related Policies and Procedures

- [2.1 Providing a Child Safe Environment](#)
- [2.14 Child Protection and Mandatory Reporting](#)
- [6.2 Enrolment and Orientation](#)
- [6.7 Feedback and Complaints](#)
- [7.6 Privacy and Confidentiality of Records](#)
- [7.7 Managing Notifications](#)

Policy 7.18 Management of Harmful Sexual Behaviours				
Endorsed By: Jamboree Heights P&C Executive Committee				
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V2023.1 - New policy - Address regulatory changes	25.03.2024	25.03.2024	25.03.2024	February 2025

Appendix – Forms and Resources

[Self or Sibling Care Arrangement Written Permission Form](#)

[Behaviour Support Plan](#)

[Information Sheet for Mandatory Reporting by Education and Care Service Professionals](#)

[Incident, Injury, Illness, or Trauma Report](#)

[Bomb Threat Checklist](#)

[Evacuation Drill Evaluation](#)

[Educator Learning and Development Plan](#)

[Swimming Ability Form](#)

[Excursion Permission Form](#)

[Excursion Risk Assessment Template](#)

[Excursion Checklist Template](#)

[Educator Excursion Evaluation](#)

[Sleep and Rest in OSHC – Risk Assessment Example](#)

[Example - OSHC First Aid Requirements Assessment](#)

[OSHC Emergency Situation Risk Assessment](#)

[Safe Arrival of Children - Risk Assessment Example](#)

[Medical Risk Minimisation and Communication Plan](#)

[Medication Authority and Administration Form](#)

[Indoor Safety Checklist](#)

[Outdoor Safety Checklist](#)

[Nominated Supervisor Checklist, Delegation and Consent](#)

[Compliance History Statement for A Nominate Supervisor or Responsible Person](#)

[Prohibition Notice Declaration for Prospective Staff Members](#)

[ACECQA Nominated Supervisor Consent Form – NS01](#)

[Responsible Person Checklist, Delegation and Consent](#)

[Complaint Record](#)

Self or Sibling Care Arrangement Written Permission Form

Account Name					
Child/ren Names					
Applicable Dates/Days and Departure Time				Until	/ / or <input type="checkbox"/> ongoing
Destination			Purpose		
Length of Journey			Mode of Transport		
Will the child(ren) be picked-up by sibling? If so, name and details.					
Agreed communication plan of departure and arrival					

OSHC Representative		Signature		Date	
Parent		Signature		Date	

Behaviour Support Plan

Details			
Child's Name	Child's name	Parent/s Name	Name of Parent/Carer(s)
Service Representative	Staff member name	Contact Details	Phone number/Email
Position	Role	Date of meeting	Date

Interests and Strengths
Identified interests and strengths of the child/YP

Background Information
Outline relevant information to understand behaviours of concern, any health assessments, diagnoses or relevant history

Functional Behavioural Analysis and Assessment

The process of uncovering why a person responds in a particular way is called a functional behaviour assessment (FBA). This helps the service and family understand what factors in the environment influence behaviour.

	Behaviour of concern	Behaviour of Concern
Behaviour 1	Description of behaviour <i>(including frequency & duration)</i>	Behaviour Description
	Setting/Environment <i>(What makes it worse?)</i>	Setting and environmental factors
	Early warning signs/triggers	Warning signs and triggers
	Function of Behaviour	Behaviour Function
	Behaviour of concern	Behaviour of Concern
Behaviour 2	Description of behaviour <i>(including frequency & duration)</i>	Behaviour Description
	Setting/Environment <i>(What makes it worse?)</i>	Setting and environmental factors
	Early warning signs/triggers	Warning signs and triggers
	Behaviour of concern	Behaviour of Concern

Function of Behaviour	Behaviour Function
------------------------------	--------------------

Proactive Strategies <i>(Ideas to prevent behaviour from occurring)</i>	
Goal	Action
•	•
•	•
•	•

Response Strategies <i>(Ideas to support a child when we identify challenging behaviours)</i>				
	Trigger	Escalation	Outburst	Recovery
Possible Behaviours of Concern				
Educator Responses/Strategies	•	•	•	•

Training and Support Resources			
What	For Who	When	Organised by
Details of support needs	Name	Date	Name
Details of support needs	Name	Date	Name
Details of support needs	Name	Date	Name

Agreement of Positive Behaviour Support Plan		
Name	Signature	Date
Name		Date
Name		Date
Name		Date
Name		Date

Information Sheet for Mandatory Reporting by Education and Care Service Professionals

Click on file (icon below) to open or accessible online via -

<https://www.csyw.qld.gov.au/resources/dcsyw/child-family/protecting-children/info-sheet-1-mandatory-reporting.pdf>

Mandatory Reporting for ECEC Professionals



Responding to disclosures of abuse

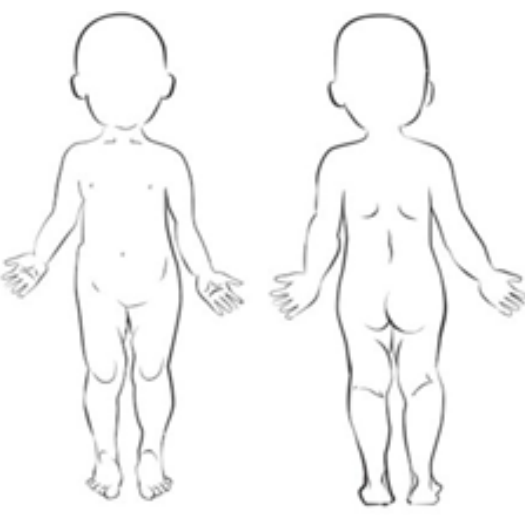


Incident, Illness, Injury or Trauma Record

Details of Person Completing This Record			
Name			
Position/Role			
Service Name			
Date record was made		Time record was made	AM/PM
Signature			
Child's Details			
Child's Full Name			
Date of birth	Age	Gender	
Incident/Injury/Trauma/Illness Details			
Date		Time	
Location of incident/ injury/trauma/illness			
Name of person who witnessed the incident/ injury/ trauma/ illness			
Witness Signature		Date	
Details of incident/ injury/trauma/illness			

Circumstances leading to the incident/ injury/ trauma/illness (including any apparent symptoms)	
Circumstances if child appeared to be missing or otherwise unaccounted for (incl. duration, who found child, etc.)	
Circumstances if child appeared to have been taken or removed from service or was locked in/out of service (incl. who took the child, duration)	

Nature of injury/trauma/illness:

 <p>Indicate the part of the body affected on this diagram</p>	<input type="checkbox"/> Abrasion / scrape <input type="checkbox"/> Allergic reaction (not anaphylaxis) <input type="checkbox"/> Amputation <input type="checkbox"/> Anaphylaxis <input type="checkbox"/> Asthma / respiratory <input type="checkbox"/> Bite wound <input type="checkbox"/> Bruise <input type="checkbox"/> Broken bone / fracture / dislocation <input type="checkbox"/> Burn / sunburn <input type="checkbox"/> <input type="checkbox"/> Choking <input type="checkbox"/> Concussion <input type="checkbox"/> Crush / jam <input type="checkbox"/> Cut / open wound <input type="checkbox"/> Drowning (non-fatal) <input type="checkbox"/> Electric shock <input type="checkbox"/> Eye injury	<input type="checkbox"/> Infectious disease (incl. gastrointestinal) <input type="checkbox"/> High temperature <input type="checkbox"/> Ingestion / inhalation / insertion <input type="checkbox"/> Internal injury / infection <input type="checkbox"/> Poisoning <input type="checkbox"/> Rash <input type="checkbox"/> Respiratory <input type="checkbox"/> Seizure / unconscious/ convulsion <input type="checkbox"/> Sprain / swelling <input type="checkbox"/> Stabbing / piercing <input type="checkbox"/> Tooth <input type="checkbox"/> Venomous bite / sting <input type="checkbox"/> Other (please specify)
---	--	---

Actions Taken

Details of action taken (including first aid, administration of medication, etc.)			
Did emergency services attend? <input type="checkbox"/> Yes <input type="checkbox"/> No	Time emergency services contacted AM/PM	Time emergency services arrived AM/PM	
Was medical attention sought from a registered practitioner / hospital?			<input type="checkbox"/> Yes <input type="checkbox"/> No
If yes to either of the above, provide details			
Provide details of the steps taken to prevent or minimise this type of incident in the future.			
Notifications (including attempted notifications)			
Parent (Name)			
Date		Time	
Nominated Supervisor/ Approved Provider			
Date		Time	
Regulatory Authority (if applicable)			
Date		Time	
Parental acknowledgement			
In signing below, I acknowledge the details of the incident set out above.			
Name			
Signature			
Date			

Bomb Threat Checklist

DO NOT HANG UP — KEEP CALLER TALKING

Call Details

Date	/	/	Time	:	AM/PM
------	---	---	------	---	-------

Exact Wording of Threat

Prompts

When is the bomb going to explode?	
Where exactly is the bomb?	
When did you put it there?	
What kind of bomb is it?	
What will make the bomb explode?	
Did you place the bomb?	
Why did you place the bomb?	
What is your name?	
Where are you?	
What is your address?	

Caller Description/Characteristics

Voice	Accent; impediment; tone; speech; diction; manner	
Language	Polite; incoherent; irrational; taped; read out; abusive	
Noises/Environment	Voices; machinery; music; noises on the line	
Other	gender of caller; estimated age	

End of Call

Reason Ended		Time	
Name		Signature	Date

Evacuation Drill Evaluation

Drill Details			
Date		Time	
Type of Emergency Responses	Evacuation	Lockdown	Other
Educators Participating			
Number of Children (Attach Role)			

Action	Yes/No	Comment
Educators		
Had all education provided with training or instructions in how to respond?		
Was the procedure clearly displayed?		
Did all educators understand their particular roles and duties?		
Were there any points of the drill that were unclear?		
Were any work health and safety issues noticeable during the drill, e.g. hazards?		
Were children adequately supervised and ratios maintained?		
Were directions given to children clear and accurate?		
Any improvements identified?		
Children		
Were all prepared with information in how to respond to the emergency drill?		
Did the children understand the reason for carrying out the drill?		
Did children understand the directions given by educators?		
Did children follow directions given by educators?		
Did children experience any difficulties?		
Were any children upset by the experience? If so, why?		
Feedback provided by the children after the drill?		
Evaluation		
Was the response timely?		
Did educators and children follow the procedures?		
Were all children and educators accounted for?		
Any issues that need improvement?		

