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Daily Routines

1 Policy Statement

HOOSHC recognises and acknowledges that children feel safe, secure and supported within a structure of consistent and predictable daily routines, which are based on children's play and leisure interests.

HOOSHC staff will implement daily routines that strive to meet the individual needs and interests of each child in attendance to scaffold social, physical, emotional, cognitive and creative development. The daily routines will be implemented in an environment that provides children with opportunities to play, explore, be encouraged to express their interests, support autonomy, extend current or develop new skills, whilst interacting with others and the environment with care, empathy and respect.

2 Considerations

National Regulations:

- Reg. 73 Educational Programs
- Reg. 75 Information about educational program to be kept available
- Reg. 123(1)(d) For children over preschool age, 1 educator to 15 children
- Reg. 56 Review and revision of quality improvement plans
- Reg. 168 Education and care service must have policies and procedures

National Quality Standards:

- QA. 1.1.1 Approved learning framework.
- QA. 1.2 Practice.
 - QA. 1.2.1 Intentional teaching.
 - QA. 1.2.2 Responsive teaching and scaffolding.
- QA. 2.1.1 Wellbeing and comfort.
- QA. 2.1.3 Healthy lifestyle.
 - QA. 2.2.1 Supervision.
- QA. 4.1 Staffing arrangements.
 - QA. 4.2.2 Professional standards.
- QA. 6.1.1 Engagement with the service.
- QA. 6.1.3 Families are supported.
- QA. 7.1.2 Management systems.
 - QA. 7.1.3 Roles and responsibilities.

3 Procedure

A daily routine will be discussed and organised by the staff in consultation with children and families.



The routine will reflect HOOSHC's philosophy of care and the service goals.

The routine will be structured around regular events of the day such as arrival, departure, school drop off and collection, breakfast and afternoon tea, and morning tea and lunch during Vacation Care times.

The routine will provide a mixture of structured and unstructured activities in both indoor and outdoor environments.

The routine will take into consideration all children's needs in relation to their emotional, social, physical, creative and developmental areas.

Developing each child's own creative leisure skills will also be a consideration when planning the daily routine.

The daily routine will be consistently reviewed and adapted to meet the varying and changing needs of the children in relation to before school, after school, vacation care and seasonal conditions. Any changes to the daily routine will be communicated to children and families.

The routine will be recorded and displayed where staff, children and parents can clearly see.

The routine will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in HOOSHC.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Diversity and Inclusion

1 Policy Statement

HOOSHC will ensure that each child is accepted as a unique individual, recognising diverse backgrounds which reflect different opinions, values, and needs.

Staff will always maintain the dignity and rights of each child with the UN convention on the Rights of the Child underpinning the service beliefs, values, and practice. Staff will provide each child with positive guidance and encouragement toward acceptable behaviour, with regard for cultural values, age, physical and intellectual development, disabilities, learning styles and abilities of each child, which is also reflected in HOOSHC's program.

We recognise Australia as a diverse multicultural society and strive to foster awareness, acceptance, fairness, empathy and respect of all cultures within each child. This is done through respectful communications, interactions and further developed through the purposeful integration of a variety of cultural activities throughout the daily program.

2 Considerations

National Regulations:

- Reg 155 Interactions with children
- Reg 156 Relationships in groups

National Quality Standards:

- QA. 1.1.1 Approved learning framework.
- QA. 1.1.2 Child-centred.
- QA. 5.1 Relationships between educators and children.
 - QA. 5.1.1 Positive educator to child interactions.
 - QA. 5.1.2 Dignity and rights of the child.
- QA. 5.2 Relationships between children.
 - QA. 5.2.1 Collaborative learning.
- QA. 6.1 Supportive relationships with families.
 - QA. 6.1.2 Parent views are respected.
 - QA. 6.1.3 Families are supported.
- QA. 6.2.3 Community engagement.

- Racial Discrimination Act 1975
- Disability Discrimination Act 1992
- UN Convention on the Rights of the Child.



3 Procedure

Staff shall accept and value every parent and child regardless of race, cultural background, religion, sex, ability or sexual preference.

Staff will make themselves aware of the specific cultures represented in the families and general community of HOOSHC.

No discrimination will be made against any family or child due to their culture, race or sexual preference.

Staff will not be judgemental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns).

Staff will ensure parents have confidence in HOOSHC's quality of care for their child by seeking information regarding their cultural needs or issues.

Staff will encourage feedback and input from parents in relation to the program, policies or other issues in HOOSHC, which are affected by the families' culture or race.

Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program.

Staff are encouraged to share knowledge of their own cultures with other staff, parents and children and to incorporate this into the program.

Staff will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.

All activities and behaviour in HOOSHC will be considerate of the cultural and linguistic diversity of the families within the community.

Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

Staff shall research and gain ideas regarding appropriate activities to be incorporated in the program.

Staff should be aware of and where appropriate include festivals and celebrations of cultures in the program.

Cultural awareness should be integrated throughout all daily activities in the program and reflect an attitude of respect and positive appreciation for the differences in our society.

All activities in HOOSHC will be checked by the Coordinator/Responsible Person and Educational Leader to ensure that negative and discriminating images of particular cultures or life-styles are avoided.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Racial Discrimination Act 1975 \(legislation.gov.au\)](#)

[Disability Discrimination Act 1992 \(legislation.gov.au\)](#)

[Poster: Convention on the Rights of the Child | UNICEF Australia](#)

Early Years Connect (2017), The principles of inclusion: [Information sheet 2 - The principles of inclusion \(earlychildhood.qld.gov.au\)](#)



Educational Program

1 Policy Statement

HOOSHC Educators work in collaboration with children, families and community, to develop and implement a balanced program that is stimulating, interesting, exciting and is appropriate to the holistic developmental needs and interests of the children who attend the service.

The “My Time, Our Place” Framework (MTOF) for school aged care in Australia, will guide our principles and practices throughout programming and planning, with critical reflection before, during and after on each aspect of the activities, routines and learning experiences that are implemented.

The program will provide opportunities for children to play, explore and develop new skills, while also reflecting the diversity of our local community. Children and parents will continue to be supported and encouraged to be actively involved in evaluation of the program and activities alongside Educators, so that continuous quality improvements can be made.

2 Considerations

National Regulations:

- Reg. 73 Educational Programs
- Reg. 74 Documenting of child assessments or evaluations for delivery of educational program
- Reg. 75 Information about educational program to be kept available
- Reg. 76 Information about educational program to be given to parents
- Reg. 123(1)(d) For children over preschool age, 1 educator to 15 children
- Reg. 56 Review and revision of quality improvement plans

National Quality Standards:

- QA. 1.1.1 Approved learning framework.
- QA. 1.2 Practice.
 - QA. 1.2.1 Intentional teaching.
 - QA. 1.2.2 Responsive teaching and scaffolding.
- QA.2.1.3 Healthy lifestyle.
 - QA. 2.2.1 Supervision.
- QA. 4.1.1 Organisation of educators.
- QA. 4.2.2 Professional standards.
- QA. 6.1.1 Engagement with the service.
- QA. 6.1.3 Families are supported.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
- QA. 7.2.1 Continuous improvement.

National Quality Framework: ‘My Time, Our Place’



3 Procedure

The Coordinator and Educational Leader will be responsible for programming and planning of the service. Programming and planning will be completed in collaboration with Educators, children, families and the broader community (in particular cultural celebrations for example). The program will reflect the philosophy of HOOSHC and meet the social, physical, recreational, intellectual, creative and emotional developmental needs and interests of the children attending.

Programs will be developed for all aspects of HOOSHC - Before School Care, After School Care, Pupil Free days and Vacation Care. The program will be flexible to meet the needs of the children and allow for spontaneity and enjoyment at HOOSHC.

A written program will be prepared and displayed for children and parents to see. Vacation Care programs indicating excursions and times will be provided for the parents prior to the Vacation Care starting, via the Xplore app/email and printed copies displayed at the service.

Educators will be involved in programming and planning on a daily basis throughout their shifts, documenting observations of children engaged in activities, children's ongoing interests/needs and daily reflections.

Educators will regularly talk to parents concerning their child's interests and activities and respond to (i.e. document and implement appropriate activities/resources) parents suggestions, requirements, expectations, views and ideas.

Children will be encouraged to be actively involved in the planning, implementation and evaluation of the program, through discussions, conversations, group meetings and feedback forms. All children's ideas, views, specific interests and opinions will be considered. Educators will interact with children and, where appropriate, participate in activities and encourage children to try new activities.

The program will continually be evaluated on an ongoing basis to ensure it is meeting the needs of individual children and the families in HOOSHC, with the National Quality Framework (NQF) underpinning our practice.

Special group activities for older children may be organised as part of the program according to need. They should be implemented where there are suitable numbers of older children and adequate staffing levels can be maintained.

The program is to:

- Promote the importance of play in the child's life
- Reflect the cultural and language diversity of the local and wider community.
- Consider all developmental areas and needs.
- Consider the age range of children.
- Consider individual and group interests, needs, skills, talents and abilities.
- Be balanced, providing a range of indoor/outdoor activities, quiet/active times and areas, structured/unstructured activities.
- Provide a variety and choice of activities for children.
- Be stimulating, interesting and exciting, to allow for opportunities to explore and develop new skills.
- Provide a variety of toys, resources and equipment available to all children regardless of age or gender.
- Foster children's independence and self help skills.
- Foster friendships and encourage cooperative and responsible behaviour among children.



Educational Program and Practice
Educational program

- Provide children with opportunities for self-expression and self-direction.
- Provide an environment, which will foster the child's self esteem.
- Help children develop self-discipline skills through positive example and direction.
- Help children to appreciate and care for each other and their surroundings.
- Make the children feel welcomed and valued at HOOSHC.

The education program will explore the concepts of the National Quality Framework 'My Time, Our Place' **Belonging, Being and Becoming** and will work on developing the key outcomes for all children:

- The child will have a strong sense of identity.
- The child will relate to and contribute to his or her own 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.

The Centre will use the following **Principles** in developing the Educational Program:

- Secure, respectful, and reciprocal relationships.
- Partnerships with Families.
- High expectations and equity.
- Respect for diversity.
- Ongoing learning and reflective practice.
- Emotional wellbeing of the children.

Educators will use varying **pedagogical practices** to promote children's learning by:

- Adopting holistic approaches.
- Collaborating with children.
- Planning and implementing play and leisure activities.
- Acting with intentionality.
- Creating physical and social school age care environments that have a positive impact on children's development, wellbeing, and community building.
- Valuing the cultural and social contexts of children and their families.
- Providing for continuity in experiences and enabling children to have a successful transition.
- Using reflection processes and documentation about children's wellbeing and learning to inform and evaluate programs and to support children in achieving outcomes.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

Australian Government Department of Education [AGDE](2022) V2.0, *National Quality Framework (NQF): My Time, Our Place*, [MTOP-2022-V2.0.pdf \(acecqa.gov.au\)](#)



Excursions

1 Policy Statement

Excursions are an essential part of HOOSHC's program as they provide variety and an opportunity to expand a child's experience based on their interests, explore different environments, learn new activities and connect with the broader community.

Permission will be sought for all excursions from each child's parent/guardian or otherwise authorised person.

HOOSHC is dedicated to providing a high level of supervision and care, for the full duration of the excursion.

All National Regulations and Standards will be maintained, inclusive of staff/child ratios.

2 Considerations

National Regulations:

- Reg. 73 Educational program
- Reg. 89 First aid kits
- Reg. 99 Children leaving the education and care service premises
- Reg. 100 Risk assessment must be conducted before excursion
- Reg. 101 Conduct of risk assessment for excursion
- Reg. 101(d) Transport risk assessment must be conducted before service transports child
- Reg. 102 Authorisation for excursions
- Reg. 102(4) Authorisation for service to transport children
- Reg.123(1)(d) For children over preschool age, 1 educator to 15 children
- Reg. 166 Children not to be alone with visitors
- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed

National Quality Standards:

- QA. 1.1.1 Approved learning framework.
- QA. 1.1.2 Child-centred.
- QA. 2.2 Safety.
- QA. 4.1 Staffing arrangements.
- QA. 4.1.1 Organisation of educators.
- QA. 6.1 Supportive relationships with families.
- QA. 6.1.1 Engagement with the service.
- QA. 7.1 Governance.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
- QA. 7.2.2 Educational leadership



3 Procedure

Planning.

All excursions will be planned taking into consideration:

- The children's ages, capabilities and interests.
- Ways to maximise the children's developmental experiences and safety.
- Suitability of the venue and access including wheelchairs if required.
- Access to food, drink and other facilities.
- Weather conditions, which would make the venue unsuitable.
- The specific clothing and equipment needs of the children.
- Travel arrangements needed.
- Staff are to visit or be familiar with the venue before undertaking the excursion to ensure that it is suitable, safe and accessible by all. Staff will phone venue ahead (if possible) when special requirements needed.
- When planning an excursion alternative arrangements will be made for adverse weather conditions.
- Staff will consider not just wet weather, but cold or hot weather conditions when making plans for excursions and the final decision to continue with the excursion.
- A risk assessment will be completed prior to any excursion occurring (as per Regulation 101).

Authorisation and Notification

No child will be taken outside HOOSHC without the parent's written authorisation.

A minimum of 24 hours notice will be given to the parent or guardian regarding any excursions.

All excursions will be publicised to all parents with full details of destination, times of departure and return, and what the children should bring.

An excursion permission form will be filled out for each specific excursion indicating:

- Child's name.
- Date of the excursion.
- Period of time the child will be away from the premises.
- Details of any associated costs for the excursion.
- Reason for the child to be taken out of the premises.
- Description of the proposed destination.
- Method of transport to be used.
- Proposed activities to be undertaken during the excursion.
- Contact number for the service.
- Anticipated number of children likely to be attending the excursion.
- Anticipated ratio of educators to children.



- Anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
- That a risk assessment has been prepared and is available at the service.
- Authorising parent or carer's name and signature.

Excursions to locations visited on a regular basis such as the local park or playground or the local library may be undertaken without individual excursion forms when parents have previously given general permission for these activities on the enrolment form.

A notice will be prominently displayed at HOOSHC, which indicates:

- Destination of the excursion.
- Itinerary and timetable.
- Contact phone numbers.

Transportation.

Steps will be taken to ensure that all excursions comply with transport legislation and regulations.

The QA 2 Transportation policy will apply in relation to travelling to and from any venue.

All staff, casual staff, volunteers and parents on the excursion will be made aware of the transportation policy and procedures for supervising and assisting children while travelling in public or private transport or on walking excursions.

Particular attention will be made to assist children when boarding or alighting from public transport and when walking with children across roads or in crowded areas.

Staff Ratios and Supervision.

The staff/child ratios as outlined in the standards will be met at all times.

There will be no supervision at the Centre as planned excursions are compulsory.

A minimum of two educators will be present on all excursions. Educators are to wear high vis vests supplied by HOOSHC, so they can easily be identified.

Responsible adult volunteers over the age of 18 may be used to augment adult/child ratios on excursions.

Parents may be invited to assist.

Supervision is of utmost importance and must be always maintained. All educators will be responsible for adequate supervision.

Children will be at all times in the care of a responsible adult.

A delegated supervisor will be appointed and have overall responsibility for the excursion. It is the responsibility of the supervisor to maintain head counts and take the roll at appropriate times.

Bush walking excursions will only be undertaken in well-known areas. Children and staff must remain on defined paths and be instructed in bush safety including what to do in case of a fire, a snake or if separated from the group.

Water / Swimming excursions will only be undertaken with children over the age of five and in a well-supervised municipal pool or water park. Where a swimming excursion is to be undertaken, senior Educators will assess the swimming ability of children attending. Appropriate alternate and safe activities will be provided for children who are non-swimmers

Excursions to dams, rivers and beaches for swimming purposes will not occur due to the dangers that they present.



While on the Excursion.

No changes to the excursion itinerary will be made unless it is in the best interest of the children’s safety and wellbeing.

All children will wear an identification bracelet indicating the HOOSHC’s name and contact phone number. Under no circumstances should children have their names on badges.

Information and equipment to be taken on the excursion will include:

- A list of all children on the excursion, with relevant personal details and parent contact numbers, (A list of children on excursions will also be kept at HOOSHC).
- A list of all relevant and emergency procedures and contact numbers, to be readily accessible to all staff at all times.
- A fully stocked portable first aid kit.
- Spare drinking water, if not available at the venue.
- HOOSHC’s emergency, accident, illness and medication, sun protection policies will be implemented on excursions as required.
- A mobile phone with internet availability.

All children will be instructed regarding behaviour on the excursion and what to do if they are separated from the group.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Sustainable Practices

1 Policy Statement

HOOSHC believes in the importance of educating children and families in learning about the environment and how natural systems function.

We believe in sustainable education embedded in the service's every day practices, such as composting our food scraps, paper and cardboard waste, gardening including growing our own vegetables and providing a natural environment that encourages children to engage, explore, be curious and nurture nature.

2 Considerations

National Regulations:

- Reg. 73 Educational Programs
- Reg. 75 Information about educational program to be kept available
- Reg. 76 Information about educational program to be given to parents
- Reg. 56 Review and revision of quality improvement plans
- Part 4.3 Physical environment

National Quality Standards:

- QA. 1.3.3 Information for families
- QA. 1.2.1 Intentional teaching
- QA. 3.2.1 Inclusive environment
- QA. 3.2.3 Environmentally responsible
- QA. 6.1.3 Families are supported
- QA. 7.2.1 Continuous improvement.

National Quality Framework: 'My Time, Our Place'

3 Procedure

HOOSHC management and educators will develop and implement appropriate policies and practices that promote environmental sustainability.

Educators/Management

- Inside the entrance of centres, set up displays of sustainability messages that can be easily seen by families. Include locally relevant issues and information (local plants and wildlife, local bin colours and recycling systems etc).
- Add a sustainability section to the HOOSHC newsletter, to include actions the centre has taken and current practices.
- Use a composting bin to reduce food waste within the service. Encourage children to place food scraps into separate containers for use in the FOGO Green Waste bin.



- Role model energy and water conservation practices (turning off lights and a/c when room not in use, emptying water play containers into gardens etc.) and explain its benefits to children.
- Purchase equipment that is eco-friendly and reduce amount of plastic used.
- Add sequence cards for turning off tap when hand washing.
- Buy books with environmental content to share with the children.
- Include "Sustainability" as a standing item in all staff meeting agendas.
- Review and identify areas of improvement for sustainability practices within HOOSHC's Quality Improvement Plan (QIP).

'Sustainability education, enables educators and children to promote a sense of responsibility, show respect for the natural environment, be active participants and bring about enquiry and social change' (Aussie Childcare Network, 2022).

Children

- Engage children in discussions about sustainable practices. Such as noticing how a garbage bin is full, how food and scraps left over after meal times etc.
- Encourage children to participate in a recycling program (recycling bins for cardboard, plastic and paper) or involve them in developing new strategies for recycling materials (using donated materials for art and craft or donating materials to council clean ups etc.)
- For older children, environmental issues such as drought or daily weather reports including updates on air quality and pollution levels should be discussed during morning group time or and a chart to record these findings should be made as visuals within the room.

Further sustainable practices to be embedded within everyday practice.

Waste

- Purchase only recycled paper towels and recycled toilet paper.
- Request the local council to supply a green bin for garden organics, if you are unable to utilize the compost bin.
- Purchase less paper, convert it to electronic journals, email newsletters, and re-use one sided paper.
- Re-use materials such as cardboard boxes, one side paper, shredded paper, bottle tops etc.
- Set up green trays in the craft area, for children to use one sided paper, scrap paper.

Water

- Teach and educate children on water saving (turning taps off, using half flush).
- Utilize a rainwater tank for water play and gardening.
- Add mulching to gardens to reduce water needs.
- Repair leaks (contact Henschke Catholic Primary School for immediate follow up, as per rental agreement)

Energy

- Ensure all computers, printers, photocopiers, air conditioners, and lights are turned off at the end of the day.
- Switch to compact, efficient globes.
- Only use air conditioner when natural ventilation is inadequate, closing doors and windows when on.
- Separate the lighting circuits for different areas (hall, foyer, bathrooms) to turn on when necessary.

Toxins

- Switch to environmentally friendly products.

Green Cleaning in Childcare



Toxic chemicals can do harm to the environment and humans, and ongoing use of these makes it increasingly harder for the environment to recover. Chemical cleaning and sanitizing products cause asthma, allergies, and chemical sensitivities.

An alternative to chemical-based cleaning is to use natural/ green cleaning products. Here are some green cleaning ideas which can be used within the service:

Benches - warm soapy water can remove bacteria on most surfaces. Use biodegradable and pH neutral soaps.

Floors - mop with hot/warm water, marks can be removed by using a rubber. Timber floors can be cleaned with cold black tea with a mop (use a damp mop only)

Carpet - apply shaving cream to marks and spots, wash off with warm water. Mud and dirt marks, sprinkle with salt or bi-carb soda leave to dry them vacuum.

Sink - rub with bi-carb soda on a damp cloth.

Basin - rub with bi-carb soda on a damp cloth/vinegar on a cloth

Toilets - white vinegar (mild disinfectant),

Windows and Mirrors - clean the windows with vinegar and crumpled newspaper or paper towel to avoid black ink.

Tables, Walls, Ledges and Chairs - for paint or crayons – eucalyptus oil mixed with water, add a few drops of oil on a cloth and rub on stain directly. New rubber and toothpaste can also remove crayons.

Microwave and Fridge - clean exterior and interior with bi-carb soda on damp cloth.

Fridge Interior - use a few drops of vanilla essence in water, to a new sponge, to help to freshen up fridge. Place a small container of bicarb into fridge to draw out any unwanted odors.

Alternative Disinfectants - 500ml white vinegar with 1 L of water. 15ml tea tree oil 5 ml spirit orange – mix and use for cleaning instead of disinfectant (effective for vomit, faeces, etc. (do not dilute further)

Toys – hot soapy water, air-dry in sunshine.

Tea Towel – soak in mix of two tablespoons of cream of tartar and 1L of water before washing.

Urine – soak white vinegar or lemon juice with water, after dry in sunshine.

When using green cleaning ideas/recipes, check for allergies and sensitivities with smells and scents from the children and their families. Ensure that oils and natural products are kept out of children's reach. Safe labelling on all cleaning items is always required, and bottles should be labelled correctly (*Aussie Childcare Network, 2022*).

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Approved learning frameworks | ACECQA](#)

[Sustainability Practices in Childcare - Aussie Childcare Network](#)



Technology

1 Policy Statement

HOOSHC aims to develop and implement a program that is stimulating, interesting, exciting and allows opportunities for children to experience different technologies whilst also having times of relaxation and leisure. The Nominated Supervisor will ensure all technology is used appropriately and any movies, television programs and video games are suitable for the children's developmental level, rated G or PG.

2 Considerations

National Regulations:

- Reg. 73 Educational Programs
- Reg. 74 Documenting of child assessments or evaluations for delivery of educational program
- Reg. 75 Information about educational program to be kept available
- Reg. 76 Information about educational program to be given to parents
- Reg. 123(1)(d) For children over preschool age, 1 educator to 15 children

National Quality Standards:

- QA. 1.1.1 Approved learning framework.
- QA. 1.2 Practice.
- QA.2.1.1 Wellbeing and comfort.
- QA.2.2.1 Supervision.
- QA. 7.1.2 Management systems.

Australian Government Department of Infrastructure, Transport, Regional Development, Communications and the Arts, Classification Ratings.

3 Procedure

TV, film and video will only be viewed that have a G or PG rating.

TV and Videos may be used and when used should be planned as part of a balanced program of activities. They could highlight a particular activity or interest in the program. They should not be a daily activity in HOOSHC.

Videos or film may be planned as part of the program during Vacation Care and advertised in the program to the parents, but again are not to be used as a daily activity.

Parents should be notified that G and PG rated videos may be shown and permission sought on the enrolment form.

Staff should preview the film or video where a PG rating is applied.

Parents should sign a consent form when taking children to see a film at the cinema.

Children should continue to be provided with other activities during the showing of a video and be properly supervised, even if the majority of the children are attending the viewing.



i-pads

i-pads available at the centre for use by children will be connected to the internet.

i-pads will be used of an afternoon, generally in times of wet weather and late in the afternoon.

A time limit will be applied dependant on the number of children in attendance. This will be monitored by educators and will allow for all children to have equal opportunity to use the i-pads.

During Vacation Care, the same rules will apply.

i-pads will be setup to ensure educators can easily monitor the children's activities.

Video Games, hand-held devices and other electronic equipment

Video games, hand-held devices and other electronic equipment will not be allowed to be brought to HOOSHC.

If brought to the Centre, Educators will not be held responsible for any equipment and the equipment will be labelled and safely stored until home time, where it will be returned to the parent/guardian.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Classification ratings | Australian Classification](#)



Behaviour Guidance

1 Policy Statement

HOOSHC will provide an environment where all parents, staff and children feel safe, cared for and relaxed through encouraging co-operation and positive interactions between all persons. Rules will be clearly established based on safety, respect for others, routine, policy and procedures which help create a caring environment. Positive, respectful behaviours will be encouraged with Educators supporting children to develop self-regulation of emotions and behaviour skills through positive example and guidance from Educators.

No child in attendance at HOOSHC will be subject to any form of corporal punishment, or any discipline that is unreasonable or inappropriate at the service. When parents/guardians have engaged specialist supports (i.e. Behaviour Specialist or Occupational Therapist) as required for their child, HOOSHC staff will collaborate with parents, school and external specialists to promote consistency in addressing challenging behaviours in appropriate ways that maintain the dignity and rights of the child and support them and their family.

2 Considerations

National Law:

Section 162A Person's in day-to-day charge and nominated supervisors to have child protection training

Section 166 Offence to use inappropriate discipline

Section 167 Offence relating to protection of children from harm and hazards

Section 174 Offence to fail to notify certain information to Regulatory Authority

National Regulations:

Reg. 12 Meaning of a serious incident

Reg. 84 Awareness of child protection law

Reg. 85 Incident, injury, trauma and illness policies and procedures

Reg. 86 Notification to parents of incident, injury, trauma and illness

Reg. 147 Staff members (records)

Reg. 155 Interactions with children

Reg. 156 Relationships in groups

Reg. 168 Education and care services must have policies and procedures

Reg. 175 Prescribed information to be notified to the Regulatory Authority

National Quality Standards:

QA 2 Children's health and safety

QA 2.2 Safety : Each child is protected

QA 7.1 Governance supports the operation of a quality service

Children's and Young Persons Care and Protection Act 1998



3 Procedure

HOOSHC management believes in the importance of positive behaviour guidance and will support Educators in informal and formal training to further develop skills to appropriately guide and manage children's behaviour while at the service.

'The term 'behaviour guidance' is used to indicate positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate discipline, or behaviour guidance, aims to support each child to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts (NQS Element 5.2.2)' (ACECQA, 2023).

Parents/guardians will advise the Coordinator upon enrolment if their child has additional needs and any behaviours that may be a regular occurrence (i.e Autism Spectrum Disorder and the child regularly absconds). The Coordinator will work with the parent to establish a behaviour support plan if there is not already one developed through school and external specialists/professionals. The Coordinator will advise staff of the additional supports needed while the child is in attendance at the service.

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

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

- All rules will be clearly expressed in a positive way and reinforced consistently.
- Staff, parents and children will be made aware of the rules.
- Rules will be displayed.
- Children will have the consequences to breaking the rules explained.
- All consequences shall be relevant to the individual situation and not demeaning to the child.
- No child is to be subjected to, or threatened with, corporal punishment.
- No child is to have food or other basic needs withdrawn as part of a punishment.
- Staff will follow up all behavioural issues by discussing the situation with the child and working together on better solutions for future behaviour.
- Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
- Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills.
- Children will be encouraged to seek support when necessary.
- Staff will have access to training and support in positive approaches to behaviour management.
- Staff, school, parents and relevant external supports (i.e occupational therapist, behaviour therapist) that the child is engaged with, should work in partnership in promoting a consistent and positive approach to behaviour management.
- Staff and parents will raise concerns as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.

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



THE CHILDREN WILL:

- Be supported by Educators to recognize and respect every child and adult regardless of race, cultural background religion, sex or ability.
- Treat each other and Educators with respect, courtesy and understanding.
- Be encouraged to maintain positive communication and relationships between staff, children and other adults.
- Ensure that appropriate language is used at all times.
- Know and fulfil their responsibilities.
- Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to physical violence.
- Develop self-discipline skills through observation and engagement with positive example and direction from Educators and other children in attendance.
- Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences.

THE EDUCATORS/STAFF WILL:

- Recognize and respect every child and adult regardless of race, cultural background religion, sex or ability.
- Treat children with respect, courtesy and understanding.
- Maintain positive communication with the children and staff at all times.
- When communicating with children staff will ensure that they are using age appropriate language, confirm the child has understood and maintain a friendly, positive and courteous manner.
- Use voice intonations, facial expressions, and explanations as methods of addressing challenging behaviours.
- Shouting at children is not to be used as a form of discipline when addressing behaviours.

To encourage children to take responsibility for their actions, staff will:

- initiate conversations with all children, and develop an understanding of the child and their interests.
- form friendly and warm relationships with the children in their care and be supportive and encouraging.
- ensure that expectations, relating to the children's behaviour is explicit and clear and consequences are consistently applied.
- act as a role model for acceptable behaviour
- encourage and reward acceptable behaviour.
- focus on the behaviour, not the child.
- give praise and positive feedback to the children as often as possible.
- provide an environment, which will foster the child's self esteem.
- help children develop self-discipline skills through positive example and direction.
- Introduce and guide children to utilise age appropriate conflict resolution skills.
- help children to appreciate and care for each other and their surroundings.



- ensure that appropriate language is used at all times.
- never single out any children or make them feel inadequate at any time.
- will not threaten to physically harm or verbally abuse the children in any way.

Educators/Staff will not engage in inappropriate discipline of children

The following are some examples of inappropriate discipline which may constitute a serious breach of the National Law and/or National Regulations and could potentially be considered criminal matters:

- hitting, pushing, slapping, pinching or biting a child.
- force-feeding a child.
- yelling at or belittling a child.
- humiliating a child.
- physically dragging a child.
- locking children away (or isolating them)
- depriving a child of food or drink.
- unreasonable restraining of a child (this may include restraint in a high chair)
- excluding children from events.
- consistently moving children to the office or other space away from the play areas.
- moving children to another room as punishment.
- verbally or physically threatening a child.

Other examples of inappropriate practice are:

- negative labelling of child or family.
- criticising a child's actions or behaviours.
- discouraging a child from taking part in activities.
- blaming or shaming a child.
- making fun of or laughing at or about a child.
- using sarcastic or cruel humour with or to a child.
- excessive use of negative language to a child, such as, "no" "stop that!" "don't..." "you never..."

(ACECQA, 2023)



Cool down

A cooling down period is a time when a child that is having a difficult moment is encouraged to find a space, near an educator, to 'cool down' and regain self-control. This strategy can be used as an opportunity for educators to support children to regulate their own behaviour, and can be an example of appropriate discipline or behaviour guidance. The difference between 'cool-down time' and 'time out' is that an educator stays with the child and reassures and supports them to regulate their emotions during cooldown time. It is viewed as a learning opportunity, not as punishment (ACECQA, 2023).

Restraint

Occasionally, there may be circumstances where a child becomes a risk to themselves or others and may need to be removed from the situation or physically restrained to prevent harm to themselves or others. Children should be physically restrained only in emergency situations.

Examples of emergency situations include when a child is:

- in a clearly unsafe situation, for example, attempting to scale a fence or run onto a road;
- physically threatening other children or adults;
- behaving in ways that are destructive to themselves, other people or the environment

These situations may require the supportive holding of children. This means that children are only held long enough to be removed from the situation, and the emergency situation has been addressed or subsided. This approach should only be used when there is an immediate danger of the child being hurt or hurting others and when other strategies to guide the child's behaviour have not worked.

If a service has taken a child away from other children to help them cool down or physically restrained the child in any way, the service should inform the child's parent or guardian of the circumstances of the event and record accordingly (ACECQA, 2023).

CONSISTENT UNACCEPTABLE BEHAVIOUR.

Where a child demonstrates consistent unacceptable behaviour (i.e. physically or verbally harming other children or staff), Educators will:

- ensure the child is aware of the limits and what is appropriate behaviour.
- ensure the expectations are appropriate for the child's level of development and understanding.
- review the consequences to ensure they are not inadvertently encouraging the behaviour.
- look for and assess possible causes for the behaviour.
- discuss the issue/concerns with the parents and the child.
- record all incidents, indicating what happened before and after the incident, time, date and who was involved on the *incident, injury, illness and trauma report*.
- develop a plan of action involving behaviour management in consultation with educators, parents, school, and other professionals as required, ensuring parent permission is sought before discussing with external stakeholders.
- record the plan of action (i.e. behaviour management/support plan) in collaboration with the parent/guardian of the child ensuring all are aware of how to implement the plan, develop an evaluation system and review date.



- HOOSHC will work with parents and other relevant stakeholders to provide a consistent approach to managing inappropriate behaviours.

If the child physically hurts other children or adults the staff will:

- remove the child from the situation (if possible), using calming words to request they move to another area with the Educator for a 'cool down' period.
- Educators will not use physical force or restraint on a child at any time, unless the child is at high risk of harming themselves (i.e. running onto the road in front of traffic) and holding their hand or shoulders for a short period may be necessary to maintain their safety.
- If it is not possible to remove the child from the situation (i.e. if the child continues to physically hit/kick people or toys/resources), move the other children and educators in attendance to a safe area away from the child.
- Ensure an educator who has built a reciprocal relationship with the the child, stays with the heightened child (at a distance if necessary) to continue to observe and ensure safety.
- Once the child's demeanor seems calmer, the Educator will approach the child and attempt to engage in a calm conversation to ascertain what was the behaviour trigger.
- Educators will ensure the other person who has been injured is all right and given proper attention and care.
- Educators will record the incident, indicating date, time, victim, injury, offender and attendant.
- Educators will discuss incident with Nominated Supervisor/Coordinator and/or Responsible Person.
- Ensure that all caregivers are notified of the incident.
- Inform the Regulatory Authority of serious incidents as required.

EXCLUSION FOR UNACCEPTABLE BEHAVIOUR.

Should unacceptable behaviour continue and the above strategies are not working the Educators should continue to inform the Coordinator who will inform the management committee.

The management committee in consultation with the staff will discuss the issue, with evidence of the time line of incidents presented for review and further investigation.

Where, in the interest of the child and other children at the centre, exclusion is seen as the only step to be taken this will be decided by the management committee. It will be considered only after:

- Adequate support and counselling.
- Parents have been notified and given the opportunity to discuss their child's behaviour.
- Parents have been referred to other agencies, where necessary.
- Careful consideration has been given to the problem by staff and management.
- Clear procedures have been established for accepting the child back into the service.

The Management committee in consultation with the Coordinator, will provide procedures for accepting the child back into the service in writing to the parents/guardian:

- Behaviours of concern addressed
- Period of exclusion



- Suggestions of further local supports (if necessary)
- Timeline of re-entry back into the service (i.e. 1 day first week, 2 days second week to increase attendance if behaviours are at an acceptable level once again)
- What will occur should the inappropriate behaviours start again and the child becomes a high risk to other peoples safety or their own safety (i.e. longer exclusion period and/or permanent ban from the service in the event of a serious safety risk)
- Should the parent/guardian want to discuss the procedures further with the committee, they can email the executive committee directly at feedback@hooshcare.com.au

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)
[National Quality Standard | ACECQA](#)

[inappropriate-discipline.pdf \(acecqa.gov.au\)](#)

[Children and Young Persons \(Care and Protection\) Act 1998 No 157 - NSW Legislation](#)



Child Protection

1 Policy Statement

HOOSHC is committed to providing a child safe environment where children's safety and wellbeing is supported and each child feels valued and respected so they can learn and grow to their full potential.

We will ensure management, educators, staff and volunteers are aware of their legal roles and responsibilities as mandatory reporters, to identify and respond to every child at risk of abuse or neglect, in conjunction with understanding the critical importance and benefits of providing a child safe environment.

This legislative responsibility involves following the procedures as outlined by the NSW Department of Communities and Justice and the Commission for Children and Young People.

2 Considerations

National Regulations: Reg. 84 Awareness of child protection law
Reg. 155 Interactions with children
Reg. 168 Education and care service must have policies and procedures
Reg. 176 Time to notify certain information to Regulatory Authority
Reg. 181 Confidentiality of records kept by approved provider
Reg. 358 Working with children check to be read

National Quality Standard: QA. 2.2 Safety.
QA. 2.2.1 Supervision.
QA. 2.2.3 Child protection.
QA. 4.1 Staffing arrangements.
QA. 4.1.1 Organisation of educators.
QA. 4.2.2 Professional standards.
QA. 5.1.2 Dignity and rights of the child.
QA. 7.1.2 Management systems.
QA. 7.1.3 Roles and responsibilities.

- Children and Young Persons' (Care and Protection) Act 1998
- Department of Communities & Justice (DCJ) Mandatory Reporting Guidelines
- NSW Office of the Children's Guardian (Reportable Conduct Scheme)
- Working With Children Check
- UN Convention on the Rights of the Child
- Child Safe Standards

Other related policies:

- Health and Safety Policy	- Incident, Illness, Accident & Trauma Policy
- Supervision Policy	- Code of Conduct Policy
- Complaints Policy	- Privacy and Confidentiality Policy
- Record Keeping Policy	- Child Protection Policy



3 Procedure

Mandatory reporters are people who deliver the following services, wholly or partly, to children as part of their professional work or other paid employment, and those in management positions in these services:

Children's Services — Childcare workers, family day carers and home-based carers. (NSW Communities & Justice)

All staff have a responsibility to recognise and respond to safety, welfare or wellbeing concerns for children and young people and inform their principal or workplace manager. It is the responsibility of principals and workplace managers to report suspected risk of significant harm concerns to the Department of Communities and Justice (DCJ) (NSW Government – Education).

As of 2023, It is a requirement for all permanent employees and desirable for casual employees to obtain accredited child protection training. The committee will continue to support employee's to access appropriate courses and pay the course fee to support the employee in their role, if they do not already have the training.

A mandatory reporter is someone who is required by law to make a report to DCJ if they have current concerns about the safety, welfare or well being of a child. A child is a person under 16 years. There are penalties for failing to make a report.

In OOSH services mandatory reporters are:

- Staff who deliver services to children
- Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.

(From Information supplied by Department of Family and Community Services)

There are various types of abuse:

- Neglect
- Sexual
- Physical
- Domestic violence and
- Emotional abuse

Any staff member who forms a belief on reasonable grounds that a child is being abused, or who has had a child disclose information to them regarding abuse, should document their concerns, speak directly with their manager and be supported to complete the online Mandatory Reporter Guide (MRG) tool

(<https://reporter.childstory.nsw.gov.au/s/>), which assists mandatory reporters in making a decision on how to proceed.

If there it is determined when speaking with your manager/supervisor, that there is immediate risk of significant harm to the child, the Police should also be contacted on 000.

There are two ways mandatory reporters can make a child protection report:

- By eReport through the ChildStory Reporter website: (you will need to register online)
<https://reporter.childstory.nsw.gov.au/s/login/?ec=302&startURL=%2Fs%2Farticle%2FHow-to-create-an-eReport-in-the-Reporter-Community>
- By calling the Child Protection Helpline on **13 21 11** (open 24 hours a day, 7 days per week). All calls will be answered by specialised child protection staff.



Reports are to be treated with strict confidentiality and are to be made within 24 hours.

The Coordinator should also contact the NSW Office of the Children's Guardian (Reportable Conduct Scheme) Enquiries Line on 82193800 or at reportableconduct@ocg.nsw.gov.au

- Staff should remember that it is not their responsibility to prove the abuse, just to have reasonable suspicion that abuse or neglect has occurred.
- Staff will leave the situation in the hands of the designated Departmental Officers once a report has been made. They should not discuss the issue with the parents, or try to undertake any investigation into the situation.
- Staff will not question the child or parents prior to any discussions with the Departmental Helpline Officers.
- Should the situation arise where the child is considered in immediate danger and the child is taken into Departmental care, staff are to follow the advice of the Departmental Officers.
- In all situations staff will follow the advice of the Departmental Officers and ensure that confidentiality is observed at all times.
- Staff should be aware that they are protected as a notifier under the Children and Young Persons (Care and Protection) Act 1998
- Resources for staff and mandatory reporters should be available at HOOSHC for referral at all times.

WHERE A COMPLAINT IS MADE ABOUT A STAFF MEMBER, OR SOMEONE IN THE CENTRE.

The same procedures as outlined above should be followed.

The person making the report should follow the advice of the Departmental Officers.

Management Committee will also be informed of the report and follow Departmental Officers advice.

The matter will be treated with strict confidentiality.

Where the allegation is made to a staff member or a member of Management, the facts as stated will be recorded in writing including dates, times, name of person involved, name of person making the allegation and the person making the report. This report should be kept on record and treated as strictly confidential.

The Coordinator and Management are to follow the advice of the Departmental officers.

For the protection of both the children and the staff member involved, the staff member should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is followed up or resolved.

Support should be given to people making an allegation or persons who have been suspected. This support can be given in the form of counselling or referral to an appropriate agency; EAP is available for employees.

Ongoing Committee and Staff Obligations:

HOOSHC Committee and Coordinator continue to work together to identify ongoing training needs and will:

- Ensure all staff interacting with children have the required certifications and qualifications, for example Working with Children Checks.
- Ensure all staff participate in regular training on mandatory reporting, child safe practices and respectful and appropriate interactions with children.