Comments:

Name

Signature

Date

Educator Learning and Development Plan

Name of Employee		Name of Role/Position	
Date of Supervision Meeting		Length of Employment	
Name of Supervisor/Facilitator		Supervisor/Facilitator Position	

Background and/or Evaluation of Previous Plan and Actions

Delete for initial L&D plan

Summary of Strengths, Skills, and Ability

- Outline what the employee/educator has identified through their self-assessment as a strength
- Summarise feedback and examples of good practice or application of skill
- Outline achievements or qualities that have contributed to performance and outcomes
- Summarise the point of discussion in the performance collaboration and planning tool
- Include any other relevant information

Summary of Areas of Development, Growth or Vulnerability

- Outline what the employee/educator has identified as a learning/developmental need (self-assessment tool)
- Summarise feedback (where relevant)
- Reflect on service needs, goals and alignment
- Focus on fulfilling unmet potential
- Include any other relevant information

Learning and Development Actions

<i>Learning Topic or Outcome</i>	<i>Who, What, Where</i>	<i>Completion Date</i>

Employee Comments

--

Development and Learning Plan Review Date

6 months (unless otherwise needed/appropriate)

Date for Interim Review

Approximately 3 months/ half-way

Employee Signature		Date	
Nominated Supervisor Signature		Date	

Learning and Development Plan Interim Review			
Name of Employee			
Date of Meeting			
Supervisor Name			
Interim Review			
<ul style="list-style-type: none"> • Summary and evaluations of actions completed (what has been done? Has it been effective?) • Have there been any significant changes? Is the plan still appropriate? • What is still pending? 			
Variation(s) to Plan – Interim Action			
Describe any changes that need to occur or alternatives as the result of reflection on current plan			
Employee Signature		Date	
Nominated Supervisor Signature		Date	

Swimming Ability Form

Child's Name:		Age:	
Confidence around the water:			
Please check the appropriate space and provide comments if necessary:			
<input type="checkbox"/> Very confident <input type="checkbox"/> Somewhat confident <input type="checkbox"/> Not confident			
Comments:			
Swimming ability:			
<input type="checkbox"/> Non-swimmer (cannot support themselves in water) <input type="checkbox"/> Novice (can support themselves in shallow water and are capable of moving short distances <5m) <input type="checkbox"/> Intermediate (can support themselves in deep water and can swim a length of the pool) <input type="checkbox"/> Advanced (can support themselves in deep water and can competently swim lengths of the pool)			
Please indicate any special needs or preferences that will enable the educators to support your child whilst participating in water/swimming activities:			
Signature			
Name of Parent/Guardian		Date	

Excursion Permission Form

Excursion Details			
Excursion date:		Departure time:	
		Return time:	
Reason for the excursion:			
Excursion location, description and address:			
Proposed activities to be undertaken:			
Method of transport:		Anticipated number of children attending:	
Anticipated number of educator (and other adults) to accompany and supervise children		Anticipated educator to child ratio:	

Child(ren)'s Details and Permission				
1	Child's Name		DOB	
2	Child's Name		DOB	
3	Child's Name		DOB	
4	Child's Name		DOB	
Comments or Additional Information:				
Please note: A risk assessment has been prepared for this excursion. It is available for viewing at the service.				
Permission				
I give permission for my child/ren to participate in the excursion/s as indicated above:				
Signature				
Name of Parent/Guardian			Date	
Contact Details				

Excursions Risk Assessment Template

The Approved Provider and Nominated Supervisor must ensure a risk assessment is carried out before children are taken outside the service premises on an excursion made available to parents/ authorised nominees prior to or at the time written authorisation is sought.

Regulation 101 of the Education and Care Services National Regulations includes the minimum risk assessment considerations for excursions, including specific considerations when an excursion involves transporting children.

Persons undertaking the excursion risk assessment should have read and understood all relevant requirements outlined in the Service's Excursions Policy, including the procedures to ensure the following items are addressed:

The risk assessment will:

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

And consider:

- the proposed route and destination for the excursion;
- any water hazards;
- any risks associated with water-based activities;
- the transport to and from the proposed destination for the excursion, including:
 - the means of transportation;
 - any requirements for seatbelts or safety restrains under Queensland law;
 - the process for entering and exiting
 - the service's premises; and
 - the pick location and/or destination
 - procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking/disembarking;
- the number of adults and children involved in the excursion;
- given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (e.g. lifesaving);
- the proposed activities;
- the proposed duration of the excursion; and
- the items that should be taken on the excursion (e.g. mobile phone, emergency contacts).

Exception for Regular Outings

Note: A risk assessment is only required to be completed at least once for a 12-month period if the excursion is a 'regular outing'.

Excursion Details			
Date of Excursion If it is a regular outing include a description of when children are to be taken on regular outings.		Excursion Destination	
Proposed activities. List all activities that will take place during the excursion.			
Pick up location and destination(s). List each location travelled to and from as part of the excursion. E.g. the museum, park for lunch and service.			
Estimated departure and arrival times and duration of the excursion. E.g. from the service to each destination and returning to the service.			
Proposed route You can include an image of the route sourced online.			
Means of transport E.g. public bus, private bus, coach, private car, taxi, tram			
Requirements for seatbelts or safety restraints Do Queensland laws require children to use seatbelts or restraints for the transportation type	Yes / No Comment:		
Number of adults involved in the excursion. E.g. service staff, family members, volunteers			
The number of educators / responsible adults, appropriate to provide supervision, and whether any adults with specialised skills are required. E.g. for children's individual needs.			

The number of children involved in the excursion.		
Any water hazards during the excursion, including any risks associated with water-based activities? If yes, detail in the risk assessment table below.	Yes / No Comment:	
Educator to child ratio, including whether this excursion warrants a higher ratio. Provide details in the risk assessment table below.		
Describe the process for entering and exiting the service premises and the pick-up location or destinations (as required); (include how each child is accounted for):	Exiting service	
	Entering destination	
	Exiting destination	
	Entering service	
Describe the procedures for embarking and disembarking the vehicle (include how each child is accounted for in embarking and disembarking):	Embarking procedures	
	Disembarking procedures	
Excursion checklist – items to be readily available during the excursion (please tick)		
<input type="checkbox"/> First Aid Kits	<input type="checkbox"/> List of educators participating & contact information	
<input type="checkbox"/> Roll of children attending with group lists	<input type="checkbox"/> Mobile Phones	
<input type="checkbox"/> Emergency contact information for each child	<input type="checkbox"/> Epipens, Antihistamines and Action Plans	
<input type="checkbox"/> Medical information for each child	<input type="checkbox"/> Ventolin, Spacer & Action Plans	
<input type="checkbox"/> Sunscreen, hand gel and wet wipes, tissues, plastic bags	<input type="checkbox"/> Any other required medication	

Use the table below to identify and assess risks to the safety, health or wellbeing of children attending the excursion, and specify how these risks will be managed and minimised [Regulation 101(1)]. This must include any risks associated with water-based activities.

Risk Assessment						
Hazard Identified	Risk Assessment (use matrix)	Control Measures	Location/ Activity	Person Responsible	Residual Risk (after Control Measure applied)	Rationale
		•				
		•				
		•				
		•				
		•				
		•				
		•				
		•				

Assess the risk factors

Evaluate the **consequences** using the following guiding definitions

Insignificant	No injury
Minor	Injury or health issue requiring first aid
Moderate	Injury or health issue requiring medical attention
Major	Injury or health issue requiring hospital admission
Severe	Fatality

Evaluate the **likelihood** of an incident occurring using the following guiding definitions.

Rare	May occur somewhere, sometime (i.e. once in a life time)
Unlikely	May occur at some point over an extended period of time
Possible	May occur several times across over a period of time
Likely	May be anticipated multiple times over a period of time or may occur once every few repetitions of the activity or event
Almost Certain	Prone to occur regularly or it is anticipated for each time the activity or event is held

Identify level of risk (Risk Matrix)

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

Use hierarchy of control to select appropriate measures

Level of protection ↑	Level 1 Eliminate the hazards	Reliability of control measure ↓
	Level 2 Substitute the hazard with something safer Isolate the hazard from people Reduce the risk through physical modification/design of equipment	
	Level 3 Reduce exposure to the hazard using administrative actions Use person protective equipment	

Development and Approval		
Plan prepared by:	Full name: Signature: Role/Position:	Date:
Prepared in consultation with:	Full name: Signature: Role/Position:	
Communicated to all relevant staff:	Yes / No Comment if needed:	
Vehicle safety information reviewed and attached:	Yes / No Comment if needed:	
Risk assessment to be evaluated and reviewed on (for regular outings): A risk assessment must be undertaken prior to an excursion being undertaken (and before seeking authorisation for that excursion to be undertaken - see regulation 102). If the excursion is a ' <i>regular outing</i> '*, a risk assessment must be undertaken <i>at least</i> annually.		Date:

Excursion Checklist Template

Excursion Activity/Location		Proposed Date	
Item	Person Responsible	Date Completed [or N/A]	Notes
Preparation, Planning and Approval			
Discuss draft excursion ideas with Approved Provider	Nominated Supervisor		
Prepare Risk Assessment for approval, including identifying: <ul style="list-style-type: none"> • Purpose and rationale for the excursion • Transport method, route and other relevant consideration for using transport (seatbelts, • Associated water hazards and other relevant risks • Any specialist required • Ratio and number of adults attending • Duration of excursion • Any items that should be taken on excursion 	Nominated Supervisor		
Submit to Approved Provider for approval (one month prior to excursion). Copy of risk assessment kept in OSHC office for parent viewing.	Nominated Supervisor		
Where risk assessment identifies the need, visit excursion site assess: <ul style="list-style-type: none"> • Access to shade • Access to water and/or proximity water hazards • Accessibility to toilets • Relevant hazards • Any other critical factor 	Nominated Supervisor		
Excursion authorised by the Approved Provider	Approved Provider		
Parent permission form developed (containing all required information) and distributed, where relevant, <i>Swimming Ability Form</i> included.	Nominated Supervisor		
Organise transport and any other relevant bookings.	Nominated Supervisor		
Authorisations, Records and Equipment			
Confirm parent permission forms completed in full	Nominated Supervisor		
Where relevant, confirm Swimming ability form returned and contain sufficient information/permission	Nominated Supervisor		
Assess relevant needs of children (i.e. medical needs). Develop plans as required.	Nominated Supervisor		

Ensure emergency contact information is collated	Nominated Supervisor		
Inspect first aid kit for stock/supplies	Nominated Supervisor		
Day of Excursion			
Ensure the following items are packed:	Nominated Supervisor		
First aid kit			
Medication			
Mobile phones			
Walkie-talkies			
Sunscreen			
Details of transport company			
Details of Venue			
Roll (list of children attending)			
Emergency contact information			
Pen and notepad			
Any other items listed on the risk assessment			
Each child will need:	Delegated Educator		
Drink Bottles			
Hat			
Shoes			
Sun-safe clothing			
Bag and food (morning tea/lunch)			
Wristband with contact information			
Debrief risk assessment with staff and confirm understanding of role and expectations, issue attending adults a run sheet for the excursion	Nominated Supervisor		
Debrief the following with children: <ul style="list-style-type: none"> • relevant risks and hazard, • excursion plan (itinerary for the day), • emergency procedures, and • expectations for behaviour • how to transition to and from the service to the transport/destination 	Nominated Supervisor		
Headcount/roll call before leaving school site	Nominated Supervisor		

Educator Excursion Evaluation

	Excellent	Good	Satisfactory	Unsatisfactory
Suitability and planning of transport				
Shade, shelter and protection available				
Level of engagement and enjoyment of activity				
Coordination of children's transitions				
Provision of toilet facilities				
Food/drink facilities (BBQ, kiosk, drink taps)				
Facilities for people with disabilities				
Interactions with staff and public				
Suitability to a range of interests and abilities				
What made this excursion valuable and/or enjoyable?				
Identify and explain the learning outcomes met by the children attending this excursion.				
What did children say about the excursion?				
Would you make any changes to the excursion?				
Educator Name			Date	

Sleep and Rest in OSHC - Risk Assessment Example

This risk assessment has been prepared as an example to address the risk associated with sleep and rest, as required by Education and Care Services National Regulation 84C.