- Ensure all staff receive training on the nature and indicators of child maltreatment, particularly in education and care settings.
- Through induction and regular training, ensure all staff understand and follow the service's policies, procedures, and codes of conduct, including how to raise concerns and complaints handling processes.
- Provide ongoing support to staff in developing practical skills, such as responding to disclosures and raising concerns.
- Ensure routines and environments are set up in ways that keep children safe and deter abuse.
- Regularly review complaints handling policies and consider how any potential conflicts of interest can be managed.
- Consider staff positioning so that staff are always within view of each other.
- Ensure supervision plans are designed so that staff are not alone with a child (where possible)
- Plan routines and staff rosters to minimise (or eliminate) times where staff are left alone with children during the day.
- Regularly review policies, procedures, risk management plans and environments to ensure children's safety.
- Perform regular audits of physical environments to identify risks to children's safety and changes in room set-ups that could indicate areas of higher-risk and become supervision 'blind spots'.
- Ensure risk assessments are conducted for all physical and online activities and identify areas where adults may have opportunities to interact with children unsupervised.
- Risk management strategies are established for activities including transportation, excursions, events, regular visitors who attend the service, and toileting areas.
- Consider policies and procedures on staff using personal devices while working with children.

For all staff working with children

- Where possible, ensure you remain in line-of sight of other staff members when working with children. Discuss child safe strategies with your Coordinator/nominated supervisor and/or approved provider for times when this is not possible.
- Consult with children about physical and online environments to understand what makes them feel safe.
- Avoid all unnecessary forms of physical contact with children (i.e. playfully ruffling hair is unnecessary)
- Conduct regular roll call checks of children, particularly when moving between environments.
- When using multiple spaces in a building, ensure doors are left open where possible, windows are unobstructed, and unused spaces are locked.
- Educate children on ways to recognise safe physical and online environments.
- Engage in regular discussions about what makes children feel safe.
- Encourage positive peer-to-peer and online behaviour and talk to children about the risks associated with online activity (including strangers, personal information, and cyberbullying).
- Discuss online behaviour as part of discussions and activities promoting respectful relationships.
- Set up devices safely, ensuring they:
 - Have controls, filters and safe search settings activated including on apps and online accounts.
 - Are password protected with access for staff only.
 - Are only used in open areas of the service where staff can monitor children's use.
 - Online sessions are ended so children are not left unattended and able to access social media etc.

CONTACT DETAILS FOR RELEVANT AUTHORITIES

- NSW Police
 - If it is an emergency, call 000.
 - If you are unsure if it is a criminal matter, you can call the Police Assistance Line on 131 444
- Child Protection (Child Story – Department of Communities and Justice)



- Call the Child Protection Helpline on 132 111
- Make an eReport through the Child Story Reporter website.
- NSW Department of Education
 - Contact the Information and Enquiries team on 1800 619 113 or at ececd@det.nsw.edu.au
- NSW Office of the Children's Guardian (Reportable Conduct Scheme)
 - Contact the Reportable Conduct Enquiries Line on (02) 8219 3800 or at reportableconduct@ocg.nsw.gov.au

24-hour services

- NSW Police Child Abuse and Sex Crimes Squad was established to ensure provision of a specialist sexual assault response to support Police Area Commands across NSW.
 - In an emergency, call 000.
- Kids Helpline offers free, confidential 24/7 online and phone counselling for young people aged 5 to 25 years.
 - Call 1800 55 1800
 - Email counsellor@kidshelpline.com.au
- Lifeline provides Australians experiencing emotional distress with access to 24-hour crisis support and suicide prevention services.
 - Call 13 11 14
- National Sexual Assault, Domestic Family Violence Counselling Service provides a free counselling service available 24/7 via phone or webchat for victims of sexual assault or domestic family violence.
 - Call 1800 737 732 (1800RESPECT)

References:

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation National Quality Standard | ACECQA](#)

NSW Government, NSW Department of Education (2021). Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services:

https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/working-in-early-childhood-education/media/documents/Guide_Child_Safe_Standards.pdf

NSW Government, Education (2023). Child Safety, Child Safe Standards:

[Child Safe Standards \(nsw.gov.au\)](#)

NSW Government, Department of Communities and Justice (2022). Recognizing Child Abuse:

<https://www.facs.nsw.gov.au/families/information-for-multicultural-families-and-communities/recognising-child-abuse#:~:text=There%20are%20different%20forms%20of,domestic%20violence%20and%20emotional%20abuse.>

[Children and Young Persons \(Care and Protection\) Act 1998 No 157 - NSW Legislation](#)

[About Children's Rights | Australian Human Rights Commission](#)

[Reportable Conduct Scheme | Office of the Children's Guardian \(nsw.gov.au\)](#)

[Working with Children Check | Office of the Children's Guardian \(nsw.gov.au\)](#)



Death of a Child or Staff Member

1 Policy Statement

HOOSHC management acknowledges that an unexpected death of a child or staff member at the service, is a major traumatic event which can cause immense emotional turmoil for Educators, children and their families. Staff in the centre must be prepared to handle all incidents in a professional and sensitive manner. In the event of a tragic traumatic event such as the death of a child or a staff member, the staff will follow guidelines as set out below to ensure a coordinated response and timely notification is provided to the Regulatory Authorities and other relevant stakeholders.

2 Considerations

National Regulations:

- Reg. 12 Meaning of serious incident.
- Reg. 85 Incident, injury, trauma and illness policies and procedures.
- Reg. 86 Notification to parents of incident, injury, trauma and illness.
- Reg. 87 Incident, injury, trauma and illness record.
- Reg. 168 Education and care service must have policies and procedures.
- Reg. 176 Time to notify certain information to Regulatory Authority.

National Quality Standard:

- QA. 2.2 Safety.
- QA. 2.2.2 Incident and emergency management.
- QA. 4.2.2 Professional standards.
- QA. 6.1 Supportive relationships with families.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities

QA2 Incident, illness, injury and trauma policy
Work, Health and Safety Act 2011

3 Procedure

In the tragic event of a sudden death of a child or staff member at the service, the following procedures will be followed:

In the event of a death of a Staff member:

1. Educators/staff who are qualified First Aid responders will assess the area for any immediate danger to other staff and/or children
2. Educators will transition the children away from the area (I.e if the incident occurred outside, transition to inside activities where the children are not able to see what is happening)
3. The First Aid responder will engage in applying First Aid and/or CPR in accordance with current First Aid training.



4. Another staff member will call 000 immediately to advise of the situation and request an Ambulance and the Police, as directed by the First Aid responder/situation.
5. Coordinator/Nominated Supervisor or Responsible Person in charge of the shift, will call the emergency contact person of the staff member and advise there has been an incident and where the person has been transported too (name of hospital)
6. The Coordinator or Responsible Person in charge if the Coordinator is absent, will notify the Committee President and the Henschke Catholic Primary School liaison to advise
7. The Coordinator or an Executive Committee member will Notify Regulatory Authorities-
Safe Work (NSW) **13 10 50** [SafeWork NSW](#) | [SafeWork NSW](#)
8. The area where the incident occurred will be sectioned off by a staff member, so the incident site is not disturbed until the police or a SafeWork inspector arrives to investigate.
9. The Coordinator or Responsible person will complete in detail HOOSH's Incident, injury, trauma and illness record, to be provided to the committee president and regulatory authorities.
10. Management/Approved provider will contact the Service's insurance company
11. The Coordinator or approved provider (executive committee) will log the incident with the Regulatory Authority within 24 hours of the incident occurring, on the NQA IT System, attaching incident form and evidence: [National Quality Agenda IT System](#) | [ACECQA](#) (link) or <https://www.acecqa.gov.au/resources/national-quality-agenda-it-system>

In the event of a death of a child:

1. Educators/staff who are qualified First Aid responders will assess the area for any immediate danger to other staff and/or children
2. Educators will transition the children away from the area (i.e if the incident occurred outside, transition to inside activities where the children are not able to see what is happening)
3. The First Aid responder will engage in applying First Aid and/or CPR in accordance with current First Aid training.
4. Another staff member member will call 000 immediately to advise of the situation and request an Ambulance and the Police, as directed by the First Aid responder/situation.
5. Coordinator/Nominated Supervisor or Responsible Person in charge of the shift, will call the parent/guardian or the child and if they are unable to be reached, will call the emergency contact to advise of a serious incident and where the child has been transported to (name of hospital)
6. The Coordinator or Responsible Person in charge if the Coordinator is absent, will notify the Committee President and the Henschke Catholic Primary School liaison.
7. The Coordinator or an Executive Committee member will Notify Regulatory Authorities-
Safe Work (NSW) **13 10 50** [SafeWork NSW](#) | [SafeWork NSW](#)
8. The area where the incident occurred will be sectioned off by a staff member, so the incident site is not disturbed until the police or a SafeWork inspector arrives to investigate.
9. The Coordinator or Responsible person will complete in detail HOOSH's Incident, injury, trauma and illness record, to be provided to the committee president and regulatory authorities.
10. Management/Approved provider will contact the Service's insurance company
11. The Coordinator or approved provider (executive committee) will log the incident with the Regulatory Authority within 24 hours of the incident occurring, on the NQA IT System, attaching incident form and evidence: [National](#)



[Quality Agenda IT System | ACECQA](#) (link) or <https://www.acecqa.gov.au/resources/national-quality-agenda-it-system>

It is not the role of the Centre to inform the parent/guardian of the child or the emergency contact of a staff member that the child/staff member has died. Only a qualified medical practitioner can declare a person dead and therefore, Educators should ensure the parents/emergency contact are only advised that the injury is serious and refer them to the medical agency (i.e. Hospital) where the child/staff member has been transported.

HOOSHC management will:

- Foster compassion, respect and understanding of each individuals way of managing grief.
- The Coordinator/Responsible Person on shift will speak with the parents/guardians of children in attendance on the day of the event to advise there has been a serious incident where a child/staff member was injured and that further information will be provided by the committee in the next 24hrs.
- Discuss with Educators/Staff how the approved provider (committee president) of the service will address the incident/event publically (i.e a letter emailed to all families of the service and responding to media outlets).
- Advise staff are unable to discuss the incident/event publically, due to confidentiality, including on social media platforms.
- Provide sensitive and professional communications with families regarding the incident/event.
- Seek advice and support from health professionals in order to provide appropriate resources and information to families regarding grief and the effects of trauma on children (see resource section of this policy to assist).
- Engage grief counselling for families and Staff and/or:
 - Provide contact details of local grief counselling services to parents.
 - Encourage Educators/Staff to engage with HOOSHC's EAP program or seek their own grief counselling service supports through their GP.
- Continue to cooperate with relevant agencies/authorities who are involved in the investigation.
- Monitor the wellbeing of Educators/Staff and support the use of any leave entitlements such as sick leave, FACS leave, unpaid leave.
- Support staff to take leave as requested so they can grieve in private.
- Promote wellbeing and self-care within the service.
- Observe/monitor staff wellbeing and offer supports as required.

Educators/management/staff will support children in understanding/processing their grief and loss by:

- Providing a safe space for children to express their emotions and feelings, including areas to be alone if needed.
- By answering questions honestly and with simple age-appropriate language.
- Provide appropriate comfort.
- Provide a range of learning activities and resources, that support children to express their emotions and thoughts, such as music/movement or art/drawing.
- Encourage/support sharing of happy memories of the person who has passed.



In the event of the death of a child or staff member occurring out of HOOSHC hours, HOOSHC management will formulate appropriate communications for parents/guardians of children who attend the service to advise of the persons passing.

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

It is recommended that children's families are not advised until management have formulated a plan of action and are in a position to answer all queries and put counsellors in place, i.e. 24 hours - if HOOSHC is closing to attend the funeral all families and schools need to be advised in writing beforehand.

It is also a recommendation that parents/guardians be the one to inform their child of the person's passing. This is to not only support the child to grieve in private, but also the family's cultural needs.

Educators are able to support children in processing their grief and trauma, through the steps mentioned above.

Work Health and Safety Requirements

The death of a person is a "notifiable incident" under the Work, Health, and Safety Legislation. The approved provider or nominated supervisor must notify SafeWork NSW via phone or in writing (i.e., email) as soon as possible after the death on site at their service has occurred.

SafeWork NSW (Australian Government) states,
'A notifiable incident is when:

- A person dies.
- A person experiences a severe injury or illness.
- A potentially dangerous incident occurs.

Significant penalties apply if you do not notify us of a 'notifiable incident'.

If the regulator stipulates, the incident site must be preserved until an inspector arrives or directs otherwise.

You must also notify your insurer within 48 hours.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Work Health and Safety Act 2011 No 10 - NSW Legislation](#) (Part 3, 35)

Australian Centre for Grief and Bereavement: <http://www.grief.org.au> Australian Child & Adolescent Trauma, Loss & Grief Network: [ACATLGN_grief_and_loss.pdf \(anu.edu.au\)](#) (link)

https://earlytraumagriev.anu.edu.au/files/ACATLGN_grief_and_loss.pdf

[Supporting a child through grief and loss | Kids Helpline](#)

[Feel the Magic | Grief Support Programs for Kids & Teenagers](#)

[When a Loved One Dies: How to Help Your Child \(for Parents\) - Nemours Kids Health](#)

[Death: how to talk about it with children | Raising Children Network](#)

[Kids Helpline | Phone Counselling Service | 1800 55 1800](#)

[Lifeline Australia - 13 11 14 - Crisis Support. Suicide Prevention.](#)



Emergency and Evacuation Procedures

1 Policy Statement

HOOSHC aims to provide an environment that promotes the health, safety and wellbeing of children attending the service. All children and staff will be aware of, and practised in, emergency and evacuation procedures. In the event of an emergency, natural disaster or threats of violence the procedures in this policy will be immediately undertaken.

2 Considerations

National Regulations:

- Reg. 4 Definitions
- Reg. 97 Emergency and evacuation procedures
- Reg. 98 Telephone or other communication equipment
- Reg. 157 Access for parents
- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed
- Reg. 171 Policies and procedures to be kept available

National Quality Standards:

- QA. 2.2 Safety.
- QA. 2.2.2 Incident and emergency management.
- QA. 6.1.1 Engagement with the service.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
- QA. 7.2.1 Continuous improvement.

Occupational Health and Safety.

Australian Standards.

3 Procedure

A risk assessment of the indoor and outdoor grounds and facilities that HOOSHC utilises, will be conducted once every 12 months to identify any potential emergencies, or earlier after becoming aware of any circumstance that may affect the safe evacuation of children from the service.

Emergency evacuation procedures will be clearly displayed near the main entrance and exit of each room used by HOOSHC.

HOOSHC management will make any necessary updates to the emergency and evacuation policies and procedures in the event of a risk assessment identifying necessary change to the emergency evacuation plan to ensure children's safety.

All staff, including relief or volunteer staff, will be informed of the procedure and their specific duties identified in their orientation to HOOSHC. Staff will make arrangements as to duties undertaken in the absence of other staff.



The emergency and evacuation procedures will be rehearsed every 3 months by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal. These practices will occur during each of the different sessions of the service: before school, after school and at the beginning of vacation care.

Rehearsals of the emergency and evacuation procedures will be documented with date, time, the length of time it took to leave building and mark the attendance sheet to account for all children and staff in attendance. Additional comments on recommendations for improvements can also be included in the record.

Parents will be informed of the procedure and assembly points in the parent handbook.

No child or staff member is to go to their bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.

Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444.

Staff will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.

Staff should be aware of bush fire danger and if relevant have appropriate training on the necessary procedures.

The evacuation plan will include:

- *routes of leaving the building suitable for all ages and abilities. These should be clearly mapped out.*
- *plan of where the fire extinguishers are located displayed in a public place.*
- *a safe assembly point away from access of emergency services.*
- *an alternative assembly area in case the first one becomes unsafe.*
- *list of items to be collected and by whom.*
- *list of current emergency numbers.*
- *staff duties in the emergency.*

The Responsible Person will nominate who will:

- *make the announcement to evacuate, identifying where and how.*
- *collect children's attendance records and parents' contact numbers.*
- *collect emergency services numbers.*
- *make the phone call to 000 or other appropriate service, management and parents as required.*
- *collect the first aid kit.*
- *check that the building and playground is empty and that all doors and windows are closed as far as possible, to reduce the spread of a fire.*
- *Escort all children outside via emergency exits, including non-ambulatory children*
- *supervise the children at the assembly area, and the Coordinator or Responsible Person in charge will take a roll call of children, Staff and be aware of any visitors.*

When the emergency service arrives the Nominated Supervisor / Responsible Person will inform the officer in charge of the nature and location of the emergency and if there is anyone missing.

No one should re-enter the building until the officer in charge has said it is safe to do so.



In the event of a child or adult requiring first aid attendance, a qualified first aid staff member will assist the person in need. Children will be transitioned to a safe space away from the incident area by Educators as per the QA2 First Aid policy.

INTOXICATED OR PERSONS UNDER THE INFLUENCE

The family shall maintain the parental responsibility under the relevant acts and provisions to care for their children. In this case the parent shall:

- Understand and follow all laws regarding the collection and care of school age children and any individual service laws that they select of their own accord to use.

Should the Nominated Supervisor / Responsible Person or other senior employee reasonably suspect that the relevant parent, guardian, or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance, they shall:

- Make attempt to discuss concerns with parent, guardian, or authorised person and if possible, make alternate arrangements (i.e. call a contact the parent has requested or an emergency contact for collection of the child)
- If not parent, then make attempt to contact parent to discuss concerns.
- Only release the child if required to by law.
- Call the police if an immediate threat to the welfare and wellbeing of children/and or family exists.

HARASSMENT AND THREATS OF VIOLENCE

If a person/s known or unknown to the service harasses or makes threats to children or staff at HOOSHC, or on an excursion, staff will:

- calmly and politely ask them to leave the centre or the vicinity of the children.
- be firm and clear and remember your primary duty is to the children in your care.
- if they refuse to leave, explain that it may be necessary to call the police to remove them.
- if they still do not leave, call the police.
- if the Nominated Supervisor / Responsible Person is unable to make the call another staff member should be directed to do so.
- where possible staff will calmly move the children away from the person.
- no staff member is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible and wait for the police.
- staff should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the Hall / playground area.

IF A NON-CUSTODIAL PARENT IS ON THE PREMISES AND POSES A THREAT TO EDUCATORS OR CHILDREN:

- Where verbal or physical threats are made, educators must endeavour to protect the majority from harm.
- Usually a non-custodial parent does not intend harming his/her own child but if the parent persists, release child if necessary.
- Every effort should be made to contact the custodial parent, Police and Department of Justice and Community Services as soon as possible.

Educators should be aware of any unfamiliar person on the premises and find out intentions as quickly as possible and try to contain them outside the Centre.

LOCK DOWN

Centres are required to lockdown when there is a foreseeable threat of harm to educators, children or visitors caused by, but not limited to, the following:



- Bad weather
- Toxic/chemical spills
- Dangerous and/or threatening persons
- Unwanted/uninvited visitors
- Violent, intoxicated and/or drug affected persons
- Dangerous animals
- Unidentified external disturbance
- Bomb threats

The Responsible Person on duty will:

- Call '000'
- Ensure main entry doors are secure and switch off all lighting
- Keep roll, parent contact lists, First Aid Kit, medication, and mobile phone

Other Educators on duty will:

- Move all children into the hall, if accessible, directing them to sit out of sight from the outside
- Ensure all lighting is switched off, all doors/windows and exit/entry points are secured
- Conduct a roll call and headcount and account for all persons within the service

When emergency services arrive, the Responsible Person will inform the Officer in charge of the nature and location of the emergency and if there is anyone missing.

No-one should leave the building until the Officer in charge has said it is safe to do so.

In the event that the HOOSHC Hall is unsafe, the Responsible Person will determine an alternative safe zone and follow the above steps.

BOMB THREAT:

Bomb threats must be treated seriously, and an immediate response implemented.

Upon receipt of a bomb threat, the staff member who received the call or notification should:

- Record as much detail as possible from the caller (utilise form in reference section of this policy).
- Call 000 (triple zero) immediately and promptly report all information to the Police.
- If the threat relates to a bomb being present on the school site, the staff should arrange immediate evacuation, until such time as Police attend and the site is deemed safe to re-enter. Where practicable, staff and students should take their own bags and leave immediately.
- If the threat relates to a person threatening to attend or arrive at the school with violent intent, HOOSHC should immediately implement lockdown procedures.
- As soon as possible, HOOSHC is to notify Henschke Catholic Primary School.
- As soon as possible, HOOSHC is to notify a Serious Incident to the Department of Education.

IN THE EVENT OF A BOMB THREAT

The whistle will be blown continuously, and all staff and students follow evacuation procedures and move to playground evacuation area.

Please note this may be different to normal evacuation area - we need to move as far as practical away from buildings so people cannot be injured by glass or material if an explosion occurs.



Normal evacuation procedures will be followed by staff members with special duties. They will then return to evacuation area until the police deem the site safe to re-enter.

The 'All Clear' signal will be given.

It is important to note that children and staff are not to return to the building until this is given.

Actions to be undertaken when a bomb threat is received:

1. Try to remain calm.
2. Let caller finish their message.
3. Keep caller online as long as possible.
4. DO NOT HANG UP PHONE – the telephone company may be able to trace the call.
5. Obtain as much information as possible about the bomb.
6. Do not discuss the call with other staff.
7. Report the threat immediately to the Nominated Supervisor/Supervisor or the most senior staff member available.
8. The Nominated Supervisor/Supervisor shall immediately report the matter to Police by calling 000.

Threat Evaluation:

To make a realistic evaluation of the threat, senior staff and Police must be in possession of as much information as possible.

Over-reaction to bomb threats shall be avoided by sensible evaluation.

A telephone bomb threat may be assessed as:

- Non-specific call – usually the caller will give very little information before terminating the call. This type of call is considered of a low risk.
- Specific call – the caller gives specific information and, sometimes, reasons for the threat and the general location of the explosive device.

The non-specific threat is more common, but neither can be immediately discounted without further investigation.

Every threat must be treated as genuine until proven otherwise. The evaluation of the call will involve one of the following four decisions:

- Take no further action.
- Search without evacuation.
- Evacuate and search.
- Evacuate without search.

The decision to evacuate will normally be made by the Nominated Supervisor/Supervisor, in consultation with the Police.

Search For a Suspicious Object

The police may request that staff assist in the search for a suspicious object. The aim of a search is to look for an object that "does not belong" in its present location. The person's most aware of what does and does not belong in an area are



the persons normally working in that area. The Police are not aware of what is normally in your area and would be less likely to recognise a suspicious object.

The Nominated Supervisor/Supervisor shall undertake a risk assessment to determine if a search by staff is permitted. Staff shall undertake any search voluntarily and shall not be coerced in any way.

The safety of the children is paramount and supervision ratios for evacuated children shall be the first consideration.

In the event of a search by staff, they shall search their own work locations specifically looking for items which are out of place or "don't belong".

The most important areas to search and the sequence in which to search is as follows:

- External areas and particularly the assembly areas.
- Entrances and exits to the building.
- Areas where there is public access.
- All other areas within the building.

Staff must be reminded that they are conducting a visual search only – look without touching.

Staff shall be advised that two-way radios and mobile phones should not be used during the search.

If nothing is found, mark the area with chalk or post-it stickers as "searched" or "clear".

If a suspect item is found:

- Do not touch it.
- Do not move it.
- Do not cover it.
- Do not disturb it in any way.
- Immediately move persons in the area to safety.
- Contact the Nominated Supervisor/Responsible Person or Police and give the following details:
 - Exact location of the item.
 - Exact description of the item.

Identify any unaccounted-for person/s.

Issue of an All Clear:

- If no suspicious items are found, or if the threat is non-specific and deemed to be low risk, the Nominated Supervisor/Responsible Person in consultation with the Police shall issue an all clear to return to Henschke OOSH.
- The Nominated Supervisor/Responsible Person shall visit each area and check with staff to ensure that each staff member has not been unduly stressed by the incident.
- The Nominated Supervisor/Responsible Person shall make suitable enquires to ensure that the children have not been unduly affected by the incident.

The Nominated Supervisor/Responsible Person shall formulate some advice to parents for what has occurred and distribute the advice as soon as practicable based on the specific circumstances of the case.

NUISANCE ANIMALS



The Centre's activities may occasionally be disrupted with snakes, dogs, cats, birds, wasps, bees and other nuisance animals.

If this occurs, educators will direct the children to leave the affected area and move them into the main room (if not affected) quietly and calmly.

Close all doors if the children are inside.

Sudden screaming or shouting will frighten a snake or larger animal and it may scatter in the direction of the children.

The Responsible Person on duty will report to a pest exterminator, local council, or other appropriate body for treatment.

SEVERE STORMS

For emergency assistance during storms, call the **NSW SES** on **132 500**.

Before the storm season:

- Report any tree branches overhanging the Centre to the school
- Keep a mobile phone and torch with fresh batteries
- Ensure the portable First Aid Kit is fully stocked
- Report any loose objects or other hazards to the school
- Keep masking tape (for glass), plastic sheeting and large garbage bags for rain protection

If a severe storm approaches:

- Listen to the local radio for information or access weather information on internet.
- Shelter children.
- Disconnect all electrical appliances.
- Mark the roll and check that all children and educators are accounted for and under shelter
- Fill clean containers with water.

When a storm strikes:

- Stay inside and shelter children clear of windows.
- If necessary, cover children with foam mats, blankets, or tarpaulin under tables.
- Remain calm and comfort any distressed child.
- Do not use any fixed line communication during the storm.

POWER FAILURE

Determine if the power failure is Centre based or covers the surrounding suburban area.

Keep the children inside if the power failure is due to fallen power lines nearby.

Contact Origin Energy for emergency service if the cause of the failure has been determined.

Inform them that it is a childcare service with children in the building. This will permit them to allocate priority to their response.

Ensure a mobile phone is available.

After sundown, ensure the entry way is lit whenever anyone needs to use it.



Keep torches and replacement batteries at the sign in desk to light the room.

Keep the children calm and comfort any distressed child.

BUSHFIRES

In the event of a bushfire:

- Ring '000' if required
- Evacuate, if possible
- Listen to the radio for information or monitor websites
- Contact the local Emergency Service and local Police who should be able to inform you of any threat to the centre

If there is plenty of time to evacuate:

- Notify the police of the location where you are evacuating
- Take the roll, contact phone numbers, First Aid Kit, medication, radio, and plenty of drinking water with you
- Take a mobile phone and advise Emergency Services of the number
- Follow the Emergency Evacuation Procedure Safety measures for the Centre:
- Fill buckets and basins with water
- Hose the outside of the building
- Douse nearby shrubs and grass with water
- Keep a portable radio and torch, both with fresh batteries
- Keep a fully stocked portable First Aid Kit
- Close all doors
- Listen to the radio for information
- Mark the roll and check that all children and educators are accounted for and under shelter
- Place children under tables with wet blankets on top of tables and down sides and remain there until fire has passed
- Remain calm and comfort any distressed child

FLOODS

In the event of a flood:

- Ring '000' if required, or contact the NSW SES on 132 500 for emergency assistance
- Know your local highest ground level area
- If possible, evacuate children to higher ground and notify Emergency Services of the location to where you are evacuating
- Take a mobile phone and notify Emergency Services of the number
- Use a device or mobile phone to take the roll, contact phone numbers
- Take First Aid Kit and medication



- Take a torch, with fresh batteries
- Listen to local radio regarding flood warnings
- Turn off electricity
- Fill clean containers with water
- Close all windows and doors
- Remain calm and comfort any distressed child
- Mark roll and check that all children and educators are accounted for and under shelter

EARTHQUAKE

Safety measures for the Centre:

- Contact Police and State Emergency Services to discuss an emergency plan
- Keep a mobile phone and torch, both with fresh and spare batteries
- Keep a fully stocked portable first aid kit
- Know the safe areas within the Centre – under tables, against inside walls or in a corner
- Know the danger spots in the Centre – windows, mirrors, hanging objects and tall unsecured furniture
- Know how and where to turn off the electricity, gas and water

If Earthquake begins:

- If you are indoors – – stay there – Place children under tables or take cover under internal doorframes if possible – Keep away from windows, tall unsecured furniture and overhead fittings.
- If you are outdoors – – Keep children clear of buildings, walls, power lines and trees – Do not stand under awnings – Beware of power lines.
- Remain calm and comfort any distressed child.
- Mark the roll and check that all children and educators are accounted for.
- Check children for injuries and apply first aid as required.

Watch for hazards:

- Turn off domestic appliances.
- If there is damage, turn off electricity, gas, and water supplies.
- Check for water leaks, broken or fallen electrical wires or sewage lines.
- Check buildings for cracks and damage, including roof and foundations.
- Emergency water may be obtained from water heaters, melted ice cubes and toilet cisterns.
- Be prepared for after-shocks.
- Evacuate if necessary.
- Do not enter damaged buildings.

EMERGENCY INVOLVING AN EDUCATOR

In the case of an emergency/incident incapacitating an educator, senior students (years 5 or 6 only) will be asked for their cooperation in alerting other educators.

Educators will give instructions to the students to move their peers away from the Educator while they are waiting for another educator to arrive and assist.

Senior students are to assemble other children away from the emergency and wait for further instruction from the Responsible Person or other educators.



Children will be brought back to the centre once another Educator has arrived to assist.

Apply First Aid, if applicable.

If necessary, contact '000'.

EMERGENCY NOTIFICATION

- Contact the Department of Education on 1800 619 113 or at ececd@det.nsw.edu.au
- Inform parents/carers of the incident and any follow up via Xplor App
- Submit a Serious Incident Report within 24 hours [NQA IT System portal](#)

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Fire safety in buildings | Planning \(nsw.gov.au\)](#)

TELEPHONE BOMB THREAT CHECKLIST

Approved by: Management Committee

Approved Date: 16/09/2025

Review Date: 14/09/2027



STAY CALM

DATE CALL RECEIVED: / /

TIME OF CALL:

TIME CALL ENDED:

EXACT WORDING OF THREAT

.....

.....

.....

Could you identify the caller's phone number?

DON'T HANG UP

KEEP THE CALLER TALKING

ASK THE CALLER

When is the bomb going to explode?

Where is the bomb?

What will make the bomb explode?

What kind of bomb is it?

What does the bomb look like?

Why did you place the bomb here?

Where are you now?

What is your name?

What is your address?

When was the bomb placed here?

Who placed the bomb?

DON'T HANG UP (the call may be traceable if the phone line is kept open, even if the caller hangs up!)



CALL DETAILS (where possible to obtain)

Did you recognise the caller? If so, who do you think it was?

Was the call: Robotic/Automated In-Person Pre-Recorded

Estimated age of caller? Did the caller seem familiar with the site?

Characteristics of the call:

VOICE	SPEECH	MANNER	BACKGROUND NOISES
<input type="checkbox"/> Man	<input type="checkbox"/> Fast	<input type="checkbox"/> Hesitant	<input type="checkbox"/> Music
<input type="checkbox"/> Woman	<input type="checkbox"/> Slow	<input type="checkbox"/> Calm	<input type="checkbox"/> Talk/voices
<input type="checkbox"/> Child	<input type="checkbox"/> Well spoken	<input type="checkbox"/> Angry	<input type="checkbox"/> Typing
<input type="checkbox"/> Muffled	<input type="checkbox"/> Impeded	<input type="checkbox"/> Emotional	<input type="checkbox"/> Children
<input type="checkbox"/> Unknown	<input type="checkbox"/> Stutter	<input type="checkbox"/> Loud	<input type="checkbox"/> Traffic/street
Accent:	<input type="checkbox"/> Nasal	<input type="checkbox"/> Soft	<input type="checkbox"/> Machinery
TELEPHONE	<input type="checkbox"/> Uneducated	<input type="checkbox"/> Pleasant	<input type="checkbox"/> Aircraft
<input type="checkbox"/> Mobile	<input type="checkbox"/> Lisp	<input type="checkbox"/> Raspy	<input type="checkbox"/> Trains
<input type="checkbox"/> Landline <input type="checkbox"/> Internal Ext	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Railway crossing
<input type="checkbox"/> Overseas	<input type="checkbox"/> Slurred:	<input type="checkbox"/> Irrational	<input type="checkbox"/> Construction
<input type="checkbox"/> Unknown	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:

Phone number call received on: Service Phone system (e.g. menu):

Who did you report the threatening call to? Date: / / Time:

YOUR NAME:

Approved by: Management Committee	Approved Date: 16/09/2025
	Review Date: 14/09/2027



First Aid

1 Policy Statement

HOOSHC management is committed to providing an environment that promotes children's health, safety, and wellbeing. Therefore, we will take every reasonable precaution to protect the children from harm, which includes ensuring the implementation of clear policies and procedures for the administration of first aid.

First aid equipment and facilities will be maintained and available to all staff, children and visitors in the centre and while on excursions.

All permanent staff of the service will be required to undertake first aid training as part of their conditions of employment to ensure appropriate first aid assistance can be rendered when necessary. It is also desirable for casual staff to hold first aid qualifications. The committee will continue to offer ongoing training opportunities for staff to continue to develop their first aid, CPR, anaphylaxis and asthma management skills to support all who attend the service.

2 Considerations

National Law:

Section 167 Offence relating to protection of children from harm and hazards

National Regulations:

- Reg. 12 Meaning of serious incident
- Reg. 85 Incident, injury, trauma and illness policies and procedures
- Reg. 86 Notification to parent of incident, injury, trauma and illness
- Reg. 87 Incident, injury, trauma and illness record
- Reg. 88 Infectious diseases
- Reg. 89 First aid kits
- Reg. 90 Medical conditions policy
- Reg. 92 Medication record
- Reg. 93 Administration of medication
- Reg. 94 Exception to authorisation requirement – anaphylaxis or asthma emergency
- Reg. 101 Conduct of risk assessment for excursion
- Reg. 102C Conduct of risk assessment for transporting of children by the education and care service
- Reg. 136 First aid qualifications
- Reg. 137 Approval of qualifications
- Reg. 146 Nominated supervisor
- Reg. 147 Staff members
- Reg. 161 Authorisations to be kept in enrolment record
- Reg. 162 Health information to be kept in enrolment record.
- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed



- Reg. 171 Policies and procedures to be kept available
- Reg. 172 Notification of change to policies or procedures
- Reg. 176 Time to notify certain information to Regulatory Authority
- Reg. 183 Storage of records and other documents

National Quality Standards:

- QA. 2.1.2 Health practices and procedures.
- QA. 2.2.2 Incident and emergency management.
- QA. 3.1.1 Fit for purpose.
- QA. 4.1 Staffing arrangements.
- QA. 4.2.2 Professional standards.
- QA. 7.1.2 Management systems.

3 Procedure

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

HOOSHC management will ensure that at least one educator, staff member or nominated supervisor is in attendance and immediately available at all times children are being cared for by the service who:

- holds a current approved first aid qualification, inclusive of CPR and AED training
- has undertaken current approved anaphylaxis management training
- has undertaken current approved emergency asthma management training.

All staff who are contracted for permanent positions at HOOSHC will undergo first aid training in an education and care setting as part of their condition of employment and casual staff will also be offered training as per HOOSHC QA4 Employment and QA4 Training and development policies. Staff will renew their certificates as required.

A fully stocked and updated first aid kit will be kept in the designated locked and secured place in HOOSHC. The first aid kit is to remain easily accessible to all staff and kept inaccessible to the children.

A separate travelling first aid kit will be also maintained and taken on all excursions.

The first aid kit will contain the minimum equipment suggested by the Red Cross or St Johns Ambulance.

A first aid manual will be kept at HOOSHC.

Cold packs will be kept in the freezer for treatment of bruises and strains.

An inventory of the kits will be maintained and checked on a 3 monthly basis.

One staff member will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within the use by date. Replacement items will be purchased prior to the expiry dates. Items that have reached used by dates, will be disposed of appropriately.

All Eduactors and staff will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it in the orientation process.

All Educators, nominated supervisors, responsible persons, staff and volunteers of the service will be made aware of the management of medical conditions including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis and how to manage the medical conditions (as per QA2 Medication and Medical conditions policy).



Parents/legal guardian's are required to provide consent on the enrolment form for staff to seek medical attention for their child, if required, before they start in HOOSHC.

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

Staff will be required to supply at least one contact number in case of an emergency or accident.

If a child, staff member or visitor has an accident while at HOOSHC they will be attended to immediately by a staff member who holds a first aid certificate. The qualified first aider will assist in stabilising the victim until professional assistance arrives in more serious accidents.

In the case of medication being required in an emergency without prior consent of the parents/guardians, staff are to secure consent from a registered medical practitioner.

Telephone numbers of emergency contacts, local doctor and poisons centre will be located near the phone.

In the case of a minor accident the first aid attendant will:

- assess the injury.
- attend to the injured person and apply first aid as required.
- ensure that disposable gloves are used with any contact with blood or bodily fluids.
- ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner.
- ensure that anyone who has come in contact with any blood or fluids wash in warm soapy water.
- record the incident and treatment given on the accident record form, indicating name, date, time, nature of injury, how occurred, treatment given and by whom, to be signed by staff and witnessed if possible.
- obtain parent signature confirming knowledge of the accident.
- notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
- parents should sign on a form that they have been informed of the accident.

The Coordinator will, or other responsible staff member will:

- notify the parents or emergency contact person immediately regarding what happened and action is being taken. Every effort will be made not to panic the parents.
- ensure that all blood or bodily fluids are cleaned up in a safe manner.
- ensure that anyone who has come in contact with any blood or fluids washes in warm soapy water.
- try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the injured child.

Staff will adhere to the Hygiene policy in all accident situations.

Meaning of serious incident:

For the purposes of section 174(5) of the Law, the following are prescribed as serious incidents:

*the death of a child - while being educated and cared for by an education and care service; or - following an incident while being educated and cared for by an education and care service;

*any incident involving serious injury or trauma to, or illness of, a child while 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; Examples Whooping cough, broken limb, anaphylaxis reaction.

*any incident where the attendance of emergency services at the education and care service premises was sought, or ought reasonably to have been sought;

*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 the case of a serious accident requiring more than first aid, the first aid attendant will:

- assess the injury, and decide whether the child needs to be attended to by local doctor or whether an ambulance should be called and tell the Coordinator of their decision.
- if the child's injury is serious the first priority is to get immediate medical attention. Although parents should be contacted straight away. If not possible, there should be no delay in organising proper medical treatment. Keep trying to contact the parents in the meantime.
- attend to the injured person and apply first aid required.
- ensure that disposable gloves are used with any contact with blood or bodily fluids.
- stay with the child until suitable help arrives, or further treatment taken.
- try to make the child comfortable and reassure them.
- if an ambulance is called and the child is taken to hospital a parent / carer or staff member will accompany the child and take the child's medical records.
- record the incident and treatment given on the accident form, indicating name, date, time, nature of injury, how occurred, treatment given and by whom, to be signed by staff and witnessed if possible.
- obtain parent signature confirming knowledge of the accident (Nominated Supervisor/Responsible Person).
- Submit a Serious incident Report to the Regulatory Authority within 24 hours of the incident (Nominated Supervisor/Responsible Person)

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

- Parents/Guardian.
- An ambulance service.
- The police.
- The Department of Communities and Justice (formally Family and Community Services).
- The Management Committee.
- The Regulatory Authority



Clear emergency procedure should be maintained for the other children at HOOSHC (as per QA2 Emergency and Evacuation procedures policy).

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

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

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

Automated External Defibrillator (AED)

'An AED, or automated external defibrillator, is used to help those experiencing sudden cardiac arrest. It's a sophisticated, yet easy-to-use, medical device that can analyse the heart's rhythm and, if necessary, deliver an electrical shock, or defibrillation, to help the heart re-establish an effective rhythm' (Red Cross)

HOOSHC has purchased a portable AED machine and cabinet which has been attached to the wall above the bench behind the counter. Signs indicating where the AED is, have also been installed. Adult and child pads have been purchased for use as necessary.

The coordinator will ensure ongoing maintenance of the AED as required by appropriate personnel/organisation.

The AED can be used in emergency situations by HOOSHC staff, Henschke Catholic Primary School (HCPS) staff, Our Lady of Fatima Church attendees and/or visitors to the HCPS hall as required.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[What is AED? | Learn What an AED Is | Red Cross](#)



Health, Hygiene and Food Safe Practices

1 Policy Statement

HOOSHC will maintain a healthy and hygienic environment that promotes the health of the children, educators and parents using our service. Children and parents utilising the service will be encouraged to share in the ownership of maintaining hygiene practices of HOOSHC. Educators will ensure that they maintain and model current best practice hygiene procedures as advised by NSW Health and Food authorities. Educators will engage children in experiences, conversations, routines and responsibilities that promote children's understanding of the importance of hygiene for the wellbeing of themselves and others, underpinned by NQF "My Time, Our Place" outcomes.

2 Considerations

National Regulations:

- Reg. 77 Health, hygiene and safe food practices
- Reg. 106 Laundry and hygiene facilities
- Reg. 109 Toilet and hygiene facilities
- Reg. 168 Education and care service must have policies and procedures

National Quality Standard:

- QA. 1.1.1 Approved learning framework.
 - QA. 2.1 Health.
 - QA. 2.1.2 Health practices and procedures.
 - QA. 2.2 Safety.
 - QA. 2.2.2 Incident and emergency management.
 - QA. 5.1 Relationships between educators and children.
 - QA. 6.1 Supportive relationships with families.
 - QA. 6.1.2 Parent views are respected.
 - QA. 6.1.3 Families are supported.
 - QA. 6.2.2 Access and participation.
 - QA. 7.1.2 Management systems.
 - QA. 7.1.3 Roles and responsibilities
- QA 2 Hazardous materials policy
Food Act 2003
Food Regulation 2015
Australia New Zealand Food Standards Code: Standard 3.2.2A, food safety management

tools

NSW Department of Health



3 Procedure

Educators will maintain and model appropriate practices and encourage children to adopt hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing, Educators should acknowledge children who are modelling hygiene practices and similarly, look for opportunities to provide practical experiences for children who have not yet developed the same level of awareness.

Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by Educators to support these practices.

Educators will aim to provide a non judgmental approach to differences in hygiene practices and standards between families in order to support children's developing sense of identity. Where practices differ to standards expected in the service, remind children that these are practices to be followed in the service but they may be different for them at home.

Hand washing and / or sanitising will be practiced by all Educators and children upon entering the service, before preparing or creating food, and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition, Educators will wash their hands before leaving the service.

All Educators must wear disposable gloves when in contact with blood, open sores or other bodily substances, clothes contaminated with bodily fluids or cleaning up a contaminated area. Educators with cuts, open wounds or skin disease such as dermatitis, should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely and appropriately.

The service will be cleaned daily.

All toilet facilities will have access to a basin or sink with clean running water, soap for washing and hand dryers.

Women and girls will have access to proper feminine hygiene disposal.

Soap and paper towels will also be available in the kitchen area.

Kitchen facilities used by the service will be cleaned and disinfected daily. Surfaces will be cleaned with detergent after each activity and at the end of the day, and all contaminated surfaces will be disinfected. Toilets and hand basins will be cleaned regularly.

Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required, but at a minimum quarterly.

FOOD SERVICE

The service will regularly review and evaluate food handling practices in line with current best practice guidelines from recognised authorities.

As of 8th December 2023, the 3 safety tools (Standard 3.2.2A) will be continuously implemented at HOOSHC:

- The HOOSHC Coordinator will hold a Food Safety Supervisor Certification.
- All Educators will be required to hold a statement of attainment in Basic Food Handling.
- HOOSHC is required to show how food is kept safe (I.e. temperature logs, storage of food)

'This is to ensure businesses are actively monitoring and managing key food safety risks related to food temperature control, food processing, and cleaning and sanitising, which are critical for food safety' (NSW Government, Food Authority, 2023).



Due to the facilities and storage, no large amounts of food will be purchased and stored for lengthy periods at the service.

Temperature logs will be completed at the start of each shift for the refrigerator and freezers in use by the service to ensure adequate temperature of below 5C is being maintained for stored refrigerated perishable foods and the freezers below -15C.

In the event a freezer or refrigerator breaking down, Henschke Catholic Primary School (HCPS) is to be immediately notified to follow up with repairs or replacement, under the service rental agreement.

Dry and cold foods will be prepared in a hygienic manner, packed in sealed containers away from chemicals and stored on a rotational basis, with the new foods stored behind the currently in use foods. All food that has reached the use by or best by dates, or has perished by other means (i.e. refrigeration stopped working) will be disposed of appropriately:

- Plastics and general rubbish in the kitchen bin, to be disposed of in HCPS skip bin at the end of each shift.
- Boxes, paper and recyclable containers to be stored in the paper bin and disposed of in HCPS recycle bin.
- Food scraps to be placed in the caddy with the green compostable liners provided, then placed into the Green lidded bin and put out for collection on a Monday evening.
- Shredded paper and small cardboard boxes to be disposed of in HCPS recycle skip bin.

Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygiene practices when preparing food. This participation should always be supervised and an explanation provided to children on the reasons why hygienic conditions are maintained.

Colour coded chopping boards to be utilised in preparation of food:

- Red for meat products
- Green for produce (fruit/vegetables)
- White for baked goods (breads/cakes) and dairy

If there is no option to use a different knife for preparation of foods, knives will be washed and dried between each different food item being prepared, to reduce the risk of cross contamination.

Kitchen equipment will be cleaned and stored appropriately (refer to QA 2 Hazardous materials policy).

Colour coded cloths to be utilised for cleaning;

- Blue for food items (cups, plates)
- Green for art/craft surfaces (craft table)
- Paper towel to be utilised when sanitising areas and disposed of appropriately.

Surfaces are cleaned before and/or after food preparation.

Children will be encouraged not to share their drinking and eating utensils.

Tongs and spoons will be used for the serving of food. Where possible, Educators will encourage children to self serve for food and drinks encouraging the development of their food handling skills as well as acknowledging their growing sense of independence.

All cups, plates and utensils will be washed in hot soapy water and/or the dishwasher.

Educators are not required when handling food to use gloves if correct hand washing / sanitising practices have been implemented (as per Food Act). If gloves are used, care must be taken to avoid contaminating food by only using



them for one continuous task and then discarding them. Gloves must be removed, discarded and replaced with a new pair before handling food and before working with ready to eat food after handling raw food.

Gloves must be removed, discarded and replaced after using the toilet, smoking, coughing or sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body.

COVID-19

HOOSHC management and staff remain vigilant of ongoing updates regarding COVID-19, and will continue to abide by required guidelines, practices and recommendations as directed by NSW Health and other relevant authorities.

Children, families and staff who are displaying symptoms of COVID-19 are asked to test and if a positive result, are not to attend the service for a minimum of 7 days, and/or until they return a negative COVID-19 test result. This is to support the ongoing safety of all in attendance at the service, in particular any immunocompromised people.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[MTOF-2022-V2.0.pdf \(acecqa.gov.au\)](#)

[Food Regulation 2015 - NSW Legislation](#)

[Food Act 2003 No 43 - NSW Legislation](#)

[Food Standards Code](#)

[Standard 3.2.2A Food Safety Management Tools | NSW Food Authority](#)

[Templates | NSW Food Authority:](#)

[COVID-19 \(Coronavirus\) \(nsw.gov.au\)](#)



Illness and Infectious Diseases

1 Policy Statement

HOOSHC aims to provide a safe and hygienic environment that will promote the health and wellbeing of each child. All care and consideration will be given to the child who becomes ill while at HOOSHC. As the care needs of a sick child cannot be met without dramatically reducing the general level of supervision of the other children, or risking other children's health, parents will be asked not to bring sick children to HOOSHC and to collect children who are unwell.

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

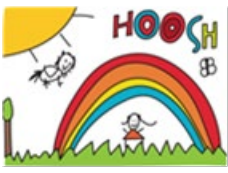
2 Considerations

National Regulations:

- Reg. 77 Health, hygiene and safe food practices
- Reg. 85 Incident, injury, trauma and illness policies and procedures
- Reg. 86 Notification to parents of incident, injury, trauma and illness
- Reg. 87 Incident, injury, trauma and illness record
- Reg. 88 Infectious diseases
- Reg. 89 First aid kits
- Reg. 160 Child enrolment records to be kept by approved provider and family day care educator
- Reg. 161 Authorisations to be kept in enrolment record
- Reg. 162 Health information to be kept in enrolment record
- Reg. 168 Education and care service must have policies and procedures
- Reg. 171 Policies and procedures to be kept available
- Reg. 173 Prescribed information to be displayed

National Quality Standard:

- QA. 2.1 Health.
 - QA. 2.1.2 Health practices and procedures.
 - QA. 2.2 Safety.
 - QA. 2.2.1 Supervision.
 - QA. 3.1.2 Upkeep.
 - QA. 5.1 Relationships between educators and children.
 - QA. 5.1.2 Dignity and rights of the child.
 - QA. 6.1 Supportive relationships with families.
 - QA. 7.1.2 Management systems.
- NSW Department of Health guidelines
 - Department of Education guidelines



3 Procedure

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

- sleeps at unusual times, is lethargic.
- has a fever over 38^o.
- is crying constantly from discomfort.
- vomits or has diarrhoea.
- needs constant one to one care.
- has an infectious disease.

If a child is unwell at home, parents will be asked not to bring the child to HOOSHC.

If a staff member is unwell, they should not report for work. Staff should contact the HOOSHC Coordinator or Responsible Person on shift as soon as possible to inform them that they are unable to attend work.

If a child becomes ill or develops symptoms at HOOSHC the parents will be contacted to take the child home.

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

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

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

If the child has a fever, the parents will be informed and asked for permission to give paracetamol. Paracetamol will not be given without permission.

During a fever, other methods will be employed to bring the child's temperature down until the parents arrive or help is sought. Such methods include clothes removed as required, clear fluids given, tepid sponges administered.

If a child's temperature is very high, cannot be brought down and parents cannot be contacted, paracetamol will be administered if the permission note is signed by the parent in the Parent Handbook. If the situation becomes serious the child will be taken to the doctor, or an ambulance called.

Infectious Diseases

Children and staff will be excluded from HOOSHC if they are ill with any contagious illness. This includes diarrhoea and conjunctivitis.

The period of exclusion will be based on the recommendations outlined by the Department of Health, i.e. at least 48 hours exclusion for vomiting and/or diarrhoea after the symptoms have disappeared or after a normal stool.

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

The Coordinator or staff members have the right to refuse access if concerned about the child's health.

A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to HOOSHC.

Parents will be informed about the illness and infectious diseases policy on enrolment.



The Department of Health guidelines on infectious diseases and control guidelines (obtained from NSW Dept of Health website) will be accessible with the illness and infectious disease policy for reference by staff, management and made available to parents on request (see online link in the reference below).

The Coordinator will follow the recommendations and reporting guidelines as outlined in the Health Department documents.

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

All staff will ensure proper hygiene practices are carried out as outlined in the QA 2 Hygiene policy.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

Australian Government, NSW Health (2023) [Infectious diseases \(nsw.gov.au\)](https://nsw.gov.au)

Australian Government, NSW Health (2023) [Gastroenteritis in an institution control guideline - Control guidelines \(nsw.gov.au\)](#)

Australian Government, Department of Education (2023) <https://education.nsw.gov.au/student-wellbeing/health-and-physical-care/health-care-procedures/conditions/infectious-diseases>



Immunisation

1 Policy Statement

HOOSHC recognises and respects that vaccination is not compulsory and parents will continue to have the choice whether or not to vaccinate their child. HOOSHC further acknowledges that children who attend the service are in contact with a high number of other children and staff, therefore increasing the risk of transmitting and catching communicable illnesses and diseases.

Parents of children who are not vaccinated and/or immunisation records are not up to date, may not be eligible for Child Care Subsidy (NSW Government).

In the event of an infectious disease outbreak, unvaccinated children will be required to be excluded from the service, including if they are ill with an infectious disease themselves, as per the NSW Department of Health guidelines and timeframe recommendations.

2 Considerations

National Regulations:

- Reg. 88 Infectious diseases
- Reg. 90 Medical conditions policy
- Reg. 162 Health information to be kept in enrolment record
- Reg. 168 Education and care service must have policies and procedures

National Quality Standard:

- QA. 2.1 Health.
 - QA. 2.1.1 Wellbeing and comfort.
 - QA. 2.1.2 Health practices and procedures.
- QA. 6.1.1 Engagement with the service.
- QA. 6.1.3 Families are supported.
- QA. 7.1.2 Management systems.
- QA. 7.2.1 Continuous improvement.

3 Procedure

Parents/legal guardians will record their child's immunisation status on the enrolment form (as per QA7 Enrolment policy, medical questions).

If a family member contracts an infectious disease outside of the service, the parents will notify the Coordinator to advise, as the child may become a carrier of the disease and pass onto other children.

If a child becomes unwell while attending HOOSHC or symptoms are suspected to be that of an excludable infectious disease or illness, the child's parents, carer or authorised emergency contact will be contacted immediately to collect the child, as part of the risk-minimisation plan (see QA2 Medication and Medical Conditions policy).

The unwell child will be separated from the main group of children in a comfortable space, with one educator nominated to care for the child to reduce the risk of cross infection.



Families in attendance at HOOSHC will be notified of any infectious disease outbreak at the service within 24 hours, ensuring confidentiality is maintained with no details of individuals affected, being shared. Notification may be through various mediums such as the Xplor app, notification on the message board at the service, phone/SMS or email and will be made by the Nominated Supervisor or Responsible Person in charge.

In the event of an outbreak of infectious vaccine-preventable disease at HOOSHC or school attended by children at HOOSHC, parents of children not immunised will be contacted and advised in writing (i.e. email) of the exclusion requirement period for their child/ren for the duration of the outbreak. The exclusion period is for the child/ren's own protection.

Educators who are not vaccinated, pregnant or immunocompromised may also be excluded from working at the service for the duration of the outbreak.

The NSW Health Department will be notified if any child contracts a vaccine-preventable disease.

In the case of serious ill health or hospitalisation for infectious disease or illness, the child's parent or educator who has been unwell is to provide a medical certificate from their doctor verifying that they are well enough to return to HOOSHC and are no longer infectious. The Nominated Supervisor/Coordinator will make the final decision on when the child or educator may return to the Service.

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

Educators who are excluded from work due to infectious outbreaks, will be supported by Management to utilise accrued sick leave (full time, permanent part-time positions) or leave without pay. Casual staff will not be entitled to leave payment, as per their employment conditions.

All staff should also maintain through immunisation their immunity to common childhood diseases.

Staff will be encouraged to undergo immunisation for Hepatitis A & B if they are not already immunised.

It is also recommended that all adults receive a booster dose of Pertussis (whooping cough) included with diphtheria and tetanus vaccine every 10 years, the Influenza vaccine (annually) and COVID-19 vaccination as recommended by NSW Health.

Child Care Subsidy/Family Tax A

'Your child must meet immunisation requirements if you get Family Tax Benefit (FTB) Part A or child care fee assistance' (Australian Government, Services Australia). For further information, click on the Services Australia hyperlink in the reference list at the end of this document.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[What are immunisation requirements - Child Care Subsidy - Services Australia](#)

[Stopping the spread of childhood infections factsheet - Fact sheets \(nsw.gov.au\)](#) (updated 26th June 2023)

[Vaccination of staff working in early childhood services \(nsw.gov.au\)](#)



Incident, Injury, Illness & Trauma

1 Policy Statement

Ensuring the safety and well-being of educators, children, and visitors, within the service and on excursions, through proper care and attention in the event of an incident, injury, illness, or trauma is the responsibility of all stakeholders at HOOSHC.

This policy has been implemented, to ensure clear outlines of actions to be taken are identified to effectively manage an event involving a child becoming injured, ill, involved in an incident or traumatic event.

HOOSHC will endeavour to maintain best practices through implementation of all service policies and procedures, adhering to State and National Laws and risk assessment to mitigate the risk of injury, illness, incidents and trauma to children, staff, families, and visitors to the service.

Should an accident or event occur that leads to the afore mentioned, HOOSHC will make every attempt to ensure sound management to prevent any worsening of the situation and complete reports on each event that will be signed by the family of the child involved (I.e. incident, injury, illness, trauma record).

Family members or emergency contacts will be informed immediately where the incident, injury, illness, or trauma is deemed serious, and the incident reported to the NSW Regulatory Authority as per the National Law and Regulations.

2 Considerations

National Law:

Section 162A: Persons in day-to-day charge and nominated supervisors to have child protection training.

Section 165: Offence to inadequately supervise children.

Section 167: Offence relating to protection of children from harm and hazards.

Section 174: Offence to fail to notify certain information to Regulatory Authority

National Regulations:

Reg. 12 Meaning of serious incident.

Reg. 84 Awareness of child protection law.

Reg. 85 Incident, injury, trauma and illness policies and procedures.

Reg. 86 Notification to parents of incident, injury, trauma, and illness.

Reg. 87 Incident, injury, trauma, and illness record

Reg. 89 First aid kits.

Reg. 95 Procedure for administration of medication.

Reg. 97 Emergency and evacuation procedures.

Reg. 103 Premises, furniture, and equipment to be safe, clean and in good repair.

Reg. 104 Fencing.

Reg. 117 Glass.

Reg. 161 Authorisations to be kept in enrolment record.

Reg. 168 Education and care service must have policies and procedures.

Reg. 170 Policies and procedures to be followed.

Reg. 171 Policies and procedures to be kept available.

Reg. 172 Notification of change to policies or procedures.

Reg. 177 Prescribed enrolment and other documents to be kept by approved provider.



Reg.183 Storage of records and other documents

National Quality Standards:

- QA 2.1 Health
 - QA 2.1.1 Wellbeing and comfort
 - QA 2.1.2 Health practices and procedures
 - QA 2.1.3 Healthy lifestyle
- QA 2.2 Safety
 - QA 2.2.1 Supervision
 - QA 2.2.2 Incident and emergency management
 - QA 2.2.3 Child protection
- QA 3.1 Design
 - QA 3.1.1 Fit for purpose
- QA 7.1 Governance
 - QA 7.1.2 Management systems

- QA2 Medication and Medical Conditions Policy
- QA2 Death of a child or staff member
- QA2 Emergency procedures
- QA2 Health, hygiene, and food safe practices
- QA2 Illness and infectious diseases

3 Procedure

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

Educators and staff members will receive relevant and up-to-date training to ensure they can effectively respond to incidents, injuries, trauma, and illness (i.e. first aid, anaphylaxis and AED training for a children's education and care setting).

Written Consent

Parents/Guardians are required to provide information regarding their child's health, safety, and wellbeing needs as part of HOOSHC's enrolment process. Written consent for educators to seek medical attention for their child in the event of an illness, injury, trauma, or accident is also required within the enrolment documentation. It is a service requirement that Parents/Guardians keep HOOSHC up to date with any changes in their child's needs.

Parents/Guardians are required to supply details of their preferred doctor, dentist, health fund and Medicare details.

Parents/Guardians are required to supply two contact numbers in case of an emergency or accident.

Incident, injury, or trauma to a child while in the service

If a child, educator, or visitor becomes ill or injured while at the service, an educator who holds a first-aid certificate will attend to them immediately.

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

In the case of a major incident, injury, illness, or trauma at the service requiring **more than basic first aid, the first aid attendant will:**

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

Approved by: Management Committee	Approved Date: 21/10/2025
	Review Date: 19/10/2027



- Assess the injury and decide whether the injured person needs to be attended to by a doctor or an ambulance called. The nominated supervisor or responsible person in charge of the session will be advised of the decision.
- Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the infectious disease policy.
- The first aid responder educator will stay with the child until suitable help arrives.
- Educators will try to make the child comfortable and reassure them and advise them that their parent/guardian has been called.
- If an ambulance is required and the child is taken to hospital, an educator will accompany the child and take the child's medical records with them.
- Complete a service incident, injury, illness, and trauma report and provide to parent/guardian to read and sign.
- Work with the Coordinator to complete a serious incident report for the regulatory authority so that a report can be lodged within 24 hours.

The nominated supervisor or responsible person in charge of the session will:

- If the injury is serious, the priority is to get immediate medical attention. Families or emergency contacts should be notified straight away where possible. If not possible, there should be no delay in organising proper medical treatment.
- Notify family or emergency contact person as soon as possible regarding what happened and the action that is being taken including clear directions of where the child is being taken (e.g. hospital). Every effort must be made not to cause panic and to provide sensitive detail regarding the extent of the injuries.
- Ensure that all blood or bodily fluids are cleaned up safely.
- Ensure that anyone who has come in contact with any blood or fluids washes their hands in warm soapy water.
- Accidents which result in a serious incident, injury, illness and trauma to a child must be reported to the Regulatory Authority within 24 hours of the incident occurring, on the NQA IT System, attaching incident form and evidence: [National Quality Agenda IT System | ACECQA](https://www.acecqa.gov.au/resources/national-quality-agenda-it-system) (link) or <https://www.acecqa.gov.au/resources/national-quality-agenda-it-system>
- Other life-threatening, traumatic injuries or the death of a child will also be reported to the:
 - The ambulance services.
 - The police

As per the QA2 Death of a child or staff member policy.

Educators on shift will:

- Move the other children away from the injured child, try to reassure the other children and keep them calm. Keeping children informed about what is happening in an age-appropriate way (I.e. *child* has hurt their arm and we are waiting for an ambulance to take them to hospital so the Dr can fix their arm and make them feel better).

Death or Serious Injury to a child

Educators in the service must be prepared to handle all incidents professionally and sensitively. In the event of tragic circumstances such as the death of a child or staff/educator, staff will follow guidelines as set out in the QA2 Death of a child or staff member policy.



Reporting of Serious Incident, Injury and Trauma

All serious incidents, injury, illness, or trauma will be recorded within 24 hours of the event occurring. The child's family or emergency contact must be notified of any accident or injury that has occurred to the child as soon as possible and no later than 24 hours after the event.

The Nominated Supervisor is responsible for ensuring that, in the event of a serious incident, the Regulatory authority is advised as well as the Approved Provider (e.g. Management Committee) and the School Principal. Where required, SafeWork NSW must also be contacted by the approved provider or nominated supervisor to make a report and HOOSH's insurance company.

It may not be until sometime after the incident that it becomes apparent that an incident was serious. If that occurs, the Nominated Supervisor must notify the regulatory authority within 24 hours of becoming aware that the incident was serious (i.e. a child falling over outside, presents with a sore wrist but keeps playing with no signs of further injury. A day later the child is taken to hospital and has a fracture in the wrist).

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

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

Illness

Families are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of unwell children. The care needs of a sick child are difficult to meet without dramatically reducing the general level of supervision of the other children, or risking another child's health.

Where a child becomes ill at the service, all care and consideration will be given to comfort the child and minimise the risk of cross-infection until the family/emergency contact collects the child.

A child or an adult is considered "sick" if he/she:

- Sleeps at unusual times or is lethargic.
- Has a fever over 38 degrees.
- Is constantly crying from discomfort.
- Vomits or has diarrhoea.
- Requires constant one to one care.
- Has symptoms of an infectious disease.

If a child is unwell at home, the family is not permitted to bring the child to the service. Children who appear unwell when being signed in by their parent/ guardian will not be permitted to remain at the service.

If a child becomes ill while at the service, the guardians will be contacted to take the child home. Where the family is unavailable, emergency contacts will be called to ensure the child is collected from the service promptly.

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

During a fever, natural methods will be employed to bring the child's temperature down until the family or medical attention arrives. Such methods include removing clothing as required, clear fluids are given or tepid sponges administered.



If a child's temperature is very high, cannot be brought down and their family cannot be contacted and the situation becomes serious, the child will be taken to the doctor or an ambulance called.

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

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

In the event of an infectious illness or disease outbreak, children and staff may be excluded from attending HOOSHC, as per the QA2 Illness and infectious diseases policy.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[National Quality Agenda IT System | ACECQA](#)

Australian Government, NSW Health (2023) [Infectious diseases \(nsw.gov.au\)](#)

Australian Government, NSW Health (2023) [Gastroenteritis in an institution control guideline - Control guidelines \(nsw.gov.au\)](#)



Medication and Medical Conditions

1 Policy Statement

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

HOOSHC staff will remain vigilant in ensuring specific procedures are followed when administering medication to children in care of the service.

Medication will only be administered with the explicit permission of the child/ren's parents or legal guardian, or in the case of an emergency with the permission of a medical practitioner.

Specific considerations will be given to children who are carrying medication in their school bags for self administration.

2 Considerations

National Regulations:

- Reg. 90 Medical conditions policy
- Reg. 91 Medical conditions policy to be provided to parents
- Reg. 92 Medication record
- Reg. 93 Administration of medication
- Reg. 94 Exception to authorisation requirement—anaphylaxis or asthma emergency
- Reg. 95 Procedure for administration of medication
- Reg. 96 Self-administration of medication
- Reg. 136 First aid qualifications
- Reg. 160 Child enrolment records to be kept by approved provider and family day care educator
- Reg. 161 Authorisations to be kept in enrolment record
- Reg. 162 Health information to be kept in enrolment record
- Reg. 168 Education and care service must have policies and procedures
- Reg. 171 Policies and procedures to be kept available
- Reg. 181 Confidentiality of records kept by approved provider

National Quality Standard:

- QA. 2.1 Health.
- QA. 2.2 Safety.
- QA. 4.2.2 Professional standards.
- QA. 6.1 Supportive relationships with families.
- QA. 6.2.2 Access and participation.
- QA. 7.1.2 Management systems.

'Guidelines for Administering Medication' Network of Community Activities



3 Procedure

Medical Conditions

Upon orientation and/or enrolment at HOOSHC, parents/guardians are required to advise if their child has any medical conditions, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis.

The Coordinator/Nominated Supervisor or Responsible Person in charge will:

1. Provide a copy of the QA2 Medication and Medical Conditions Policy to parents/guardians who have advised of their child's health care need, allergy or other relevant medical condition.
2. Advise parents/guardians of the requirements arising if their child enrolled at HOOSHC has a specific health care need, allergy or relevant medical condition, including—
 - (i) requiring a parent of the child to provide a medical management plan for the child; and
 - (ii) requiring the medical management plan to be followed in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition; and
 - (iii) requiring the development of a risk-minimisation plan in consultation with the parents of a child—
 - (A) to ensure that the risks relating to the child's specific health care need, allergy or relevant medical condition are assessed and minimised; and
 - (B) to ensure that practices and procedures in relation to the safe handling, preparation, consumption and service of food are developed and implemented; and
 - (C) if relevant, to ensure that practices and procedures to ensure that the parents are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented; and
 - (D) to ensure that practices and procedures ensuring that all staff members and volunteers can identify the child, the child's medical management plan and the location of the child's medication are developed and implemented; and
 - (E) if relevant, to ensure that practices and procedures ensuring that the child does not attend the service without medication prescribed by the child's medical practitioner in relation to the child's specific health care need, allergy or relevant medical condition are developed and implemented; and
 - (iv) requiring the development of a communications plan to ensure that—
 - (A) relevant staff members and volunteers are informed about the medical conditions policy and the medical management plan and risk minimisation plan for the child; and
 - (B) a child's parent can communicate any changes to the medical management plan and risk minimisation plan for the child, setting out how that communication can occur.
- (2) If a parent/guardian requests their child self-administer medication and it is appropriate for the child to do so, The Coordinator/Responsible Person in charge will ensure written permission has been given by the parent/guardian prior to the child self administering medication, as per medication procedures (see Medication procedures in this policy)

Parents/Guardians will:

1. Inform the Coordinator/Nominated Supervisor of practices in relation to managing their child's medical conditions
2. Provide a medical management plan for their child (i.e asthma plan)



3. Consult with the Coordinator/Nominated Supervisor to develop a risk-minimisation plan.
4. Ensure the child attends the service with prescribed medications as necessary.
5. Provide prescription medication authorisation, as per medication procedures.
6. If required, consult with the Coordinator/Nominated Supervisor to develop a communications plan.
7. Complete required medication administration permission forms.

Medication

Parents who wish medication to be administered to their child at HOOSHC will complete the medication form providing the following information:

- the name of the child
- the authorisation to administer medication (including, if applicable, self-administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication
- the name of the medication to be administered
- the time and date the medication was last administered
- the time and date, or the circumstances under which, the medication should be next administered
- the dosage of the medication to be administered
- the manner in which the medication is to be administered

Medication must be given directly to an authorised staff member and not left in the child's bag.

Parents and staff are to ensure the details on the form are clear and clarify any questions.

Staff will store the medication in the designated secure place, clearly labelled.

Staff will ensure that medication is kept out of reach of the children at all times.

If the medication is administered to the child, the following information is to be documented:

- the name of the medication administered.
- the dosage that was administered.
- the manner in which the medication was administered (i.e. orally with a syringe, puffer/spacer)
- the time and date the medication was administered.
- the name and signature of the person who administered the medication.
- the name and signature of the staff member who verified medication, dosage and witnessed the administration of medication to the child.

Medication will only be administered from its original packaging and by authorised staff member.

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

Non-prescription medication will not be administered at the centre unless authorised by a doctor.



Medication will be administered with the parent's written permission only, or with the approval of a medical practitioner in the case of an emergency.

Authorisation from anyone other than the parents and/or legal guardian cannot be accepted.

If anyone other than the parent is bringing the child to the centre, a written permission note from the parent, including the above information, must accompany the medication.

Before medication is given to a child the authorised staff member (usually the staff member with First Aid Certificate) who is administering the medication will verify the correct dosage with another staff member.

A second staff member is to witness the administration of the medication (as per regulation 95).

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

Where medication for treatment of long term conditions such as asthma or epilepsy is required, HOOSHC will require a letter from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage as prescribed and how the condition is to be managed (i.e. medical management plan).

If children are receiving medication at home or school but not at HOOSHC parents should inform HOOSHC of the nature of the medication and its purpose and of any side effects it may have for the child so that staff can properly care for the child.

Where children have medication in their school bags, children will be asked to place the medication in a secure place in HOOSHC. Parents are to ensure that the medication is taken home each afternoon.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Nutrition

1 Policy Statement

HOOSHC believes good nutrition through quality healthy food and drink is essential for a child's healthy growth and development. The service is required by legislation to ensure healthy foods and drinks that are provided to children, meet the requirements of the Australian Dietary Guidelines.

HOOSHC will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks ("*My Time, Our Place*" 1.1). Educators will work in partnership with families to provide education regarding nutrition and promote healthy eating habits for children to positively support and influence their overall health and wellbeing. Educators will role model and reinforce healthy eating and nutrition practices.

Food offered at the service will be consistent with children's individual dietary requirements (I.e gluten free), take into consideration the child's likes and dislikes as well as meet any cultural requirements of families (I.e. no meat). Parents will be encouraged to share family recipes and traditions to enrich the variety and enjoyment of food by the children and support the children's development of respect for and understanding of diversity.

Where possible we will seek out opportunities to learn about growing our own food and collaborate with children to produce our own opportunities to use food we have grown ourselves in our menu planning.

High standards of hygiene will be maintained throughout all food preparation, as per HOOSHC's QA 2 Health, Hygiene and Food Safe Practices policy.

2 Considerations

National Regulations:

- Reg. 77 Health, hygiene and safe food practices
- Reg. 78 Food and beverages
- Reg. 79 Service providing food and beverages
- Reg. 80 Weekly menu
- Reg. 90 Medical conditions policy
- Reg. 91 Medical conditions policy to be provided to parents
- Reg. 162 Health information to be kept in enrolment record
- Reg. 168 Education and care service must have policies and procedures
- Reg. 173 Prescribed information to be displayed

National Quality Standard:

- QA. 2.1 Health.
 - QA. 2.1.1 Wellbeing and comfort.
 - QA. 2.1.2 Health practices and procedures.
 - QA. 2.1.3 Healthy lifestyle.
- QA. 4.2.2 Professional standards.
- QA. 6.1 Supportive relationships with families.
 - QA. 6.1.1 Engagement with the service.
 - QA. 6.1.2 Parent views are respected.



- QA. 6.1.3 Families are supported.
- QA. 6.2 Collaborative partnerships.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.

Australian Dietary Guidelines.

3 Procedure

A menu developed using the principles set out in the Australian Dietary Guidelines (for Children and Adolescents), will be on display for families and children. The menu will be an accurate representation of food and drink that is being served. A whiteboard will also be on display each afternoon, advising parents of the food/drinks the children consumed during the session.

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

Fresh drinking water will be available at all times for the children and Educators.

During Vacation Care, parents will be asked to provide their child's lunch and drinks, unless otherwise stated on the program. No menu will be required where food and drink is not provided by the service.

Children should be seated while eating or drinking.

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

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

Containers are to be cleaned and stored appropriately.

Children's cooking activities will be encouraged to develop life skills. At all times safe and hygienic practices will be followed as per the service Health, Hygiene and Food Safe Practices policy.

Educators are required to attend regular professional development on nutrition and food safety practices and implement appropriate knowledge and skills at the service.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[The Australian Dietary Guidelines | Australian Government Department of Health and Aged Care](#)



Sleep and rest

1 Policy Statement

Henschke Out of School Care Inc believes that effective rest and, where necessary, sleep strategies are important factors in ensuring a child feels safe, secure and comfortable in the service environment. Reasonable steps will be taken by HOOSHC educators to support children's sleep and rest, having regard to each child's age, developmental stages and needs to ensure health and wellbeing.

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

2 Considerations

National Regulations:

- Reg. 81 Sleep and rest
- Reg. 85 Incident, injury, trauma and illness policies and procedures
- Reg. 86 Notification to parents of incident, injury, trauma and illness
- Reg. 87 Incident, injury, trauma and illness record
- Reg. 103 Premises, furniture and equipment to be safe, clean and in good repair
- Reg. 105 Furniture, materials and equipment
- Reg. 106 Laundry and hygiene facilities
- Reg. 107 Space requirements – indoor space
- Reg. 110 Ventilation and natural light
- Reg. 115 premises designed to facilitate supervision
- Reg. 160 Child enrolment records to be kept by approved provider and family day care educator
- Reg. 161 Authorisations to be kept in enrolment record
- Reg. 162 Health information to be kept in enrolment record
- Reg. 168 Education and care services must have policies and procedures
- Reg. 170 Policies and procedures to be followed
- Reg. 171 Policies and procedures to be kept available
- Reg. 172 Notification of change to policies or procedures

National Quality Standard:

- QA. 2.1 Health.
 - QA. 2.1.1 Wellbeing and comfort .
- QA. 2.2 Safety.
 - QA. 2.2.1 Supervision.
 - QA. 2.2.2 Incident and emergency management



3 Procedure

Safe Sleep Practices for all Children

- In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the needs for sleep and rest of children in the service are met, having regard to the ages, developmental stages and individual needs of the children.
- The service's Sleep and Rest Policy is based on recommendations from the recognised national authority Red Nose.
- The service consults with families about their child's individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest.
- If a family's beliefs and practices conflict with Red Nose recommendations, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.
- The service has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.
- In meeting the service's duty of care, it is a requirement that management and educators implement and adhere to the service's Sleep and Rest Policy.
- All children will rest with their face uncovered.
- Children's rest environments are free from cigarette or tobacco smoke.
- The rest environment, equipment and materials will be safe and free from hazards.
- Educators monitor resting children at regular intervals and supervise the rest environment.

Rest for School Age Children

- If a school age child requests a rest, then there is a designated area for the child to be inactive and calm, away from the main group of children.
- The designated rest area may be a cushion, mat or seat in a quiet section of the care environment.
- Quiet, solitary play experiences are available for those school age children who request the need for a rest or time away from their peers.
- Safe resting practices are relevant to school age children because, if they are resting or sleeping, they should be monitored at regular intervals and a school aged child's face should be uncovered when they are sleeping as described above.
- Light bedding is the preferred option if requested by the child.
- Educators will show awareness of children's comfort and avoiding overcrowding when children need rest or sleep.
- Children resting in what staff could perceive as a hazardous clothing i.e. hood with cords, scarf, hats with cords, should be encouraged to be removed when resting.
- Our service will provide a range of both active and restful experiences throughout the program and support children's preferences for participation.

Safe Resting Practices for a Child who is Unwell.

- Refer to the service's Incident, Illness, Injury and Trauma policy for additional information.



- Child will be encouraged to rest in a quiet, comfortable and safe place.
- Child will be placed on their back to rest when displaying signs of being unwell. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will rest with their face uncovered.
- Children who are unwell will be given the highest supervision priority and monitored at 5-minute intervals and is recorded on the incident, illness, injury and trauma form, especially if the child has a high temperature, vomited or received minor trauma to their head. For example, a child who has received a blow to the head while playing sport.
- Parents will be contacted immediately to plan to collect the child as soon as possible.

The Rest/Sleep Environment and Equipment

- The service will ensure a rest or sleep space is available or can be made available to children at all times,(Sensory Safe Space or in a quiet area of the Foyer). This could include a quiet area with cushions, a book corner with beanbags, a lounge or armchair etc.
- The area and equipment will be checked regularly as part of the services safety check and hazard identification practices.
- Hygiene standards will be maintained when children use the rest/sleep area and equipment such as pillowcases and blankets, will be regularly washed, particularly when a child is unwell.
- There may be occasions where children with additional needs will need to sleep or rest in their wheelchairs or other equipment such as a modified stroller. It is important that children are not left alone whilst sleeping in these and that the restraints are sufficiently fastened.
- The service will ensure the room temperature, airflow, noise and lighting is conducive to sleep and rest when necessary.
- Children's clothing items should be checked prior to them sleeping to ensure it doesn't present any hazards to them whilst asleep.

Risk Assessments

In conjunction with the daily risk assessment checks conducted by the Coordinator/Responsible Person on shift, a 12 monthly sleep risk assessment will be completed by the coordinator, to be provided in conjunction with the annual policy review/approval by the Management Committee (link to template in reference list below).

The 12 monthly risk assessment and sleep and rest policy review is a legislative requirement as of 1st October 2023.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Sleep and rest legislative requirements | ACECQA](#)

[Sleep restriskassessment_template_0.pdf \(acecqa.gov.au\)](#)



Sun Protection

1 Policy Statement

'Australia has the highest rate of skin cancer in the world. Skin cancer, including melanoma and non-melanoma, is the most common cancer in Australia. Exposure to ultraviolet (UV) radiation in childhood is a major risk factor for the development of skin cancer later in life. By implementing a best-practice Sun Protection Policy, OOSH services can help protect staff and children from UV radiation and teach children good sun protection habits from an early age to reduce their risk. Sun protection times are a forecast for the time of day UV levels will reach 3 or above. At these levels, sun protection is recommended for all skin types' (Cancer Council NSW and Network of Activities). HOOSHC will adhere to the following policy procedures to protect all children in attendance from harmful rays of the sun. All staff are to model appropriate sun protection behaviour and enforce the sun protection policy.

2 Considerations

National Regulations:

- Reg. 100 Risk assessment must be conducted before excursion
- Reg. 114 Outdoor space—shade
- Reg. 160 Child enrolment records to be kept by approved provider and family day care educator
- Reg. 161 Authorisations to be kept in enrolment record
- Reg. 162 Health information to be kept in enrolment record
- Reg. 168 Education and care service must have policies and procedures
- Reg. 171 Policies and procedures to be kept available

National Quality Standard:

- QA 1 Educational Program and Practice
 - QA. 2.1 Health.
 - QA. 2.2 Safety.
- QA. 3.1 Design.
 - QA. 3.1.1 Fit for purpose.
- QA. 5 Relationships with Children
 - QA. 6.1.1 Engagement with the service.
 - QA. 6.1.3 Families are supported.
- QA. 7.1.2 Management systems.

- Cancer Council NSW and Network of Community Activities sun protection policy recommendations.



3 Procedure

Parents will be informed of the sun protection policy on enrolling their child in the centre through the Parent Handbook.

Children (and staff) are asked to bring a drink bottle, with drinking water available at all times at the service.

Scheduling outdoor activities (QA 1)

- UV levels and daily sun protection times are used to plan daily activities and ensure a correct understanding of local sun protection requirements.
- Sun protection is included in service participation risk assessments, including excursions where all sun protection practices are planned, organised, understood and available.

Shade (QA 3)

- The availability of shade is considered for all outdoor activities and excursions.
- Shade options are provided, maintained and promoted to the children.
- Activities and play spaces are set up and moved throughout the day to take advantage of shade patterns.
- During the months of higher temperatures and high UV, outdoor activities are to be planned to avoid exposure to the sun, in particular between the hours of 11am and 3pm.

Shade options can include a combination of portable, natural and built shade. Cancer Council encourages regular shade assessments and the monitoring of existing shade structures, to assist in planning for additional shade.

Protective clothing (QA 2)

- Staff and children are required to wear SunSmart clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible.
- Children without SunSmart clothing are encouraged to play in an area protected from the sun (e.g. under shade, veranda or indoors) or are provided with spare clothing.
- SunSmart clothing includes wearing:
 - Loose fitting shirts and dresses with sleeves and collars or covered neckline.
 - Longer style skirts, shorts and trousers.

Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

Hats (QA 2)

- All staff and children are encouraged to wear SunSmart hats* that protect their face, neck and ears.
- Children without a SunSmart hat are encouraged to play in the shade or are provided with a spare SunSmart hat.

SunSmart hats include:

- Broad-brimmed hats with a brim size of at least 6cm (adults 7.5cm).
- Bucket hats with a deep crown and brim size of at least 5cm (adults 6cm).
- Legionnaire style hats.

Baseball caps or visors do not provide enough sun protection and therefore are not recommended. Staff are to enforce the 'no hat no outside play' rule.



Sunscreen (QA 2)

- SPF30+ (or higher) broad-spectrum water-resistant sunscreen is available at HOOSHC.
- All staff and children are encouraged to apply sunscreen 20 minutes before going outdoors and reapply every 2 hours.
- Permission to apply sunscreen is included in the service enrolment form. Where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen, or the child encouraged to play in the shade.
- Families ensure sunscreen is applied prior to attending vacation care.

Role modelling of staff (QA 1 and QA 5)

Staff act as role models and demonstrate SunSmart behaviours by:

- Wearing a SunSmart hat, protective clothing, and wearing sunglasses (optional)
- Applying SPF30+ broad-spectrum water-resistant sunscreen
- Promoting the use of shade
- Discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in the service.

Sun safety is everyone's responsibility. By being role models ourselves and leading the way with our own sun safety, we can inspire our children to be SunSmart when they step outside.

Education (QA 1, QA 4, QA 5)

- Children are provided with opportunities to take leadership roles in managing sun protection e.g. accessing daily UV levels and sun protection times, hat reminders and management of sunscreen.
- Children understand why sun safety is important and learn how to take effective sun protection actions.

Further information is available from Cancer Council NSW's website www.sunsmartnsw.com.au

Information and policy availability (QA 6 and QA 7) –

- Sun protection policy, procedures, requirements and updates are made available to staff, families and visitors.
- Sun protection information and resources are accessible and communicated regularly to families.
- All parents/families are informed of the sun protection policy including appropriate hat, clothing, drink bottle and sunscreen requirements on enrolling their child in the service or vacation care through the parent handbook.