The requirements set out that the approved provider must develop a risk assessment that considers the following—

- The number, ages and developmental stages of children being educated and cared for by the service.
- The sleep and rest needs of children being educated and cared for (including health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child's sleep and rest) by the service.
- The suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods.
- The level of knowledge and training of staff supervising children during sleep and rest periods.
- The location of sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas at the service.
- The safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of the children who will use the cots, bed and bedding equipment.
- Any potential hazards—
 - in sleep and rest areas; or
 - on a child during sleep and rest periods.
- The physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation) at the service.

In drawing upon the sleep and rest needs of school-age children, the example has referenced material published by reliable sources, including Queensland Health, Raising Children Network, and the Regulatory Authority. The premise of this risk assessment identifies that children in attendance are largely over 5 years old. Developmentally, children over 5 years will not normally require naps (daytime sleep). However, there are circumstances where children may need to sleep from time-to-time. With very limited numbers of children needing sleep on any particular session, the challenge for OSHC services is to have suitable resources, environment and practices to enable children to sleep or rest.

Example Risk Assessment – Sleep and Rest in OSHC

Context	
Details of children being educated and cared for	The service cares for up to 100 children over pre-school age (at least 4.5 to 12 years old), skewed slightly towards younger years. Substantially, children attending our service have traditional developmental milestones and needs reflect those of typical school-age children.
The sleep and rest needs of children	<p>As set out in detail in the service's policy, relevant health information suggests regular naps (daytime sleep) would not be normal for the overwhelming number of children being educated and cared for by the service. At this point in time, no parent has suggested any special sleep or rest needs for children in attendance.</p> <p>We recognise both individual characteristics and particular circumstance (illness) may require children to have a suitable environment for sleep from time-to-time. Younger children in attendance, especially in during ASC and VC may need suitable access for rest and relaxation.</p>
Level of knowledge and training of staff supervising children during sleep and rest periods	<p>Given the age and developmental needs of children, the knowledge and training required is focused on-</p> <ul style="list-style-type: none"> • General child development needs, including sleep and rest. • Practices for providing adequate supervision. • Practices for monitoring children's health and suspected illness.
Location of sleep and rest areas	<p>Children seeking an opportunity to sleep can having bedding set up in [location]. This room has been chosen due to the inherent ability to supervise children, control the noise level and manage the environment (temperature, lighting and ventilation).</p> <p>The program and routines are designed to cater for a wide range of play types. The indoor environment has various spaces where children can enjoy solitary play or activities like reading in relative peace and quiet.</p>
Staffing arrangements to adequately supervise and monitor children during sleep and rest periods	<p>Where a child needs or otherwise is seeking sleep, they will be guided to [location], where an educator will set up a bed. While a child is sleeping (or trying to sleep), an educator will be primarily positioned in and around the doorway as to monitor the sleeping child and other children nearby.</p> <p>Children seeking restful play activities are supervised by the relevant education positioned in the indoor setting.</p>
Bedding safety and suitability	<p>Due to the incidental requirements for sleep, the service has [detail resources - mattresses/stretchers/bedding], which are stored. The facilities have been purchased based on their ability to be safely stored/used, are flexible in where they can be used and level of comfort they provide.</p>

Assessment of Risk				
Hazard	Level of Risk	Control Measures	Who	When
Child injured or missing while unsupervised.	Low	Children will remain supervised while in area used for sleep. The service's policies set out protocols for educators to follow to ensure children are monitored. Educators will remain positioned in a location where they can maintain awareness of the child's behaviour and location.	Relevant Educator – provide supervision	When child sleeping/resting in bed
Medical incident	Low	The service has established practices for identifying and attending to children's health needs. Due to the unusual nature of children seeking sleep, educators will enquire into the child's health and explore any potential symptoms. Where a child is displaying signs of illness, parents will be called to collect them. An educator will closely monitor the child and follow relevant plans.	Relevant Educator – identify health needs and monitor	When child sleeping/resting in bed
Injured by bedding	Low	Suitable bedding resources has been purchased based on its durability and suitability. These facilities are routinely inspected for wear and are replaced when needed. Educators follow manufacturer's instructions in using and storing equipment. Children are supervised to ensure bedding is used appropriately.	Nominated Supervisor – routine inspection of equipment	Weekly
Illness/contamination from bedding.	Low	All sleep equipment is covered by a clean linen prior to use. Once used, all linen is washed before being used again. Any bedding equipment becoming contaminated (vomit etc) is cleaned using suitable sanitiser immediately. Should equipment be unable to be cleaned, it is replaced.	Relevant Educator – using fresh linen when setting up bed	As used
Emergency incident, including lockdown or evacuation	Low	Emergency plans include inspection of all rooms, including rooms used for sleep and rest. Where an emergency plan is initiated, any sleeping child will be woken to participate.	RP – Inspect all rooms during emergency	In emergency
Sleep area - Suitability of environment - temperature, lighting and ventilation	Low	The room chosen for children's sleep has been selected due to its suitability in controlling relevant environmental preferences. Subject to a child's preference, when a child is sleeping the air condition/heater can be turned on and curtains drawn. The door should be left ajar to ensure the child is still supervised.	Relevant Educator – controlling environment	When child sleeping/resting in bed

Rest areas – Suitability of environment	Low	The indoor environment is set up each day to cater for children’s rest and relaxation needs. Specific areas such as the reading corner has lounging furniture to support children to play and rest. Routines and expectation support children seeking robust play to move to an alternative location to ensure children’s individual needs are best met. Educators will ensure the indoor areas are comfortable and well-ventilated while children are being educated and care for.	Relevant Educators – setting up quiet play areas and reminding children of routines	All sessions of care
---	-----	---	---	----------------------

Plan Prepared by:		Date:	
Prepared in consultation with:			

Example - OSHC First Aid Requirements Assessment

This first aid requirements assessment has been developed as an example only. It does not reflect the consultative processes that must occur (as per WHS duties) or the detail in assessing each of the identified hazards.

OSHC Name – school-age education and care service	
Size and location of the workplace	
Description of workplace and number of buildings used	Operating from the school site, OSHC accesses up to three building including the OSHC hall, and two adjacent classrooms. All rooms are on the ground fall level.
Nearest hospital	5km – ABC Hospital
Nearest GP or similar medical service	1.2km – XYZ Medical Centre
Maximum time to medical service	Approx. 8 minutes via car.
The number and composition of children and workers	
Typical number of workers (educators and adults)	15 educators and managers
Maximum number of children	180 children. Utilisation typically around 90% of capacity (approx. 160).
Critical medical or health conditions	4 x children at risk of anaphylaxis 2 x children with epilepsy 12+ x children with various degrees of asthma
History of injuries, illness and incidents	
Serious incidents in the previous 12 months	1 x fractured arm 1x suspected concussion
Non-serious injuries in the previous 12 months	12 x abrasion/minor cuts 24 x minor impact injuries (bump/knock/bruise) 3x minor sprains
Other notable incidents in the previous 12 months	2x sudden onset vomiting/gastro

Nature of work carried out and hazards in the workplace			
Hazards	How the hazard could cause harm	Likelihood and consequence of harm	First aid implications
Trip or slip hazard	Fractures, bruises, lacerations, dislocations, concussion, internal bleeding	<p>The likely risk of fall throughout the course of daily play. Identified trip hazards are removed, however, there continues to be an inherent level of risk.</p> <p>The potential harm is generally, relatively minor with the environment design to support children's activity and movement.</p>	Possible injuries largely requiring ice packs, slings and compression bandages.
Sharp objects	Cuts, scrapes, eye injuries, bleeding(shock)	<p>The likelihood reduced by daily expectation and controlled environment. However, innocuous objects and outdoor environment have the potential for injury.</p> <p>The potential harm is likely to be minor, given the supervision of the environment and the absence of significantly sharp objects.</p>	Possible injuries largely requiring dressings, bandages and antiseptic.
Heat – kitchen equipment	Burns and scalds	<p>The likelihood is rare due to the access of object creating extreme heat.</p> <p>The potential harm remains significant, should a child or adult be exposed.</p>	<p>Fire blankets and extinguishers installed in kitchen.</p> <p>Likely injuries may require running water, non-adherent dressings/bandages and the cutting of clothes.</p>
Electricity	Burns, electrocution	<p>The likelihood is rare given the installation of safety switches.</p> <p>The potential harm remains significant.</p>	Possible injuries include the need for CPR and non-adherent dressings/bandages for burns.
Chemicals and toxins, including medicine	Positioning, respiratory illnesses, dermatitis	<p>Good ventilation, locked cupboards and the use of protective equipment like gloves used by workers reduces any likelihood.</p> <p>The potential harm is moderate, given the access to potency of substances stored at the service.</p>	Safety data sheets and labels instruct to rinse cautiously with water for several minutes. Eye wash equipment required.
Heat and sun exposure - UV radiation	Sun burn, heat stroke, dehydration.	The service routinely accesses outdoor areas, however, these are typically in periods of moderate to low UV rating. Instances where the rating is high, multiple sun-safety measures are carried out.	Likely injuries will require cool packs and water to reduce heat/temperature and sooth effected areas of skin.