Review (QA 4 and QA 7)

- Management regularly monitor and review how effectively they implement their sun protection policy.

References

Sun Smart Out of School Hours sun protection policy, Cancer Council NSW and Network of Community Activities:

[TBC \(sunsmartnsw.com.au\)](http://TBC.sunsmartnsw.com.au)

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Transportation

1 Policy Statement

HOOSHC is committed to ensuring the safe transportation of children by our service, including for excursions and when travelling between HOOSHC and school (see QA7 Safe arrival of children policy).

Management will ensure all educators are trained and regularly re-trained to implement the policies and procedures relating to safe transportation.

We will ensure that all modes of transportation undertaken will be safe and comply with all the required regulations.

2 Considerations

National Regulations:

- Reg. 73 Educational program
- Reg. 89 First aid kits
- Reg. 99 Children leaving the education and care service premises
- Reg. 100 Risk assessment must be conducted before excursion
- Reg. 101 Conduct of risk assessment before excursion
- Reg. 101(d) Transport risk assessment must be conducted before service transports child
- Reg. 102 Authorisation for excursions
- Reg. 102B Transport risk assessment must be conducted before service transports child
- Reg. 102C Conduct of risk assessment for transporting of children by the education and care service
- Reg. 102D Authorisation for service to transport children
- Reg. 102E Children embarking means of transport - centre based service
- Reg. 102F Children disembarking means of transport - centre based service
- Reg. 168 Education and care service must have policies and procedures

National Quality Standard:

- QA. 2.2 Safety.
 - QA. 2.2.1 Supervision.
 - QA. 2.2.2 Incident and emergency management.
- QA. 4.1.1 Organisation of educators.
- QA. 4.2.2 Professional standards.
- QA. 7.1.2 Management systems.

Road and Transport Regulations.

QA7 Safe arrival of children policy

3 Procedure

Risk assessments for transportation - the nominated supervisor/responsible person in charge must conduct a risk assessment for transportation of children by the education and care service, before seeking transport authorisation.



A risk assessment for the transportation of a child by or arranged by HOOSHC must:

- (a) identify and assess risks that transporting the child may pose to the safety, health or wellbeing of the child; and
- (b) specify how the identified risks will be managed and minimised.

A risk assessment must consider:

- (a) the proposed route and duration of the transportation; and
- (b) the proposed pick-up location and destination; and
- (c) the means of transport; and
- (d) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
- (e) any water hazards; and
- (f) the number of adults and children involved in the transportation; and
- (g) given the risks posed by transportation, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required; and
- (h) whether any items should be readily available during transportation; and

Example: A mobile phone and a list of emergency contact numbers for the children being transported.

- (i) the process for entering and exiting—
 - (i) the education and care service premises; and
 - (ii) the pick-up location or destination (as required); and
- (j) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking.

Authorisation

The approved provider/nominated supervisor will ensure that a child being educated and cared for by the service is not taken outside the education and care service premises on an excursion unless written authorisation has been provided.

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

- (a) the child's name; and
- (b) the reason the child is to be taken outside the premises; and
- (c) if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and
- (ca) if the authorisation is for an excursion that is not a regular outing, the date the child is to be taken on the excursion; and
- (d) a description of the proposed destination for the excursion; and
- (e) if the excursion involves transporting children:
 - (i) the means of transport; and
 - (ii) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
- (f) the proposed activities to be undertaken by the child during the excursion; and
- (g) the period the child will be away from the premises; and
- (h) the anticipated number of children likely to be attending the excursion; and



- (i) the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion; and
- (j) the anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion; and
- (k) that a risk assessment has been prepared and is available at the service.

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

Vehicles

All vehicles used by HOOSHC will comply with the appropriate road and transport regulations, will be mechanically sound, have regular maintenance and have third party and comprehensive insurance.

The driver will ensure that the fuel level is sufficient to undertake the journey.

All staff or volunteer drivers will hold the appropriate driver's licence for the vehicle they are driving.

All private vehicles can only be used if

- the vehicle is registered and in a safe mechanical condition.
- the vehicle is equipped with seat belts.
- the vehicle has minimum third party property damage insurance.
- the driver has a current driver's licence.

Before travelling in the vehicle the staff member will ensure that all children wear a seat belt or, in a bus, where seat belts are fitted.

Children will be required to remain seated and not behave in a dangerous or distracting manner. The driver will stop the vehicle if necessary, in a safe place until the children comply with instructions.

When picking up children, the bus should be parked in a location which does not require children to cross roads.

The driver will ensure that the vehicle has the appropriate number of passengers for the vehicle and that it is not overloaded.

All drivers will carry HOOSHC's name, address and contact number at all times. An emergency contact number should also be provided.

In the case of a vehicle breakdown the staff person in charge or the driver will:

- phone HOOSHC to inform the Coordinator.
- the Coordinator and the staff member will discuss suitable alternative transport and organise for this to be undertaken.
- ensure that the children are kept safe at all times.

The Coordinator will inform the parents of the breakdown if necessary.

In the case of a vehicle accident the staff person in charge or the driver will:

- check to see if any children or staff are hurt, conduct first aid and phone for an ambulance if necessary.
- comfort and calm the children.
- ensure that the children are safe at all times.
- take the required details of the other driver involved: name, contact, registration number, driver's licence, insurer and any damage made to either vehicle.
- phone the centre to inform the Coordinator, and organise alternative transport.
- phone the police if necessary.
- make an accident report on return to HOOSHC.



A first aid kit and mobile phone should be carried in case of accident or emergency and children should be instructed to stay with the vehicle until assistance arrives.

HOOSHC's details should always be carried on the vehicle.

In a situation where there is only one staff member in attendance a mobile phone will be allocated to take on the journey, so no one needs to leave children unattended.

The Coordinator will inform the parents of the incident, and ensure that all the appropriate incident procedures are undertaken (as per QA2 incident, illness, injury & trauma policy).

When transporting children by public transport staff will:

- ensure that a list of the children's names and number of children travelling is taken.
- take HOOSHC's name, address and contact numbers with them.
- conduct a head count on a regular basis.
- assist children in getting on and off the mode of transport.
- a staff member is to check the vehicle and conduct a head count to ensure all children are accounted for before allowing the vehicle to leave.

When transporting children by foot staff will:

- ensure that the safest route is taken.
- ensure children cross the road at the crossing or lights where available, and obey the road rules.
- undertake extreme care crossing all roads.
- keep children together as a group and walk in line on pavements.
- Staff members are to remain vigilant to ensure that no child runs ahead, lags too far behind the group or acts inappropriately.
- take appropriate wet weather gear, jackets or sun hats to use as required.

Children should be made aware of all the rules associated with all the modes of transport. Staff will ensure that these rules are enforced.

Children embarking and disembarking a means of transport—centre-based service.

This regulation (102E and 102F) applies in relation to the regular transportation of children by or arranged by a centre-based service. As HOOSHC currently does not arrange regular transportation for children (parents arrange transportation to and from school's other than Henschke with Busabout/schools), this regulation does not apply.

However, the nominated supervisor/responsible person on shift, will ensure:

- a staff member escorts children to the bus stop each morning during before school care and remains with the children until they embark on the school bus.
- each child embarking the means of transport at the education and care service premises is accounted for by the staff member.
- the staff member will return to the service and confirm with the nominated supervisor/responsible person that each child is accounted for has embarked on the bus.
- the nominated supervisor/responsible person will sign the child out of HOOSHC care.
- If a child who arrives to HOOSHC for after school care via bus does not arrive to the service within 5 minutes of the bus's usual arrival time, the QA7 Safe arrival of children policy will be followed.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Walkie Talkie Procedure

1 Policy Statement

A "walkie talkie" is a two-way radio transceiver which is an approved communication tool within an OOSH environment. HOOSHC is committed to providing a child safe environment where children's safety and wellbeing is supported by quick and direct communication between Educators. HOOSHC strives to provide a high level of supervision to all children during inside and outside play, as well as on excursions. The implementation of walkie talkies aims to increase communication between Educators, support the needs of parents during pick up, increase our response time in emergencies, and provide a higher level of supervision and safety for all children and Educators.

2 Considerations

National Regulations: Reg. 98 Telephone or other communication equipment
Reg. 168 Education and care service must have policies and procedures

National Quality Standard:

- QA. 2.2 Safety.
 - QA. 2.2.1 Supervision.
 - QA. 2.2.3 Child protection.
- QA. 4.1 Staffing arrangements.
 - QA. 4.1.1 Organisation of educators.
 - QA. 4.2.2 Professional standards.
- QA. 5.1.2 Dignity and rights of the child.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.

Other related policies:

- Child Safe Standards
- Health and Safety Policy
- Code of Conduct Policy
- Privacy and Confidentiality Policy
- Supervision Policy

3 Procedure

Responsibilities:

It is the responsibility of the Nominated Supervisor to:

- Train all Educators in the proper use of the walkie talkies.
- Ensure that walkie talkies are securely stored and out of reach to the public.
- Ensure walkie talkies are operational and to report any faults to the Executive Committee as soon as possible.



- Monitor and ensure that walkie talkies are being used appropriately by Educators on shift.
- Update walkie talkie procedure as needed.

It is the responsibility of the Responsible Person to:

- Ensure all Educators are allocated a walkie talkie for their shift.
- Be accountable for all walkie talkies during the shift.
- Ensure all walkie talkies are returned by each Educator at the end of their shift.
- Charge all walkie talkies if necessary so they are ready for the following shift/day.
- Monitor communication being shared over the walkie talkies.
- Ensure all walkie talkies are securely locked away at the end of the day.

It is the responsibility of all Educators to:

- Ensure they are issued a walkie talkie at the start of their shift.
- Check that their walkie talkie is working properly before starting their shift.
- Ensure that their walkie talkie is always switched on during their shift.
- Utilise the walkie talkies appropriately and as quick form of communication.
- Ensure no children touch or use the walkie talkies.
- Report any faults or issues with the walkie talkies to the Responsible Person or Nominated Supervisor as soon as possible.
- Use clear, appropriate, respectful, and concise language.
- Ensure that they always have their walkie talkie securely on them.
- Respond to any communication that relates to them in a quick manner.
- Return their walkie talkie to its charging location at the end of their shift.
- Remember that the walkie talkies are only to be used when passing on important information to the Responsible Person and other Educators, when a parent arrives to pick up their child, in an emergency, if a child requires medical attention, or to pass on information relating to the program.
- Report to the Responsible Person on shift or the Nominated Supervisor if communication comes through the walkie talkie from someone other than a HOOSHC Educator.

Confidentiality:

- Privacy and confidentiality are to be always maintained.
- When referring to an Educator or child, use only their first name. In the case that there is more than one Educator or child with same name, use their first name followed by the first letter of their last name. For example: Hannah R.
- When using locations, never use an exact address. Always use generic terms, such as "fixed equipment", "foyer" or "hall".

References:

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)
[National Quality Standard | ACECQA](#)



Water Safety

1 Policy Statement

HOOSHC will plan experiences with appropriate levels of challenge where children will be encouraged to explore, experiment and take appropriate risks ("My Time, Our Place", Outcome 4), including the use of water as a medium for play in both the outdoor and indoor environment and on excursions. Children's wellbeing and safety will be maintained around and in water through education and supervision.

Water use will be supervised to ensure the safety of children and educators is a priority. The hygienic state of water will be assessed before it is used for children's play.

Drinking water will be accessible, hygienically stored, and maintained.

When the UV Rating is ≥ 3 children will wear sun smart clothing for outdoor water-based activities, for example, hats and collared shirts. Staff will role model effective sun smart behaviour, for example, seeking shade, wearing sunglasses and encourage the children to do the same (as per QA2 Sun Protection policy).

2 Considerations

National Law:

Section 165 Offence to inadequately supervise children.
Section 167 Offence relating to protection of children from harm or hazards.

National Regulations:

Reg. 100 Risk assessment must be conducted before excursion.
Reg. 101 Conduct of risk assessment for excursion.
Reg. 102 Authorisation for excursions.
Reg. 168 Education and care service must have policies and procedures.
Reg. 168 (2)(a)(iii) Education and care services must have policies and procedures on water safety, including safety during any water-based activities.

National Quality Standard:

QA. 2.1 Health.
QA. 2.1.2 Health practices and procedures.
QA. 2.2 Safety.
QA. 2.2.1 Supervision.
QA. 4.1 Staffing arrangements.
QA. 4.1.1 Organisation of educators.
QA. 7.1.2 Management systems.
QA. 7.1.3 Roles and responsibilities.

QA2 Sun Protection Policy

3 Procedure

The safety and supervision of children is always paramount, but especially so, when in or around water. This relates to water play, excursions near or to bodies of water, hot water, drinking water and hygiene practices with water in the service environment.

Children will be adequately supervised during water play experiences and never left alone during water play.



Water Safety in relation to excursions

The service recognizes the risks posed by bodies of water. The service will ensure that every precaution is taken, so that children are able to enjoy water-based excursions safely. Risk assessments will be conducted for programmed water-based excursions.

Regulations do not specify a specific educator to child ratio for activities where water is a feature.

The number of educators present is to be determined by a risk assessment of the proposed activity. It must also be noted, that in sections 165, 167 and 169 of National Law, there are clear statements about adequate supervision.

A range of factors shall determine the adequacy of supervision, including:

- Numbers, ages, and abilities of the children
- Number and positioning of educators
- Each child's current activity
- Areas where children are playing, in particular, the visibility and accessibility of these areas
- Risks in the environment and experiences provided for children
- Educators' knowledge of each child and each group of children, the experience, knowledge, and skill of each educator.
- A risk management plan will be undertaken for all excursions near or at bodies of water. Please refer to the service's Excursion Policy.

Definition of a body of water

The service recognizes the following locations are bodies of water:

- Swimming pools and /or water fun parks
- Wading pools
- Lakes
- Ponds
- The sea / ocean
- Creeks
- Dams
- Rivers
- Equipment used by the service that could contain 5cm or more of water and would allow a child to submerge both nose and mouth at the same time.

Water safety in relation to water-based activities within the service

Water use within the service will be supervised to ensure that the safety of children and educators is a priority. The hygienic state of water will be assessed before it is used for children's play.

At the completion of the activity the water containers will be emptied, and the containers turned upside down or packed away.

Educators will ensure water troughs or containers for water play are filled to a safe level. Adults will always supervise these activities. Containers or troughs will be emptied onto garden areas after use. Children will be discouraged from drinking out of these water vessels.

Children will be instructed in the safe use of equipment used during water-based activities, for example, slip and slide, water "guns," bubble machines, etc.

Any buckets of water that may be used for cleaning or hand washing will not be left unsupervised near the children and will be emptied immediately after use.



Children's health and safety
Water Safety

POLICY
QA 2 Children's
health & safety

The children's play areas will be checked each morning to ensure that no containers or pools of water are accessible for children. If rain occurs during the day, outdoor play areas will be checked for safety prior to the children entering the outdoor environment.

The water pump in the playground for use by children will be monitored by educators when in use during the warmer months.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Risk Management Plan for Sleep and Rest

Coordinator:	Hannah Ross	Contact Phone Number:	0481 338 799
TASKS:	HAZARDS:	RISKS:	CONTROL MEASURES:
Child resting in Sensory Safe Space (SSS) on the mezzanine	Tripping up the stairs	Badly injuring themselves	Staff to monitor children walking up the stairs and remind them to walk slowly up and down
Likelihood	Consequence	Risk Rating	
Possible	High	High	
TASKS:	HAZARDS:	RISKS:	CONTROL MEASURES:
Child resting in the SSS on the mezzanine	Hanging over the rail	Falling over the rail	Ensure children are monitored by staff whenever they are in the SSS
Likelihood	Consequence	Risk Rating	
Unlikely	High	Moderate	
TASKS:	HAZARDS:	RISKS:	CONTROL MEASURES:
Child resting in the foyer	Laying in front of a doorway	Door could open into them and hurt them	Staff to ensure children are not laying in front of a doorway
Likelihood	Consequence	Risk Rating	
Possible	Moderate	Moderate	
TASKS:	HAZARDS:	RISKS:	CONTROL MEASURES:
Children using blankets and pillows to rest	Blankets and pillows are dirty or over used	This can make the children sick	Staff to check blankets and pillows daily to ensure they are clean. If they are dirty or used, they are to be washed or replaced as necessary
Likelihood	Consequence	Risk Rating	
Likely	Moderate	High	
TASKS:	HAZARDS:	RISKS:	CONTROL MEASURES:
Children resting in the foyer	Children laying around corners	Children can be stepped on by other children or staff	Staff to ensure children are laying in appropriate areas where they can be seen by all other staff and children.
Likelihood	Consequence	Risk Rating	
Possible	Minor	Moderate	
TASKS:	HAZARDS:	RISKS:	CONTROL MEASURES:
Child is resting in a tent	The child zips up the zipper	The zipper breaks and the child is stuck inside	Staff to ensure that children do not use the zipper when they are inside the tent.
Likelihood	Consequence	Risk Rating	
Possible	Moderate	Moderate	

TASKS:	HAZARDS:	RISKS:	CONTROL MEASURES:
Child uses a blanket while they are resting	The child could overheat if it is warm	The child could become unwell from overheating	Staff to continually monitor children with blankets and check their temperature if it is warm inside.
Likelihood	Consequence	Risk Rating	
Possible	Significant	High	
TASKS:	HAZARDS:	RISKS:	CONTROL MEASURES:
Parent comes to collect child and cannot find them	Parent panics	Cause emotional harm to parent and child	Educator is to write the name of the child using the SSS on the whiteboard and the time they go up.
Likelihood	Consequence	Risk Rating	
Possible	Significant	High	
TASKS:	HAZARDS:	RISKS:	CONTROL MEASURES:
Child starts to feel sick while laying down upstairs	Child becomes sick	Child vomits	Educator is to check on child every 5 minutes to ensure child is feeling ok.
Likelihood	Consequence	Risk Rating	
Possible	Significant	High	

Completed By: Hannah Ross
Coordinator

Date: 24th June 2025

Signed:



Plan and review

Risks identified from this risk assessment have been addressed within policy and procedure (regulation 84C) as well as other matters required under regulation 84C, including:

Yes

No

Comment if needed

- the number, ages and development stages of children being educated and cared for, including at each education and care service and FDC residence or approved FDC venue of the service
- the sleep and rest needs of children at the service (including specific health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child's sleep and rest) including at each education and care service and FDC residence or approved FDC venue of the service
- the suitability of staffing arrangements required to adequately supervise and monitor children during sleep and rest periods
- the level of knowledge and training of the staff supervising children during sleep and rest periods
- the location of the sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas, including at each education and care service and FDC residence or approved FDC venue of the service
- the safety and suitability of any cots, beds and bedding equipment and having regard to the ages and developmental stages of the children who will use them
- 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 each education and care service and FDC residence or approved FDC venue of the service
- for FDC services, that provide overnight care to a child, any risks that the overnight care provided at the family day care residence or approved venue may pose to the safety, health or wellbeing of the child.

Next sleep and rest risk assessment to be conducted before 24th June 2026.

*AND as soon as practicable after becoming aware of any circumstance that may affect the safety, health and wellbeing of children during sleep and rest



Australian Children's
Education & Care
Quality Authority

Risk Assessment and Management Tool

Minimise the risk of harm while maintaining an enriching learning
and working environment.

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About the ACECQA Risk Assessment and Management Tool

The Australian Children's Education and Care Quality Authority (ACECQA) is an independent national authority committed to promoting and fostering continuous quality improvement in approved education and care services, and publishing resources that support the children's education and care sector in understanding the National Quality Framework.

ACECQA's vision is for children in Australia to have the best start in life, and nearly 16,000 services across Australia are assessed and rated under the National Quality Standard, delivering quality education and care to over a million children.

The Risk Assessment and Management Tool, developed by ACECQA, aims to help children's education and care service approved providers, leaders, educators, teachers and staff to understand the importance of assessing and managing risk as an embedded part of quality practice and improvement.

This tool is suitable for:

- Long day care
- Preschool/kindergarten
- Family day care
- Outside school hours care.

The tool can assist in identifying, assessing and managing the risk of harm to anticipate the likelihood and consequence of an incident. Working to reduce the risk of harm will help ensure the health, safety and wellbeing of children, families, staff and community members within your service.

This tool and the templates in it are intended as a starting point. They are designed to be adapted to meet the needs of your service. You are encouraged to adjust the templates to suit the context of your service, when new hazards are identified or as circumstances change.

It is good practice to regularly review service policies, procedures, practices and templates. This will ensure compliance and support the consistent and ongoing practice of identifying hazards and the best strategies to manage risks and potential harm.

Approved providers, service leaders, educators, teachers, coordinators and staff are encouraged to seek out state or territory-specific standards and requirements along with

relevant work, health and safety documents to support your service's risk assessment and management practices.

This tool will support your service to:

- ensure the health, safety and wellbeing of children, families, educators and staff
- identify potential risks and hazards before an incident or accident occurs
- build capacity in conducting both formal and informal risk assessments and management plans
- critically reflect on ways to develop, review and update policies and procedures
- encourage, share and collaborate with children, families and the wider community on risk management
- effectively identify and implement strategies to support self-managed risk through play, improving learning and developmental outcomes for children
- improve the rate of compliance with the [Education and Care Services National Law Act 2010 \(National Law\)](#), and the [Education and Care Services National Regulations \(National Regulations\)](#)
- continually improve service practices aligned with [Quality Area 2](#) of the National Quality Standard (NQS).

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Introduction

Acronym list

ACECQA	Australian Children's Education & Care Quality Authority
NQF	National Quality Framework
NQS	National Quality Standard
EYLF	Belonging, Being and Becoming: The Early Years Learning Framework for Australia
MTOP	My Time, Our Place: Framework for School Age Care in Australia

What are my responsibilities under the National Quality Framework (NQF)?

The NQF includes the:

- [National Law and National Regulations](#)
- [National Quality Standard](#)
- [Assessment and quality rating process](#)
- [Approved learning frameworks.](#)

The National Law and National Regulations do not define risk. However, section 167 of the National Law and Part 4.2 of the National Regulations provide requirements regarding children's health and safety and protection from harm and hazards.

This is the focus of Quality Area 2 of the NQS, aiming to safeguard and promote children's health, safety and wellbeing while minimising risks and protecting children from harm, injury or infection.

- For information on Quality Area 2: Children's health and safety, refer to the [Guide to the NQF](#)
- For more information on child protection, refer to the [relevant legislation in your state or territory](#)
- [Regulations 100, 101 and 102](#) set out the obligation services have in relevant legislative requirements when conducting risk assessments prior to an excursion.

- Regulations 102B, 102C and 102D set out the legislative requirements regarding the transportation of children other than as part of an excursion.
- Regulations 102E and 102F set out the legislative requirements regarding children embarking, and disembarking, a means a transport. These regulations apply to centre-based services only, from 1 March 2023, that offer, or arrange, regular transportation of children as part of the education and care service.
- For information on excursions and regular excursions, refer to [Section 2.13](#) in the Guide to the NQF.

Why does my service need to complete risk assessments?

Section 167 of the [Education and Care Services National Law](#) requires approved providers, nominated supervisors and family day care educators to ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.

Taking precautions involves completing risk assessments to identify and assess risks, and to plan how to minimise or manage them. Managing risks and hazards should be embedded in daily practice.

Risk can arise:

- through any part of the environment where education and care is provided to children including the physical environment, staff members and other people at the service
- from an action or through a failure to act
- from systemic failures, such as an approved provider not having adequate systems in place to control for risk.

Who is responsible for the process of risk management within my service?

It is the responsibility of everyone working within an education and care service, including approved providers, service leaders, educators, and staff, to manage risks as part of service delivery. The approved provider of the service must ensure that policies and procedures are in place in relation to risk assessments and matters as set out in Regulation 168 and Regulation 169 of the *Education and Care Service National Regulations*.

Educators and staff are encouraged to consider opportunities to collaborate with children when making and implementing decisions about risk management. Collaborating with children:

- enables children's views and opinions to be taken into account, which builds understanding and ownership of policies and procedures
- promotes stimulating learning environments that embed individualised levels of appropriate risk and challenge for all children.

Reflective question

- Think about how children, families and community members are (or could be) involved in the process, and how changes will be communicated to them.

How often does my service need to focus on risk management?

To comply with the National Law, your service should incorporate ongoing risk management practices by:

- completing regular risk management and safety checklists
- regularly updating maintenance logs kept of your premises, equipment and resources
- carefully planning new or risky experiences for children and identifying any emerging risks in play
- engaging in active supervision.

Conducting risk assessments is an ongoing process that occurs when:

- the service environment and practices are reviewed, changed or renovated
- new experiences are introduced
- excursions are planned
- children are transported by the service
- policies and procedures that require risk assessments, such as the emergency and evacuation policy and procedure, are updated
- potential risks are identified
- an accident or serious incident has occurred or a complaint has been received.

Family day care services

Regulation 116 requires approved providers of family day care services to conduct an assessment, including a risk assessment, for each proposed residence and family day care venue of the service, either at the time of application for service approval or before education and care is provided at those residences and venues.

Approved providers are then required to conduct an assessment, including a risk assessment, at least annually thereafter to ensure that the health, safety and wellbeing of children who are educated and cared for by the service are protected.

Matters to be considered in the assessment include the matters relating to family day care services in Division 1 of the National Law and Regulation 117 as well as the suitability of the residence or venue for the ages and numbers of children attending, the suitability of nappy change arrangements, the existence of water hazards, any risk posed by animals at the service or venue and direct egress to an assembly area for residences or venues located in multi-storey buildings.

Managing risk and the approved learning frameworks

A guiding principle of the NQF is that **children are successful, competent and capable learners**. The NQF promotes the view of children as capable learners who actively construct their own understandings and contribute to others' learning. It recognises children's agency, capacity to initiate and lead learning, and their rights to participate in decisions that affect them, including their learning.

The approved learning frameworks recognise that when children are provided with the opportunity to take considered risks, they develop their sense of identity, social-emotional wellbeing and capacity as confident and involved learners. A 'considered risk' is one that has been thought out by the child, and where needed, with the support of an educator or more experienced peer.

Involving children in risk management planning can support children's developing sense of agency and feeling of control over actions and their consequences. Children who have opportunities to effectively assess and manage risk at an early age will be better equipped to deal with risk as an adult. It also creates a learning environment where children can identify their limits, seek help when needed, and supports children to explore, experiment and cope with the unexpected.

When considering the practice of creating learning environments:

- [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#) (EYLF) states that 'spaces invite open-ended play and interactions, physically active play and games, spontaneity, risk-taking, exploration, discovery and connection with nature' (EYLF, p. 23).
- [My Time, Our Place: Framework for School Age Care in Australia](#) (MTOF) emphasises educators planning environments with appropriate levels of challenge for all ages, interests and capabilities, where children and young people are encouraged to explore, experiment and take appropriate risks (MTOF, p. 57).

This tool and associated templates can be used to assist approved providers, service leaders, educators and staff to support the children to be successful, competent and capable learners by seeking opportunities to guide children to assess, manage and take appropriate risks within their play.

Key terms and explanations

A shared understanding of key terms will provide clarity and support a consistent approach to risk assessment and management processes within your service.

Hazard

A hazard refers to a situation or element that could result in an individual getting injured.

Not every hazard will have a harmful outcome. Understanding the likelihood and potential severity of harm is essential in mitigating hazards without unnecessarily restricting risk and challenge from the learning environment. Recognising the possibility and potential severity of harm will help to determine whether the hazard needs to be managed and to what extent.

Examples of possible hazards:

- an open water trough in a play space is a potential hazard if adequate supervision is not maintained
- a broken piece of equipment that is unstable, unsafe or has sharp edges may be a potential hazard if not repaired, replaced or removed
- an incident or outbreak of a possible infectious disease may be a hazard if the appropriate infection control measures are not put in place.

Risk

A risk is any situation where the outcome is uncertain, where there is a chance that harm will occur. A risk of harm to someone occurs when a hazard can't be removed. If a hazard can't be eliminated, the potential for injury must be minimised and the risk managed on an ongoing basis ([SafeWork NSW](#)).

However, *taking a risk* in play and leisure activities doesn't always lead to harm and can result in a positive outcome.

It is important to understand that the concept of risk is subjective. How you perceive risk is influenced by your personal beliefs, teaching philosophy, past experiences and view on children's capabilities and agency, as well as the age and capabilities of the child or children. The unique circumstances of each situation also influence how children interact with risk in the play experiences.

Reflective questions

Consider

- How your concept of risk compares with others within your service?
- How and why might perspectives of risk be different between educators?

Depending on the age and capabilities of the child/children, examples of play situations involving some element of risk could include:

- A child climbing up a tree for the first time. It is uncertain whether the child will reach their goal without injury.
- A group of children playing in mud. It engages their four senses of sight, touch, smell and hearing and also requires the children to be aware of how they move in the mud.
- Using woodwork tools as part of the program.

Risk-benefit analysis

A risk-benefit analysis compares the risk itself with the possible benefits the risk has to children's learning, development and wellbeing. It is developed in conjunction with the risk assessment.

This is an approach to risk assessment in which risks and benefits are considered alongside each other. It allows approved providers, nominated supervisors, educators and staff to meet their legislative obligations, while promoting a reasonable, balanced approach to play, learning and leisure.

The Child & Nature Alliance of Canada has developed a [Risk-Benefit Assessment for outdoor play: A Canadian Toolkit](#) that has a sample of a risk-benefit analysis template that you can adapt to your suit your service context.

Risk assessment

Key Point

Risk *management* describes the efforts of the whole service to mitigate risks and hazards, while risk *assessments* are the process by which specific hazards and risks are addressed.

Undertaking a risk assessment means evaluating or deciding which risks are significant and how they should be addressed. Risk assessment is one part of risk management.

It involves critical reflection on the benefits and hazards identified within the service, such as an experience, excursion, practice, piece of equipment or learning environment.

If your assessment highlights a possible risk, this does not mean that the experience or excursion cannot proceed, or that a resource cannot be used. Identifying and prioritising actions and responses as categorised by the level of control required to secure, manage, reduce or eliminate the risks is what is required.

Under the National Law and Regulations, some specific risk assessments must be completed and provided to families, including the risk assessments for excursions or transportation of children. See section *Other risk assessment and management requirements* for more information. Your service's policies and procedures may also reference sharing these and other risk assessments with families. While there are no legislative requirements for risk assessments to be displayed at the service, many services do.

Risk assessments must be made available to an authorised officer from your state or territory regulatory authority to sight when requested. The [Guide to the NQF](#) will provide you with more information on sharing risk assessments.

Risk management

Risk management is the skill or job of deciding what the risks are in a particular situation and taking action to prevent or reduce them (Collins Dictionary, 2021). It is the overall process of systematically evaluating and managing risks in your service environment or program.

It is important to consider the effectiveness of the service's risk management processes. This involves considering the way educators and service leaders:

- organise and ensure adequate supervision
- support children in risky play, and assess the benefits of doing so
- are proactive, responsive and flexible in using their professional judgement to minimise injury or harm from occurring.

To ensure the effectiveness of risk management procedures it is also important to develop a range of strategies in line with the NQF. These include:

- developing and following the relevant service policies and procedures including dealing with medical conditions and infectious diseases, emergency and evacuation and incident, injury, trauma and illness procedures and excursions
- appropriate staff [training](#) and administration of first aid
- contacting emergency services or medical professionals
- communication with families and completing and sharing [incident notification](#) forms
- [maintaining adequate supervision](#)
- managing the [emotional wellbeing](#) of children, educators and staff

- meeting legislative notification requirements
- reviewing and evaluating procedures after an incident as part of the quality improvement process.

An example of a strategy for identifying, assessing and managing a risk is as follows:

- After going for a bushwalk, the children asked if they could climb a tree at the service. The educator, keen to address children's ideas and provide this challenging opportunity for children, conducts a risk assessment. The educator collaborates with the children, families, other educators and service leaders and determines that while the tree would be able to be climbed, the ground underneath the tree needs to be regularly cleared of any hazards, including rocks. This task is added to the daily outdoor safety checklist. The children and educators also come up with the idea of placing a sign on the tree to let the children know when an educator is available to assist and ensure their safety while climbing the tree. The sign is colour-coded and the green sign indicates that an educator is available and the tree can be climbed. The red sign means that there is no educator available to help and the tree cannot be climbed at that time.

Challenge

A challenge is a task or experience involving a level of difficulty and a possible level of risk. The outcome of a challenge can be uncertain, and for many the goal is to achieve satisfaction from mastering a new skill or activity.

Depending on the age and capabilities of the child, examples of a challenge may include children having goals of:

- cutting a magazine with scissors with the adequate supervision of an educator
- skipping rope after they have observed other children doing it
- learning to walk
- learning to ride a bike without training wheels
- hitting a nail with a hammer
- crawling over a mound or climbing a tree.

Self-managed risk

As children learn to assess and manage risk independently, they are empowered to make informed decisions about risks within their daily lives. This is an essential lifelong skill, as they will encounter increasingly challenging situations and uncertainties within their lives. The process of self-managing risk supports children to develop a range of skills and attributes, including:

- problem-solving
- resilience
- persistence
- confidence
- independence
- an ability to assess hazards and risks.

This is the focus of Standard 3.2 of the NQS in which services have quality learning environments that are inclusive, promote competence, independence and exploration through play.

Adequate supervision

Adequate supervision is a requirement under section 165 of the National Law. The legislation states that the approved provider and the nominated supervisor of a children's education and care service must ensure that all children being educated and cared for by the service are adequately supervised at all times that the children are in the care of that service. A family day care educator must ensure that any child being educated and cared for by the educator as a part of a family day care service is adequately supervised.

This includes during excursions and on transportation provided or arranged by the service. Supervision during transportation not only refers to the trip itself, but also relates to when children are embarking, or disembarking, the vehicle.

Educator-to-child ratios alone do not achieve adequate supervision. Supervision is critical to the safety of children and helps to protect children from harm or hazards that may arise in their play and daily routines.

In general terms, adequate supervision helps to protect children from hazards, risks and harm. Adequate supervision ensures that educators and service leaders:

- can respond immediately, including when a child is distressed or in a hazardous situation
- know where all children are at all times

- ensure staff arrangements allow activities and experiences to be actively monitored and supervised appropriate to the age and abilities of the child and the risks involved.

Educators conduct risk assessments and use their professional judgement to determine an approach to the supervision of children. This allows educators to assess and implement the level of supervision required for different situations.

Balancing supervision and engagement in children’s play is a skill that can be enhanced by drawing on a range of strategies, skills and knowledge, for example by thinking about:

- adult positioning within play spaces
- moving throughout the physical environment
- using your peripheral vision
- monitoring changes in children’s noise and stress levels
- knowing each child well, their strengths and abilities and identifying appropriate opportunities for development.

Quality Area 2, Element 2.2.1 – Supervision

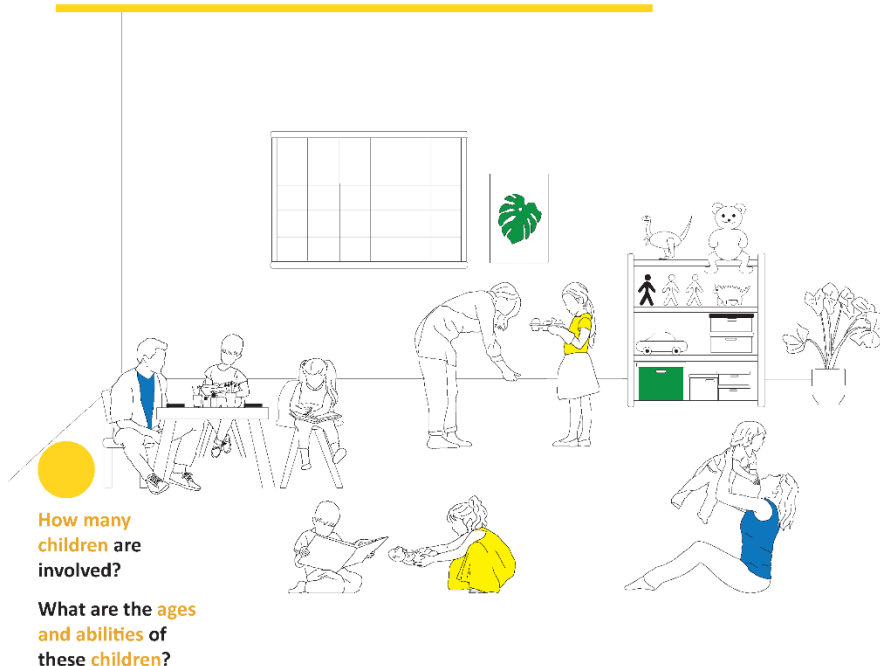
Descriptor: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

For additional information on adequate supervision see ACECQA’s information sheet [Active supervision: Ensuring safety and promoting learning](#). See also [Section 2.1 Adequate Supervision](#) in the Guide to the NQF.

Displaying the following infographic within your service is a useful strategy to support staff in understanding and engaging in adequate supervision practices.

 [Download](#), print and share this infographic with educators and staff.

Factors to consider when planning for adequate supervision



What part of the **environment** are the children using?

What is the **visibility** and **accessibility** of these areas for educators?

What possible **hazards** and **risks** have been identified?

What **experience** is each child currently participating in?



Are the **educators** knowledgeable about individual children?


What is the level of **experience** and **skill** that the **educators** have in implementing the learning experience?


How many **educators** are available to **actively participate**?

Is the **educator(s)** able to **respond** to an incident without putting other children at risk?

As a general rule, children of different ages and abilities require different levels of supervision. It is expected that educators will adjust the levels of supervision depending on the area of the service and the skills, age mix, dynamics and size of the group of children they are supervising. Younger children will require an adult close by to support, help and nurture them. While older children are developing their autonomy and independence.

Table 1: Considerations when determining the appropriate level of supervision required

Setting	Age	Considerations
 Centre based care	Birth to three year old infants and children	Educators actively supervise experiences, activities and environments. Supervising educators remain in close proximity to the children.
	Three year old children	Educators actively supervise experiences and activities and indoor and outdoor environments.

Setting	Age	Considerations
	Preschool-age children	Educators actively supervise indoor and outdoor environments including when they are being used simultaneously.
	Over preschool-age children	<p>Educators organise the environment to balance supervision and children’s growing need for privacy and autonomy.</p> <p>Educators know where each child is and are in a position to respond if necessary.</p> <p>Educators actively supervise experiences that are identified as higher risk, such as the transition between school and the service.</p> <p>Educators take into account the different ages and capabilities of each child. Younger children will require closer supervision and support than older children where it is important to balance the need for adequate supervision with respect for their age and developing independence.</p>
<p>Family day care residence or venue</p> 		<p>In addition to the considerations above, FDC educators consider how children are adequately supervised when they are in different parts of the residence.</p> <p>Educators consider the ages and abilities of all children to determine when they require direct supervision.</p>

Key point

Adequate supervision is dependent on the context in that setting at that time, considering the abilities of individual children and the specific features of an environment.

For further information, see [Section 2.1 Adequate Supervision](#) in the Guide to the NQF.

Risk management cycle

Introduction

The process of implementing a risk management cycle involves identification of a possible hazard, and determining the risk of potential harm. Answering the following questions can assist in this process:

- How likely is it to happen?
- How often might it happen?
- How serious is the outcome?
- What are the potential benefits and what strategies could be implemented to minimise the risk and maximise the learning outcomes and benefits?

After identifying hazards and assessing the risk of harm, and undertaking a risk-benefit analysis, a risk assessment and management plan should be developed. In managing risks, it is important to consider the potential benefits and treat every scenario as unique.

Risk assessment and management plans minimise the risk of harm while assisting to maintain a stimulating learning environment with appropriate challenges for all children.

Throughout the process of creating risk assessment and management plans, it is important to build in opportunities to consult with children, families, service leaders and community members. This provides an opportunity for all relevant stakeholders to have a voice in the decision-making process.

Consulting with recognised and relevant authorities, including any peak body or sector leader such as [Red Nose](#), [SunSmart](#) and [Kidsafe Australia](#), can help inform your service's risk assessment and management processes. For example, a decision may be made to adjust the timing of an excursion or outdoor learning experiences based on UV radiation safety recommendations.

Key points

It is essential to document the risk assessment and management cycle process.

In some cases, you are required to provide it to families, such as before an excursion is held.

An authorised officer may ask how your service engages with appropriate work health and safety processes and might discuss how your daily practices embed risk management.

The risk assessment and management cycle

The following infographic and descriptions can be used to support the development of your risk assessment and management plans. This will help to identify, assess, manage, evaluate, review, monitor and document the risk of harm to minimise the risk of an incident occurring.

Risk Assessment and Management Cycle

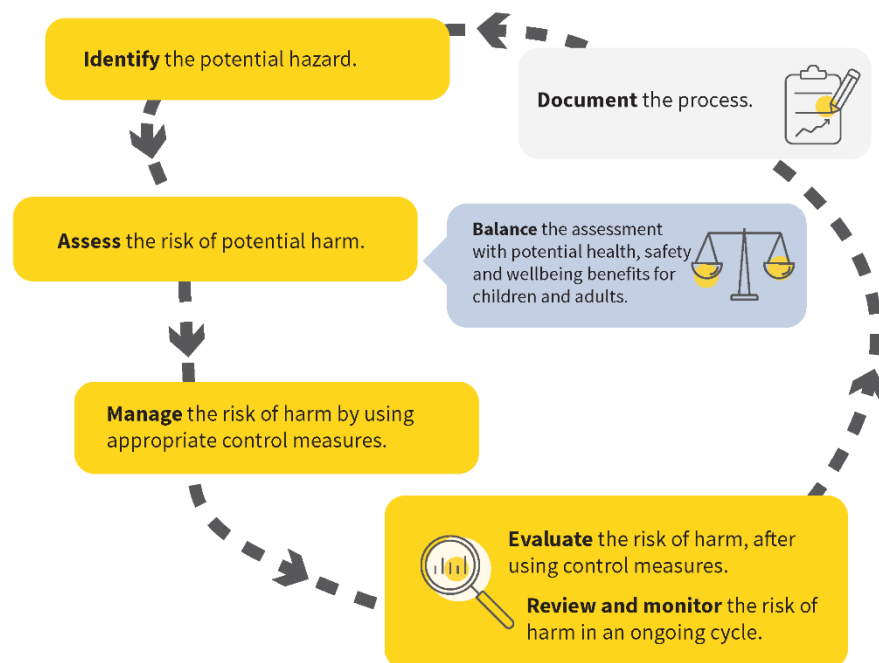
What is a hazard?

Anything that could cause harm.

What is a risk?

Any situation where the outcome is uncertain, positive or negative.

In the **risk management cycle**, you identify a hazard then determine the risk of potential harm.



How do you determine the risk of potential harm?

By asking these questions:

- How likely is it to happen?
- How often might it happen?
- How serious is the outcome?
- What could the positive outcomes be?



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 [Download](#), print and share this infographic with educators and staff.

Risk Matrix

A risk matrix is a useful tool to use during the risk assessment process. It helps in identifying the level of risk by looking at the likelihood that a negative event may occur, and the severity of the consequence should it occur.

The [Guide to the NQF](#) defines likelihood and consequences in a risk matrix in [Section 5: Regulatory Authority power](#).

Risk Matrix						
Consequences	Likelihood					
		Rare	Unlikely	Possible	Likely	Almost Certain
	Major	Moderate	High	High	Critical	Critical
	Significant	Moderate	Moderate	High	High	Critical
	Moderate	Low	Moderate	Moderate	High	High
	Minor	Very low	Low	Moderate	Moderate	Moderate
	Insignificant	Very low	Very low	Low	Moderate	Moderate

Likelihood

The risk matrix includes five levels of likelihood:

- Rare
- Unlikely
- Possible

- Likely
- Almost Certain.

When thinking about likelihood, the approved provider and service leaders should prioritise actions based on ensuring compliance with the minimum legislative standards, particularly those standards relating to the safety, health and wellbeing of children. The following table is a useful guide.

Likelihood	Description
Rare	Very unlikely – the event may occur only in exceptional circumstances
Unlikely	Improbable – the event is not likely to occur in normal circumstances
Possible	Potential – the event could occur at some time
Likely	Probable – the event will probably occur in most circumstances
Almost certain	Very likely – the event is expected to occur in most circumstances

Consequence

The risk matrix also includes five levels of consequences:

- Insignificant
- Minor
- Moderate
- Significant
- Major.

This takes into account the potential impact of an event and how it might affect the safety and wellbeing of children, families, staff and the wider community.

When analysing the consequences of a potential event occurring, it is important to consider the vulnerability of individuals who might be affected. For example, very young children or children with a disability may be particularly vulnerable as they are less able to act to protect their safety, health and wellbeing.

Risk prioritisation

A risk matrix helps work out the priority of a particular risk. This can help approved providers, coordinators, service leaders, educators and staff to determine which risks to prioritise and address.

Once your service has taken action to reduce, mitigate or eliminate the risk, it is important to reassess the level of risk to children, educators, staff, families and community members to understand the extent to which any action you have taken has reduced, mitigated or eliminated the risk. If the risk is still moderate or more significant, further actions need to be considered.

When assessing risk in play, the NQF states that:

Physical activity enhances brain development, coordination and social and motor skills and helps children to build confidence in their own abilities, develop their independence, and enjoy being active. The educational leader and educators foster physical and psychological development in children by encouraging physical activity that is challenging, extends thinking and offers opportunities to take manageable risks. Instead of trying to eliminate all risk from children's play, it is important to understand that risky play can be acceptable where the benefit to children's learning outweighs the risks. Risks can be managed through conducting risk assessments, and weighing the obligation to protect children from foreseeable risk of harm against the benefit of providing children with a stimulating play environment.

(Guide to the National Quality Framework, Quality Area 2: Children's health and safety).

Reflective question

- How do educators plan learning environments with appropriate levels of challenge, where children are encouraged to explore, experiment and take appropriate risks in their learning?

Completing a Risk Assessment

Step 1: Identify

The first step in completing a risk assessment is to identify the hazards and risks within your service. Be vigilant in monitoring your environment. If something that may be dangerous now or in the future is observed or identified, move to step 2 and document the possible hazard or risk.

Identifying hazards and risks can be done by:

- completing daily hazard minimisation checklists
- making hazard identification a regular topic at team meetings
- proactively monitoring learning environments and equipment.

There are potentially many types of hazards within children’s education and care service. This table highlights some of the common examples.

Table 2: Examples of hazards

Type of hazard	Examples of hazards (this list may not include all hazards at your service)
Biological	<ul style="list-style-type: none">• Bodily fluids<ul style="list-style-type: none">- Blood- Faeces, vomit or urine- Discharge from the nose, eyes or ears• Sewage• Stinging insects• Harmful plants• Animal or bird droppings• Mould or fungi• Infectious diseases<ul style="list-style-type: none">- See relevant factsheets from Staying healthy: Preventing infectious disease in early childhood education and care services (5th Edition)• Food<ul style="list-style-type: none">- Food handling- Preparing food- Preparing, storing and heating bottles- Children’s cooking experiences• Medical<ul style="list-style-type: none">- Allergies

Type of hazard	Examples of hazards (this list may not include all hazards at your service)
	<ul style="list-style-type: none"> - Anaphylaxis - Medication dosage
Chemical	<ul style="list-style-type: none"> • Non-hazardous chemicals <ul style="list-style-type: none"> - Any liquid, solid or gas that does not pose a risk to children - Eco-friendly dishwashing liquid • Hazardous chemicals or products <ul style="list-style-type: none"> - Any product that has ‘keep out of reach of children’ or first aid instructions on the label
Critical incident	<ul style="list-style-type: none"> • A lockdown/lockout • An evacuation – due to fire, flood, structural damage, or other reasons • An accident – involving anyone at the service • Any time an emergency service is required to attend the service
Energy systems	<ul style="list-style-type: none"> • Electricity • LP Gas (Liquefied petroleum) • Gas and pressurised containers • Water systems – water tanks, flooding indoors, lack of water etc.
Environmental	<ul style="list-style-type: none"> • Sun exposure • Water • Sound and noise • Animals and insects • Plants • Weather conditions and events • Temperature • Extreme pollution – e.g., from bushfire smoke
Facilities, building environment and equipment	<ul style="list-style-type: none"> • Buildings and fixtures • Driveways, car parks or paths • Fixed equipment • Furniture • Non-fixed equipment • Play and learning resources
Vehicles, machinery and equipment	<ul style="list-style-type: none"> • Cars • Buses, trains and trams • Excavator • Hand tools • Kitchen equipment
Manual tasks	<ul style="list-style-type: none"> • Manual handling of equipment

Type of hazard	Examples of hazards (this list may not include all hazards at your service)
	<ul style="list-style-type: none"> Lifting children
Socio-emotional	<ul style="list-style-type: none"> Transitions to and from the school or service, between rooms or play spaces Social interactions Conflict or bullying Changes in a child's family structure e.g., the arrival of a new baby or the separation of parents Experience of death or other loss
People	<ul style="list-style-type: none"> Inadequate staffing Visitors Guests Inconsistent staffing arrangements Behaviours displayed by staff, children and families

There may be times when people can pose a risk. Processes need to be in place to ensure visitors, contractors, staff and others are not a potential risk to the safety, health and welfare of children and others at the service. There may also be times when the behaviours of families or children put themselves or others at risk.

Questions to help identify hazards within your service

- What processes are in place to ensure you have undertaken comprehensive assessments to identify any of the hazards in Table 2?
- What hazards were identified within your service and where has this been documented?
- What policies, procedures, risk assessments and management plans are currently in place to manage any hazards?
- Do all employees know about these policies and procedures? How are they informed when policies are reviewed and updated?
- What policies, procedures or risk assessments might need to be updated to address the identified hazards?

Step 2: Assess

After identifying the hazards and risks that exist at your service the next step is to assess the risk of possible harm to children, staff and others. Use the risk matrix to:

- assess the hazard
- assess the possible harm, likelihood, consequence and seriousness of the hazard
- identify any potential risks or benefits of undertaking the activity/experience for children's learning, development and wellbeing.

Document your assessment of the risk of possible harm.

When assessing the risk of possible harm, it is important to consider the following:

- How likely is it to happen?
- How often might it happen?
- How serious is the outcome?
- What are the possible consequences?
- Are there any potential benefits to children's learning, development and wellbeing?

Following documentation of the hazard assessment, move to step 3.

Step 3: Manage

In step 2, the likelihood, consequences, seriousness and possible benefits of the identified hazards and risks were identified and documented.

The next step is to identify and introduce an appropriate level of control measures within your service to manage the risk or hazard. Control measures are strategies and actions to be implemented to manage, eliminate or reduce hazards and potential risks. Control measures significantly reduce the likelihood of the hazard or risk causing harm.

The following table describes the three levels of control measures and includes examples relevant to a children's education and care service.

Table 3: Examples of control measures

Hierarchy of control		Examples of control measures
Level 1 (Most effective control measure)	Elimination	<ul style="list-style-type: none"> • Remove the hazard <ul style="list-style-type: none"> - Broken toy or damaged resources to be disposed of • Change the practice <ul style="list-style-type: none"> - Request food delivery to be taken directly to the kitchen to eliminate manual handling of bulky deliveries to the kitchen by educators
Level 2	Isolation	<ul style="list-style-type: none"> • Separate unwell children from others • Barricade off a wet floor until dry to avoid slipping hazards, display a 'wet floor' sign
	Engineering	<ul style="list-style-type: none"> • Use appropriate stairs in nappy change area to reduce manual handling and back injuries for educators • Provide adult-sized chairs for educators
Level 3 (Least effective control measure)	Administrative	<ul style="list-style-type: none"> • Rotate educators between different tasks to avoid repetitive strain • Arrange workflows to avoid peak physical and mental demands towards the end of a shift
	Personal protective equipment	<ul style="list-style-type: none"> • Use gloves while changing a nappy or when cleaning bodily fluids • Wear closed-in shoes to avoid injury • Wear hats and sunscreen outside

Definition: Level 3 control measures are considered least effective as they rely on consistent implementation by educators and staff. The regular reviews of policies, procedures and daily practices will embed the control measures you have developed and put in place at your service.

Step 4: Evaluate and monitor

After introducing the most appropriate control measure in step 3, it is now time to evaluate and monitor the risk of harm. Document your evaluations for each part.

Evaluate the risk of harm using the risk matrix:

- Is the likelihood and consequence of the risk of harm now reduced?

Evaluate the current risk or potential harm by documenting responses to the question:

- How well is the risk of harm managed or eliminated?

If the risk of harm is still high, then ask:

- What alternative control measures can be introduced?
- Is this the best possible outcome?

It is crucial to monitor and evaluate the risk of harm regularly. This will ensure that the risk of harm continues to be managed as low risk. The approved provider, service leaders, coordinators, educators and staff should be vigilant in scanning and assessing the risk of harm within the service. In practice this may include:

- completing and documenting daily safety checklists
- conducting regular work, health and safety inspections
- making the risk management assessment cycle an agenda item for each staff/team meeting.

Excursions

Experiences outside of the service have many benefits for children’s learning, development and wellbeing. Excursions are a way to encourage children to become active members within their community. Given the opportunity to observe and explore, children are able to integrate new concepts within their play. Through this play, children are able to comprehend how the wider community influences their role within it.

Your service must have policies and procedures in place for excursions. This is a requirement under Regulation 168 of the [National Regulations](#). Your excursions policy and procedures should reference Regulations 100-102. Regulation 100 states that the approved provider of a children’s education and care service and a nominated supervisor and family day care educator must ensure a risk assessment is carried out in accordance with Regulation 101, before an authorisation to take the child on the excursion, referred to in Regulation 102(4), is sought.

What should an excursion risk assessment consider?

In compliance with Regulation 102 an excursion risk assessment must identify and minimise any factors which may pose a risk to the safety, health or wellbeing of a child. Your assessment should include:

- the proposed route and destination for the excursion
- any water hazards and risks associated with water-based experiences
- transporting children, including:
 - the means of transport
 - seatbelt requirements for your state or territory
 - the process for entering and exiting your service’s premises
 - the pick-up location or destination (as required)
 - procedures for embarking and disembarking the means of transport
 - a description of how each child will be accounted for on embarking and disembarking the means of transport.
- the number of adults and children involved in the excursion
- the number of educators or other responsible adults needed to provide adequate supervision
- the proposed experiences
- the length of time for the excursion.

Educator-to-child ratios during an excursion

[Regulation 123](#) states that ratio requirements that apply within the service remain the same while on an excursion. Under the National Law and Regulations, there are no specific excursion ratios. Your risk assessment should determine whether minimum staff to child ratios will suffice or higher ratios are required to ensure adequate supervision at all times.

The requirements of a regular excursion

A regular excursion might include walks, drives or trips to and from the service:

- that the service regularly visits as part of its educational program
- where the circumstances relevant to the risk assessment are the same on each outing.

Regular excursions require at least one risk assessment to be completed within 12 months. This also applies to seeking authorisation from a parent or other authorised individual for a child to leave the service on the excursion. It is up to your service how and when they notify families and carers about attending these regular excursions.

As per Regulation 102 the authorisation for an excursion must state the following:

- the child's name
- the reason the child is to be taken outside the service premises
- the date the child is to be taken on the excursion and the time that the child will be away from the service
 - unless it is for a regular excursion
- a description of the proposed destination and activities to be undertaken by the child for the excursion
- details about transporting children:
 - the means of transport to be used
 - any state or territory specific laws for seatbelts or safety restraints
- the anticipated number of children likely to be attending the excursion
- the expected educator-to-child ratio and the number of staff members and any other adults who will accompany and supervise the children on the excursion
- that a risk assessment has been prepared and is available at the service, noting that:
 - where a children's education and care service is provided on a school site, it is not considered an excursion if the child or children leave the service accompanied by an educator but do not leave the school site.

For example, if a preschool group visits the library within their school site, it is not considered an excursion or regular excursion.

The National Law and Regulations do not state how much notice families and carers must be given before an excursion occurs. Consulting with families and carers and critically reflecting on your policies and procedures will assist in determining the appropriate notice periods for regular excursions.

Key points

For further information go to [Section 4, part 2.13: Excursions](#) in the Guide to the NQF.

Transporting children

Adequate precautions need to be implemented to protect children from any harm and hazard and you must consider the safety, health and wellbeing of all children. Transportation presents additional risks to children as a result of the mode and method of transport. This includes the period of movement from a vehicle to a children's education and care service premises or the destination. These risks apply to single trips or during periods of regular transportation, for example when a family day care educator is collecting school age children from school.

Regular transportation, in relation to a children's education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are substantially the same for each occasion on which the child is transported.

If a service transports children to multiple locations during their attendance, then regular transportation can refer to each venue and location that remains the same each week. This means, that for example, if a service takes children to a tennis court every Monday for their sport activity, then the service completes a regular transportation risk assessment and relevant procedure for the tennis court location. A separate risk assessment should be done for each of the venues, locations and days, whose circumstances remain substantially the same week to week.

Under the National Law, services are required to take into account the levels of supervision and ratios of staff and children. It is important to verify the number of children being transported at different points of the journey. Risk assessment and management strategies should include head counts, in particular when children are embarking or disembarking from the means of transport.

Children embarking and disembarking transportation from 1 March 2023

Under Regulations 102E and 102F the approved provider and nominated supervisor of centre-based services must ensure there is a staff member or nominated supervisor present while children are embarking and disembarking the vehicle at the education and care service premises during regular transportation.

The person present must be in addition to the driver of the vehicle, and they must account for each child as they embark and disembark. The approved provider and nominated supervisor must ensure the person conducts a check of the interior of the vehicle to ensure that no children remain on the vehicle (Regulations 102E and 102F). The approved provider and nominated supervisor must ensure that records are made kept when a child is transported during regular transportation provided or arranged by an education and care service:

- Confirmation that each child was accounted for when embarking the vehicle at the education and care service premises
- Details of how each child was accounted for when embarking the vehicle at the education and care service premises
- The full name and signature of the person who accounted for the children who embarked
- The time and date the record was made.

A record must be made immediately after all children have embarked the vehicle and made immediately after all children have disembarked the vehicle that shows:

- Confirmation that each child was accounted for when disembarking the vehicle at the education and care service premises
- Details of how each child was accounted for when disembarking the vehicle at the education and care service premises
- Confirmation that the interior of the vehicle was checked after all children disembarked the vehicle at the education and care service premises
- The name and signature of the person or persons who accounted for the children who disembarked and completed the check of the vehicle
- The time and date the record was made.

If all of the above requirements are met, these records may be kept in one document. ACECQA has created a regular transportation record form template that services can use. These requirements help ensure adequate supervision is maintained, particularly at times of greater risk to children during transportation: embarking, disembarking and when no children are expected to be in a vehicle.

Road and seatbelt safety

Approved providers, nominated supervisors and family day care educators should have regard to the state and territory laws and requirements that might apply to modes of transport, seatbelt requirements and licencing of drivers. For example:

- Road safety rules
- Driver training requirements
- Any working with children check requirements.

School age children must wear correctly fitted and adjusted seatbelts or restraints. School age children should be in the most appropriate restraint until they reach the maximum size limit (height/ weight). If the child is over 7 years of age and still fits in a child car restraint then you are required to keep using it.

For children under school age, the approved provider, nominated supervisor and family day care educator must ensure that the child is securely fastened in the correct child seat for their height and age. The car seat must meet **Australian/New Zealand Standard AS/NZS 1754** and be correctly fitted into the back seat of a car.

For more information on your legal responsibilities, contact your state or territory government department responsible for road safety.

For more information about keeping children safe when travelling contact [Kidsafe, the Child Accident Prevention Foundation of Australia](#).

Safe transportation of children – other than during an excursion

If your service transports, or arranges transportation of children, other than as part of an excursion, the service is required to have an additional policy and procedure in place relating to that transportation. These should include procedures for complying with relevant provisions on authorisations and risk assessments for transporting children. For example, if your service collects children from their home and transports them to the education and care service.

Safe transportation of children as part of an excursion

A service's policy and procedures on excursions must address transportation requirements relating to excursions, which are different from the requirements for transportation other than as part of an excursion. Your service should carefully examine the National Regulations to ensure that all relevant requirements are clearly addressed and complied with.

For more information go to:

- the [National Regulations](#) 168(2)(ga), 102(B), 102(C), 102(D) and 99
- [Section 2.14 – Transportation](#) of the Guide to the NQF
- [ACECQA’s Information Sheet: Safe Transportation of Children](#)
- [ACECQA Transportation FAQs page](#).
- [ACECQA's Information Sheet: Minimising the risk of children being left in vehicles](#)
- [ACECQA's Information Fact Sheet - Changes to regular transportation](#)

Sleep and Rest

From 1 October 2023, approved providers must ensure a risk assessment is conducted in relation to sleep and rest for the purpose of preparing sleep and rest policies and procedures (regulation 84C). Sleep and rest risk assessments must be conducted at least once every 12 months, and as soon as practicable after becoming aware of any circumstance that may affect the safety, health or wellbeing of children during sleep and rest. The sleep and rest risk assessment must identify and assess risks in relation to sleep and rest and specify how the identified risks will be managed and minimised.

The approved provider of a family day care service must ensure that the risk assessment is conducted in respect of each family day care residence and approved family day care venue that forms part of the service.

For services where overnight care is provided (such as services in hospitals, where shift workers’ children attend overnight), the risk assessment must address management of risks relating to overnight care to inform policies and procedures.

The content of the risk assessment should be adapted to suit your service’s circumstances, for example, risks associated with children who are sleeping may not be present in services that cater to older children who may not need to sleep.

A risk assessment must consider the matters set out below:

- the number, ages and development stages of children being educated and cared for, including at each education and care service and FDC residence or approved FDC venue of the service
- the sleep and rest needs of children at the service (including specific health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child’s sleep and rest) including at each education and care service and FDC residence or approved FDC venue of the service
- the suitability of staffing arrangements required to adequately supervise and monitor children during sleep and rest periods

- the level of knowledge and training of the staff supervising children during sleep and rest periods
- the location of the sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas, including at each education and care service and FDC residence or approved FDC venue of the service
- the safety and suitability of any cots, beds and bedding equipment and having regard to the ages and developmental stages of the children who will use them
- 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 each education and care service and FDC residence or approved FDC venue of the service
- for FDC service, that provide overnight care to a child, any risks that the overnight care provided at the FDC residence or approved venue may pose to the safety, health or wellbeing of the child.

See [Sleep and rest legislative requirements](#) for more information.

Other risk assessment and management requirements

Additional risk assessment and management requirements that come into the effect on 1 October 2023 include:

Safe arrival of children (regulations 102AAB and 102AAC)

To minimise the risk to children who travel between an education and care service and any other education or early childhood service, services must have safe arrival of children policies and procedures in place and have conducted a risk assessment for the purpose of preparing the policies and procedures. [See Safe arrival](#) of children for more information.

Services in Multi-storey buildings (regulation 97)

Centre-based services- New requirements apply to services located in a multi-storey building with other occupants and on a storey that does not have direct egress to an assembly area. These services must ensure emergency and evacuation procedures include arrangements with other occupants of the building in relation to evacuation and information prescribed in the regulations (regulation 97) such as the evacuation routes proposed to be used in an evacuation, identification of the person-in-charge of an evacuation, and staff roles and responsibilities during an evacuation. The approved provider must review the risk

assessment required under regulation 97(2) at least once every 12 months, or as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children attending the service. The approved provider must make any necessary updates to the emergency and evacuation policies and procedures.

Family day care- When assessing a family day care residence or venue located in a multi-storey building shared with other occupants, the approved provider must consider for each storey on which the residence or venue is located, whether there is direct egress to an assembly area that allows the safe evacuation of all children, including non-ambulatory children.

See [Service application and emergency evacuation changes for multi-storey buildings](#) for more information.

Swimming pools and other water hazards (regulation 116A)

Approved providers, or a person nominated by the approved provider to represent the approved provider, must inspect FDC residences and venues which have a swimming pool, water feature or water hazard **each month**. NOTE the nominated person must not be someone who provides care or resides at the residence or venue.

The approved provider of a family day care service must also ensure that any swimming pool at a family day care residence or approved family day care venue has a fence that complies with the law of the participating state or territory that applies to fences around swimming pools in which the residence or venue is located. See [Legislative requirements for family day care providers from 2023](#) for more information.

While regulation 116A relates specifically to family day care, approved providers of centre-based services should consider any water hazards as part of their risk assessment processes.

Activities and reflections to build understanding of risk assessment and management

The following reflective questions and activities are designed to help embed the concepts of risk assessment and risk management into your service's practices.

You might like to think about incorporating these questions and activities into your team meetings or educator home visits.

To include the voices of children, families and community members, consider sharing or displaying these reflective questions in play areas and family spaces and during children and family meetings, and invite their valuable input.

There is a set of reflective questions or an activity for each Quality Area of the NQS. They can be used by an individual or with a team. The reflective questions and activities can be adapted for use within other quality areas, and we encourage you to adapt them to suit your unique service context.

Documenting the responses can add value to your Quality Improvement Plan (QIP) and discussions with the approved provider, service leaders, coordinators and an authorised officer during compliance, monitoring and assessment and rating visits.

Quality Area 1: Educational program and practice

For each key term, brainstorm learning experiences that will build children’s knowledge and understanding of them. For infants and young children, brainstorm learning experiences that can include the **actions** associated with these key terms. For example, an action of the key term hazard might be showing young children how to hold the scissors correctly.

Hazard	
Risk	
Challenge	
Risk management	
Risk assessment	
Risk-benefit analysis	
Self-managed risk	
Adequate supervision	

Quality Area 2: Children's health and safety

Reflect on the supervision practices being followed at your service. Answer the following questions.

What supervision strategies exist to manage the risk of harm to staff, children, families and community members who enter the service? How do we know they are adequate to ensure each child's health, safety and wellbeing?

Where should educators be positioned in the environment to ensure they are providing support to children during play?

Which of our current supervision strategies support the development of children's agency and emerging autonomy in play, leisure and decision making?

How do educators encourage children of different ages to consider the potential risk of harm in their play? For example, do we use targeted questioning, modelling and narration of children's play?

How do we plan learning experiences to suit individual children's opportunities for risk within their play? What strategies do we use to learn about each child's participation in risky or challenging play? For example, some children may be excited and ambitious, while others may be frightened and unwilling to participate in the experience.

Quality Area 3: Physical environment

Use the words to fill in the blanks in the following scenarios:

You _____ a broken tricycle as the children begin playing outdoors. Straight away you quickly _____ the tricycle and determine that it now poses a risk to the children's safety. You _____ the risk by taking the tricycle away and therefore _____ the risk. Your _____ is that the hazard must be removed immediately as children are playing nearby. You will consider repairing or replacing the tricycle at a later time, and your _____ of risk management strategies for outdoor play will be done as soon as possible.

review eliminate manage evaluation assess observe

You have been asked to organise and complete a review of the excursion risk assessment as the current version will expire in a few weeks. After walking the excursion route to the park, you _____ that there is no footpath once you cross the road to the park. When you _____ this hazard using the risk matrix, you have identified this as a high risk. You _____ the high risk by identifying, planning and implementing appropriate _____ of increasing the staff to child ratio, finding an alternate route to the park and setting out clear expectations around behaviour for children before the excursion begins. You then _____ the risk as being acceptable after using the risk matrix again. During the excursion the risk and control measures were _____ for future excursions.

control measures monitored identify assess manage evaluate

You have _____ the potential risk of back injury when educators lift young children onto the nappy change table. You _____ this practice as a high risk due to the frequency and possible significant _____ to an employee's health and safety. At a team meeting it was discussed that nappy changing cannot be _____ but can be _____ with:

- Educators undertaking manual handling training
- Educators sharing the nappy changing routine throughout the day
- The installation of a step ladder for children to use, which will reduce the amount of lifting being done each day.

Upon _____ these practices have reduced the risk of possible injury to educators. Regular _____ will ensure the control measures are applied consistently.

identified monitoring consequences review evaluation managed assess
eliminated

Note: The answers to this activity can be found on page 43.

Quality Area 4: Staffing arrangements

Reflect on the current staff retention practices being followed at your service and answer the following questions.

Document and critically reflect on how your service's current practices promote the consistency of educators.

What are the possible risks and negative consequences for children, families and educators associated with not having strategies for the consistency of educators?

What is the likelihood that these negative consequences will occur?

Quality Area 5: Relationships with children

Use this scenario at a team meeting to unpack the risk assessment management benefits in building relationships between children and children and educators.

Scenario: For one child, participating in a structured, whole group experience causes them significant stress. An educator has documented that the child appears to be reluctant to join in and occasionally has difficulty in self-regulating their behaviour during this time.

What are the possible risks associated with in this scenario for the child and others?

What are the potential negative consequences?

What is the likelihood that these negative consequences will occur?

Brainstorm different strategies that could support this child to participate in future whole group experiences.

You can write your own scenarios and use the same questions to continue learning about the benefits of managing risks in the other Quality Areas. Change the last question to suit your scenario.

Quality Area 6: Collaborative partnerships with families and communities

Use this activity to develop and complete a risk management cycle plan for this quality improvement scenario.

After finishing a self-assessment and a review of the Quality Improvement Plan, it has been decided that the service will focus on engaging and building a meaningful relationship with the local community.

Identify the possible risks of harm to staff, children and community members when developing strategies to build these relationships.

Assess the possible risk of harm (using the risk matrix) if these identified risks are not managed.

Complete a risk-benefit analysis by comparing the possible risks with the benefits of developing these meaningful relationships with the community for children's learning, development and wellbeing

Develop strategies to manage this possible risk of harm (using control measures).

Identify the strategies that will be used to evaluate and review the identified risks of harm.

Quality Area 7: Governance and Leadership

Reflect on the current governance practices being implemented at your service and answer the following questions.

Review your service's excursion and transport policies and procedures. Do the policies, procedures and permission forms reflect the risk assessment and management cycle and include key terms?

Excursion policy: Yes/No

Transport policy: Yes/No

Permission forms: Yes/No

If you answered no, what strategies will support the process of reviewing and updating these policies and procedures?

A philosophy statement should guide all aspects of your service's operations. What are the potential consequences if the practices of educators and staff do not align with the intention of your philosophy?

Review each of the role/job descriptions at your service. Identify how effectively they define each person's role and responsibilities. Identify how they support effective decision-making by educators and the operation of the service.

Document what the consequences are of educators and staff not understanding their roles and responsibilities?

Brainstorm the different ways your service promotes the health, safety and wellbeing of educators and staff in regards to managing risks such as lifting children, or using kitchen equipment.

Brainstorm ideas and some additional strategies that individuals, teams and service management can implement to promote and support the health, safety and wellbeing of staff and educators at the service.

Answers: Quality Area 3: Physical environment

1. You **observe** a broken tricycle as the children are playing outdoors. On the spot, you quickly **assess** the tricycle and determine that it is now a risk to the children. You **manage** the risk by taking the tricycle away and **eliminating** the risk. Your **evaluation** is that the hazard must be removed. You will look at repairing or replacing the tricycle, and your **review** will take place when this happens.
2. You have been asked to organise and complete an excursion risk assessment as the current version will expire in a few weeks. You have **identified** that there is no footpath once you cross the road to the park. When you **assessed** this hazard using a risk matrix, you have identified this as high risk. You **managed** the high risk by identifying appropriate **control measures** of increasing the ratios, finding an alternate route and setting out clear expectations around behaviour for children. You then **evaluated** the risk as being acceptable after using the risk matrix again. During the excursion the risk was **monitored** for future excursions.
3. You have **identified** the potential risk of back injury when educators lift young children onto the nappy change table. You **assess** this practice as a high risk due to the frequency and possible significant **consequences** to an employee's health and safety. At a team meeting it was discussed that nappy changing cannot be **eliminated** but can be **managed** with:
 - Educators undertaking manual handling training
 - Educators sharing the nappy changing routine throughout the day
 - The installation of a step ladder for children to use, which will reduce the amount of lifting being done each day.Upon **review** these practices has reduced the risk of possible injury to educators. Regular **monitoring** will ensure the control measures are applied consistently.

Templates for approved providers, nominated supervisors and family day care educators



Download, print and share these templates with your educators and staff.

Daily risk management tools

Developing risk management plans is an ongoing part of practice for all children's education and care services. One way to support this practice is by regularly using a checklist for hazard identification or templates for planned experiences involving new equipment or resources. This can help your service to identify, assess and manage the risk of harm before an incident occurs.

To ensure that these tools remain updated and appropriate for your service context, schedule regular reviews to ensure that hazards are identified, and risks managed before they cause harm.

To begin using these tools within your service, inspect the environment as a team (or as an individual if you are a family day care educator), in consultation with service leaders, coordinators, and/or the approved provider. This will help determine which hazards are the priority or need to be monitored more regularly.

An inspection of your service will assist in adapting the tools to be relevant for your unique service context. Consulting with your children, community, families, educators and staff has the potential to build knowledge, understanding, ownership and a shared responsibility to use these tools. Embedding use of these tools as part of the service's risk assessment and management practices is important to maintain the focus on assessing and managing risk.

Remember, sometimes a hazard will be identified, which may require a formal risk assessment to be undertaken. However, at other times your professional judgement will determine the need to take immediate action and then document the actions taken to manage the risk at a later time.

The following example demonstrates the use of the tool.

Example of practice

- If poisonous fungus has been found in the outdoor environment, this would require that the established practices and policies be followed and the fungus immediately removed and disposed of, before documenting the actions taken.
- An evaluation and review of the risk assessment and management practices would assist in identifying if anything could be done differently.
- Advice from experts in poisonous plants is essential in informing decision making.
- Through this reflection, it may be decided, for example, to implement strategies to prevent the growth of similar fungi in children's play areas or that the fungus should first be isolated rather than removed. It may be determined necessary to use gloves to transfer the fungus into a sealed jar, discussed with children to build their knowledge and skills to safely identify, inform others, record the hazard and manage the risk. A range of strategies may be required, considering the age and abilities of the children attending the service.

As the example above shows, children can be part of the risk assessment and management process. This will support the development of their risk assessment skills as they take increasing responsibility for their health, safety and wellbeing. This has the potential to contribute to Outcome 2 and 3 of the [EYLF](#) and [MTOF](#).

Control Measures

This template is a useful tool to identify the existing control measures to manage risks at the service or FDC residence/venue. You can also use this template to brainstorm new control measures that are suitable for your service or FDC residence/venue when new employees begin or a serious incident occurs. This will ensure that all educators and staff understand the significance of reducing (and in some cases eliminating) the likelihood of incidents occurring.

Table 4: Identifying existing control measures

Hierarchy of control		Examples of control measures
Level 1 (Most effective control measure)	Elimination	
Level 2	Isolation	
	Engineering	
Level 3 (Least effective control measure)	Administrative	
	Personal protective equipment	

Possible examples of hazards for consideration

While all services are encouraged to identify if the location of their service presents unique hazards, there may be some hazards that are particularly relevant to a service type or age group that need to be considered.

Example of practice

For a service educating and caring for infants consider:

- The seating for the children - is it appropriate for their age and abilities (this may include checking that safety harnesses are clean and in good working order)?

For a service educating and caring for school age children consider:

- The systems in place to ensure children’s safety during transitions including drop off and pick up times between home and the service and the service and the school.

For a family day care service consider:

- The risk management strategies in place to manage unexpected visitors (for example tradespeople) to the residence which ensure children’s continued safety and wellbeing.

ACECQA has developed a series of risk assessment and management templates that you can add to and adapt to suit the individual circumstances and unique context of your service.

1. [Indoor learning environment safety](#) – Daily checklist
2. [Outdoor learning environment safety](#) – Daily checklist
3. [Risk assessment and management learning experience plan](#) – Educators/Teachers
4. [Risk assessment and management template](#) – Excursions
5. [Risk assessment and management template – Transporting children](#) (other than as part of an excursion)
6. [Safe transportation of children safety checklist and transport record form](#)
7. [Sleep and Rest Risk Assessment Template](#)
8. [A Report-Water hazard safety inspections](#) (Approved Providers)
9. [Water hazard safety checks](#) (family day care educators)

Key point

- These tools and templates are not exhaustive and are intended to be used as a guide only.
- They should be adapted to meet the individual needs of your service.
- They are living documents which should also be amended when circumstances change and new or potential hazards are identified within the service context.

Indoor learning environment safety – Daily checklist:

Following the daily check, staff are to initial each item and sign the document. Record any actions taken immediately or those that require follow up action. You will also find the [Indoor learning environment safety template](#) on the ACECQA website.

Week beginning: _____

Indoor learning environment safety – Daily checklist								
NQS Element	Hazard identification and Risk management	M	Tu	W	Th	F	Action required	
							Immediate	Follow up
2.2	Hazards from human activity have been managed (e.g. broken glass, rubbish or dirt).							
2.2	Hazards from the natural environment have been managed (e.g. animal waste, spider webs, insect remains).							
2.2	All doors and gates are closed securely and locked where appropriate. Note - fire exits should not be locked.							
3.1	All facilities, materials and equipment are in good repair and are appropriate for the age group of children.							

2.2	Hazards from electrical outlets and cords have been managed.							
2.2	Chemical hazards have been managed through secured cupboards and signage where appropriate.							
2.2	Trip and slip hazards have been managed (e.g. loose equipment or loose tiles, damaged mats/rugs).							
2.1	Rubbish bins are clean and ready for use.							
2.1.2 2.2.2	Forms for accident/injury/illness, medication and asthma or anaphylaxis management are stocked, up to date, filed and displayed where appropriate.							

To add more rows press TAB.

Staff full name and signatures

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:

Outdoor learning environment safety – Daily checklist

Following the daily check, staff are to initial each item and sign the document. Record any actions taken immediately or those that require follow up action. You will also find the [Outdoor learning environment safety – Daily checklist](#) on the ACECQA website.

Week beginning: _____

Outdoor learning environment safety – Daily checklist								
NQS Element	Hazard identification and risk management	M	Tu	W	Th	F	Action required	
							Immediate	Follow up
2.2	Hazards from human activity have been managed (e.g. broken glass, rubbish, cigarette smoke).							
2.2	Hazards from the natural environment have been managed (e.g. insects, animal waste, hazardous plants, pooling water).							
2.1.2	Weather conditions have been checked and practices for the day adjusted where appropriate.							
2.2	Equipment and play areas (such as gardens, fixed swing structures and sandpits) are clear of rubbish, waste and excess debris (raked as appropriate).							
3.1.2	Movable outdoor equipment is in good working order and positioned according to the relevant regulations and/or national standards.							

2.2	Trip and slip hazards on walkways have been managed (e.g. leaf litter, loose equipment or raised concrete).							
2.1	Bathrooms and handwashing facilities are accessible from the outdoor environment. Facilities are clean, well-stocked and in good working order.							
2.1	Fresh drinking water is accessible from, or in, the outdoor environment.							

To add more rows press TAB.

Staff full name and signature

Monday:	Tuesday:	Wednesday:	Thursday:	Friday:
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Risk assessment and management learning experience plan – Educators/Teachers

This tool will support your thinking around hazard identification and risk management when planning experiences for children. Use this tool to take all reasonable precautions to identify, assess and manage the risk of harm before implementing the experience and before an incident occurs.

Use the risk matrix and control measure resources to help you complete this tool.

It is important to adapt this tool to fit each learning experience so that it is a meaningful part of practice. You will also find the [Risk assessment and management learning experience plan](#) on the ACECQA website.

Risk assessment and management – Learning experience plan		
Experience name:	Date:	Time:
Overview of the experience – <i>Provide a brief overview of the experience</i>		

Risk assessment and management – Learning experience plan

Rationale and links to children’s outcomes – *What value does this experience have for the child(ren)’s learning and development?*

Who will be participating? – *In assessing and managing risk, consider the number of children and your knowledge of their capabilities and dispositions.*

Where will the experience occur? – *Considerations include adequate space, ventilation, weather and environmental conditions.*

Risk assessment and management – Learning experience plan

What will the children be doing? – *Include detail about the experience.*

What equipment will they be using? – *Consider the equipment and materials required. Are there any safe handling procedures needed?*

Who will be leading the experience? – *Consider whether expertise is required for handling materials or if additional educators might be necessary.*

Identify hazards – *What are the potential hazards in this experience which could cause harm?*

Risk assessment and management – Learning experience plan

Assess risks – Likelihood and severity – *Given your knowledge of the experience, context and children, how likely is it that harm will occur? How severe might that harm be? Refer to the risk matrix, if required.*

Manage risks – *Detail how the risk of harm will now be managed. Consider the role of active supervision in mitigating the risk of harm. Refer to the hierarchy of control if required.*

At the conclusion of the experience

Evaluation and review – Risk management – *How effective were the controls for managing the risk of harm? What were the positive and negative outcomes of the experience?*

Risk assessment and management – Learning experience plan

Evaluation and review – Teaching and learning – *Critically reflect on your teaching strategies and the children’s learning outcomes. Were the identified intentions met? What was surprising about the children’s involvement in the experience?*

Implications for future planning – *Consider the safety implications, in addition to providing strategies for any extension of learning from this experience.*

Experience plan developed by (full name and signature):

Date:

In consultation with (full name and signature):

Experience plan evaluated by (full name and signature):

Date of evaluation:

Risk assessment and management template - Excursions

This template includes all the National Law that a children's education and care service must comply with when conducting an excursion. You will also find the [Excursion risk assessment and management template](#) on the ACECQA website.

Risk assessment and management template - Excursions	
Service Name	
Excursion details	
Date (s) of excursion. If it is a regular outing include a description of when children are to be taken on regular outings.	
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 in your state or territory have been met.	Yes / No Comment:
Number and full names of each adult 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.	

<p>Any water hazards during the excursion, including any risks associated with water-based activities?</p> <p>If yes, detail in the risk assessment table below.</p>	<p>Yes / No</p> <p>Comment:</p>
<p>Educator to child ratio, including whether this excursion warrants a higher ratio.</p> <p>Provide details in the risk assessment table below.</p>	
<p>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):</p>	
<p>Describe the procedures for embarking and disembarking the vehicle (include how each child is accounted for in embarking and disembarking):</p>	

Excursion checklist – items to be readily available during the excursion (Please tick)	
<input type="checkbox"/> First aid kit	<input type="checkbox"/> List of adults involved in the excursion
<input type="checkbox"/> List of children involved in the excursion	<input type="checkbox"/> Contact information for each adult
<input type="checkbox"/> Contact information for each child	<input type="checkbox"/> Mobile phone / other means of communicating with the service & emergency services
<input type="checkbox"/> Medication, health plans and risk assessments for individual children	<input type="checkbox"/> Other items, please list

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					
Activity	Hazard identified	Risk assessment (use matrix)	Elimination/control measures	Who	When

(Press tab to add more rows)

Risk assessment and management template – Transporting children (*other than as part of an excursion*)

This template includes all of the National Law that a children’s education and care service must comply with when transporting children. You will also find the [Risk assessment and management template – Transporting children](#) on the ACECQA website.