		<p>The potential for injury remains, with consequences largely resulting in pain and discomfort. Exposure of heat throughout the day could lead to dehydration and heat stroke, which are more serious.</p>	<p>Electrolytes may be required to treat dehydration.</p> <p>Heat stroke can require CPR in extreme circumstances.</p>
Allergens	Anaphylaxis, Hives, eczema, diarrhea and nausea	<p>The likelihood remains possible as it is difficult to isolate all potential known and unknown allergens and the level of risk to children where extreme allergy is known. A relative small portion of children are a known risk to serve allergy, making the likelihood a moderate possibility.</p> <p>The most extreme harm is from a severe allergic reaction – i.e. anaphylaxis</p>	<p>Treatment in extreme circumstances requires the administration of an EpiPen.</p>
Medical conditions - Asthma, epilepsy	Difficulty or ceasing of breathing/ asphyxiation	<p>A very small portion of enrolled children have a relevant diagnosis. Notwithstanding risk-minimisation strategies, an inherent risk of exposure remains. A severe reaction to an allergen is a somewhat likely possibility.</p> <p>The potential outcome is highly serious, especially where the relevant access to medication or other treatment is not provided.</p>	<p>Treatment will typically involve access to life saving medication, CPR, or actions stated in a management plan.</p>
Insect bite/sting	Pain, irritation, allergy	<p>While daily inspections increase the awareness of nets and swarms of insects, there is still a moderate likelihood of exposure.</p> <p>Outside of anaphylaxis, the potential harm is generally low and is centred around pain and discomfort.</p>	<p>Treatment will typically involve icepacks. For severe reactions and venomous bites, EpiPens and/or medical treatment required.</p>
Nosebleed	Bleeding, infection	<p>The likelihood is relatively high, with little opportunity to reduce occurrence.</p> <p>The potential harm is very low, with the vast majority of incidents easily treated. There is some risk of blood-borne infection where hygiene practices aren't followed.</p>	<p>Gloves, bins and other PPE needed to protect from possible infections.</p>

Choking	Asphyxiation	<p>The likelihood is somewhat rare. Although eating times are the most probably source.</p> <p>The potential harm is serious.</p>	Outside of first aid training for treatment techniques, CPR equipment may be required.
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First Aid Requirements

Minimum number of first aiders 3 – at least one for each location of each session of care.

Number and location of first aid supplies 1x Primary (Main) and 2x Secondary (Mobile) kits.

- Content of first aid kit(s)**
- Primary (Main) First Aid Kit**
- Instructions for providing first aid – including Cardio-Pulmonary Resuscitation (CPR) flow chart
 - Adhesive strips (assorted sizes) for minor wound dressing.
 - Splinter probes (single use, disposable).
 - Hypo-allergenic adhesive tape for securing dressings and strapping.
 - Eye pads to protect eye injuries.
 - Triangular bandage for slings, support and/or padding.
 - Crepe and conforming bandage to hold dressings in place and provide support and compression.
 - Wound/combine dressings to control bleeding and for covering wounds.
 - Non-adherent dressings/pads for wound dressing.
 - Safety pins to secure bandages and slings.
 - Scissors for cutting dressings or clothing.
 - Kidney dish for holding dressings and instruments.
 - Small dressings’ bowl for holding liquids. Gauze squares for cleaning wounds.
 - Forceps/tweezers for removing foreign bodies.
 - Disposable nitrile, latex or vinyl examination gloves for infection control.
 - Sharps disposal container for infection control and disposal purposes.
 - Sterile saline solution or sterile water for emergency eye wash or for irrigating eye wounds.
 - Resuscitation mask to be used by qualified personnel for resuscitation purposes.
 - Antiseptic solution for cleaning wounds and skin.
 - Plastic bags for waste disposal.

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- Note pad and pen/pencil for recording the injured or ill person's condition and treatment given.
 - Re-usable ice-pack for the management of strains, sprains and bruises.
 - Emergency rescue blanket for shock or hypothermia
 - Instant eye pack for the treatment of soft tissue injuries and some stings Access to 20 minutes of clean running water or, if this is not available, hydrogel sachets for managing burns
 - Asthma spacer and emergency Ventolin
 - Emergency EpiPen

Secondary (Mobile) Kits

- Instructions for providing first aid, including CPR flowchart in the event CPR is required, proper technique is applied.
- Adhesive strips (assorted sizes) for minor wound dressing.
- Conforming bandage for support and compression.
- Disposable CPR mask for resuscitation
- Disposable latex gloves for infection control.
- Plastic bags for waste disposal.
- Gauze squares packets for cleaning wounds.
- Alcohol swabs for cleaning wounds.
- Note pad and pen/pencil for recording the injured or ill person's condition and treatment given.

Kit maintenance

Educator to restock kits after use.

Nominated Supervisor to review kit contents each month.

OSHC Emergency Situation Risk Assessment

Background Information			
Purpose	Regulation 97 (2) requires the service to complete a risk assessment to identify potential emergencies, which is the basis for the service's emergency plans.	Date of Assessment	
Setting and Context	Our OSHC service operates from a hall within the school grounds. Often various outdoor spaces are also utilised as part of the program, including the oval. The OSHC program offers variety and choice for children, so children will regularly transition between play environments. Plans account for multiple locations, suitable routes for transitioning to safety, and accounting for all children and staff.		

Risk Assessment					
Hazard Identified	Level of Risk	Control Measure	Person Responsible	Residual Risk	Rationale
Fire	High	<ul style="list-style-type: none"> Emergency evacuation plan followed - All persons removed from area and isolated from hazard in Assembly Area. Alarm sounded – alerting all persons on school grounds. If possible, fire is confined. Free egress of the building is maintained throughout each session of care, with daily inspections confirming an exit pathway. Roll call to account for all children, educators and relevant others. Emergency evaluation plan routinely rehearsed and evaluated. Fire blankets and extinguishers installed. Daily inspections identify and respond to likely fire hazards. 	<p>All educators – monitoring for hazards</p> <p>Responsible Person – leading the response and management</p>	Moderate	<ul style="list-style-type: none"> Likelihood is reduced by daily inspection and sound maintenance. Consequence is reduced by: <ul style="list-style-type: none"> comprehensive planning and rehearsal Ensuring the location and care of all children Resources available to confine fire Isolating away from hazard
Gas leak	Moderate	<ul style="list-style-type: none"> Emergency evacuation plan followed - All persons removed from area and isolated from hazard in Assembly Area. Alarm sounded – alerting all persons on school grounds. 	<p>All educators – monitoring for hazards</p> <p>Responsible Person – leading</p>	Low	<ul style="list-style-type: none"> Likelihood is reduced by daily inspection and sound maintenance. Consequence is reduced by: <ul style="list-style-type: none"> comprehensive planning and rehearsal

		<ul style="list-style-type: none"> • Roll call to account for all children, educators and relevant others. • Free egress of the building is maintained throughout each session of care, with daily inspections confirming an exit pathway. • Emergency evaluation plan routinely rehearsed and evaluated. • Daily inspections identify and respond to wear and maintenance of OSHC environment. 	the response and management		<ul style="list-style-type: none"> ○ Ensuring the location and care of all children ○ Isolating away from hazard
Electrical hazard	High	<ul style="list-style-type: none"> • Emergency evacuation plan followed - All persons removed from area and isolated from hazard in Assembly Area • Alarm sounded – alerting all persons on school grounds. • Free egress of the building is maintained throughout each session of care, with daily inspections confirming an exit pathway. • Roll call to account for all children, educators and relevant others. • Emergency evaluation plan routinely rehearsed and evaluated. • Daily inspections identify and respond to wear and maintenance of OSHC environment and ensure evacuation routes accessible. 	<p>All educators – monitoring for hazards</p> <p>Responsible Person – leading the response and management.</p>	Moderate	<ul style="list-style-type: none"> • Likelihood is reduced by daily inspection and sound maintenance. • Consequence is reduced by: <ul style="list-style-type: none"> ○ comprehensive planning and rehearsal ○ Ensuring the location and care of all children ○ Isolating away from hazard
Medical emergency or injury	Extreme	<ul style="list-style-type: none"> • Emergency evacuation plan or lockdown followed (depending on location)- All persons removed from area and isolated from hazard in Assembly Area or safely indoors. • Communication with stakeholders and relevant persons on school grounds. • Free egress/ingress to the evacuation/lockdown areas is maintained, with daily inspections confirming an entry/exit pathway. • Roll call to account for all children, educators and relevant others. • Emergency plans are routinely rehearsed and evaluated. 	<p>All educators – monitoring for hazards</p> <p>Responsible Person – leading the response and management</p>	Moderate	<ul style="list-style-type: none"> • Likelihood is reduced by effective supervision and a safe environment. • Consequence is reduced by: <ul style="list-style-type: none"> ○ comprehensive planning and rehearsal ○ Ensuring the location and care of all children ○ Isolating away from hazard ○ Accessibility to communication and first aid equipment

		<ul style="list-style-type: none"> Resources to assist with communication and first aid routinely maintained and inspected daily. 			
Child Missing	High	<ul style="list-style-type: none"> Emergency lockdown plan followed – all persons to assemble in a contained area to account for all children. Free ingress to the lockdown areas is maintained, with daily inspections confirming an entry pathway. Area chosen for the ability to safely contain and account for children. Roll call to account for all children, educators and relevant others. Emergency lockdown plan routinely rehearsed and evaluated. 	<p>All educators – monitoring for hazards</p> <p>Responsible Person – leading the response and management</p>	Moderate	<ul style="list-style-type: none"> Likelihood is reduced by effective supervision and a safe environment. Consequence is reduced by: <ul style="list-style-type: none"> comprehensive planning and rehearsal Ensuring the location and care of all children Accessibility to communication equipment Timeliness of identifying missing child.
Building damage or structural issues	High	<ul style="list-style-type: none"> Emergency evacuation plan followed - All persons removed from area and isolated from hazard in Assembly Area Alarm sounded – alerting all persons on school grounds Free egress of the building is maintained throughout each session of care, with daily inspections confirming an exit pathway. Roll call to account for all children, educators and relevant others. Emergency evaluation plan routinely rehearsed and evaluated. Daily inspections identify and respond to wear and maintenance of OSHC environment. 	<p>All educators – monitoring for hazards</p> <p>Responsible Person – leading the response and management</p>	Moderate	<ul style="list-style-type: none"> Likelihood is reduced by daily inspection and sound maintenance. Consequence is reduced by: <ul style="list-style-type: none"> comprehensive planning and rehearsal Ensuring the location and care of all children Isolating away from hazard
Extreme weather	High	<ul style="list-style-type: none"> Emergency lockdown plan followed - All persons removed from area and isolated from hazard safely indoors. Communication with stakeholders and relevant persons on school grounds Free ingress to the lockdown areas is maintained, with daily inspections confirming an entry pathway. Room chosen based on the ability to lock entry points and be sheltered. 	<p>All educators – monitoring for hazards</p> <p>Responsible Person – leading the response and management</p>	Low	<ul style="list-style-type: none"> Consequence is reduced by: <ul style="list-style-type: none"> comprehensive planning and rehearsal Ensuring the location and care of all children Isolating away from hazard