Risk assessment template – Transporting children (other than as part of an excursion)	
Service name	
Activity E.g. collecting children from school or home	
Start date	End date
Pick-up location and destination(s) Include each location travelled to or from E.g. each child’s home address or each school	
Estimated time of travel between the different locations E.g. Departing the service, arriving at children’s homes or schools and arrival at the service	

<p>Proposed route</p> <p>You can include an image of the route sourced online¹</p>	
<p>Means of transport</p> <p>E.g. public bus, private bus, coach, private car, taxi, tram</p>	
<p>Requirements for seatbelts or safety restraints in your state or territory have been met</p>	<p>Yes / No</p> <p>Comment:</p>
<p>Number and full names of each adult involved in the transportation of children</p>	
<p>The number of educators / responsible adults, appropriate to provide <i>supervision</i> and whether any adults with specialised skills are required</p> <p>E.g. for children’s individual needs</p>	
<p>The number of children being transported</p>	

¹ Note: Consider matters such as privacy and family violence situations, and decide how much detail should be recorded. It is likely not appropriate nor necessary to include street addresses for children’s homes in the risk assessment document, however street addresses for services and schools are more likely to be included. In some circumstances, a much more generic description of a pickup location within the risk assessment will be the only appropriate option, as opposed to a child’s street address.

<p>Any water hazards on proposed route travelled and at each stop?</p> <p>E.g. Bridge, causeway, risk of flooding, beach, lake, dam</p>	<p>Yes / No</p> <p>Comment:</p>
<p>Describe the process for entering and exiting the service premises and the pick-up location or destination (as required); (include how each child is accounted for)</p>	
<p>Describe the procedures for embarking and disembarking the vehicle; (include how each child is accounted for in embarking and disembarking)</p>	

Transport checklist – items to be readily available when transporting children

(Please tick)

<input type="checkbox"/> First aid kit	<input type="checkbox"/> List of adults involved in transportation
<input type="checkbox"/> List of children involved	<input type="checkbox"/> Contact information for each adult
<input type="checkbox"/> Contact information for each child	<input type="checkbox"/> Mobile phone / other means of communicating with the service & emergency services
<input type="checkbox"/> Medication, health plans and risk assessments for individual children	<input type="checkbox"/> Other items, please list

Use the table below to identify and assess risks to the safety, health or wellbeing of children being transported, and specify how these risks will be managed and minimised (Regulation 102C(1)).

Risk assessment					
Activity	Hazard identified	Risk assessment (use matrix)	Elimination/control measures	Who	When

(Press tab to add more rows)

Learning experiences: templates for children

The [EYLF](#) and [MTOF](#) state that for children to achieve *Outcome 4: Children are confident and involved learners*, educators will facilitate and plan environments with appropriate levels of challenge where children are encouraged to explore, experiment and take appropriate risks. Taking ‘considered risks’ contributes to a child’s sense of identity, wellbeing and to them becoming a confident learner. Educators support children to explore, experiment and cope with the unexpected, while also providing a platform for children to identify their own limits and seek help when needed.

A considered risk is one which has been well thought out by the child, sometimes with the support of an educator or a more experienced peer.

What is the risk assessment and management tool for children?

These tools can be used as a starting point for children to participate actively with the risk assessment and management cycle. These tools will provide the children with a structured opportunity to develop and refine their skills of identifying, assessing and managing risk and hazards within their everyday lives.

Your role is essential in supporting children to understand and use these tools effectively. It is helpful for children to understand the concept of acceptable and non-acceptable risks, hazards, dangers and levels of risk before introducing the tools. This will help children to make informed decisions about taking risks that are appropriate for their age and abilities.

You might choose to explore different scenarios through play together, identifying appropriate control measures, assessing the potential risks and benefits and making decisions about balancing the risk of harm with identified benefits.

You will also find these two templates on the [ACECQA website](#).

How to implement these tools

When introducing these tools, outlining a relevant example will help to establish a shared understanding of risk management. Consider using an example that relates to the children who are engaging in the experience.


An example that relates to a broken resource or an open door may be an appropriate choice as this can provide a visible indication of a hazard. This example also allows you to illustrate how our interaction with, and management of, a hazard changes the risk of harm. For example, a broken resource does not cause harm unless someone interacts with it and an open door can be hazardous if the area is not adequately supervised, or if it leads directly to the carpark. You can also explore different risk mitigation strategies. Children can help to decide whether the item should be moved, fixed, discarded or repurposed, or the door is left open or closed.

As children become more confident in their use of the tools, they can take on more responsibility, accessing and using them independently. By engaging in this formal risk assessment and management process, children will have the opportunity to practice and refine their risk-taking knowledge and skills.

How to engage younger children

Children of all ages can be involved in discussions about age-appropriate safety and risk. Engaging younger children in the risk management cycle will require different modes of communication to inform them about risk and when seeking their ideas and suggestions. It is important to establish consistent age-appropriate visuals for scenarios that require it.

In consultation with staff, children and families, you may choose selected images to engage children in these tools. Key Word Sign may also be a helpful strategy, using the [Auslan signs](#) that are relevant in your state or territory.

 [Download](#), print and share this infographic with educators and staff.

Risk assessment and management tool – for children under 5


My name:

Date:


Learning experience:

How do we make it safer?
Do we need help?



 What are we doing?
How might someone get hurt?

What happened?
What should we do next time to make it safer?



www.acecqa.gov.au



 [Download](#), print and share this infographic with educators and staff.

Risk assessment and management tool – for children over 5



My name:

Date:

Learning experience:

Identify
What are we doing? What do we need to use?
Could someone's wellbeing change? How?

Assess
Have we done this before? What happened?
What could happen now?

Manage
What should we change to make this safe?
Do we need some help?

Evaluate & Review
How did everything go? Did anyone get hurt?
What can we do differently next time to make it safer?
What did you learn?

www.acecqa.gov.au



Resources and information

ACECQA	Safe sleep and rest practices acecqa.gov.au/resources/supporting-materials/infosheet/safe-sleep-and-rest-practices
ACECQA	We Hear You Blog Beyond the Fence – extending children’s experiences outdoors
ACECQA	Meeting the NQS acecqa.gov.au/resources/research/meeting-nqs
ACECQA	Quality Area 2 Resources acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety
Child & Nature Alliance of Canada	Risk-Benefit Assessment for outdoor play: A Canadian Toolkit https://www.outdoorplaycanada.ca/wp-content/uploads/2023/02/Risk-Benefit-Assessment-Toolkit.pdf
Encyclopaedia on Early Childhood Development	Outdoor Risky Play child-encyclopedia.com/outdoor-play/according-experts/outdoor-risky-play
Kidsafe NSW	Challenging Play: Risky! kidsafensw.org/playground-safety/challenging-play-risky/
Kidsafe NSW	Kidsafe Family Day Care Safety Guidelines kidsafensw.org/home-community/family-day-care/
Lady Gowrie Tasmania	Risk Assessment and Risk Management in Family Day Care acecqa.gov.au/media/31471
National Health and Medical Research Council (NHMRC)	Staying healthy: Preventing infectious disease in early childhood education and care services (5 th Edition) nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases-early-childhood-education-and-care-services

Play England	Managing risk in play provision: Implementation guide https://dera.ioe.ac.uk/id/eprint/8625/1/00942-2008DOM-EN.pdf
Red Nose	rednose.org.au
Raising Children Network	Information on road safety and seatbelts for infants, pre-schoolers and school age children. https://raisingchildren.net.au/
WorkSafe Victoria	Early childhood education and care: Safety basics worksafe.vic.gov.au/

References

ACECQA (2023) Guide to the National Quality Framework. Sydney, NSW: ACECQA.

Australian Government Department of Education – Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0, 2022

Australian Government Department of Education – My Time, Our Place: Framework for School Age Care in Australia V2.0, 2022



Safe Use of Technologies and Online Environments

1 Policy Statement

HOOSHC is committed to creating and providing a child safe environment where children's safety and wellbeing is supported and made a priority, this includes the safe use of technology by children, staff, parents and visitors, and the storage of images and recordings of children taken while at HOOSHC. We will ensure management, educators, staff and volunteers are aware of their legal roles and responsibilities as mandatory reporters, to identify and respond to every child at risk, in conjunction with understanding the critical importance and benefits of providing a child safe environment. HOOSHC aims to develop and implement a program that is stimulating, interesting, exciting and allows opportunities for children to experience different technologies whilst also having times of relaxation and leisure. The Nominated Supervisor/Responsible Person will ensure all technology is used appropriately, supervised by Educators and is age appropriate.

2 Considerations

National Regulations:

- Reg. 73 Educational Programs
- Reg. 74 Documenting of child assessments or evaluations for delivery of educational program
- Reg. 75 Information about educational program to be kept available
- Reg. 76 Information about educational program to be given to parents
- Reg. 123(1)(d) For children over preschool age, 1 educator to 15 children

National Quality Standards:

- QA. 1.1.1 Approved learning framework.
- QA. 1.2 Practice.
- QA.2.1.1 Wellbeing and comfort.
- QA.2.2.1 Supervision.
- QA. 7.1.2 Management systems.

Australian Government Department of Infrastructure, Transport, Regional Development, Communications and the Arts, Classification Ratings.

3 Procedure

Personal Electronic Devices

No personal electronic devices will be used or in the possession of an Educator while working directly with children. All personal electronic devices will be stored away and are only to be used when an Educator is signing on/off for a shift, or while they are on a scheduled break and not working on the floor. The only exception is if it has been authorised by the Nominated Supervisor/Responsible Person and is for essential purposes such as emergencies, health or for family needs.



Only HOOSHC supplied devices will be used when working directly with children. These devices will be used for signing in/out children, taking photos of children and contacting parents/guardians.

Parents/Guardians

Parents/guardians will only use their personal electronic devices for sign in and sign out purposes. Parents/guardians are not permitted to take any photographs of children while at the service unless approval has been given by the Nominated Supervisor/Responsible Person and the photograph is checked to ensure no other children are in frame.

Online Environments

HOOSHC understands that there will be times where children will access online websites for educational or programming purposes while at the service. The Nominated Supervisor or Educational Leader will research the websites prior to children's use and will ensure that they are age appropriate and are free from any sexual, violent or aggressive images, messages or videos.

All children will be actively supervised at all times while accessing the approved websites.

In the case of a child seeing an inappropriate "pop up", image, advertising material or video while using the HOOSHC ipads, the Educator supervising will immediately shut down the website, inform the Nominated Supervisor/Responsible Person and a discussion will be had with the child and parent/guardian to explain what occurred and the steps that were taken to resolve the issue.

If a child discloses that they have witnessed any sexual, violent, aggressive or abusive images, messages or videos while on an online platform the Educator will follow the HOOSHC Child Protection Policy and report to the Nominated Supervisor/Responsible Person right away.

Any incidents or complaints made by a child or parent regarding the use of technology or online environments will be reported to the Regulatory Authority and ACECQA (via the Notification of Complaints form in the NQAITS portal) within 24 hours.

Any images used for the HOOSHC website, Facebook page or any other public forum will not include childrens faces unless approval has been granted by the parent/guardian.

Tv/films/videos

TV, film and video will only be viewed that have a G or PG rating.

TV and Videos may be used and when used should be planned as part of a balanced program of activities. They could highlight a particular activity or interest in the program. They should not be a daily activity in HOOSHC.

Videos or film may be planned as part of the program during Vacation Care and advertised in the program to the parents, but again are not to be used as a daily activity.

Parents should be notified that G and PG rated videos may be shown and permission sought on the enrolment form.

Staff should preview the film or video where a PG rating is applied.

Parents should sign a consent form when taking children to see a film at the cinema.

Children should continue to be provided with other activities during the showing of a video and be properly supervised, even if the majority of the children are attending the viewing.



i-pads

i-pads available at the centre for use by children will be connected to the internet.

i-pads will be used of an afternoon, generally in times of wet weather and late in the afternoon.

A time limit will be applied dependant on the number of children in attendance. This will be monitored by educators and will allow for all children to have equal opportunity to use the i-pads.

During Vacation Care, the same rules will apply.

i-pads will be setup to ensure educators can actively supervise the children's activities.

Video Games, hand-held devices and other electronic equipment

Video games, hand-held devices and other electronic equipment will not be allowed to be brought to HOOSHC.

Smart watches will not be allowed to be used by children while they are at HOOSHC. If a parent or guardian needs to contact a child, they will need to do so by phoning/messaging the HOOSHC phone and the Responsible Person will pass the message along to the child.

If a child is found to be taking photographs or videos of themselves or other children while at HOOSHC, the photographs/videos will be immediately deleted and the smart watch will be taken off the child and stored safely until the parent/guardian arrives.

If brought to the Centre, Educators will not be held responsible for any equipment and the equipment will be labelled and safely stored until home time, where it will be returned to the parent/guardian.

Storage of images

Any HOOSHC device that stores photos or videos of children will be protected by a passcode and will be locked away after each Before School Care, After School Care and Vacation Care session, with the exception of the Nominated Supervisors phone which is kept on them at all times.

The USB that is connected to the TV and displays photos of children will be taken out of the TV and locked in the cupboard after each session.

All other USB/storage devices that have photos or videos of children will be locked away at all times unless being used.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Classification ratings | Australian Classification](#)

[PolicyGuidelines_SafeUseOfDigitalTechOnline_final.pdf](#)

NSW Government, Education (2023). Child Safety, Child Safe Standards:

[Child Safe Standards \(nsw.gov.au\)](https://www.nsw.gov.au/child-safe-standards)



Building, Equipment, Repairs and Maintenance

1 Policy Statement

HOOSHC will ensure a safe and secure environment is provided for children, families, staff and visitors. The safe and secure environment will be provided through proper and immediate attention to all aspects of building and equipment repairs and maintenance.

2 Considerations

National Regulations:

- Reg. 103 Premises, furniture and equipment to be safe, clean and in good repair
- Reg. 105 Furniture, materials and equipment
- Reg. 168 Education and care service must have policies and procedures

National Quality Standards:

- QA. 3.1.1 Fit for purpose
- QA. 3.1.2 Upkeep
- QA. 3.2.1 Inclusive environment
- QA. 3.2.2 Resources support play-based learning
- QA. 3.2.3 Environmentally responsible
- QA. 7.1.2 Management systems
- QA. 7.1.3 Roles and responsibilities
- QA. 2.1.1 Wellbeing and comfort
- QA. 2.2.1 Supervision

Work Health and Safety Act 2011

Workcover checklists for small business

Australian Standards for playground equipment

3 Procedure

Buildings and all equipment will be maintained in a safe, clean condition and in good repair.

Equipment will be chosen to meet the children's developmental needs and interests.

Equipment will be regularly washed and cleaned, as required.

Recycled craft materials should be checked for potential hazards.

Staff should ensure safe handling of all tools, particularly sharp tools, if used as part of any activity.

Faulty equipment should be removed. If removal is not an option, protection as placed around any dangerous building site, is required.

Electrical appliances shall be in good working order. There must be no damaged plugs, sockets, power cords or extension cords. All plug sockets shall be maintained as child safe. Electrical circuit breakers are installed and maintained.



Electrical testing and tagging will be conducted at least every 12 months.

The Coordinator/Responsible Person will conduct a risk assessment at the start of each shift before children arrive, assessing the indoor and outdoor areas for any identified risks or hazards to the building, equipment or environment.

Staff and Parents will be encouraged to notify any problems they might observe. Anything that requires maintenance is to be reported to the Coordinator as soon as possible.

Maintenance requests are to be report to the Henschke Catholic Primary School.

If required, for urgent repairs, after consultation with Henschke CPS's Principal / Deputy Principal, HOOSHC will use the Henschke Primary School's list of fully licensed and insured trades' persons. Contractors are required to sign in at the school office before commencing the work order as well as the visitor sign-in at HOOSHC.

For Non-urgent repairs the Coordinator will notify Henschke CPS who will organise to rectify the problem.

For major repairs that are deemed to be the responsibility of Henschke OOSHC, a minimum of two quotes will be sought and reviewed by the Committee who will decide on further course of action. The Coordinator or someone on the Committee may obtain the quotes.

Maintenance reviews should be done as part of the Coordinator's report at Committee meetings. The Coordinator will also give a review of works completed by any tradesman employed, for future reference.

It is the Committee's responsibility, once a problem has been raised to ensure that it is rectified in the most efficient manner and that HOOSHC is safe for staff and children.

Should the Henschke Hall be considered unsafe or as being a health risk, after liaising with the school and notice has been given to all relevant parties, HOOSHC will be either closed or transferred to another location, until the problem has been rectified.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Work Health and Safety Act 2011 No 10 - NSW Legislation](#)

[Easy WHS templates and glossary | SafeWork NSW:](#)

https://www.safework.nsw.gov.au/_data/assets/pdf_file/0003/414192/Hazard-incident-repor-SW09097.pdf

[New Australian Standard for Playground Safety - Standards Australia](#)



Heating, Ventilation and Lighting

1 Policy Statement

Providing a quality environment by ensuring adequate provision and maintenance of heating, ventilation and lighting in the Centre will enable a comfortable environment for children, staff, parents and visitors of HOOSHC.

2 Considerations

National Regulations:

Reg. 110 Ventilation and natural light

Reg. 168 Education and care service must have policies and procedures

National Quality Standard:

QA. 3.1.1 Fit for purpose

QA. 3.1.2 Upkeep

QA. 3.2.3 Environmentally responsible

QA. 2.1.1 Wellbeing and comfort

QA. 2.1.2 Health practices and procedures

QA. 7.1.2 Management systems

QA. 7.1.3 Roles and responsibilities

3 Procedure

All heating and cooling systems will be checked regularly to ensure safety and reliability. Any maintenance of the appliances will be conducted as per the QA3 Building, Equipment, Repairs and Maintenance policy.

All heating and cooling systems and power cords will be kept in a safe area and away from children.

The Coordinator / Responsible Person will take individual needs and specific activities into account when ensuring that heating, ventilation levels are comfortable. Should staff, children or parents complain about heating / cooling in the centre not being at a comfortable level, this matter will be drawn to the attention of the Coordinator and steps made to address the problem as per the QA3 Building, Equipment, Repairs and Maintenance policy.

Open windows enhance the effectiveness of the air-conditioning system and thereby ensure adequate ventilation but may be closed to protect from extreme weather conditions. Windows will be properly maintained to ensure easy opening.

Where activities involve toxic materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity (i.e. open windows and doors as appropriate).

Natural light is most desirable. Provision of natural light areas will be enhanced as much as possible.

In areas made available for children's activities requiring fine detail, natural light will be made available where possible and overhead lighting used to supplement it if required.

Adequate lighting will be maintained both indoors and outdoors. If this responsibility falls into the jurisdiction of Henschke Catholic Primary School then any issues will be brought to the attention of the school.

Security lighting near the entrance to the centre provides unobstructed view of the door and surrounding areas.



Outdoor lighting will be suitable so that parents, staff and children can enter and exit the building without any unsafe dark areas.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Indoor Environment

1 Policy Statement

HOOSHC will provide a comfortable and safe indoor environment which allows flexibility and access to a variety of quiet, active, group and individual activities. We will ensure that only the number of children that can comfortably fit into the building space will be enrolled.

2 Considerations

National Regulations:

- Reg. 82 Tobacco, drug and alcohol-free environment
- Reg. 103 Premises, furniture and equipment to be safe, clean and in good repair
- Reg. 105 Furniture, materials and equipment
- Reg. 107 Space requirements—indoor space
- Reg. 109 Toilet and hygiene facilities
- Reg. 110 Ventilation and natural light
- Reg. 111 Administrative space
- Reg. 115 Premises designed to facilitate supervision
- Reg. 155 Interactions with children
- Reg. 168 Education and care service must have policies and procedures

National Quality Standards:

- QA. 2.1.1 Wellbeing and comfort.
- QA. 2.2.1 Supervision.
- QA. 2.2 Safety.
- QA. 3.1.1 Fit for purpose.
- QA. 3.1.2 Upkeep.
- QA. 3.2.1 Inclusive environment.
- QA. 3.2.2 Resources support play-based learning.
- QA. 3.2.3 Environmentally responsible.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Administrative systems enable the effective management of a quality service.
- QA. 7.2.1 Continuous improvement.

3 Procedure

The centre will only enrol the number of children that can comfortably fit into the building space and in accordance with the National Regulations and Standards:

'The service premises must have at least 3.25 square metres of unencumbered indoor space for each child being educated and cared for at the service' (National Regulations, Reg.107).



Where children are indoors together for long periods due to weather conditions, special activities will be planned and other areas sought, to disperse the group such as school covered areas and verandas.

Areas in the indoor environment will be assigned for:

- Parents to sign their children in/out of the centre.
- Staff to collect fees, answer phones, and maintain daily records.
- Staff and parents to talk in confidence.
- Children to store their bags and belongings.
- Storage of equipment, food, dangerous materials, and family records.
- Preparation of food and drinks.
- Kitchen and other refuse.
- Cleaning of equipment.
- Separate male and female bathrooms including toilets, hand basins and hand drying facilities.
- Creative and other activities.
- Large and small group activities.
- Display of children's activities and work.
- Quiet space where children can retreat to or do homework or lie down if unwell.

The indoor area will be set up to allow children to participate in a variety of activities with easy access to equipment. Easy access to areas should be maintained by making clear passageways and walkways through the area.

Staff will ensure that children store their bags properly and that bags and other items are not thrown into walkways or play areas. All items obstructing areas are to be removed and placed in the correct storage areas.

Access for families with disabilities will be maintained ensuring all necessary requirements are considered in the building environment.

Areas must be set up to ensure that proper supervision can be maintained at all times.

Access to the outdoor environment should be clear and easily accessible by the children and staff.

Indoor spaces will be well ventilated, include adequate natural light, where possible, and be maintained at a temperature which ensures the safety and comfort of all at the centre.

The centre will be a smoke free environment. No Smoking / Vaping notices will be prominently displayed.

Toilet and hygiene facilities

HOOSHC will take reasonable steps to ensure that the service provides education and care to children in a way that always maintains, the dignity and rights of each child (see regulation 155). This includes when children are using toilets.

Adequate, developmentally and age-appropriate toilet, washing and drying facilities will be provided. The location and design of the toilet, washing and drying facilities enable safe use and convenient access by children.

Administrative space

The HOOSHC management committee will ensure that there is adequate administrative space to conduct the administrative functions of the service, consult with parents, and conduct private conversations. This space will be upstairs at the end of the mezzanine.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Quality Area 3: Physical environment | ACECQA](#)



Outdoor Environment

1 Policy Statement

A safe and secure outdoor environment encompassing an adventure playground area, natural open spaces, sandpits and other areas for investigative and learning activities will allow children to participate in a variety of play and leisure activities. The children will be encouraged to participate in active play, to explore and experience the natural environment and to be environmentally responsible.

2 Considerations

National Regulations:

- Reg. 82 Tobacco, drug and alcohol-free environment
- Reg. 104 Fencing
- Reg. 108 Space requirements —outdoor space
- Reg. 113 Outdoor space—natural environment
- Reg. 114 Outdoor space—shade
- Reg. 115 Premises designed to facilitate supervision
- Reg. 168 Education and care service must have policies and procedures

National Quality Standards:

- QA. 3.1.1 Fit for purpose.
- QA. 3.1.2 Upkeep.
- QA. 3.2.1 Inclusive environment.
- QA. 3.2.2 Resources support play-based learning.
- QA. 3.2.3 Environmentally responsible.
- QA. 2.1.1 Wellbeing and comfort.
- QA. 2.1.2 Health practices and procedures.
- QA. 2.1.3 Healthy lifestyle.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
- QA. 7.2.1 Continuous improvement.

3 Procedure

'The service premises must have at least seven (7) square metres of unencumbered outdoor space for each child being educated and cared for at the service' (National Regulations, Reg. 108).

The outdoor space will be set up in a variety of ways to encourage participation and exploration of the natural environment. Areas will be made available where children can play in large or small groups or by themselves.

The outdoor space will be inspected daily for any obstacles or dangerous items, as part of the risk assessment conducted by the Coordinator/Responsible Person at the start of the shift before children arrive. These items shall be disposed of in a safe and careful manner prior to the children playing in the area.



Supervision should be properly maintained. Children are only to play in the areas that are clearly visible to the staff, and where proper child/staff ratios are maintained. Clear boundaries shall be set and enforced. When it is necessary to go outside the boundaries or line of supervision, a staff member must accompany children.

Adequate shade via trees and coverings will be maintained. Activities will be set up in shaded areas if available and appropriate.

Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff to child ratios can be maintained both indoors and outdoors.

Access for children and people with a disability will be maintained ensuring all necessary requirements are considered in the building environment.

The outdoor environment of the Centre will be Smoke / Vape free. No smoking notices will be prominently displayed.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Quality Area 3: Physical environment | ACECQA](#)



Pest Control

1 Policy Statement

HOOSHC will provide a clean and safe environment by ensuring that every effort is made to maintain a vermin free centre. We will endeavour to do this with the minimum use of chemicals.

2 Considerations

National Regulations:

- Reg. 77 Health, hygiene and safe food practices
- Reg. 103 Premises, furniture and equipment to be safe, clean and in good repair
- Reg. 110 Ventilation and natural light
- Reg. 168 Education and care service must have policies and procedures

National Quality Standards:

- QA. 3.1.2 Upkeep.
- QA. 3.2.3 Environmentally responsible.
- QA. 7.1.2 Management systems.
- QA. 2.1.1 Wellbeing and comfort.
- QA. 2.1.2 Health practices and procedures.
- QA. 2.1.3 Healthy lifestyle.
- QA. 7.1.3 Roles and responsibilities

3 Procedure

Equipment and especially food items will be properly stored so as not to attract pests and vermin as per the QA2 Hygiene Policy.

Kitchen and food preparation areas and storage will be cleaned and maintained daily. Bins and disposal areas will be emptied and cleaned daily.

All areas will be checked for any signs of pests or vermin. Should any pests or vermin activity be identified by staff, the Coordinator is to be notified, and the following actions should be taken to rid the centre of the problem by:

- Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
- Low irritant, environmentally friendly sprays or chemical products to be used minimally and only with adequate ventilation and preferably not in the presence of the children.
- Other methods such as the employment of a pest control company if deemed necessary by the Committee and liaising with Henschke Catholic Primary School where the above methods have failed.

If urgent the Coordinator will organise a contractor to attend to the problem. The contractor will be chosen from a list that has been approved by Henschke Catholic Primary School.

Any use of chemical products should only be conducted outside the hours of the children's and staff presence in the building.



All action will be taken to remove the children, staff and parents from the environment for as long as is safe and viable.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Security

1 Policy Statement

The building and facilities in which Henschke Out Of School Hours Care (HOOSHC) operates, are the property of the Roman Catholic Church for the Diocese of Wagga Wagga. Henschke Catholic Primary School grants to HOOSHC a licence and authority to use the Multipurpose Hall and the Marion Oval area on a non-exclusive basis on the terms and conditions set out in the Deed of Licence. Procedures implemented by Henschke OOSHC regarding entry and access to the building will ensure security of the building, its contents, children and staff.

2 Considerations

National Regulations:

- Reg. 103 Premises, furniture and equipment to be safe, clean and in good repair
- Reg. 168 Education and care service must have policies and procedures
- Reg. 180 Evidence of prescribed insurance

National Quality Standards:

- QA. 3.1.1 Fit for purpose
- QA. 3.1.2 Upkeep
- QA. 3.2.2 Resources support play-based learning
- QA. 7.1.2 Management systems
- QA. 7.1.3 Roles and responsibilities
- QA. 2.2 Safety
- Work Health and Safety Act 2011
- QA7 Lone Worker Policy

3 Procedure

Only approved staff and management members will be given a key and security code to access the building and equipment areas.

Staff will ensure that the building is left in a secure manner before leaving. Staff must ensure that all windows are locked; cupboards, storerooms and other relevant areas are locked; all heating and lighting is off, and all doors properly secured.

During School hours: Staff will inform the School Principal and the Coordinator as soon as possible, if there has been a break-in to Henschke Hall of any kind. The school will call the police. The Coordinator will inform the Committee as soon as practical.

If the Coordinator or another approved staff member is working at the service during school hours (i.e. administration upstairs in the office area), staff are to advise the school office they are on the premises and abide by QA7 Lone Worker policy).

After School hours: Cleaning Staff and/or the Responsible Person will inform the School Principal and the Coordinator as soon as possible if there has been a break-in to Henschke Hall of any kind. The Coordinator / Responsible Person will call the Police. The Coordinator will inform the Committee as soon as practical. Staff will



remain at the hall until the Police, Henschke Primary School staff or Security services arrive or inform them of what to do.

The Management Committee will ensure the contents of the facility are insured to adequately protect the service in the event of theft, loss or damage.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Work Health and Safety Act 2011 No 10 - NSW Legislation](#)



Storage

1 Policy Statement

HOOSHC staff will ensure safe and secure storage facilities for all indoor and outdoor equipment are maintained, and where possible this will mean ensuring relevant equipment is accessible to the children to encourage independence. Dangerous objects such as cleaning products or sharp knives will remain inaccessible to children and all persons except those permitted to access them. For information regarding storage of food, see QA 2 Hygiene policy. For information regarding storage of documentation, refer to the QA7 Confidentiality policy.

2 Considerations

National Regulations:

- Reg. 168 Education and care service must have policies and procedures
- Reg. 181 Confidentiality of records kept by approved provider
- Reg. 183 Storage of records and other documents

National Quality Standard:

- QA. 3.1.1 Fit for purpose.
- QA. 3.1.2 Upkeep.
- QA. 3.2.2 Resources support play-based learning.
- QA. 3.2.3 Environmentally responsible.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
- QA. 2.1.1 Wellbeing and comfort.
- QA. 2.1.2 Health practices and procedures.

3 Procedure

Storage systems are devised to ensure easy access and un-cluttered storage of all equipment, resources, food, cleaning products and equipment.

Storage areas will be cleaned and tidied at least twice a year or when seen as necessary. Any old/worn resources that are still in operational condition, but the children are not utilising, can be donated. Any resources that are broken or missing parts that are not able to be replaced, will be disposed of appropriately.

Play equipment and toys will be stored on trolleys enabling access for the children during the operating hours of the centre.

Children will show respect for the equipment/resources and are expected to pack equipment away that they remove from the trolleys. All equipment is to be neatly packed away at the end of each session. Staff will model these behaviours and support children.

Craft equipment, drawing paper and other materials will be always made available to the children.

All craft equipment is to be properly washed and cleaned before storage.



A separate storage area is available for large outdoor and sporting equipment. A clearly defined system of storage will be recorded in the storage shed and indoor storage area, with an index of resources/equipment kept in each area.

In the kitchen, waste bins will be provided, containers will be lidded, cleaned and emptied daily.

Chemicals and hazardous items

HOOSHC will store all dangerous products, cleaning materials, disinfectants and medications in well-labelled and original containers that preferably have child resistant lids and caps in a secure and locked place/cupboard, inaccessible to children.

Staff are responsible to ensure that these areas remain secure and do not inadvertently provide access to these items by the children.

Staff will ensure cleaning products are stored in their designated areas and not close to food products.

The Coordinator will continue to source chemical free methods to reduce possible hazards in the service.

Staff will seek medical advice if needed by contacting the Poisons Information Line (**13 11 26**) or by calling 000

Staff will wear Personal Protective Equipment (PPE) when handling dangerous substances or materials (i.e. gloves).

Staff will not use spray bottles containing chemicals in the immediate vicinity of any child or children.

Staff will read the label before using any cleaning material, sprays or chemicals and strictly adhere to the 'Directions for use' and be aware of appropriate first aid measures.

Staff will ensure all chemicals and cleaning products are returned to their designated location immediately upon completion of cleaning tasks.

Storage of children/family records

See QA7 Confidentiality policy.

Storage of food

See QA2 Health, Hygiene and Safe Food Storage policy.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Disciplinary Action

1 Policy Statement

HOOSHC management will ensure staff are supported with appropriate information that outline clear expectations and standards as an employee of HOOSHC. Information will contain clear guidelines employees are to adhere to regarding workplace duties, code of conduct and professionalism (i.e QA4 uniform policy).

In the case of an employee falling below the standards of a HOOSHC employee, HOOSHC management will address directly with the employee in a timely, appropriate and confidential manner.

2 Considerations

National Regulations:

- Reg. 145 Staff record
- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed
- Reg. 181 Confidentiality of records kept by approved provider

National Quality Standard:

- QA. 4.2 Professionalism.
 - QA. 4.2.1 Professional collaboration.
 - QA. 4.2.2 Professional standards.
- QA. 7.1.2 Management systems.
 - QA. 7.2.1 Continuous improvement.
 - QA. 7.2.3 Development of professionals. 4.2, 7.1

Child Safe Standards

3 Procedure

Management will ensure that all staff are provided with a position description for the role they have been employed for and orientation/induction. Staff are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.

Staff are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.

Staff will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description. Notification provided by management will be through confidential verbal discussion and documentation of concerns regarding standards of work (i.e disciplinary/conduct letter).

Staff have the right to appeal against any allegation and have the right to have a support person present with them as a witness to any conduct meeting.



The following steps will be followed to address poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process.

Should staff fall below clearly identified standards then the Coordinator and/or Management Committee will:

Step 1: Verbal warning

1. Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.
2. Indicate what should happen to improve the situation and how the staff member can improve their performance.
3. Identify any support needed to assist the staff member to make the changes and take steps to implement these.
4. Indicate how the improvements will be measured, and when a review will take place. (1-4 weeks depending on the circumstances)
5. If requested, a written record of the discussion will be provided to the employee for their records. A record will also be kept on the employee's file.

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

Step 2: Written notice.

1. Where the problem continues to occur the staff member will be given written notice of the complaints against them.
2. A formal documented interview with the Coordinator and/or Management Committee will take place. The worker should attend and has the right to reply and discuss any complaints against them. A support person may also be in attendance. A support person is there to support the employee, but is not able to speak on their behalf.
3. The staff member will be given at least 48 hours notice of the meeting.
4. An agenda for the meeting can be provided to the staff member prior to the meeting upon request. The aim of the meeting is to negotiate how the situation may be improved.
5. Minutes will be taken of the meeting, a copy put on the employee's file and a copy given to the staff member. The employee may attach a written reply to the minutes.
6. The staff member will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these. The employee will be advised of the method and date of review of their performance (i.e another formal meeting).
7. The staff member will be informed at this stage that termination will be considered if no changes occur.

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

Step 3: Final written warning.

1. If the problem still persists another meeting with the Coordinator and/or Management Committee should be called and the staff member given notice to attend with a support person (if they chose).
2. The matter should be discussed as per the first meeting and further action considered.
3. At this stage the staff member will be given a "final written warning".
4. Again the staff member has the right of reply and can discuss the situation.



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

Step 4: Termination of employment.

1. If the problem still continues after the 3 warnings, the Coordinator may make recommendation to the Management Committee and a decision made as to the employment of the staff member.
2. If the Management Committee believe that the staff member’s performance is unlikely to improve then the staff member will be dismissed.
3. A written notice will be given indicating date of dismissal (in line with the Childrens Service Award 2010, if not stated refer to National Employment Standards) and reasons for dismissal.
4. The staff member may be paid out in lieu of such notice.

Procedure for dealing with serious unacceptable behaviour.

Where a staff member in the workplace:

- Intentionally endangers life.
- Is found stealing.
- Reports to work under the influence of drugs or alcohol.
- Inflicts or threatens physical or sexual abuse or harassment.
- Is in serious breach of the code of conduct.
- Is in serious breach of HOOSHC policies and procedures.

The Coordinator or Management Committee will suspend the employee without loss of pay (if a permanent employee) pending an investigation. The investigation is to be completed within 3 working days and an interview date determined.

The interview is to be attended by the Coordinator, a nominated representative of Management Committee, and the person reporting the unacceptable behaviour, the alledged offender and their support person of the staff member if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.

When immediate termination is required, a dismissal notice is issued at the interview. When continued employment is recommended a warning letter will be issued.

All the relevant records will be held on the employee’s file, as per the QA7 Confidentiality policy.

If the employee is cleared of the accusation, all relevant formal documentation is to be removed from their file and disposed of confidentially.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Child Safe Standards \(nsw.gov.au\)](#)



Educator to Child Ratios and Supervision

1 Policy Statement

The National Regulations set educator-to-child ratios to ensure the safety, well-being and welfare of children while attending the service, including during excursions and incursions. The presence of adequate numbers of educators is considered an important factor in providing quality interactions, supporting children's safety and wellbeing and offering positive learning outcomes for children.

2 Considerations

National Regulations:

- Reg. 122 Educators must be working directly with children to be included in ratios
- Reg. 123 Educator to child ratios—centre-based services
- Reg. 168 Education and care service must have policies and procedures
- Reg. 260 Educator to child ratio—children over preschool age—centre-based services

National Quality Standard:

- QA. 2.2 Safety.
 - QA. 2.2.1 Supervision.
 - QA. 2.2.2 Incident and emergency management.
- QA. 4.1 Staffing arrangements.
 - QA. 4.1.1 Organisation of educators.
 - QA. 4.2.2 Professional standards.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities. 4.1, 5.1

Code of Practice

3 Procedure

The Regulations state that the "minimum number of educators required to educate and care for children at a centre-based service is to be calculated in accordance with the following ratios (Reg. 123):

(d) for children over preschool age, 1 educator to 15 children.

Minimum staff numbers.

There will be a minimum of 2 staff members present at all times. For an emergency or if a staff member becomes sick, a replacement should be obtained where possible before the staff member leaves HOOSHC. If a staff member is unable to be obtained a Management Committee member will be called upon to maintain ratios.

Students and visitors will not be counted as part of the staff:child ratio, at any time.

To be included in the educator-to-child ratio, educators must be working directly with children (Regulation 122), meaning they are physically present with and directly engaged in providing education and care to the children (Regulation 123).



If educators take planned breaks while they are working or are required to do so under their award or contract, they cannot be counted in ratios during this time. Even if the educator remains on the premises during their break, they cannot be included in ratios, as they are not directly involved in the education and care of children during their break.

Likewise, if a staff member is on the premises but undertaking administrative or programming tasks they cannot be included in ratios. There is flexibility for educators to take short, unplanned breaks e. g. for personal hygiene, without their position being backfilled by another staff member.

Adequate Supervision

In addition to meeting ratio requirements, adequate supervision must be always maintained.

Supervision of children is an active practice that helps protect children from harm or hazards that may arise during play, activities or routines.

Adequate supervision requires the maintenance of ratio requirements. Educators should always know where each child is, monitor their activities and be in a position to respond if necessary.

It is a requirement that all HOOSHC Educators always showcase SHARP supervision, especially in high-risk areas.

Examples of high-risk areas include the fixed equipment, tunnels and ninja course. When supervising these high-risk areas an Educator must be situated directly in front of or next to the area, for example next to the tunnels or with a clear view into the tunnels. All educators must be aware of what children they have in their area and what activities that are taking place in their area.

When supervising the fixed equipment area, one Educator is to be stationed at the front of the fixed equipment and to monitor tunnels and have a clear view of the whole playground while another Educator is to be stationed at the back of the fixed equipment to monitor the natural play space.

When supervising the ninja course, the Educator is to be stationed in between the tall monkey bars and the run ramp, as these are marked as the high-risk areas.

When supervising the multipurpose courts/cricket nets, the Educator is to be placed when they are able to view all activities.

All other Educators are to be spaced where needed, and in keeping with the staff:child ratio.

Some considerations which are included when determining if supervision is adequate are:

- The number, age and ability of the children
- The number and positioning of educators
- Each child's current activity
- Areas where children are playing, in particular the visibility and accessibility of these areas.
- Risks in the environment and experiences provided to the children.
- The educator's knowledge of each child and age group of children.
- The experience, knowledge, and skill of each educator.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Employment

1 Policy Statement

The provision of Employees who develop warm and respectful relationships with children, parents / carers and each other, create predictable environments which foster children's active engagement in the learning program and a collaborative and ethical culture where professional standards guide all aspects of practice. (NQS QA 4)
HOOSHC believe that Employees are the most valuable asset to the quality of the service and that high quality people are imperative to the smooth running of the centre. We aim to employ people who meet the standards expected of HOOSHC employees.

2 Considerations

National Regulations:

- Reg. 136 First aid qualifications
- Reg. 168 Education and care service must have policies and procedures
- Reg. 261 General qualifications for educators-children over preschool age-centre based Services.

National Quality Standard:

- QA. 4.1.2 Continuity of staff
- QA. 4.2.1 Professional collaboration.
- QA. 4.2.2 Professional standards.
- QA. 7.1 Governance.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
- QA. 7.2.2 Educational leadership.
- QA. 7.2.3 Development of professionals 2.1, 2.2, 4.1, 4.2

Fair Work Act

Working With Children Check

Childrens Services Award 2010

3 Procedure

RECRUITMENT

Permanent Employees

When a position becomes available the Management Committee will appoint a selection panel to conduct the selection process.

For the role of **Coordinator** the panel will consist of three; two members of the executive Management Committee and one school representative. A convenor of the panel will be nominated.

Approved by: Management Committee

Approved Date: 17/06/2025

Review Date: 16/06/2026



For the role of **Assistant to the Coordinator** the panel will consist of three; two members of executive Management Committee and Coordinator. A convenor of the panel will be nominated.

For the role of **permanent part-time Educator** the panel will consist of three; two members of Management Committee (executive and/or parent representative) and Coordinator. A convenor of the panel will be nominated.

For **administration positions** the panel will consist of three; two members of Management Committee (executive and/or parent representative) and Coordinator. A convenor of the panel will be nominated.

The panel will:

- approve the job description and select criteria for the position
- determine the method and placement of advertising and place the advertisement including notification of the Working With Children Check
- arrange interview questions, date and time
- shortlist the applicants
- contact the applicants for interview
- ask applicants to consent to screening
- conduct the interviews
- ensure that approval for selected Employee person has been approved under WWCC
- make a recommendation on a suitable applicant, which is put before the Management Committee for final approval
- prepare letter of employment and contract
- offer the position to the successful applicant and contact the unsuccessful applicants after the position has been accepted
- set date for the commencement of employment and orientation of the new person

Advertisements

Advertisements shall be placed on social media, the local newspaper or other relevant job seeker platforms at the time (i.e. SEEK, indeed). Advertisements are to include:

- Job title
- Specific employment information, including hours of work and Award rate
- A link to the position description
- Include essential and desirable selection criteria including a Working With Children Check
- Closing date and postal address for applications
- Contact name and number where the applicant can obtain more information
- Information on how to apply for the position (i.e. email resume and cover letter addressing the selection criteria to; provide coordinator or committee email details)

Interview

- The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure Fair Work guidelines are followed.



- The panel shall draw up a list of essential requirements for each answer.
- No longer than 2 working days after the closing date the panel will meet to discuss the applications, develop a short list and decide on the interview date and times.
- An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
- A nominated person on the selection panel will contact the applicants to determine the time and date of interview.
- The panel will present to the Management Committee each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria
- The Management Committee will then make a decision on the suitable applicant for the position
- Suitable applicants will then be invited to come in to visit HOOSHC during operational hours for an informal meeting and observation time with the Coordinator and other staff on duty that day.
- Should the applicant decline the position the committee will either make a second choice from the other applicants or if none are seen as suitable re-advertise the position.

For the role of **Casual Employees** - employment of casual staff is undertaken by the Coordinator with input from other staff members (see employment requirements for further detail).

EMPLOYMENT REQUIREMENTS

Coordinator and Assistant to the Coordinator

- Must satisfy the requirements for nominated supervisor and responsible person as per the National Standards, when Standards mandatory.
- Desirable, minimum 2 years experience in a relevant field and demonstrated ability to work with children.
- Holds current Child Protection and First Aid qualifications or willing to undergo training to obtain.
- A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
- Has an interest and desire to work with children.
- Has an ability to communicate with adults, children and management, verbally and in the written form.
- Has a demonstrated ability to supervise and support employees.
- Has a verified cleared Working with Childrens Check registration, WWCC application numbers will not be accepted.
- Has an understanding of financial processes.
- Is competent with computer applications.
- Has an understanding of the key components of business management.
- Willingness to engage in training and relevant activities to remain current with industry knowledge.
- The Coordinator will be a minimum of 21 years of age.



Permanent Part Time

- Desirable, minimum 2 years experience in a relevant field and demonstrated ability to work with children
- Has a verified cleared Working with Childrens Check registration, WWCC application numbers will not be accepted
- Has child protection training, or willing to obtain (requirement for PPT, desirable for casual)
- Holds First Aid qualifications or willing to undergo training to obtain

Casual Employees

- The applicant is invited to attend HOOSH for an informal meeting and observation time with the Coordinator during which time they can meet children and staff
- Request a Working with Childrens Check registration for validation, WWCC application numbers will not be accepted, must hold a cleared/verified WWCC
- Holds current Child Protection and First Aid qualifications or willing to undergo training to obtain (not mandatory, but desirable)
- Offer position if appropriate or notify of unsuccessful application
- Set date for commencement and orientation
- Coordinator to advise committee of new employee

Educators (Permanent Part Time and Casual) further requirements

- A person of good character, who can be entrusted with providing adequate care for the welfare of the children
- Has an interest and desire to work with children
- Has an ability to communicate with adults and children
- The educator shall be a minimum of 18 years of age
- Willingness to engage in training and other relevant activities to develop knowledge and skills
- An appropriate casual or permanent part time staff member, who meets the requirements can be offered a position of responsible person

Administration

- Competency with Word, Outlook and Excel programs
- Working knowledge of (or willing to obtain) DEXT and Deputy programs.
- Sound Customer service skills, particularly on the phone
- Able to work independently and within allocated timeframes.
- Keen eye for detail and accuracy
- Understanding of financial processes and reporting
- Competency in MYOB/XERO accounting programs desirable
- Minimum of 18 years of age



Working with Children Check

It is a legal requirement in NSW for all employees and volunteers of the children's education and care service who will be working directly with children to have a Working with Children Check.

The Office of the Children's Guardian (OCG) advises applicants can work with children using their WWCC application number. However, due to the high safety measures we place on the quality service of HOOSHC, it is a service requirement that all employees and potential new employees who will be working with children, hold a verified cleared Working with Children Check to be employed at the service. Application numbers will not be accepted.

Should an employee's WWCC be closed/cancelled for any reason, they will immediately be stood down from their employment without pay. The employee should speak directly with the OCG to follow up. HOOSHC management is under no obligation to continue to employ the staff member, without a verified cleared WWCC as per the QA 4 Employment policy and Employment contract.

It is the responsibility of the employee to immediately notify the coordinator of any notification of change in status of their WWCC.

Employees must hold a paid verified WWCC. A student completing placement or volunteer of the service who are not engaged in paid employment of the service, only require a volunteer WWCC.

The Public Officer will verify all WWCC prior to the employee starting their employment/shift at the service and advise the coordinator of the verification. The Public Officer will continue to check all employee's WWCC at quarterly periods during the year to ensure they remain clear/verified.

Professional References

Professional references for staff seeking other employment during or after working with HOOSHC can only be given by the HOOSHC Coordinator or Assistant Coordinator. No Casual or Permanent Part Time staff are to give professional references for staff at any time.

The HOOSHC Coordinator or Assistant Coordinator maintain the right to respectfully decline the request to give a professional reference.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[FWO - Award Viewer - MA000120 \(fairwork.gov.au\)](#)

[Apply for a Working with Children Check | Service NSW](#)

[Working with Children Check | Office of the Children's Guardian \(nsw.gov.au\)](#)



Leave – Employees

1 Policy Statement

HOOSHC believes in supporting employees work and home life balance where practicable, and the importance of employees in accessing a provision of leave that supports rest and relaxation, which in turn promotes a safe and healthy work environment.

This policy will define permanent employees eligibility for leave, leave entitlements, outline the requirements and responsibilities of leave requests inclusive of administration and approvals.

2 Considerations

National Regulations: Reg. 145 Staff record
Reg. 147 Staff members
Reg. 168 Education and care service must have policies and procedures
Reg. 171 Policies and procedures to be kept available

National Quality Standard: QA. 4 Employment
QA. 4.1 Staffing arrangements
QA. 4.1.1 Organisation of educators
QA. 4.2.2 Professional standards.
QA. 7.1.2 Management systems.
QA. 7.1.3 Roles and responsibilities
QA 7 Code of Conduct

National Employment Standards
Fair Work Act 2009
Childrens Services Award 2010: Part 6, Leave and Public Holidays

3 Procedure

3.1 Annual Leave

Permanent full time employees are entitled to four weeks of annual leave each year in accordance with the provisions of the Children’s Services Award 2010. Annual leave accrues progressively throughout a year of service and is cumulative.

Permanent part time (PPT) employees are entitled to annual leave, based on the accrued hours formulated on the individual hours worked in the PPT position. Annual leave accrues progressively throughout a year of service and is cumulative.

Casual employee’s are not entitled to leave accrual.



3.2 Taking Leave

HOOSHC encourages employees to take all annual leave entitlement in the current year. Employees are encouraged to take annual leave over one or two continuous periods as to provide a meaningful break from work.

Employee’s will be required to take leave during the temporary Christmas/New Year closure period (minimum 2 weeks) and are encouraged to accrue annual leave to be paid throughout the closure period. Employee’s who do not have enough leave accrued for the closure period, will be required to take leave without pay.

Annual leave dates will be discussed with the Coordinator and normally be allocated on a ‘first come, first served’ basis whilst ensuring that operational efficiency and appropriate staffing levels are maintained throughout the year.

3.3 Excessive leave accruals

An employee has an excessive leave accrual if the employee has accrued more than 8 weeks’ paid annual leave (or 10 weeks’ paid annual leave for a shiftworker, as defined by clause 24.2 of the Children’s Services Award 2010). Leave accruals will be monitored by the committee/administration to moderate excessive leave being accrued.

If an employee has an excessive leave accrual for more than 6 months, the employer or the employee may seek to consult with each other and genuinely try to reach agreement on how to reduce or eliminate the excessive leave accrual.

If no agreement can be arranged through consultation, the HOOSHC committee will provide reasonable instructions in writing to the employee, that they must make arrangements to take one or more periods of paid annual leave at more than 1 week at a time to reduce the amount of leave accrued.

An employee is not entitled to request more than 4 weeks’ paid annual leave (or 5 weeks’ paid annual leave for a shiftworker) in any period of 12 months.

If for any reason an employee is saving annual leave for a specific reason (i.e. extended medical or holiday leave), prior written approval from the management committee must be given.

3.4 Notice Requirements

Unless another mutual agreement has been made by the employee and committee/coordinator in writing, the employee and the organisation are required to give the following notice of taking annual leave.

Period of leave to be taken	Minimum notice requirement
Less than a week	By agreement with coordinator and/or committee
1 week	4 weeks
Over 1 week and up to 2 weeks	6 weeks
Over 2 weeks and up to 3 weeks	8 weeks
Over 3 weeks and up to 4 weeks	10 weeks
Over 4 weeks	12 weeks



3.5 Annual Leave Requests and Approval Processes

All employees must submit a leave request via the Deputy app. Educators leave requests to be submitted to the Coordinator and the Coordinator requests are to be submitted to HOOSHC administration. The administrator will then forward Coordinator requests onto the committee President for approval. Leave must be approved before you make any firm holiday arrangements. If prior approval is not sought before firm holiday arrangements are made then HOOSHC is under no obligation to approve leave if the required process is not followed.

3.6 Payment for Annual Leave

Your annual leave pay will be at your normal basic pay unless shown otherwise in your contract of employment. You are entitled to annual leave loading in accordance with the Children’s Services Award 2010 (CSA) or contract of employment.

3.7 Personal Leave

Full time and permanent part time employees are entitled to be paid for personal leave in accordance with the NES, unless otherwise stated in your contract of employment or CSA industrial agreement.

Personal leave accrues, and will be credited to you, progressively throughout the year. It accumulates year to year. Under the NES employees get:

- 10 days each year for full-time employees
- pro rata 10 days each year for part-time employees.

Casual employees are not entitled to the accrual of paid personal leave.

3.8 Taking of Personal Leave

You are entitled to take personal leave:

- because you are not fit for work due to a personal illness or personal injury affecting you (sick leave); or
 - to provide care or support to a member of your immediate family, or a member of your household who requires your care and support (carers leave) because of:
 - a sudden or unexpected personal illness or injury affecting the family member;
- or
- A sudden or unexpected emergency affecting the family member.

Carers leave comes out of the employee’s personal leave (sick) leave balance. If your entitlement to personal leave is exhausted, you may take unpaid carer’s leave for reasons stated above.



3.9 Notification of Personal (Sick) Leave

It is not acceptable for employees to send a message via a colleague to advise they will not be attending work. Employee's are expected to call or text the Coordinator (or Responsible Person if the Coordinator is on leave) on the first day they will be absent, to advise of their inability to attend work.

Employee's should try to give an indication of expected return date and notify the Coordinator as soon as possible if this date changes. The notification procedures should be followed on each day of absence, unless you are covered by a doctor's medical certificate.

3.10 Evidence of Incapacity

HOOSHC may require sufficient evidence to support your personal / carer's leave for each and every absence. In particular, a medical certificate or statutory declaration is required if:

- you take more than two consecutive days leave; or
- take a day on either side of a weekend or public holiday; or
- Take a day off either side of any approved annual leave, long service leave or any other leave.

HOOSHC may also request that you provide sufficient evidence for these purposes where it considers you have taken excessive personal leave or patterns of leave.

If employees fail to provide a medical certificate or statutory declaration in accordance with the above, you may not be paid for your absence and may be subject to disciplinary action. Upon receipt of your medical certificate, the secretary of the committee will be notified to process any amounts owing for your wages.

3.11 Return to Work

You must notify your manager as soon as you know of which day you will be returning to work, if this differs from a date of return previously notified. On return to work after any period of personal leave, you may be required to attend a return to work interview to discuss the state of your health and fitness for work. Information arising from such an interview will be treated with the strictest confidence.

3.12 Managing Absenteeism

Submission of a medical certificate may not always be regarded as sufficient justification for accepting your absence. Sickness is just one of a number of reasons for absence and although it is understandable that if you are sick you may need time off, continual or repeated absence through sickness may not be acceptable to the ongoing functionings of HOOSHC.

In deciding whether your absence is acceptable, HOOSHC will take into account the reasons for your absences and extent of them, including any absence caused by sickness / injury. We cannot operate with an excessive level of absence as all absence, for whatever reason, reduces HOOSHC's ability to operate successfully.

HOOSHC will not tolerate any non-genuine absences, and any such instances will result in disciplinary action being taken.



3.13 Compassionate/Bereavement Leave

HOOSHC understands the health and wellbeing of an individual or a family member can have significant impact on employees own overall wellbeing.

An employee (including a casual employee) is entitled to 2 days of compassionate leave to spend time with a member of their immediate family or household who suffers a life-threatening illness or injury. An employee is also entitled to take compassionate leave:

- after the death of a member of the employee’s immediate family or household
- if a child who would have been part of the employee’s immediate family or household, is stillborn, or
- if an employee, or the employee’s current spouse or de facto partner, has a miscarriage.

An employee may take compassionate leave for each occasion as:

- a single continuous 2-day period, or
- 2 separate periods of one day each, or
- any separate periods to which the employee and their employer agree.

If an employee (other than a casual employee) takes a period of compassionate leave, HOOSHC will pay the employee at the employee’s base rate of pay for the ordinary hours they would have worked during the period.

As mentioned above, casual employees are not entitled to any paid sick and carer’s leave or compassionate leave under the NES. However, casuals are entitled to unpaid carer’s leave and compassionate leave.

Immediate family includes:

- A spouse or domestic partner (including a former spouse or former domestic partner) of the worker. A domestic partner means a person to whom the worker is not married but with whom the worker is living as a couple on a genuine domestic basis (irrespective of gender); and
- A child or an adult child (including an adopted child, a stepchild or an ex nuptial child), parent, grandparent, grandchild or sibling of the worker or spouse of the worker.

HOOSHC may grant paid leave in other cases where, in their opinion, special circumstances exist. Special circumstances include the death of a:

- Person with whom the employee had a close relationship
- Step or foster parent or child
- Relative who has taken the place of a parent?
- Relative residing with the worker at the time of the death
- Person where worker is the only relative of the deceased person and is the only person available to make the funeral arrangements.

Leave, with or without pay, in excess of that specified above may be granted if HOOSHC is satisfied that 2 days is inadequate because of special circumstances (for example, funeral delay or extensive travelling involved).



HOOSH may require you to provide satisfactory evidence of the illness or death of your immediate family or household member.

3.14 Other Leave

3.14.1 Community Service Leave (including jury service)

You are entitled to community service leave in certain circumstances. Community service leave is for eligible community service activities such as SES, jury service and volunteer fire fighting. Other than for the first 10 days of jury service leave, where the Employer will make-up the pay of a permanent worker, community service leave is unpaid.

Make-up pay is the difference between jury duty pay (excluding expense-related allowances) and the employee's base pay rate for the ordinary hours they would have worked. If requested by the employer for payment of jury duty make-up pay, an employee must show:

- they have taken all necessary steps to obtain jury duty pay
- the total amount of jury duty pay that has been paid or will be payable to the employee for the period.

If the employee is unable to provide this evidence, they won't be entitled to make-up pay.

3.14.2 Long Service Leave

Employee's are entitled to long-service leave in accordance with the relevant laws of NSW in which you are employed or the terms of your industrial instrument (CSA). Long service leave should be taken as soon as reasonably practicable after you become entitled to it. The employee must give at least 4 weeks' notice to the HOOSH coordinator and committee, which they intend to take any period of long service leave.

3.14.3 Family and Domestic Violence Leave

Employees (including part-time and casual employees) in the Fair Work system are entitled to 10 days of paid family and domestic violence leave each year.

Employees who are experiencing family and domestic violence can take this leave to deal with the impacts of family and domestic violence where it is not practical to do so outside their work hours. This might include:

- making arrangements for their own or a family member's safety (including relocation)
- attending court or accessing police services
- attending counselling, or appointments with medical, financial, or legal professionals.

Employees can access the full amount of leave from the day they start work. The leave can be taken as single or multiple days, or as part days by agreement. An employee's leave balance renews each year on their work anniversary and doesn't accumulate from year to year if it isn't used.

For full-time or part-time employees leave will be paid at the employee's full rate of pay for the hours they would have worked had they not taken leave. Casual employees will be paid at their full rate of pay for the hours they were rostered to work in the period they took leave.

Family and domestic violence, for the purposes of the Fair Work Act, means violent, threatening or other abusive behaviour that seeks to coerce or control the employee and causes them harm or fear.

It can include behaviour by an employee's close relative. For the paid leave entitlement, it also includes behaviour by a current or former intimate partner, or a member of the employee's household. For further information on forms of family and domestic violence, visit [Home | 1800RESPECT](#)



3.14.4 Parental Leave

Parental leave allows workers to take time away from work for the birth or adoption of a child and care of a child.

There are two types of parental leave entitlements:

- Paid Parental Leave scheme
- Entitlement to unpaid parental leave

3.14.5 Paid Parental Leave (PPL)

The Federal Government's Paid Parental Leave (PPL) scheme provides employees payment for leave for up to 20 weeks (as of 1st July 2023) at the national minimum wage rate.

Parents with a child born or adopted from 1 July 2023 have up to 100 Parental Leave Pay days. Parents can share these days and take up to 10 days at the same time. These are available as part of the maximum 20 weeks of Parental Leave Pay available to families. Employees can get Parental Leave Pay as any of the following:

- a single block
- multiple smaller blocks
- single days
- a combination of smaller blocks and single days.

Employees must meet all of the following criteria to receive Parental Leave Pay:

- are taking at least 8 weeks of Parental Leave Pay, in a block
- the block is within a year of their child's birth or entry into care
- have been working with you for at least 12 months
- will be returning to your employment after their leave ends.

All applications for federally funded paid parental leave should be made through the Services Australia (Australian Government) or any other nominated Government Department and not through the Employer. You may obtain further information regarding paid parental leave by contacting Services Australia on the Centrelink families line: **13 61 50**.

3.14.6 Unpaid Parental Leave

All employees in Australia are eligible for unpaid parental leave if they have completed at least 12 months of continuous service with their employer. This includes casual employees if they have:

- been working for their employer on a regular and systematic basis for at least 12 months
- a reasonable expectation of continuing work for their employer on a regular and systematic basis, had it not been for the birth (or expected birth) or adoption (or expected adoption) of a child.

Unpaid parental leave applies to employees who have, or will have, responsibility for the care of a child.

Parents who experience a stillbirth or the death of an infant during the first 24 months of life can also take unpaid parental leave. Parents are entitled to unpaid parental leave if:

- the employee, the employee's spouse, or the employee's de facto partner gives birth or
- the employee adopts a child under 16.



An employee's 'de facto partner' is someone who lives with the employee in a relationship as a couple on a genuine domestic basis. The employee's partner can be the same sex or different sex to the employee, and either a current or former de facto partner of the employee.

Each parent can take up to 12 months unpaid parental leave, or up to 24 months, if their employer agrees. An employee's entitlement to unpaid parental leave is not affected by how much leave their partner takes.

The parents can be working for the same or different employers.

Rules for taking unpaid parental leave:

- The leave can be taken as a single continuous period, flexibly (up to 100 days), or a combination of both.
- For a pregnant employee, leave can start up to 6 weeks before the expected date of birth, or earlier if agreed. The employee who isn't pregnant can take parental leave at any time within 24 months of the birth or placement of the child, but the leave must end within 24 months of the birth or placement of the child.
- Parents can take parental leave concurrently (at the same time) for part or all of their period of leave.
- Employees can take paid leave such as annual leave at the same time as unpaid parental leave.

An employee taking 12 months parental leave can request an extension of up to a further 12 months leave (up to 24 months in total). The request must be in writing and given to the Coordinator/management committee at least 4 weeks before the end of the employee's initial period of parental leave. HOOSH will respond in writing within 21 days, stating whether they grant or refuse the request.

An employee is not entitled to take unpaid parental leave (either continuously, flexibly or both) unless they:

- inform their employer of their intention to take unpaid parental leave by giving at least 10 weeks written notice (unless it is not possible to do so)
- specify the intended start and end dates for any continuous unpaid parental leave
- state the total number of flexible unpaid parental leave days the employee intends to take

At least 4 weeks before the intended start date:

- confirm the intended start and end dates
- the number of flexible unpaid parental leave days they're taking
- advise the employer of any changes to the intended start and end dates (unless it is not possible to do so).

An employer may require evidence that would satisfy a reasonable person of the actual or expected date of birth of a child (for example a medical certificate), or the day or expected day of placement of a child under 16.

In addition to the notice requirements above, an employee has to give at least 4 weeks' notice of the specific flexible parental leave days they intend to take.

Stillbirth or infant death

In the case of a stillbirth or an infant death during the first 24 months of life, an eligible employee is still entitled to take unpaid parental leave. They can take up to 12 months unpaid parental leave.

Compassionate leave

Parents who experience a stillbirth or an infant death may take compassionate leave while on parental leave. Another employee may also be entitled to take compassionate leave where the child was, or would have been, their immediate family or household member.



3.14.7 Unpaid Special parental Leave

An eligible pregnant employee is entitled to take unpaid special parental leave if the employee is not fit for work because:

- of a pregnancy-related illness, or
- they have been pregnant and:
- their pregnancy ends after at least 12 weeks because of miscarriage or termination
the infant isn't stillborn.

While the employee won't be entitled to take special parental leave if the infant is stillborn, the employee may still be entitled to take unpaid parental leave.

An employee must give their employer notice they are taking unpaid special parental leave as soon as possible (which may be after the leave has started). They need to tell them the expected period of leave.

HOOSHC can ask for evidence that would satisfy a reasonable person (for example a medical certificate).

The entitlement to unpaid parental leave isn't reduced by the amount of any unpaid special parental leave taken by the employee while they are pregnant.

3.15.8 Return to Work

An employee is entitled to return to:

- their pre-parental leave position, or
- an available position for which they are qualified and suited, which is nearest in status and pay to their pre-parental leave position, if their pre-parental leave position doesn't exist anymore.

Eight weeks prior to an employee's scheduled return to work, they must contact the HOOSHC coordinator in writing and advise them of their intentions whether or not they will be returning to work.

3.14.9 Flexible Working Arrangements

An employee returning to work after unpaid parental leave can request flexible working arrangements (such as changes in hours of work). HOOSHC can only refuse such a request on reasonable business grounds.

3.15 Additional Discretionary Leave

While employees are eligible for standard assistance such as personal leave and bereavement leave, HOOSHC will treat empathetically all requests for additional leave (paid or unpaid) in addition to standard entitlements during personal crisis, within the reasonable limits of resources and operational requirements. Employees should speak with the HOOSHC coordinator and/or committee if additional leave is required.

3.16 Study Leave

HOOSHC encourages and will support where possible, employees engaging in formal study relevant to their work. Support will generally be in the form of time off to attend classes and/or examinations, but will need to be assessed in relation to operational needs.

Generally, for permanent employees, HOOSHC will provide two days only of paid study leave per semester for examination preparation and examination attendance. Any leave in excess of these two days is to be taken as annual leave.

Study leave requires prior approval from the management committee and cannot be taken or awarded prior to any request being documented and subsequent approval being given.



3.17 Public Holidays

You are entitled to be absent from work on a day or part day that is a public holiday in accordance with the Fair Work Act.

3.18 Time in lieu

Employee's who are working full time (Coordinator) that exceed 38 hours a week for approved reasons (i.e. meetings) are able to opt for over time payments within on their fortnightly time sheet, or opt for Time in Lieu (TIL).

TIL must also be documented on the fortnightly time sheet and approval to utilise the TIL hours must be sought from the committee, prior to taking the TIL. No more than 16 hours TIL is to be carried into the following fortnight.

Overtime will be paid as per the CSA rate.

3.19 Right to Disconnect

The Coordinator and Employees have the right to Disconnect after HOOSHC opening hours with the exception of emergencies.

Staff informing the Coordinator of eg: illness and not being able to make their rostered shift and a replacement is necessary.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Parental leave & related entitlements - Fair Work Ombudsman](#)

[National Employment Standards - Fair Work Ombudsman](#)

[FWO - Award Viewer - MA000120 \(fairwork.gov.au\)](#)

[FWO- https://www.fairwork.gov.au/employment-conditions/hours-of-work-breaks-and-rosters/right-to-disconnect](https://www.fairwork.gov.au/employment-conditions/hours-of-work-breaks-and-rosters/right-to-disconnect)



Reportable Conduct

1 Policy Statement

The safety, welfare and wellbeing of children and young people are vital and a key priority for Out of School Hours Care in NSW. It is essential that services create a child safe environment and have clear child protection procedures in place to prevent or minimise any related risks to children. This is also critical when responding to allegations against employees, should they arise. HOOSHC also has a responsibility to ensure its employees are treated fairly and the rights of the employee are respected during an investigation and any disciplinary process as a result of the investigation.

Parents and other guardians of children attending HOOSHC have a right to expect that their children will be safe and looked after during their time with the service, and that all protective measures will be considered for children should an allegation arise. To ensure confidence in the service, parents and other guardians will be provided with advice about this policy, as well as an identified position whom they can report any concerns to in relation to the conduct of an employee.

This policy concerns the prevention, identification and handling of allegations of child abuse and neglect made against employees. In relation to the Department of Communities and Justice (DCJ), such allegations are referred to as reports of Risk of Significant Harm (ROSH). In relation to the NSW Ombudsman, such allegations are referred to as allegations of reportable conduct. If such allegations as they arise allege or indicate a criminal offence, they are to be forwarded to NSW police.

2 Considerations

National Regulations:

- Reg. 84 Awareness of Child Protection Law
- Reg. 151 Record of educators working directly with children
- Reg. 155 Interactions with children
- Reg. 156 Relationships in groups
- Reg. 158 Children's attendance record to be kept by approved provider
- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed
- Reg. 171 Policies and procedures to be made available
- Reg. 174 Time to notify certain circumstances to the Regulatory Authority
- Reg. 175 Prescribed information to be notified to the Regulatory Authority
- Reg. 176 Time to notify certain information to the Regulatory Authority
- Reg. 181 Confidentiality of records kept by approved provider
- Reg. 181 – 184 Confidentiality and storage of records

National Quality Standard:

- QA. 4.2.2 Professional standards.
- QA. 5.1.2 Dignity and rights of the child
- QA. 6.1.2 Parent views are respected
- QA. 7.1.2 Management systems.



- QA. 7.1.3 Roles and responsibilities.
- QA. 7.2.3 Development of professionals.

Children and Young Persons (Care and Protection Act) 1998
Ombudsmen Act 1974
(NSW) Crimes Act 1900

3 Procedure

As an employer, HOOSHC as an Approved Provider has a responsibility to:

- Ensure that all employees are aware of their obligations to report suspected risk of significant harm and reportable allegations, and of the procedure for doing this.
- Provide support for employees to ensure they are given a copy of professional standards related to Educators relationships with children, including a Code of Conduct.
- Make sure that all employees are aware of the indicators of child abuse and neglect of children and young people and ensure access to relevant training to assist with this.
- Investigate allegations of a child protection nature specifically related to the actions of any employees and ensure that appropriate action is taken in relation to the finding.
- Advise employees under investigation for an allegation of a child protection nature, of support services that are available from the staff support officer, the Employee Assistance Program (EAP) and the union.
- Ensure that procedural fairness, applies in situations where a decision is to be taken which could have a detrimental effect on an employee's professional circumstances.
- Assist employees in implementing relevant policy and procedures related to protecting children and young people from harm.
- Ensure that current employees and new applicants for child related work have undergone (where required) a Working with Children Check and are cleared to work with children.
- Ensure that parents or other caregivers are provided with reasonable advice in relation to any child protection concerns regarding their children, subject to confidentiality and 'need to know' considerations.
- Consider the support needs of children and their parents/caregivers where child protection allegations have arisen.

Reportable conduct

Allegations of reportable conduct (including related convictions) are defined in Section 25A of the Ombudsman Act 1974 as:

- Any sexual offence or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or
- Any assault, ill-treatment, or neglect of a child, or
- Any behaviour that causes psychological harm to a child.

This may take the form of an allegation or an identified conviction against an employee.

It's important to note that reportable conduct only applies to:

- A current employee or one employed at the time the head of agency became aware of the allegation/s.
- An alleged victim who was under the age of 18 years at the time the alleged conduct occurred.
- An agency in the jurisdiction of the ombudsman.
- Alleged conduct that falls within the following definitions and is not otherwise exempted from reporting.



The following advice is taken from the NSW Ombudsman Child Protection Practice Update 2013:

Sexual offence

The term 'sexual offence' encompasses all criminal offences involving a sexual element 'committed against, with or in the presence of a child'.

These offences include (but are not limited to) the following:

- Indecent assault
- Sexual assault
- Aggravated sexual assault.
- Sexual intercourse and attempted sexual intercourse.
- Possession/ dissemination/ production of child pornography or child abuse material
- Using children to produce pornography.
- Grooming or procuring children under the age of 16 years for unlawful sexual activity
- Deemed non-consensual sexual activity based on special care relationships.

All cases involving a sexual offence would also involve sexual misconduct.

Sexual misconduct

The term 'sexual misconduct' includes conduct that does not necessarily equate to a criminal offence.

For sexual misconduct to constitute reportable conduct, the alleged conduct must have been committed against, with or in the presence of a child.

There are three categories of sexual misconduct in addition to sexual offences:

- Crossing professional boundaries
- Sexually explicit comments and other overtly sexual behaviour, and
- Grooming behaviour.

Crossing professional boundaries

Sexual misconduct includes behaviour that can reasonably be construed as involving an inappropriate and overly personal or intimate:

- Relationship with.
- Conduct towards; or
- Focus on.
- a child or young person, or a group of children or young persons.

In the area of 'crossing professional boundaries', particular care should be exercised before making a finding of sexual misconduct. For example, an employee who, on an isolated occasion, 'crosses professional boundaries' in a manner that involves little more than poor judgement could not be said to have engaged in sexual misconduct. Also, in cases where an employee has 'crossed boundaries' in terms of their relationship with a child, if there is evidence which clearly shows that the employee did not seek to establish an improper relationship with the involved child, then this does not constitute sexual misconduct.

However, persistent less serious breaches of professional conduct in this area, or a single serious 'crossing of the boundaries' by an employee, may constitute sexual misconduct, particularly if the employee either knew, or ought to have known, that their behaviour was unacceptable.

Codes of conduct that outline the nature of the professional boundaries which should exist between employees and children/young people can be particularly useful. For employees who either intentionally breach such codes or have demonstrated an inability to apply them appropriately, it may be necessary to provide more detailed written advice about what constitutes appropriate behaviour.



Sexually explicit comments and other overtly sexual behaviour

Sexual misconduct includes a broad range of sexualised behaviour with or towards children. While it is not possible to provide a complete and definitive list of unacceptable sexual conduct involving children, the following types of behaviour give strong guidance:

- sexualised behaviour with or towards a child (including sexual exhibitionism)
- inappropriate conversations of a sexual nature
- comments that express a desire to act in a sexual manner.
- unwarranted and inappropriate touching involving a child.
- personal correspondence and communications (including emails, social media and web forums) with a child or young person in relation to the adult's romantic, intimate or sexual feelings for a child or young person
- Exposure of children and young people to sexual behaviour of others including display of pornography
- Watching children undress in circumstances where supervision is not required, and it is clearly inappropriate.

Grooming behaviour

This means patterns of behaviour aimed at engaging or 'grooming' a child as a precursor to sexual abuse. It is a separate offence from the actual sexual abuse. Please also refer to the Network Fact Sheet on Grooming Behaviour.

Grooming or procuring a child under the age of 16 years for unlawful sexual activity is a sexual offence. However, Schedule 1(2) of the Child Protection (Working with Children) Act also recognises grooming as a form of sexual misconduct. As grooming is a sexual offence if the alleged victim is under 16 years old, caution should be exercised before reaching a grooming finding (particularly in cases where the behaviour is directed towards a child under 16 years). As an alternative to grooming, in many cases it will be more appropriate to consider whether there has been a 'crossing of professional boundaries' (see above) and/or other more overt sexual behaviour.

Furthermore, behaviour should only be seen as 'grooming' where there is evidence of a pattern of conduct that is consistent with grooming the alleged victim for sexual activity, and that there is no other reasonable explanation for it. The types of behaviours that may lead to such a conclusion include (but are not limited to) the following:

Persuading a child or group of children that they have a 'special' relationship, for example by:

- Spending inappropriate special time with a child
- Inappropriately giving gifts
- Inappropriately showing special favours to them but no other children
- Inappropriately allowing the child to overstep rules.
- Asking the child to keep this relationship to itself.

Testing boundaries, for example by:

- Undressing in front of a child
- Encouraging inappropriate physical contact (even where it is not overtly sexual)
- Talking about sex
- 'Accidental' intimate touching.

Inappropriately extending a relationship outside of work (except where it may be appropriate - for example where there was a pre-existing friendship with the child's family or as part of normal social interactions in the community).

Inappropriate personal communication (including emails, telephone calls, text messaging, social media, and web forums) that explores sexual feelings or intimate personal feelings with a child.

An adult requesting that a child keep any aspect of their relationship secret or using tactics to keep any aspect of the relationship secret, would generally increase the likelihood that grooming is occurring.

Physical Assault



An assault of a child includes any act by which a person intentionally inflicts unjustified use of physical force against a child. An assault can also occur if a person causes a child to reasonably fear that unjustified force will be used against them. Even if a person who inflicts, or causes the fear of, physical harm does not intend to inflict the harm or cause the fear, they may still have committed an assault if they acted recklessly (i.e. the person ought to have known that their actions would cause physical harm or the fear of such harm).

Assaults can include hitting, pushing, shoving, throwing objects, or making threats to physically harm a child.

It is important to consider the context in which physical force is used against a child to determine whether it constitutes an assault. For example, an assault has not taken place where there is use of reasonable force in the following examples:

- Exercising appropriate control over a child
- Disarming a child or young person seeking to harm themselves or others.
- Separating children or young people who are fighting
- Moving a child or young person out of harm's way
- Restraining a child or young person from causing intentional damage to property
- Self- defence or the defence of others.

When considering whether the physical force used was reasonable, a range of variables should be taken into account, having regard to the circumstances of the case. Variables that may be relevant include matters such as the age, maturity, health or other characteristics of the child or children involved, and professional codes of conduct or standards that the worker is required to follow.

Ill-treatment

Ill-treatment captures those circumstances where a person treats a child or young person in an unreasonable and seriously inappropriate, improper, inhumane, or cruel manner.

The focus is on the alleged conduct rather than the actual effect of the conduct on the child or young person.

Ill-treatment can include disciplining or correcting a child in an unreasonable and seriously inappropriate or improper manner; making excessive and/or degrading demands of a child; hostile use of force towards a child; and/or a pattern of hostile or unreasonable and seriously inappropriate, degrading comments or behaviour towards a child.

In deciding regarding ill-treatment, it may be important to consider relevant codes of conduct that outline the nature of professional conduct and practice by employees/workers which should occur when working with children/young people.

Neglect

Neglect includes either an action or inaction by a person who has care responsibilities towards a child. The nature of the employee's responsibilities provides the context against which the conduct needs to be assessed.

Supervisory neglect:

- An intentional or reckless failure to adequately supervise a child that results in the death of, or significant harm to, a child, or
- An intentional or reckless failure to adequately supervise a child, or a significantly careless act or failure to act, that:
- involves a gross breach of professional standards, and
- has the potential to result in the death of, or significant harm to, a child.

Carer neglect:



Grossly inadequate care that involves depriving a child of the basic necessities of life: such as the provision of food and drink, clothing, critical medical care or treatment, or shelter.

Failure to protect from abuse:

An obviously or very clearly unreasonable failure to respond to information strongly indicating actual or potential serious abuse of a child.

Reckless acts (or failure to act):

A reckless act, or failure to act, that:

- involves a gross breach of professional standards, and
- has the potential to result in the death of, or significant harm to, a child.

An incident can constitute neglect if it contains any element within this definition.

Neglect can be an ongoing situation of repeated failure by a caregiver to meet a child’s physical or psychological needs, or a single significant incident where a caregiver fails to fulfil a duty or obligation, resulting in actual harm to a child or where there is the potential for significant harm to a child.

Psychologically harmful behaviour towards a child in care

Behaviour that causes psychological harm is conduct that is obviously or very clearly unreasonable and results in significant emotional harm or trauma to a child. There needs to be a proven causal link between the inappropriate behaviour and the harm, and the harm must be more than transient.

For reportable conduct involving psychological harm, the following elements must be present:

- an obviously or very clearly unreasonable or serious act or series of acts that the employee knew or ought to have known was unacceptable, and
- evidence of psychological harm to the child that is more than transient, including displaying patterns of ‘out of character behaviour’, regression in behaviour, distress, anxiety, physical symptoms or self-harm, and
- an alleged causal link between the employee’s conduct and the psychological harm to the child.

Psychological harm can include the exacerbation or aggravation of an existing psychological condition, such as anxiety or depression.

When it is alleged that an adult’s behaviour has caused psychological harm to a child, it will often be necessary to obtain a psychological or medical assessment of the child to determine whether psychological harm can be established. However, a clinical diagnosis will not be required in every circumstance – particularly if the assessment itself may cause harm. In addition, in certain serious and/or ongoing domestic violence cases, it may be open to infer that a child has been psychologically harmed, in the absence of a clinical diagnosis of such harm.

Finally, it is important to stress that, when a report has established a child has a psychological condition, it is still necessary to show the condition was caused by the employee’s conduct.

Conduct not reportable to the Ombudsman.

It is important to consider the context in which physical force is used against a child to determine whether it constitutes an assault. For example, an assault has not taken place where there is use of reasonable force in the following examples:

- exercising appropriate control over a child
- disarming a child or young person seeking to harm themselves or others.
- separating children or young people who are fighting
- moving a child or young person out of harm’s way
- restraining a child or young person from causing intentional damage to property



- self-defence or the defence of others.

When considering whether the physical force used was reasonable, a range of variables should be considered, having regard to the circumstances of the case. Variables that may be relevant include matters such as the age, maturity, health or other characteristics of the child or children involved, and professional codes of conduct or standards that the worker is required to follow.

In addition, the Ombudsman Act specifically outlines certain conduct which does not need to be reported:

- a) conduct that is reasonable for the purposes of the discipline, management, or care of children, having regard to the age, maturity, health, or other characteristics of the children and to any relevant codes of conduct or professional standards
- b) the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures.

Procedures for dealing with allegations – what actions must be taken when there is an allegation of child abuse made against an employee?

- If there is an allegation against an employee including an anonymous report involving a child the following must happen: -
- The Nominated Supervisor/Coordinator must be informed
- If the allegation is against the NS the Approved Provider (Management Committee) must be informed.
- If not reportable conduct, often issues can be resolved between the NS and the employee using the organisation’s grievance procedure or complaints policy.

Reporting alleged Reportable Conduct by an employee – whose responsibility?

The Nominated Supervisor (Coordinator) is the Head of Agency for the purposes of Part 3A of the Ombudsman Act 1974. The Supervisor must respond promptly, in accordance with legislative responsibilities, and in a sensitive manner when they become aware of an allegation of a child protection nature against an employee.

In situations where an allegation has been made the Nominated Supervisor (Coordinator) must consult with the Approved Provider (Management Committee) to determine what further information, if any, should be sought.

The Nominated Supervisor (Coordinator) will record details of the allegation using the person’s exact words to describe the allegation. In some matters written information such as incident reports may have been provided by the complainant or witnesses.

All necessary and reasonable steps are to be taken to ensure the identities of the persons who made the allegations, or who are the subject of the allegations, are treated confidentially. The identity of the reporter of Risk of Significant Harm to a child is protected under the Children and Young Persons (Care and Protection) Act 1998 and disclosure of their identity constitutes a breach of that Act.

However, no guarantees of confidentiality should be given because the identity of those people who are involved in, or witnessed, the alleged conduct may need to be revealed to the Educator who is the subject of the allegation, to enable the effective investigation of the matter. Identifying information may also need to be provided to the Department of Communities and Justice (DCJ) or NSW Police if either agency is involved in an allegation.

Information to collect:

- The details of the allegation
- Names of Educator/child/ren involved



- What is alleged to have occurred
- Date and times of the alleged incident
- Any identified or alleged further risks/concerns to children
- The contact details of the person reporting the allegation
- The name and contact details of the initial complainant
- Names and addresses of the parents or caregivers of the children involved
- Names of witnesses and how they may be contacted
- Whether the employee/s already knows about the allegation.

Determining if an allegation is a reportable allegation.

- Clarify exactly what the allegation is – collect the facts
- When and where?
- Who was involved?
- Compare against definitions for reportable conduct
- Record details
- Record any conclusion and any further action that is required.

Consider if the alleged conduct:

- Was reasonable for the purpose of caring for children
- In line with the organisation’s policies and procedures
- In agreement with the Code of Professional Conduct for Educators

Does the allegation relate to any reportable conduct detailed in this policy?