		<ul style="list-style-type: none"> Roll call to account for all children, educators and relevant others. Emergency lockdown plan routinely rehearsed and evaluated. 			
Dangerous animal	High	<ul style="list-style-type: none"> Emergency lockdown plan followed - All persons removed from area and isolated from hazard safely indoors. Free ingress to the lockdown areas is maintained, with daily inspections confirming an entry pathway. Room chosen based on the ability to lock entry points and be sheltered. Communication with stakeholders and relevant persons on school grounds Roll call to account for all children, educators and relevant others. Emergency lockdown plan routinely rehearsed and evaluated. 	<p>All educators – monitoring for hazards</p> <p>Responsible Person – leading the response and management</p>	Moderate	<ul style="list-style-type: none"> Likelihood is reduced by fencing and location of outdoor space. Consequence is reduced by: <ul style="list-style-type: none"> comprehensive planning and rehearsal Ensuring the location and care of all children Isolating away from hazard Communication methods and resources
Aggressive person	High	<ul style="list-style-type: none"> Emergency lockdown plan followed - All persons removed from area and isolated from hazard safely indoors. Free ingress to the lockdown areas is maintained, with daily inspections confirming an entry pathway. Room chosen based on the ability to lock entry points and be sheltered. Communication with stakeholders and relevant persons on school grounds Roll call to account for all children, educators and relevant others. Emergency lockdown plan routinely rehearsed and evaluated. 	<p>All educators – monitoring for hazards</p> <p>Responsible Person – leading the response and management</p>	Moderate	<ul style="list-style-type: none"> Likelihood is reduced by policies guiding acceptable conduct. Consequence is reduced by: <ul style="list-style-type: none"> comprehensive planning and rehearsal Ensuring the location and care of all children Isolating away from hazard
Dangerous or suspicious person in the vicinity	Moderate	<ul style="list-style-type: none"> Emergency lockdown plan followed - All persons removed from area and isolated from hazard safely indoors. Free ingress to the lockdown areas is maintained, with daily inspections confirming an entry pathway. Room chosen based on the ability to lock entry points and be sheltered. Communication with stakeholders and relevant persons on school grounds 	<p>All educators – monitoring for hazards</p> <p>Responsible Person – leading the response and management</p>	Low	<ul style="list-style-type: none"> Consequence is reduced by: <ul style="list-style-type: none"> comprehensive planning and rehearsal Ensuring the location and care of all children Isolating away from hazard Communication methods and resources

		<ul style="list-style-type: none"> • Roll call to account for all children, educators and relevant others. • Emergency lockdown plan routinely rehearsed and evaluated. 			
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Plan Prepared by:		Date:	Enter Date
Prepared in consultation with:			

Safe Arrival of Children - Risk Assessment Example

This risk assessment has been prepared as an example to address the risk associated with children arriving safely to OSHC, as required by Education and Care Services National Regulation 102AAC.

The safe arrival of children risk assessment must—

- Identify and assess any risks that a child's travel between an education and care service and any other education or early childhood service may pose to the safety, health or wellbeing of the child.
- Specify how the identified risks will be managed and minimised.

And consider the following, in respect of a child who travels between an education and care service and any other education or early childhood service—

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

Example Risk Assessment – Safe Arrival of Children

Context	
<p>For children’s transition between OSHC and other care services (Regulation 102AA), it is limited to only the school, which is on the same site/premises as OSHC. Children do not travel/transition to school (or other services) for vacation care sessions. Travel/transitions to school only occur for children travelling to school at the conclusion of before school care (BSC) and arriving from school for the after school care (ASC) session. The nature of OSHC means the significant risks and vulnerabilities primarily relate to children’s transition and movements from school to ASC, with the premise being that the service cannot reasonably assume a child who has not presented as expected is or should be absent.</p>	
The age, developmental stage and individual needs of children.	<p>Ages The service cares for up to 100 children over pre-school age, with ages ranging from approximately 4.5 to 12 years old (consider the composition of younger and older children as often services educate and care for a higher proportion of younger children on a daily basis).</p> <p>Assessment of developmental stages In collaboration with classroom teachers, the Nominated Supervisor and educators, have discussed and considered children’s developmental stages in respect of their capacity to take responsibility for their transition from before school care to school and from school to after school care. The majority of children in attendance have developed sufficient self-reliance abilities to manage independently transition between OSHC and their classrooms, however some key strategies have been identified as being helpful to support children’s effective transition in a collaborative way. These strategies are described in the risk assessment control measures.</p> <p>Our youngest children (children in Prep and Year 1) will typically require direction and guidance to either safely or reliably transition between the service and their classroom. Generally, this is due to the development or capacity –</p> <ul style="list-style-type: none">• of organisation skills (executive function) - knowing where they should be and how to get there, and• to maintain sufficient focus/attention - independently stay on tasks while walking to OSHC. <p>As children mature, a greater degree of independence is afforded by the educator - to facilitate children’s self-reliance and independence.</p> <p>Individual needs At the time of writing this risk assessment, two children who attend after school care have been identified as having individual requirements.</p>
Roles and Responsibilities	

Nominated Supervisors (if children another between education and care service)		N/A
OSHC	Nominated Supervisor or Responsible Person	<p>The role of the Nominated Supervisor, or in their absence, the Responsible Person is to lead systems and processes to ensure the safe arrival and collection of children and young people. Their responsibilities include—</p> <ul style="list-style-type: none"> • Liaising with parents and administrating the booking/attendance systems to accurately understand which children will be attending the session of care. • Develop daily collection lists for children to be collected from their classrooms and coordinate educators carrying out this task. • Ensure the setting in which children are signed into ASC is orderly and methodical. • Follow up on the whereabouts of any children who did not present to the ASC session as expected. • Lead the actions to locate missing or unaccounted for children. • Ensure the identification of unknown people collecting children is confirmed and match authorisations. • Ensure procedures are followed to document children’s attendance.
	Educators	<p>The role of educators is to follow the plans and procedures of the service to ensure children enter and exit OSHC safely. Educator responsibilities include—</p> <ul style="list-style-type: none"> • Supervising children as they transition, including collecting younger children from classrooms. • Mark children’s arrival • Support the Nominated Supervisor or Responsible Person in calling parents, locating children or confirming the identity of people collecting children.
Parents and other stakeholders	The child's parent	<p>Outside of collecting their child(ren) from OHSC, the primary role of the parent is to be the central contact and decision-maker for children’s attendance and movements. Their responsibilities include—</p> <ul style="list-style-type: none"> • Requesting sessions of care and notifying the service of absences. • Responding to the service’s enquiries to the whereabouts of children (reason they haven’t presented to ASC). • Providing written authority for other persons to collect the child. • Providing written authority for permission to attend extra-circular activities or otherwise leave the service. • Following sign-out procedures to document collection of child(ren).
	An authorised nominee	<p>The primary role of the authorised nominee is to collect relevant children from OSHC and/or where relevant provide authority for another person to collect a relevant child. Their responsibilities include—</p> <ul style="list-style-type: none"> • Evidencing their identification. • Following sign-out procedures to document collection of child(ren). • Providing written authority for other persons to collect a child, where relevant.

	A person authorised by a parent, or authorised nominee	The role of a person authorised by a parent or authorised nominee is to collect a relevant child. Their responsibilities include— <ul style="list-style-type: none"> Evidencing their identification. Following sign-out procedures to document collection of child(ren).
Communication arrangements	Communication between the school and OSHC is coordinated via the Nominated Supervisor or Responsible Person in their absence and the school's administration staff. Given the nature of communication, it is generally limited to phone calls to — <ul style="list-style-type: none"> Identify the child's last known location or likelihood of attending (absent at school), Request to use the school's PA system to prompt a child to present to OSHC, or Share other relevant information related to the child's location and care (involvement in an incident etc). 	
Processes for Travel/Transition		
Proposed route and destination, including any proximity to harm and hazards.		All travel between the OSHC and children's classrooms (the school) is internal of the school site. The specific routes children will take are dependent on the location of their classroom. There are no specific harm or hazards located along children's journey. Supervision is provided by the school for the general school population prior to school starting and while children are exit/transitioning to OSHC.
BSC - process to enter/exit	Exiting OSHC	<ol style="list-style-type: none"> Where a child has written authorisation for extra-curricular activities (eg sport or music programs) or where a parent has otherwise given permission to leave early, the child is signed out as written parent permission indicates. All children (other than Prep and Year 1 students) will be signed out at 8:30am (when the bell goes), with— <ol style="list-style-type: none"> All children preparing to transition to classrooms from around 8:20am (pack up). BSC sessions conclude with children lining up to be marked off the roll as they exit OSHC. Prep and Year 1 students exit in relevant groups to be escorted to class.
	Entering classrooms	<ol style="list-style-type: none"> Children Year 2 and above, independently walk themselves to their classroom. All Prep and Year 1 students will be escorted to their classroom by an educator. Educators will assist with putting away bags and supervise children as they enter classrooms.
ASC - process to enter/exit	Exiting classrooms	<ol style="list-style-type: none"> Children Year 2 and above, independently walk themselves to the OSHC hall. All Prep and Year 1 students are collected from their classroom by an educator. Lists of attending Prep and Year 1 students are created each afternoon. Educators will inform the relevant teacher of which children are attending. Prep and Year 1 students will collect their belongings and line up outside the classroom to walk as a group over to the OSHC hall.

	Entering OSHC	<ol style="list-style-type: none"> 1. Prep and Year 1 students will be signed into OSHC by the educator who collected them. 2. Children Year 2 and above line up at the entrance of OSHC and are greeted by educators, who sign them in at the doorway. 3. Once children have entered the OSHC, they put away bags/belongings and transition to afternoon tea or an activity.
The number of educators appropriate to provide supervision		The service allocates at least one additional educator above ratio to ensure supervision while tasks are carried out to ensure all children are accounted for.
Ensure the child leaves the service premises in accordance with regulation		<p>The arrival and departure policy sets out specific steps and descriptions of how the environment is shaped to ensure each person collecting a child from the service is known and authorised to do so. These procedures include instructions around –</p> <ul style="list-style-type: none"> • Where devices used for signing out is located and in the proximity of a delegated person (to supervise collections). • The requirements to confirm the identity of individuals not known to the service. • The person delegated to supervise and coordinate children being collected.
Where a child is missing or cannot be accounted for		<p>The arrival and departure policy sets out the steps carried out for incidents where a child is missing or cannot be accounted for. These instructions include –</p> <ul style="list-style-type: none"> • Communication protocols to rapidly assess the circumstance. • Requirements to initiate a lockdown to accurately account for all children. • Protocols for communicating with parents to further investigate possible whereabouts. • Steps to keep all children safe while search activities may occur. • The process to contact police should a child's whereabouts not be identified.

Assessment of Risk

Hazard	Level of Risk	Control Measures	Who	When
Child missing or unaccounted for while independently transitioning to or from classrooms	Moderate	Children identified as not having a reliable ability to transition independently are escorted by educators to or from the service. Ongoing communication regarding identified individual children in need of additional support will occur between the classroom teachers, Nominated Supervisors and educators (where appropriate). Transition reminders and prompts will be provided to the children before they depart the classroom with the OSHC staff following up promptly if children are not accounted for within the expected timeframe.	NS/RP – to lead the response to confirm attendance or whereabouts.	ASC

		<p>As children mature, a greater degree of independence is afforded to facilitate children's self-reliance. Where support is needed, children transition in groups or remain in close proximity to the educator.</p> <p>The coordinated practices and partnerships with the school, enable children to be generally supervised while moving between locations. The likelihood of a child missing is reduced by the location of the service (on the school site) and coordination between the school (children directed to OSHC). The school provides general supervision and directions to children at bell times and will prompt children to move to where they should be.</p> <p>When a child does not present as expected, procedures are established to confirm their attendance/absence and possible whereabouts. The escalating process (detailed in the relevant policy) required the service to confirm the absence of each child not presenting to ASC.</p>		
<p>Child injured while independently transitioning to or from classrooms</p>	<p>Low</p>	<p>The likelihood of a child being injured is reduced by supporting those most at risk (younger children). There are established and coordinated OSHC and school rules that do not allow children to access areas of the school that may be a source of injury (playgrounds etc.) during transition times. Likewise, a shared school and OSHC rule state children must move directly to OSHC (or their relevant pick-up location).</p> <p>The school provides general supervision and directions to children at bell times. Teaching staff guide children's behaviour to move to their expected location, including OSHC.</p> <p>Where a child is injured, multiple lines of communication are available to raise awareness of the incident and access support. Relevant first aid procedures to treat injuries or access medical care.</p>	<p>Approved Provider– to establish and maintain a coordinated approach to transition periods.</p> <p>NS/RP – to lead the response to an injury.</p>	<p>BSC and ASC</p>

<p>Inaccurate sign-in records</p>	<p>Low</p>	<p>Methodical and coordinated procedures for children's sign-in and arrival to ASC support the service to accurately record children's attendance and arrival. Children will line up according to their year level and are signed in as they enter the OSHC building. The physical aspects of this process support the service to reliably capture the children in attendance in a single process.</p> <p>Where there are discrepancies, coordinated communication and supervision practices support the service to rapidly investigate a child's attendance without disrupting play and learning. Where the actions require the highest level of caution, the service has lockdown procedures to bring all children together in a contained manner.</p>	<p>NS/RP – supervise day-to-day practices.</p> <p>Educators- support sign-in processes.</p>	<p>ASC</p>
<p>Child collected by a person who is not authorised</p>	<p>Low</p>	<p>The Nominated Supervisor or Responsible Person is ultimately responsible for ensuring persons collecting children have the relevant authority. To support their responsibilities, a delegate educator may be tasked with supervising near the office to coordinate children being collected. The person tasked with this role is suitably experienced and knowledgeable.</p> <p>The sign-out facilities are located near OSHC's entrance and provides a physical prompt to be able to collect a child. Our facilities, including our child care software, will only allow individuals to sign out children where they have relevant user account linked to an authority.</p> <p>Regardless of our sign-out system, where the delegated educator (or NS/RP) does not recognise the person collecting a child as their parent or authorised nominee, they will be requested to provide evidence of their identity (i.e. driver's licence). This information will be confirmed with enrolment records/authorisations. Children will not be allowed to be collected where these requirements are not satisfied. Parents will be called immediately to resolve the issue.</p>	<p>NS/RP/delegated educator – ensure children are only collected by correct person who has authorisation.</p>	<p>ASC (and VC)</p>

A child distressed due to uncertainty in attendance	Low	Coordinated partnerships with the school supports children to discover where they should be with the relative ease. The school's procedures are for children to present to the school office. Where there is a possibility, the child may be attending OSHC, the office will call to confirm. Alternatively, children are welcomed when presenting to OSHC and are guided to the school office if they are not on the OSHC roll.	NS/RP – to communicate with school and/or parents to discover where child should be.	ASC
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Plan Prepared by:		Date:	
Prepared in consultation with:			

Medical Risk Minimisation and Communication Plan

Child's Name		Date of Birth	
Parent's Details			

Medical Condition				
Diagnosed Medical Condition, Health Need, Allergy or Other			Supporting Documentation Provided	<i>Y/N Details -</i>
Medical Action Plan Supplied by Parent?	<i>Y/N</i>	Date Received		Date to be reviewed
Medication Required?	<i>Y/N</i>	Authorisation complete?	<i>Y/N</i>	

Risk Assessment				
Risks Identified	Risk Assessment (use matrix)	Control Measure/Strategy	Location/Activity	Person/position Responsible
		•		
		•		
		•		
		•		

Risk relating to the <i>safe handling, preparation, consumption and service of food</i> (if relevant)				
		•		
		•		
		•		

Notification relating to <i>known allergens</i> that pose a risk to a child			
Allergen	Areas of potential exposure	Strategies for Minimising Risks	Person/position Responsible

Medication	
How will the provision and access to medication be managed?	
Parents have been informed and acknowledge: <ul style="list-style-type: none"> • The service's policies require identify medication to be accessible to the service for the child to attend. • Where the child is without medication for any reason, the parent (or authorised nominee) will be called to collect the child. 	Y/N

Communication and Training Plan
Location of the child's Medication Management (Action) Plan and medication
Strategies/training for staff and volunteers to be able to identify the child, the Medical Management Plan and medication
How parents can communicate any changes to health/medical needs, Medical Management Plan or Risk Minimisation Plan:

Plan Prepared by:				Date:	Enter Date
Prepared in consultation with:					
Parent Name		Signature		Date:	Enter Date
Service Representative		Signature		Date:	Enter Date

Medication Authority and Administration Form

Authorisation and Medication Details			
Child's Name		DOB	/ /
Name(s) of medication(s) to be administered:			
Time and date the medication(s) were last administered			
The time and date [or the circumstances under which,] the medication should be next administered.			
Dosage of medication to be administered		Can the child self-administer medication?	
Method (e.g. oral) medication to be administered		Y/N	
Any additional instructions or information (i.e. medication required to be refrigerated)			
<p>I,[parent or person named in enrolment form], give authorisation for the medication(s) listed above to be administered by the service, as described.</p> <p><input type="checkbox"/> I acknowledge the service can only administer medication from its original container, bearing the original label and instructions, and within the expiry/used-by date printed on the container/label. Where the medication is a prescribed medication, the label must have the name of the child whom the medication is to be given.</p> <p><input type="checkbox"/> I recognise medication will only be administered by the service in accordance with the instructions attached to the medication or otherwise instructed by a registered medical practitioner.</p>			
Signature		Date	

Administration Record

Child's Name								DOB	/ /		
Medication Administered						Person Administering Medication		Witness			Parent Initial
Last Administered		To be Administered		Dosage	Method of administration (e.g. oral)	Name	Signature	Name	Confirmation of dosage and identity of child	Signature	
Time	Date	Time	Date								

Indoor Safety Checklist

The following checklist must be completed by an educator before each session. Children will not have access to the area until the checklist has been completed.

Date:		Monday	Tuesday	Wednesday	Thursday	Friday
		/ /	/ /	/ /	/ /	/ /
Staff Name:						
OSHC Room						
Fire Safety	All exits/fire doors free from obstructions?					
	All doors/exits open easily?					
	Notices of evacuation procedures (including floor plan) displayed at each exit?					
	Fire/smoke alarms in working order?					
	Fire equipment (extinguishers etc) in good order and in their location?					
Electrical Safety	All lights working?					
	All electrical cords are secure and in good repair?					
	All electrical sockets are protected with safety covers?					
Environmental Hazards	All windows and/or glass doors free from damage?					
	Flooring clean and free from spillage?					
	Mats and flooring is secure/stable? No trip hazards identified?					
	Room is well-ventilated?					
	Play areas generally clean and tidy?					
	Broken play equipment removed?					
	No chemical or substances accessible?					
Toilets						
Toilets are in working order?						
Toilets are clean - no biological hazard present?						
Floors clean and dry?						
Sinks clean and taps working?						
Toilet paper available?						
Paper towels available (or other hand drying facilities)?						

Hand soap available?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bins clear and clean?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kitchen										
Floor area clean and dry?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any hot items (likely to burn) accessible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work surfaces clean and sanitised?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharp objects (knives) stored securely?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poisons/chemicals locked and secure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bins clear and clean?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any signs of pests?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medication and First Aid										
All medication stored correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency medication in date and accessible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Medication action plans displayed/communicated as required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First aid kits accessible and holds sufficient stock?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any issues identified? (include date and name)										
Actions taken? (include date and name)										

Outdoor Safety Checklist

The following checklist must be completed by an educator before each session. Children will not have access to the area until the checklist has been completed.											
Date:		Monday	Tuesday	Wednesday	Thursday	Friday					
		/ /	/ /	/ /	/ /	/ /					
Staff Name:											
Playground											
Equipment	Any wear, broken elements, and/or other sharp objects/protrusions?										
	Insects or vermin?										
	Garbage/rubbish?										
	Dry and free of any slippery substance?										
Softfall	Been raked? Any areas with thin coverage (especially high use areas)?										
	Any foreign objects, sharps or other biological hazard identified?										
Undercover Area											
Area clear of rubbish, food scraps, and/or hazards											
Seating safe and secure											
Pathways clear											
Bag rack secure											
Outdoor Toilets											
Toilets are in working order?											
Toilets are clean - no biological hazard present?											
Floors clean and dry?											
Sinks clean and taps working?											
Toilet paper available?											
Paper towels available (or other hand drying facilities)?											
Hand soap available?											
Bins clear and clean?											
Oval											
Undercover shade areas are clear of rubbish and/or hazards											
Grass is a suitable length											

Fences and gates closed and in good repair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal posts etc. secure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Water accessible? Bubbler clean and hygienic?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sandpit										
Free of foreign objects, animal faeces, or other biological hazards?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equipment clean and in good repair?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Premises										
No [unauthorised] animals on site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No unauthorised visitors/persons identified?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency assembly area accessible and free from obstruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any issues identified? (include date and name)										
Actions taken? (include date and name)										

Nominated Supervisor Checklist, Delegation and Consent

Name:		Position:		Date of birth: (must be over 18)	
<p>The Role of the Nominated Supervisor</p> <p>The Education and Care Services National Law Act 2010 requires that a service has a Nominated Supervisor to operate. The Nominated Supervisor must provide their consent to the nomination in writing. As the person with responsibility for the day-to-day management of an Approved Service, a Nominated Supervisor has a range of responsibilities including:</p> <ul style="list-style-type: none"> • Monitor and respond to the requirements and obligations set out under the Education and Care Services National Law Act (2010) and Regulations (2011), ensuring that the service operates within these legislative frameworks; • Manage the day-to-day operations of the service including the organising and coordinating of tasks; • Lead the delivery of the service ensuring the preparation and development of the services program meets the needs of children and families; • Monitoring compliance with the service's policies and procedures and ensuring these guidelines adequately reflect the requirements needed in providing quality care and education; • Ensure practices to support the safety and wellbeing of children are followed and provide immediate response of suspicions of harm, incidents, illness, injury and trauma; • Communicate all incidents or significant events involving children, educators or visitors to the service to the Approved Provider as soon as practicable (must be under 24 hours); • Respond to requests and enquiries from parents, educators and management; and • Attend to relevant operational requirements. 					

Suitability Checklist			
Criteria	Indicator of Suitability	Comments and Evidence	
Qualifications			
Hold or be actively working towards minimum 2 year or higher relevant qualification	<ul style="list-style-type: none"> • Evidence of enrolment and progression • Qualification listed on ACECQA register • 50% or more completion considered as a better practice in determining the responsible person 		<input type="checkbox"/>
Working with Children Check (Blue Card or Exemption)	<ul style="list-style-type: none"> • Evidence of positive notice or exemption 	<ul style="list-style-type: none"> • Number – Blue Card Number. • Expiry - enter a date. 	<input type="checkbox"/>
First Aid, Asthma and Anaphylaxis	<ul style="list-style-type: none"> • Evidence of completion/competency (certificate) • Details of course code/s (valid with ACECQA register) • Dates of expiry/validity 		<input type="checkbox"/>

No previous history of (non)compliance with National Law and other (including previous) relevant law	<ul style="list-style-type: none"> No disclosure of any decision to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws 	<i>Compliance History Statement and Prohibition Notice Declaration</i> can be completed and kept on file.	<input type="checkbox"/>
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Knowledge			
Understanding of the Education and Care Services National Law Act 2010 and Regulations 2011	<ul style="list-style-type: none"> Management observations, feedback and employee records Completed training or demonstrated knowledge through testing/conversation or references Completion of Responsible Persons training 		<input type="checkbox"/>
Understanding of relevant laws and provisions such as; <ul style="list-style-type: none"> <i>Child Protection Act 1999</i> <i>Work Health Safety 2011</i> 	<ul style="list-style-type: none"> Management observations, feedback and employee records Completed training in: <ul style="list-style-type: none"> Child Protection Work Health and Safety 		<input type="checkbox"/>
Demonstrated understanding of service’s policies and procedures including sound knowledge of policies relating to: <ul style="list-style-type: none"> Emergency evacuation procedures Behaviour guidance and support practices Illness, injury, incident and trauma Children with additional and medical needs/conditions Children’s arrival and departures Notification procedures 	<ul style="list-style-type: none"> Management observations, feedback and employee records demonstrates a working knowledge of service policies and expectation Induction and orientation procedure completed – with signed staff handbook and/or acknowledgement of service policy Educator’s conduct is consistent with service standards Demonstrated understanding through communication with management or references Participation in previous policy development and review 		<input type="checkbox"/>
Skills and Capacity			
Sound communication and interpersonal skills to supervise, manage and lead educators	<ul style="list-style-type: none"> Management observations, feedback and employee records demonstrates the ability to communicate effectively and build collaborative relationships. Recommendations from references Previous experience, level of qualification and completed training 		<input type="checkbox"/>
Sound understanding and demonstrated practice in supporting children’s behaviour, safety and wellbeing	<ul style="list-style-type: none"> Management observations, feedback and employee records demonstrate skilful in responding to the needs and behaviour of children Recommendations from references Previous experience, level of qualification and completed training Completion of relevant training 		<input type="checkbox"/>

Capacity to provide adequate supervision and demonstrated responsiveness to needs, including prioritising and coordinate critical tasks	<ul style="list-style-type: none"> • Management observations, feedback and employee records demonstrate critical thinking and responsiveness • Previous engagement with quality improvement and compliance tasks • Recommendations from references • Previous experience, level of qualification and completed training 		<input type="checkbox"/>
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Ability and Work Experience

Demonstrated ability to respond adequately to incidents involving children’s health and safety	<ul style="list-style-type: none"> • Can articulate responsibilities in managing and notifying of incidents • Observations and feedback of the ability to identify and manage risks appropriately • Experience in leading previous emergency drills • Recommendations from references • Previous experience, level of qualification and completed training 		<input type="checkbox"/>
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Ability to lead emergency and evacuation procedures	<ul style="list-style-type: none"> • Can articulate role and priorities in coordinating emergency evacuation • Experience in leading previous emergency drills • Recommendations from references • Previous experience, level of qualification and completed training 		<input type="checkbox"/>
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Can effectively collaborate and engage with external stakeholders	<ul style="list-style-type: none"> • Can articulate strategies for effective communication with family and the school community • Understand the types of information reasonably expected that a responsible person would communicate to parents/caregivers • Demonstrated experience in developing warm trusting relationships with families and parents • Can articulate a suitable capability to communicate with the Regulatory Authority during a compliance visit 		<input type="checkbox"/>
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Demonstrated ability to work with ethical practice and meet expectations without close supervision.	<ul style="list-style-type: none"> • Management observations, feedback and employee records demonstrate the ability to autonomously • Experience with responsibility and decision-making is sound • Responds to receiving feedback and instruction constructively 		<input type="checkbox"/>
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Suitability Assessment Completed by

Name	Position	Date	
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Acknowledgement of National Law and Regulation Obligations (Completed by Proposed Nominated Supervisor)

Area of Responsibility	Initial
<p>Educational program (E&CS Nat. Regulation s168(2))</p> <p>I understand that I am responsible to ensure educational programs are:</p> <ul style="list-style-type: none"> • based on and delivered in accordance with My Time, Our Place V2 – Framework for School Age Care in Australia • based on the developmental needs, interests and experiences of each child 	

<ul style="list-style-type: none"> designed to take into account the individual differences of each child 	
<p>Supervision and support of children (E&CS Nat. Law s165(2), s166(2) & s167(2))</p> <p>I understand that I am responsible to ensure children are adequately supervised at all times that the children are in the care of the service and while children are being cared for they are not subject to any form of corporal punishment or discipline that is unreasonable in the circumstances.</p> <p>I understand that it is my obligation to ensure every reasonable precaution is taken to protected children being educated and cared for from harms and hazards that are likely to cause injury.</p>	
<p>Incident, injury, trauma, illness and emergency procedures (E&CS Nat. Regulation 85 & 95)</p> <p>I understand that I must follow the service’s Incident, injury, trauma and illness policy and procedures when a child is injured, becomes ill or suffers a trauma.</p> <p>I understand that I will support the Approved Provider in ensuring telephone or other communication device is available to communicate with parents and emergency services in the event of an emergency.</p>	
<p>Entry and departure from the premises (E&CS Nat. Law s170, E&CS Nat. Regulation 99, & 157(2))</p> <p>I understand I am responsible to ensure children do not leave the education and care service premises except when (accordance with the National Regulations):</p> <ul style="list-style-type: none"> given into the care of a parents, authorised nominee or a person authorised by an authorised nominee leaving the premises in accordance with the written authorisation of the child’s parents or authorised nominee (named in the enrolment) take on an excursion (in accordance with regulations) a child requires medical, hospital or ambulance care or because of another emergency <p>I understand I am responsible to ensure that a parent of a child being educated and cared for by the service may enter the service premises at any time when the child is being educated and cared for by the service, except when permitting entry would pose a risk to the safety of the children and staff or conflict with the duty of the supervisor under the National Law, or where you reasonably believe permitting the parent’s entry would contravene a court order.</p> <p>I understand I am responsible to ensure a person not authorised (as defined in the Nat. Law) is not at the service while children are present unless the person is under direct supervision.</p>	

<p>Food and beverages (E&CS Nat. Regulation 79(2) & 80(2))</p> <p>I understand I am responsible to ensure adequate health and hygiene practices and safe practices for handling, preparing and storing food are implemented at the service to minimise risks to children.</p> <p>I understand I am responsible to ensure children being cared for by the service have access to safe drinking water at all times and are offered food and beverages on a regular basis throughout the day.</p> <p>I understand I am responsible to ensure that, where food and beverages are supplied by the service, it is:</p> <ul style="list-style-type: none"> • nutritious and adequate in quantity; • chosen with regard to the dietary requirements of individual children; and • a weekly menu accurately describing the food and beverages to be provided is displayed at the premises in a location accessible to parents. 	
<p>Administration of medication (E&CS Nat. Regulation 93(3), 94, & 95)</p> <p>I understand I am responsible to ensure that medication is not administered to a child being cared for by the service unless the administration is authorised (except in the case of anaphylaxis or asthma emergency) and is administered in accordance with the National Regulations and the services policy and procedures:</p> <ul style="list-style-type: none"> • 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 • from its original container, bearing the original label and instructions and before the expiry or use by date; and • in accordance with any instruction attached to the medication or provided by a registered medical practitioner. <p>I understand in the case of an anaphylaxis or asthma emergency, medication is administered to a child without authorisation, I will ensure that a parent of the child and emergency services are notified as soon as practicable.</p>	
<p>Prescription medication, nd alcohol (E&CS Nat. Regulation 83(2))</p> <p>I understand that while educating and caring for children at the service, I must not consume alcohol or be affected by alcohol or drugs (including prescription medication) so as to impair my capacity to supervise or provide education and care to children.</p>	
<p>Sleep and rest (E&CS Nat. Regulation 81(2))</p> <p>I understand my responsibilities in taking reasonable steps to ensure that the needs for children’s sleep and rest of children are met. In doing so you will have regard to the ages, development stages and individual needs of children.</p>	
<p>Excursions (E&CS Nat. Regulation 100(2), 101 & 102)</p> <p>I understand my responsibility to ensure that a risk assessment is carried before authorisation for an excursion is sought. When completing a risk assessment for approval, I understand the E&CS Nat. Regulations require specific elements to be addressed. I must identify and assess risk, and specify how these risks will be managed and minimised.</p>	

<p>I understand I must ensure that children being cared for by the service must not be taken outside of the service premises on an excursing without written consent by a parent or persons named on the enrolment from. This consent must outline specifics outlined in the E&CS Nat. Regulation 102 (</p>			
<p>Staffing (E&CS Nat. Regulation s169) I understand my responsibility to ensure the prescribed educator to child ratios are met and each educator at the service meets the qualification requirements relevant to the educator's role.</p>			
<p>Appointment of Responsible Persons (E&CS Nat. Regulation 117B & E&CS Nat. Law s162A) I understand that I must not place a person in day-to-day charge unless the person:</p> <ul style="list-style-type: none"> • is over 18 years; • has had their compliance with education and care law and history has been declared; • has taken reasonable steps to ensure adequate knowledge and understanding of providing education and care; • has the ability to effectively supervise and manage a service; and • has received instruction to the awareness and application of the <i>Child Protection Act 1999 (Qld)</i> and their obligations as a mandatory reporter. 			
<p>Consent</p>			
<p>I, <i>name of Nominated Supervisor</i>, agree to fulfilling the role of Nominated Supervisor at <<insert name of service>> when rostered or requested. In doing so, I acknowledge:</p> <ul style="list-style-type: none"> • I have read and understand the role description and agree to meet these requirements; • I am confident in my capacity to perform all requirements of the role; • I have not been subject to any compliance actions or disciplinary proceedings under the Education and Care Services National Law Act (2010) and Regulations (2011) or relevant other legislation. 			
<p>Signature</p>		<p>Date</p>	
<p>Approved Provider Endorsement</p>			
<p>Name</p>		<p>Position</p>	
<p>Signature</p>		<p>Date</p>	

Compliance History Statement for A Nominated Supervisor or Responsible Person

This form may assist when determining a person's suitability to be the nominated supervisor or to be placed in day-to-day charge of a service.
Completed forms should be retained and stored.

1. Please provide information about any compliance action or disciplinary proceedings to which you have been subject under:

the Education and Care Services National Law, including the Education and Care Services National Regulations, and any of the laws listed at Table 1 below, in any Australian state or territory.

2. Have you ever had a supervisor certificate that was subject to any conditions or suspended or cancelled by the regulatory authority?

Yes – please provide details below No

3. Are you or have you ever been subject to a prohibition notice under the *Education and Care Services National Law*?

Yes – please provide details below No

4. Have you ever held or applied for a licence, approval, registration, certification or other authorisation under the National Law which the regulatory authority refused, refused to renew, suspended or cancelled?

Yes – please provide details below No

I, Full Name,
of Address

and born on declare that:

the information provided in this statement is true and complete, and

I am aware that I may be subject to penalties under a Commonwealth or State or Territory Act if I provide false or misleading information.

Signature

Date

Table 1**Other relevant laws, including children’s services laws, education laws, and former education and care services laws in any Australian state or territory**

Australian Capital Territory	<ul style="list-style-type: none"> • Children and Young People Act 2008 • Education Act 2004 • Working with Vulnerable People (Background Checking) Act 2011
New South Wales	<ul style="list-style-type: none"> • Children and Young Persons (Care and Protection) Act 1998 • Education Act 1990 • Institute of Teachers Act 2004 • Teaching Service Act 1980 • Commission for Children and Young People Act 1998
Northern Territory	<ul style="list-style-type: none"> • Care and Protection of Children Act • Care and Protection of Children (Children’s Services) Regulations • Education Act • Teacher Registration (Northern Territory) Act and Regulations
Queensland	<ul style="list-style-type: none"> • Child Care Act 2002 Child Care Act 1991 • Education (Accreditation of Non-State Schools) Act 2001 • Education (General Provisions) Act 2006 • Education (Overseas Students) Act 1996 • Education (Queensland College of Teachers) Act 2005 • Higher Education (General Provisions) Act 2008 • Family and Child Commission Act 2014
South Australia	<ul style="list-style-type: none"> • Children’s Protection Act 1993 • Children’s Services Act 1985 • Education Act 1972
Tasmania	<ul style="list-style-type: none"> • Child Care Act 2001 Education Act 1994 • Teacher’s Registration Act 2000 • Registration to Work with Vulnerable People Act 2013 • Children, Young Persons and their Families Act 1997
Victoria	<ul style="list-style-type: none"> • Children’s Services Act 1996 • Education and Training Reform Act 2006 • Working with Children Act 2005
Western Australia	<ul style="list-style-type: none"> • Child Care Services Act 2007 • Child Care Services Regulations 2007 • School Education Act 1999 • Western Australian College of Teaching Act 2004 • Working with Children (Criminal Record Checking) Act 2004

Prohibition Notice Declaration for Prospective Staff Members

- The declaration may be completed by any prospective staff member seeking employment or engagement with an education and care service
- This form is designed to support approved providers to ensure they do not engage or employ a person who is prohibited from working in an education and care service, in line with Section 188 of the Education and Care Services National Law
- Completed forms should be retained and stored by the approved provider to support compliance with Section 188 of the Education and Care Services National Law
- **Please note this form does not need to be lodged with the regulatory authority**

Part A: Personal details

Title:		Date of birth	
First Name		Last Name	
Phone Number			
Email			
Street Address			
Suburb			
State		Postcode	
Please provide details of any former names or other names you may be known by			
Are you currently subject to a prohibition notice under the Education and Care Services National Law? Please note that under section 187 of the Education and Care Services National Law, a person who is subject to a prohibition notice is not allowed to work for or be engaged by an education and care service or carry out any other related activity.			<input type="checkbox"/> Yes <input type="checkbox"/> No
Are you currently prohibited or restricted from working with children under any other law?			<input type="checkbox"/> Yes <input type="checkbox"/> No

Part B: Declaration

I, [insert full name of person signing the declaration]
 declare that:

1. the information provided on this form is true, complete and correct
2. the approved provider or a representative of the approved provider is authorised to verify any information provided in this form
3. I am aware that under the Education and Care Services National Law penalties apply if false or misleading information is provided.

Signature		Date	
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ACECQA Nominated Supervisor Consent Form – NS01



NS01_NominatedSu
pervisorConsentFori

Responsible Person Checklist, Delegation and Consent

Name:		Date of birth: <i>(must be over 18)</i>	
<p>The Responsible Person is to ensure the service continues to comply with the law and regulations as well as the service's policy and procedures in the absence of the Nominated Supervisor or Approved Provider being physically in attendance.</p> <p>To be appointed to the role, an educator must (Regulation 117B)—</p> <ul style="list-style-type: none"> • be over 18 years, • have adequate knowledge and understanding of the provision of education and care to children and an ability to effectively supervise and manage the service, and • has considered the person's history of compliance with current and former education and care services law. <p>While there is no requirement that the Responsible Person holds (or is working towards) a diploma-level qualification, a high degree of their suitability will be determined by their progress or completion of a relevant qualification. Likewise, Responsible Persons should also hold relevant first aid qualifications.</p> <p>The primary role of the Responsible Person is to:</p> <ul style="list-style-type: none"> • Supervise the practices and procedures of the service to ensure they comply with regulatory compliance and the service's policies. • Manage the day-to-day operations of the service including coordinating tasks and leading critical functions. • Ensure children's safety and wellbeing is protected. • Communicate any incidents or significant events involving children to parents, and if needed the Nominated Supervisor/Approved Provider or Regulatory Authority. • Respond to requests and enquiries from parents, educators and the service's management. 			

Suitability Checklist

Criteria	Indicator of Suitability	Comments and Evidence
Qualification and Probity		
Qualification	Holds (or working towards) a relevant qualification, with sufficient progress achieved.	
First Aid, Emergency asthma and Anaphylaxis	First aid qualifications (including CPR, emergency asthma and anaphylaxis) within approval timeframe.	
Working with Children Check (Blue Card or Exemption)	Blue card (positive notice) details current	
History of compliance with National Law and other (including previous) relevant laws	Evidence person is not prohibited, and history is free of compliance concerns.	Prohibition check completed. Compliance history confirmed.
Knowledge		
Understanding of the Education and Care Services National Law Act 2010 and Regulations 2011	Observations of work performances demonstrate suitable knowledge of OSHC regulatory requirements and procedures of the service.	
Understanding of other relevant safety duties.	Understanding of child protection duties and Work Health and safety obligations.	
Demonstrated understanding of service's policies and procedures.	Has demonstrated ability to operate within the expectations and requirements of the service and can evidence the location and ability to process procedures and instructions.	
Skill and Capacity		
Sound communication and interpersonal skills to supervise, manage and lead educators.	Demonstrated interpersonal and communication skills, with an ability to respectfully engage colleagues and supervise work performance.	
Sound understanding and demonstrated practice in supporting children's behaviour, safety and wellbeing.	Excellent supervision and behaviour support practices consistently demonstrated.	
Capacity to provide adequate supervision and demonstrated responsiveness to needs, including prioritising and coordinate critical tasks.	Sound judgement and organisational skills are demonstrated in work performance. Is reliable and measured in stressful circumstances.	

Ability to lead emergency and evacuation procedures	Proven ability to respond appropriately during drills and rehearsals. Understand the responsibilities and roles planned for emergencies.	
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Suitability Assessment Completed by

Name		Position	Nominated Supervisor/Approved Provider	Date	
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Consent to Appointment

I agree to fulfilling the role of **Responsible Person** when rostered or otherwise requested. In doing so, I acknowledge:

- I have read and understand the role description and agree to meet these requirements.
- I am confident in my capacity to perform all requirements of the role when placed in day-to-day charge of the service.
- I have not been subject to any compliance actions or disciplinary proceedings under any relevant child-related laws.

Signature		Date	
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Complaint Record

Name of complainant:			
Date complaint made:		Time:	
Summary of complaint			
Summary of discussion:			
Resolution sought:			
Further action required by management?			
Planned Action			
Employee Name:			
Signature:			
Date:		Date Approved Provider Notified	