If **yes**, the HOA is required to report the matter to the Ombudsman within 30 days. This is done by attaching a copy of the initial complaint and any other relevant information to a completed Part A Notification form, which can be found on the NSW Ombudsman website at www.ombo.nsw.gov.au. Download the form, complete the required sections, print a copy (the original stays with your investigation file), sign it and forward it by registered mail to the NSW Ombudsman.

If No:

Follow the organisation’s usual policy and procedures and conduct your own analysis of the situation to hand and record findings. If the organisation finds that the alleged conduct is more serious than initially assessed and is reportable, then the Ombudsman must be notified as soon as possible.

If you are unsure about whether the allegation constitutes reportable conduct, or should you wish to clarify any aspect of your management of an investigation, contact the office of the Ombudsman for advice on (02) 9286 1000. Ask to be put through to the Enquiries section for the Employment Related Child Protection Division.

How will the service deal with the initial notification against an Employee?

Assess the immediate (known or potential) risks associated with the allegation in relation to the alleged victim; to other children/witnesses; to the employee; to other staff; to confidentiality; to the conduct of the investigation, and to the service.



Assess the initial support needs for all the relevant parties to the allegation. This includes the alleged victim/s; the employee/s subject to the allegation/s; other children accessing the service; the parents and other caregivers of the alleged victim and other children involved; other staff. This can range from enquiring about a person’s wellbeing; ensuring a person has family support, someone to talk to; or requires more formal support. Medical or counselling requirements may be identified at this point.

Children or young people who are victims or witnesses in a matter that relates to an employee need sensitive, ongoing support. Every effort must be made to ensure that all children or young people in this situation are treated fairly and with respect.

Nominated Supervisors must ensure that children and young people are informed of:

- their right to be treated fairly and without discrimination or intimidation
- their right to choose not to be interviewed or give a statement
- their entitlement to support
- the support services available to them
- the reporting responsibilities of agencies where reportable allegations and/or risk of significant harm concerns, or criminal complaints, are identified.

An employee who is the subject of the allegation is able to seek support from their employer – this may be in the form of a specialist counsellor (i.e. HOOSH’s EAP service). The employee can take a support person to an interview or meeting. Support is also available from relevant trade union representatives or other support groups.

Consider which individuals and other agencies/services will be party to the investigation. This would likely include the employee subject of the allegation; the alleged victim and their parents/caregivers; potential witnesses; your agency, the Department of Education and Communities Directorate; professional support groups and other industrial representatives, and the NSW Ombudsman. It could possibly include Family and Community Services, NSW Police, health services or other contracted services.

By considering stakeholder involvement and what expectations they may have in a matter, investigations can be better planned and likely complaints avoided.

Further considerations

Unless advised not to do so by Police or Community Services, when practicable inform the employee subject of an allegation of the general allegations and the immediate actions that need to be taken. Do not disclose the details of the allegations to the employee at this stage. Rather, advise them that they will be provided with a formal letter of allegation and offered an opportunity to respond.

- Maintain confidentiality – only disclose to those who need to know
- Remind the employee and other staff affected by the allegations to respect expectations of privacy and requirements of confidentiality.
- Keep a record of all allegations and actions.
- Keep notes of relevant conversations.

CONTACT DETAILS FOR RELEVANT AUTHORITIES

NSW Police:

- If it is an **emergency, call 000**
- If you are unsure if it is a criminal matter, you can call the **Police Assistance Line on 131 444**

Child Protection (Child Story – Department of Communities and Justice) Call the **Child Protection Helpline on 132 111** or make an eReport through the Child Story Reporter website



NSW Department of Education - Contact the Information and Enquiries team on **1800 619 113** or at eecd@det.nsw.edu.au

NSW Office of the Children’s Guardian (Reportable Conduct Scheme) Contact the Reportable Conduct Enquiries Line on **(02) 8219 3800** or at reportableconduct@ocg.nsw.gov.au

24-hour services

NSW Police Child Abuse and Sex Crimes Squad was established to ensure provision of a specialist sexual assault response to support Police Area Commands across NSW.

In an emergency, call 000

Kids Helpline offers free, confidential 24/7 online and phone counselling for young people aged 5 to 25 years.

Call **1800 55 1800** or Email counsellor@kidshelpline.com.au

Lifeline provides Australians experiencing emotional distress with access to 24-hour crisis support and suicide prevention services. Call **13 11 14**

National Sexual Assault, Domestic Family Violence Counselling Service provides a free counselling service available 24/7 via phone or webchat for victims of sexual assault or domestic family violence.

Call **1800 737 732 (1800RESPECT)**

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

Network of Community Activities, *Reportable Conduct sample policy (2020)*: [Network of Community Activities](#)

[Children and Young Persons \(Care and Protection\) Act 1998 No 157 - NSW Legislation](#)

[Ombudsman Act 1974 No 68 - NSW Legislation](#)

[Crimes Act 1900 No 40 - NSW Legislation](#)



Social Networking and Media Use

1 Policy Statement

HOOSHC will limit image and information sharing on all forms of social networking and related websites. By limiting information, HOOSHC will continue to endeavour to ensure that our service, children, educators and families rights to privacy are not compromised, upholding their right to be treated with respect.

Staff will ensure written permission from parents is always granted (i.e. upon enrolment: permission forms) before publishing photographs or information which may identify their child on any of the HOOSHC sharing platforms: newsletters, website, Facebook.

2 Considerations

National Regulations:

- Reg 155 Interactions with children
- Reg 181 Confidentiality of records kept by approved provider
- Reg 181 – 184 Confidentiality and storage of records

National Quality Standard:

- QA. 4.2.2 Professional standards.
- QA. 5.1.2 Dignity and rights of the child
- QA. 6.1.2 Parent views are respected
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
- QA. 7.2.3 Development of professionals.

Australian Human Rights Commission

Safe Work Australia

3 Procedure

Definition of Social networking sites

Web-based services that allow individuals to:

- (1) construct a public or semi-public profile within a bounded system,
- (2) articulate a list of other users with whom they share a connection, and
- (3) view and traverse their list of connections and those made by others within the system.

The nature and nomenclature of these connections may vary from site to

The policy relates to accessing and using social networking platforms and applications on any device such as desktop computers, mobile telephones and tablets.

Parents of children attending the service will be requested to sign a social media and privacy agreement (permission form) regarding the use of their child's image (still or motion) by the service. If the parent has not signed an agreement the service will act as if the parent does not wish images of their child to be used by the service in any fashion.



In those instances, in which a parent has given permission for their child's image to be used by the service, the child shall have the final say as to whether they wish any particular image to be used. Children can also decide they do not wish any image to be used, even if permission has already been given by a parent. In all instances the child's permission shall be sought prior to the use of any image and they shall be informed it is perfectly reasonable to say 'No'.

Only the Coordinator can add or amend information on the service's social media sites without seeking prior approval.

Only the Coordinator can provide permission to other staff to add or amend information on the service's social media sites.

Social networking websites should not be accessed while at work unless with the express permission of a supervisor.

Staff who can access a social networking site via their mobile phones are not to do so during their shifts at the service and are not to use their camera or video phones to take photos/pictures while at the service unless approval has been granted by the coordinator.

Unless by prior approval, no information about what happens at the service should be posted on a personal social networking website, nor should any photos taken at the service or on an excursion be put on a personal social networking website. If a staff member puts photos of a child or children enrolled at the service on a personal social networking website, families will immediately be contacted.

If possible, the social networking website will be contacted to delete the photos. The staff member will face an inquiry into their actions and possibly face termination of employment.

Please be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private information about service families or other staff on social networking websites. A staff member doing so will face an inquiry into the situation by management and any involved party and depending on the severity of the situation face possible termination of employment.

HOOSHC's social networking websites (Facebook business page and Website) will be monitored and administrated by the Coordinator and Assistant Coordinator. The coordinator may give administration rights to the Educational Leader at times (i.e. during vacation care or to share programming and planning updates with families). Parent/child permissions must be always adhered to when sharing photographs and information about the service.

Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, staff will face an inquiry into their actions and depending on the severity of the situation face possible termination of employment.

Should a family member related to the service harass a staff member via a social networking website, management will conduct an inquiry into their actions and depending on the severity of the situation face possible termination of employment/termination of their child's place at our service.

This policy also complies with state and national laws regarding social networking websites. Should a staff member break the law on a social networking website, such as, but not limited to, defamation, the service will contact the police and other relevant authorities.

The service should review which photographs and images exist on the service's social media sites every 2 years. Images of children that are more than 2 years old should be considered for removal.



References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Social media | Safe Work Australia](#)

[Managing social media and instant messaging \(IM\) | naa.gov.au](#)

[Social Media \(humanrights.gov.au\)](#)



Staff Complaints and Grievances

1 Policy Statement

To maintain a positive working environment for staff and for the committee, a complaints and grievance management procedure ensures that all staff members know that complaints and grievances will be taken seriously and all work related problems, complaints or concerns are investigated and addressed as quickly and effectively as possible. The procedure encourages ownership of issues and participation in the resolution process. The highest standards of confidentiality will be practised at all times. Complaints and grievances will be treated as opportunities to improve the quality of our service.

2 Considerations

National Regulations:

- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed
- Reg. 171 Policies and procedures to be kept available
- Reg. 173 Prescribed information to be displayed

National Quality Standard:

- QA. 4.2 Professionalism.
 - QA. 4.2.1 Professional collaboration.
 - QA. 4.2.2 Professional standards.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
 - QA. 7.2.1 Continuous improvement.

Anti-Discrimination Act 1977

The Work Health and Safety Act 2011 (NSW)

Children's Services Award 2010

3 Procedure

On commencement all staff and management committee members will be given the guidelines for staff grievances. All persons involved in the grievance should attempt to resolve the issue through informal discussion and the use of problem solving techniques.

Persons directly involved in a grievance process will be expected to continue to conduct themselves at and around the centre in a professional manner.

Any problem, complaint or concern arising between staff or between committee members should be dealt with by the persons concerned as close to the event as possible in order to avoid an escalation of the issue.



Meetings of staff and/or committee members provide regular opportunities to raise and discuss general issues or concerns about the centre. All discussions will be conducted in a confidential manner and involve only relevant persons. Only when all parties agree there is a benefit, should the discussion broaden to involve children and/or parents as appropriate.

Either party may withdraw their grievance at any time. However where the grievance identifies other issues of concern, Management Committee may decide to investigate those other issues.

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

The grievance(s) will firstly be investigated by the Coordinator or Management Committee as appropriate.

The investigation will involve:

- interviews with both parties and/or witnesses
- assessment of relevant documentation e.g. job descriptions, policies etc
- preparation of a clear description of the issue
- arranging a formal meeting between parties

A meeting will be conducted by a neutral third person (mediator). This person will manage the conduct of the meeting, be impartial having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.

Where HOOSHC cannot identify a suitably impartial person, the Management Committee will agree to invite a qualified mediator to assist.

The meeting will

- identify the issue(s) of concern and persons who are involved
- arrange all parties to be involved and to put forward their views
- identify alternative solutions
- attempt to reach a mutually satisfactory resolution of the issue(s).

At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting, but may offer support to their party.

A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept within the personal files.

The neutral party will inform the Management Committee of the meeting's outcome(s).

If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the Management Committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.

NOTE: Where the issue of grievance is between management and staff and concerns standard of work performance or work practice, then the Disciplinary Action policy will be followed.

Furthermore, if an allegation of serious misconduct is made, the committee president will immediately be notified and the employee may be stood down from their position with or without pay, pending the outcome of the investigation.



Staffing Arrangements
Staff Complaints and Grievances

POLICY
QA 4: Staffing
Arrangements

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Anti-Discrimination Act 1977 No 48 - NSW Legislation](#)

[Work Health and Safety Act 2011 No 10 - NSW Legislation](#)

[FWO - Award Viewer - MA000120 \(fairwork.gov.au\)](#)

Approved by: Management Committee

Approved Date: 19/08/2024

Review Date: 19/08/2026



Staff Orientation

1 Policy Statement

An Orientation process is conducted by the Coordinator and/or Management Committee for all new employees, to ensure they are aware of the values, standards and practices of HOOSHC and the expectations of the role they have been employed in.

Educators receive clear guidelines regarding the expectations for their conduct and are encouraged and supported to further their skills and knowledge.

The Orientation is an important process in ensuring staff are fully equipped to carry out their duties in the best possible way.

2 Considerations

National Regulations:

- Reg. 145 Staff record
- Reg. 147 Staff members
- Reg. 168 Education and care service must have policies and procedures
- Reg. 171 Policies and procedures to be kept available

National Quality Standard:

- QA. 2.2.3 Child protection.
- QA. 4.2.1 Professional collaboration.
- QA. 4.2.2 Professional standards.
- QA. 7.1.1 Service philosophy and purpose.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
- QA. 7.2.3 Development of professionals

Fair Work Act 2009

Childrens Services Award 2010

Code of Conduct

3 Procedure

A member of the Management Committee and/or the Coordinator will conduct the orientation process as soon as possible, after the applicant has accepted the position.

The orientation process will include:

- introductions to existing Staff and Management Committee.
- guided tour of the service, including emergency and evacuation plans, first aid kits, medication storage.
- being shown where all relevant records and policies are kept.



- discussion about working arrangements and expectations, including Duty of Care and reviewing and signing the professional Code of Conduct document.
- information about the performance reviews and appraisal system.
- opportunity to ask any questions regarding the centre or expectations.

The new staff member will be provided with the following information:

- HOOSHC hours of operation and services (BSC, ASC & VAC).
- the service philosophy and policies.
- HOOSHC's Code of Conduct.
- job description.
- emergency procedure
- list of current Staff and the Management Committee and their positions.
- Childrens Services Award 2010 Information
- superannuation information
- information regarding accessing taxation forms
- appropriate lines of communication with staff and the Management Committee.
- Their responsibilities as a Mandatory Reporter

Within a month of employment, management / the Coordinator will meet with the new employee to see how they have settled into the position and address any further questions they may have or concerns that may have arisen.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

Children's Services Award 2010: [FWO - Award Viewer - MA000120 \(fairwork.gov.au\)](#)

[Fair Work Act 2009 \(legislation.gov.au\)](#)



Staff Performance Review

1 Policy Statement

HOOSHC believes that regular performance reviews, alongside individual learning and development plans where needed, encourage ongoing development of skills and professional knowledge of staff. They provide opportunities for individuals to assess their own work performance against their job description, policies and procedures, code of conduct and service standards. The process recognises the specific strengths and contributions of each staff member and motivates them to continue to learn and develop professionally.

2 Considerations

National Regulations:

- Reg. 47 Minimum requirements for qualifications, experience and management capability
- Reg. 136 First aid qualifications
- Reg. 168 Education and care service must have policies and procedures

National Quality Standard:

- QA. 4.1 Staffing arrangements.
 - QA. 4.1.1 Organisation of educators.
 - QA. 4.1.2 Continuity of staff.
- QA. 4.2 Professionalism.
 - QA. 4.2.1 Professional collaboration.
 - QA. 4.2.2 Professional standards.
- QA. 7.1 Governance.
 - QA. 7.1.1 Service philosophy and purpose.
 - QA. 7.1.2 Management systems.
 - QA. 7.1.3 Roles and responsibilities.
- QA. 7.2.1 There is a commitment to continuous improvement.
- QA. 7.2.2 Educational Leadership.
- QA. 7.2.3 Development of professionals.

QA4 Staff orientation policy

QA7 Confidentiality policy

QA7 Code of Conduct

QA7 Employee Performance Bonus policy

Fair Work Ombudsmen

3 Procedure

All staff will be informed of the performance review process on acceptance of the position, and will be given details in the orientation process. An initial review will be undertaken after a period of three months in the position. Performances will then be reviewed at a minimum of twelve months.



All staff will be given at least two weeks notification of an upcoming review and a convenient time arranged for both parties.

In conjunction with the job description the review will set expectations and identify clear performance measures. The review shall ensure two way communication is maintained and is used as a positive avenue for improving staff performance. Staff will be provided with opportunity to express their own feedback to management (i.e what is working well, what they think could be improved, any supports needed from management).

The review will be documented and a copy will be held on the employee's file, as per QA7 Confidentiality policy.

Where it is identified that the staff member is not meeting the required performance measures then the following will be undertaken.

- Action plan developed to identify areas for improvement. This will include a time frame for further review.
- Training areas identified and put into place as soon as possible.
- Support and guidance given to the staff to help them through the process and assist them in achieving the required standards.
- The support can be given through the Coordinator or the Management Committee.
- A record made of the above, dated and signed by both parties.
- Should no improvement be made by the next review then further action will be taken. If the staff member is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed (email the executive committee/president: feedback@hooshcare.com.au) or that they wish to pursue the issue further through other avenues. These could include the Fair Work Ombudsman.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Welcome to the Fair Work Ombudsman website](#)



Students and Visitors

1 Policy Statement

HOOSHC management will ensure the ongoing safety and quality care of children at the service by having clear guidelines for all students and visitors who attend HOOSHC.

Records of attendance must include the full name, address, contact details and hours of attendance of each student or visitor who attends the service.

Management will ensure the Responsible Person on shift will effectively supervise and manage any students or visitors to the service and will provide the necessary training and support.

2 Considerations

National Regulations:

- Reg. 84 Awareness of child protection law
- Reg. 85 Incident, injury, trauma and illness policies and procedures
- Reg. 90 Medical conditions policy
- Reg. 97 Emergency and evacuation procedures
- Reg. 145 Staff record
- Reg. 147 Staff members
- Reg. 149 Volunteers and students
- Reg. 168 Education and care service must have policies and procedures
- Reg. 177 Prescribed enrolment and other documents to be kept by approved provider

National Quality Standard:

- QA. 1.1.1 Approved learning framework.
- QA. 2.2.1 Supervision.
- QA. 4.1 Staffing arrangements.
- QA. 4.2 Professionalism.
- QA. 4.2.2 Professional standards.
- QA. 6.2 Collaborative partnerships.
- QA. 6.2.3 Community engagement.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
- QA. 7.2 Leadership.

- Working With Children Check

3 Procedure

Students

Placements will be accepted from students 16 years old and over who are attending an educational facility (registered training organisation (RTO) or university). The participating facility and/or student must initiate the work experience, identify the students suitability and work with the Coordinator in relation to hours required,



Staffing Arrangements
Students and Visitors

dates, times and expectations. The facility must provide written authorisation for the student and provide a copy of their insurance that covers the student for any injury or incidents while attending the service.

All students over the age of 18 years, must provide a valid Working with Children Check (WWCC) number for verification prior to commencing (can be volunteer WWCC, as they are not an employee). The information provided will be kept on file.

The staff record must include the full name, address and date of birth of each student or volunteer who participates in the centre-based service.

The approved provider of the service must also keep a record for each day on which the student or volunteer participates in the service, the date and the hours of participation.

All placements will be negotiated through the Coordinator and placement be only accepted on the discretion of the Coordinator based on current service circumstances, such as staff ability to supervise, availability to support the students inclusive of completion of any required documentation (such as observations of the student engaged in activities with the children).

Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at HOOSHC.

- Students are not to discuss a child's development or other issues with the parents.
- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used in place of employed staff.
- Students who do not abide by service policies and procedures, will be notified of placement termination and be unable to continue their placement.

Visitors

Visitors may be invited to the centre to contribute to the children's program. Visitors could include local community members or parents with a skill or ability to share.

Professional access to the centre will be at the discretion of the Coordinator or Management Committee or when required by law to do so.

Professionals include, union representatives, State and Federal Government Departmental Officers, Workplace Health and Safety inspectors, building inspectors and police officers.

Any unwelcome visitors will be calmly asked to leave the centre by the Responsible Person on shift at the time. If they refuse the Responsible Person or staff member directed by the Responsible Person will call the police for assistance.

No staff member is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible.

Any incidents involving visitors or students will be documented and kept on file as per the QA 7 Confidentiality Policy.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Apply for a Working with Children Check | Service NSW](#)



Training and Development

1 Policy Statement

HOOSHC management recognises the importance of training and development of employees.

Staff are encouraged and supported by management to continually improve their skills and extend on their knowledge through on the job training (i.e. through mentoring or meetings) and approved external training. Training not only benefits individual employee's growth and development, but also the service as whole as knowledge and skills are shared and implemented.

Updating and maintaining Educators' knowledge is a joint responsibility of management and Educators. This can be achieved through providing a range of professional development opportunities that management have identified or opportunities employee's have sourced.

2 Considerations

National Regulations:

Reg. 84 Awareness of child protection law

Reg. 136 First aid qualifications

Reg. 168 Education and care service must have policies and procedures

National Quality Standard:

QA. 4.1 Staffing arrangements.

QA. 4.1.1 Organisation of educators.

QA. 4.2.1 Professional collaboration.

QA. 4.2.2 Professional standards.

QA. 7.1 Governance.

QA. 7.1.1 Service philosophy and purpose.

QA. 7.1.2 Management systems.

QA. 7.1.3 Roles and responsibilities.

QA. 7.2.1 Continuous improvement.

QA. 7.2.2 Educational leadership.

QA. 7.2.3 Development of professionals.

3 Procedure

The Coordinator will inform the management Committee of any specific training and development needs of the staff that have been identified. Staff appraisals and the centre requirements will be used to ascertain further training needs. The Coordinator in conjunction with the Committee will access all training available and determine what will be attended and by whom.

A variety of training methods will be used including:



- Internal workshops, which can be conducted by staff or external presenters.
- External meetings with other centres, with exchange of ideas.
- External workshops, conferences and seminars.
- Accredited short courses provided by Registered Training Organisations.

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

HOOSH will cover the costs of training that has been pre-approved by the management Committee. Such costs may be:

- Payment of the course fee
- In lieu of payment of a course fee, the employee may be paid for the time of attendance
- The committee will assess individual requests and formalise approvals based on the circumstances for the training.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Uniforms

1 Policy Statement

HOOSHC believes in the importance of establishing and maintaining a safe and comfortable environment for all employees, which includes standards for workplace dress code.

The uniform policy outlines the dress code guidelines for all employees of the service, to not only maintain health and safety but also provide a consistent and professional appearance.

Employees appearance is a reflection of the service in front of children, their families, visitors and the broader community on site, off site and outside of normal working hours. This policy aims to ensure employees maintain a positive appearance with appropriate dress wear.

2 Considerations

National Regulations:

Reg. 168 Education and care service must have policies and procedures

Reg. 171 Policies and procedures to be kept available

National Quality Standard:

QA. 4.2.2 Professional standards

QA. 7.1.1 Service philosophy and purpose

QA. 7.1.2 Management systems

QA. 7.1.3 Roles and responsibilities

Code of Conduct

3 Procedure

It is an expectation that all employee's maintain a high level of dress, grooming and personal cleanliness standards while working at HOOSHC and when representing the service in the community or in public spaces.

Non-compulsory uniforms have been implemented at the service: HOOSHC printed logo polo shirts, jackets and/or hoodie.

Name tags are compulsory and 1 name tag per employee will be ordered upon commencement at the service.

Employees will be provided with an opportunity to order uniforms after 3 months of continuous work at the service. Every 12 months, employees will be able to place another order for replacement shirts.

The HOOSHC committee will pay for employees uniforms, the amount recived being based on the days/hours of work (i.e. an employee working 4-5 days per week, will receive 3 shirts and one jacket or hoodie as per preference).

Employees are expected to wash and care for uniforms appropriately. If the uniform is damaged within the 12 month period, it is an expectation that the employee will pay for a replacement should they chose to continue to wear the uniform.



All uniforms remain the property of HOOSHC and upon resignation or termination of employment, uniforms are to be returned to the service Coordinator.

While uniforms are not compulsory, it is an expectation that staff wear clothing that is appropriate for your role as an Educator. Clothing needs to be comfortable to move around with the children in your care, safe and professional in appearance.

Acceptable clothing:

- Clean, enclosed shoes, with non-slip soles
- Shirts with sleeves covering shoulders
- Shirts, pants, skirts, dresses or shorts that are not too tight or revealing

Unacceptable clothing:

- Sandles, thongs, ripped shoes.
- Clothing that is not appropriate for body size – overly big/baggy or tight/low cut and revealing.
- Offensive language or pictures on printed t-shirts/clothing.
- Singlets or dresses that do not cover shoulders.
- Ripped, stained or clothing that is not generally neat and tidy in appearance.

Employees should maintain a clean appearance with personal grooming (i.e clean/brushed hair, brushed teeth, clean clothing/shoes, use of deoderant, clean hands/face). Employees appearance is a reflection of the service, while also modelling socially acceptable dress and grooming standards to children in care.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Duty of Care

1 Policy Statement

A Duty of Care is a legal duty to take reasonable care not to cause any harm (i.e. physical or psychological) to another person that could be reasonably foreseen. It is sometimes called the 'neighbour principle' because it's based on the idea that in order to live in a healthy and functioning community, we all have to take responsibility not to harm those around us.

HOOSHC employee's and management will ensure that children are adequately supervised at all times, risk assessments are conducted to minimise risks to children and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma.

The Management Committee has a duty of care to the health and safety of everyone in your workplace, including visitors. Management will continuously work with the Coordinator to try to eliminate, so far as is reasonably and practicable, any health and safety risks in the workplace.

2 Considerations

National Regulations:

- Reg. 77-78 Health, hygiene and safe food practices
- Reg. 87 Incident, injury, trauma and illness record
- Reg. 89 First aid kits
- Reg. 90 Medical conditions policy
- Reg. 100-101 Risk assessment must be conducted before excursion
- Reg. 103 Premises, furniture and equipment to be safe, clean and in good repair
- Reg. 115 Premises designed to facilitate supervision
- Reg. 155 Interactions with children
- Reg. 162 Health information to be kept in enrolment record
- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed

National Quality Standard:

- QA. 2.2 Each child is protected
- QA. 3.1 The design of the facilities is appropriate for the operation of the service
- QA7.1. Governance supports the operation of a quality service

Work Health and Safety Act 2011 No 10
Safe Work Australia

3 Procedure

A Duty of Care does not arise in all circumstances. It can only arise where it is reasonable to expect that a particular person or class of persons might be injured or harmed if you act or behave with a lack of care. This is called foreseeability.

A duty of care is breached when:

- a person is injured because of the action (or inaction) of another person; and



- it was reasonably foreseeable that such action (or inaction) would result in a risk of injury or trauma to the injured person; and
- the action (or inaction) causing the injury or trauma was unreasonable. This means that a reasonable person in the same position would not have acted in that way; and
- the risk of injury occurring was not an insignificant risk.

Common examples of a breach in duty of care: Slips, trips and falls

A slip, trip or fall can occur to anyone, anywhere and much of the time, no one else is to blame. However, sometimes a person slips, trips or falls because of someone else's carelessness. If the slip, trip or fall results in injury, it may be possible to seek compensation.

Some examples of common slips, trips and falls that may be compensable if they result in injury are:

- Slipping on food that has spilled onto the floor.
- Tripping on a cracked tile, one edge of which is raised above the level of the rest of the floor.
- Falling down a flight of stairs that are wet, slippery and badly lit.

Note:

Educators are legally obliged to protect children in their care from foreseeable harm, infection, and injury. The actions of someone who does not exercise duty of care are considered negligent. A very high degree of care is owed to children because they have a limited capacity to care for themselves. Keeping your knowledge and skills up to date is one way of fulfilling your duty of care. Neglect is a form of abuse even when a child is not physically harmed.

This means ...

HOOSHC Educators always have a duty to ensure the safety of all children in care. Educators will comply with all legislative Workplace Health and Safety requirements and will take all reasonable steps to predict any potentially harmful actions.

HOOSHC will not tolerate aggressive or violent behaviour. Any staff member/volunteer or young person who behaves in this way will be reprimanded and may be asked to leave HOOSHC.

Children will not be permitted to leave HOOSHC premises until they are in the company of a parent/guardian/authorised person or unless the Centre has received permission for the child to leave with another person.

No HOOSHC Educator shall be alone with a child in an isolated place, at any time.

Risk assessments will be conducted annually in conjunction with HOOSHC's sleep and rest policy review, or earlier if required.

Risk assessments will be conducted each day before shift on the indoor and outdoor environments (for before school care, after school care and vacation care periods).

Risk assessments will be conducted prior to all excursions.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Duty of care | SafeWork NSW](#)

[Work Health and Safety Act 2011 No 10 - NSW Legislation](#)



Interactions with children

1 Policy Statement

HOOSHC believes in the important influence positive interactions between educators and children will have on a child's self-esteem and assist children to develop to their fullest potential; physically, socially, and cognitively. Positive relationships ensure that children develop a sense of belonging to the Centre and their community ('My Time, Our Place' 2.1, 3.1).

2 Considerations

National Regulations

- Reg. 73 Educational program
- Reg. 74 Documenting of child assessments or evaluations for delivery of educational program
- Reg. 75 Information about educational program to be given to parents.
- Reg. 155 Interactions with children
- Reg. 156 Relationships in groups
- Reg. 168 Education and care service must have policies and procedures.

National Quality Standard

- QA. 5.1 Relationships between educators and children.
 - QA. 5.1.1 Positive educator to child interactions.
 - QA. 5.1.2 Dignity and rights of the child.
- QA. 5.2 Relationships between children.
 - QA. 5.2.1 Collaborative learning.
 - QA. 5.2.2 Self-regulation.
- QA. 1.1 Program.
 - QA. 1.1.1 Approved learning framework.
 - QA. 1.1.2 Child-centred.
 - QA. 1.1.3 Program learning opportunities.
- QA. 1.2.1 Intentional teaching.
- QA. 1.2.2 Responsive teaching and scaffolding.
- QA. 1.3.1 Assessment and planning cycle.
- QA. 6.1 Supportive relationships with families.
 - QA. 6.1.2 Parent views are respected.
 - QA. 6.1.3 Families are supported.
- QA. 7.1.2 Management systems.
- QA. 7.2 Leadership.
 - QA. 7.2.1 Continuous improvement.
 - QA. 7.2.2 Educational leadership.

National Quality Framework: My Time, Our Place

United Nations Convention on the Rights of the Child



3 Procedure

Under Regulation 155, an approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that-

- encourages the children to express themselves and their opinions
- allows the children to undertake experiences that develop self-reliance and self-esteem
- Always maintains the dignity and rights of each child
- gives each child positive guidance and encouragement toward acceptable behaviour; and
- has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

The approved provider of an education and care service must take reasonable steps to ensure that the service provides children with opportunities to interact and develop respectful and positive relationships with each other and with educators of, and volunteers at, the service.

The approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.

Through positive, supportive, and intentional relationship building, educators will:

- Ensure the United Nations 'Rights of the child' are acknowledged and promoted
- Treat all children equally regardless of race, cultural background, religion, sex, or ability
- Lead by example and promote respect, democracy, honesty, integrity, justice, courage, and a collaborative environment for all users to promote a positive interactive learning community
- Facilitate the children's development of skills in interactions and communication to ensure all interactions are non-bias, non-discriminatory, non-threatening, respectful, and will not humiliate, scare, threaten, or harm any other person
- Ensure the program of activities is planned, evaluated, and extended on, to facilitate individuals' strengths and interests and to ensure children have opportunities to try new activities, take risks and develop a sense of achievement
 - Ensure the routine is reviewed regularly so it is developmentally and age appropriate and that educator's expectations of children are based on their age and development
- Regularly meet outside of the program hours to discuss the development of the program, numbers of attendance, experience and knowledge of individual children's needs, routines and current goals and strategies
- Collaborate with children regarding the daily routines and programming so they can contribute ideas based on their current needs, interests, skills, and abilities
- Ensure the children participate in the documentation of their activities, participation, achievements, and learnings
- Ensure children's reflections, contributions, ideas, feedback, opinions are sought by the educators regularly throughout the program and in a variety of situations. The documentation is used to enhance and enrich the program.



- Ensure the children will not be required to participate in activities that are inappropriate in relation to each child's family and cultural values, age, physical and intellectual development, or capacity
- Monitor, support, facilitate and guide interactions between peers where required
- Ensure relationships are strengthened as educators and children share decisions, respect, and trust each other and learn together
- Promote diversity of opinion, culture and interests and incorporate these into the program
- Ensure the children have many opportunities to take on different levels of responsibility and encourage independence for children to make decisions for themselves
- Ensure children are consulted on the strategies for positive and acceptable behaviour at the Centre and discuss strategies with children individually and in group situations on a regular basis
- Model respectful and positive interactions with the children, with each other and with families
- Value the partnership with families and consult with families on a regular basis.
- Consult with the school community to ensure the strategies are consistent with the school's strategies
- Actively play alongside the children as this is the best place to adequately supervise, respond and promote positive interactions and learning.
- Promote and model positive guidance and conflict resolution through supporting interactions, role modelling and play.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[MTOF-2022-V2.0.pdf \(acecqa.gov.au\)](#)

[Convention on the Rights of the Child | OHCHR](#)

Network 'Interactions with Children': [Network of Community Activities](#)



Providing a Child Safe Environment

1 Policy Statement

HOOSHC have a legal obligation to provide an environment that ensures the safety, health and wellbeing of all children, which we strive to do in a supportive, friendly and caring environment.

Educators will support the needs of the children to feel safe and the obligation to parents/guardians by developing and maintaining a culture where children feel safe, cared for and respected.

HOOSHC will ensure the premises and equipment, adhere to safe practices and operate in line with legislative requirements relating to child protective practices and the education and care services National Regulations and Law. Proper and immediate attention to all aspects of building and equipment repairs and maintenance will be adhered to.

Legal responsibility for Mandatory Reporting will be adhered to by all educators, ensuring that all necessary action, protection and support is provided to children suspected to be at significant risk of harm.

The service will ensure that children are adequately supervised at all times, risk assessments are conducted to minimise risks to children and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma.

2 Considerations

National Regulations

- Reg. 77-78 Health, hygiene and safe food practices
- Reg. 82 Tobacco, drug and alcohol-free environment
- Reg. 83 Staff members and family day care educators not to be affected by alcohol or drugs
- Reg. 84 Awareness of child protection law
- Reg. 99 Children leaving the education and care service premises
- Reg. 87 Incident, injury, trauma and illness record
- Reg. 89 First aid kits
- Reg. 90 Medical conditions policy
- Reg. 100-101 Risk assessment must be conducted before excursion
- Reg. 103 Premises, furniture and equipment to be safe, clean and in good repair
- Reg. 115 Premises designed to facilitate supervision
- Reg. 122 Educators must be working directly with children to be included in ratios
- Reg. 123 Educator to child ratios- centre based services
- Reg. 136 First aid qualifications
- Reg. 165 Record of visitors
- Reg. 166 Children not to be alone with visitors
- Reg. 155 Interactions with children
- Reg. 162 Health information to be kept in enrolment record
- Reg. 167 Record of service's compliance
- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed

National Quality Standard

- QA. 2.2 Safety: Each child is protected
- QA. 2.2.1 Supervision



- QA 2.2.2 Incident and emergency management
- QA 2.2.3 Child Protection
- QA. 3.1 The design of the facilities is appropriate for the operation of the service
- QA 5.1.1 Positive educator to child interactions
- QA7.1. Governance supports the operation of a quality service

3 Procedure

The service will:

- Be responsible for making notifications to the relevant authorities under Child Protection Policy health, safety or wellbeing of a child may have been compromised or, if a complaint has been received alleging this: including illness, incident, trauma, and injury.
- Ensure all educators are informed of any contractors entering the service to undertake repairs.
- Provide for all educators, contractors, volunteers, and students to be kept informed of any relevant changes in legislation and practices in relation to this policy.
- Undertake a risk assessment immediately after verification of any issues under this policy.
- Ensure that resources and adequate training are made available to maintain the safety of the indoor and outdoor areas, equipment and learning materials, including the areas around fence parameter.
- Ensure the physical environment at the service is safe, secure, and free from hazards for children by undertaking regular safety checks/risk assessments.
- Ensure that children are always adequately supervised.
- Ensure indoor and outdoor spaces are adequate, have sufficient ventilation, lighting, and temperature.
- Ensure that all cupboards are labelled accordingly, including those that contain chemicals and first aid kits, and that child-proof locks are installed on doors and cupboards where contents may be harmful.
- Display appropriate signage.
- Ensure adherence to appropriate procedures are in place for the safe delivery and collection of children.
- Conduct a Daily Activity Risk and Safety Checklist of the building, ensuring all children are signed out of the service, doors and windows are closed and locked, and appliances are switched off etc.
- Ensure that all contractors/visitors sign the visitor's logbook upon arrival at the service when children are on the premises.
- Ensure that parents/guardians attending the service actively supervise children in their care who are not enrolled in the program, including siblings.
- Develop risk minimisation strategies, supported by clear policies and procedures for specific areas of child safety.
- Provide an environment that does not accept bullying and intimidating behaviours.
- Bring to the attention of educators' policies such as drug and alcohol refrainment.
- Inform parents/guardians as a matter of urgency when an infectious disease notification has been given to the service.
- Not use inappropriate means of discipline and refer to policies and procedures.
- Parents/guardians complete a risk minimisation form for children with medical conditions .



- Emergency and evacuation procedures are conducted calmly and safely in accordance with emergency and evacuations procedures and policies
- Equipment will be chosen to meet the children’s developmental needs and interests.
- Buildings and all equipment will be maintained in a safe, clean condition and in good repair at all times.
- There must be no damaged plugs, sockets, power cords or extension cords.
- Electrical appliances shall be in good working order.
- Maintenance and repair work will be referred to the school for attention.
- Equipment will be regularly checked to ensure that it is in a good and safe condition, comply with relevant Australian Standards and have appropriate soft fall surfacing maintained.
- Equipment will be regularly washed and cleaned.
- Recycled craft materials should be checked for potential hazards.
- Educators should ensure safe handling of all tools, particularly sharp tools, if used as part of any activity.
- Parents will be encouraged to notify the educators of any problems that they might observe.
- Anything that requires maintenance is to be reported to the coordinator as soon as possible.
- Faulty equipment should be removed, or protection placed around any dangerous item /feature.
- Educators must not attend work under the influence of drugs or alcohol under any circumstance.

Security

- Only approved educators will be given a key to access the building and equipment areas.
- Educators will ensure that the building is left in a secure manner before leaving.
- Educators must ensure that all windows are locked; cupboards and other relevant areas are locked. All heating and lighting are off, and all doors properly secured.
- The Responsible Person will inform the police and the committee as soon as possible if there has been a break in, to the service of any kind.
- Educators will remain at the service until the police arrive or inform them of what to do.
- All educators have access to a mobile telephone in the event of an emergency.

Hazardous Materials

- Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation, and preferably not in the presence of the children.
- All potentially dangerous products such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications will be stored in the appropriate containers, clearly labelled and stored in the designated secured area which is inaccessible to the children.
- Educators are responsible to ensure that these areas remain secure and do not to inadvertently provide access to these items by the children.
- Cleaning and hazardous products should not be stored close to foodstuffs or where storage of these food products might contaminate foodstuffs. –
- Educators should always read the label before use of any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.

Indoor Environment



- The service's indoor environment will be smoke and vape free. No Smoking/ Vaping notices will be displayed.
- The service will only book the number of children in the service, which can comfortably fit into the building space and in accordance with the National Standards.
- Where children are indoors for long periods together due to weather conditions, special activities will be planned, and other areas sought to disperse the group such as school halls and verandas.
- Access to the area should be always available (with respect to appropriate supervision ratios)
- Easy access to areas should be maintained by making clear easily definable passageways and walkways through the building.
- All items obstructing areas are to be removed and placed in the correct storage areas.
- Access for families with disabilities will be maintained ensuring all necessary requirements are considered in the building environment.
- Areas must be set up to ensure that proper supervision can be always maintained.
- Access to the outdoor environment should be clear and easily accessible by the children and educators. The wearing of shoes shall be at the discretion of the educators with respect to their relevance to the area or activity involved.

Outdoor environment

- The outdoor environment will be smoke and vape free.
- The outdoor space will be inspected daily for any obstacles or dangerous items.
- Supervision should be properly maintained. Children are only to play in the areas that are clearly visible to the educators, and where proper child/educators ratios are maintained.
- Clear boundaries shall be set and enforced.
- When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.
- Adequate shade via trees and coverings will be maintained.
- The wearing of shoes shall be at the discretion of the educators with respect to their relevance to the area or activity involved.
- HOOSHC endorses sun safe practices.
- Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate educators/child ratios can be maintained both indoors and outdoors.
- Access for children and people with a disability will be maintained ensuring all necessary requirements are considered in the building environment.

Venues with Shared toilets with the general public

Supervision of children attending Vacation Care programs in recreation centres or outings where the children's toilets are accessible by the public must follow the following steps:

1. All children have regular scheduled toilet breaks prior to morning snack, lunch and afternoon snack.
2. During all scheduled toilet breaks an Educator will monitor activity within the toilet block and if safe remain outside of the toilet entrance for supervision purposes
3. An Educator may enter the toilets if a situation requires it, which may include but is not limited to emergency situations.



4. Children requiring toileting between the designated toilet breaks must ask an educator and be supervised

Other staff or members or the public using the toilet facilities:

1. Where there is a designated adult toilet at the service Educators are to use those as provided.
2. Where there is not a designated toilet for staff use, staff must first establish that the main toilets are clear of children or public before entering.
3. Staff may choose to use the disabled toilet if they prefer.

When on excursions:

1. One Educator to be always designated in the general area of the toilet block venue. Where this is not possible, Educators are to accompany children to toilets in small groups at regular intervals.
2. Educators provide regular reminders during the excursion

Educators:

Actively play alongside the children as this is the best place to adequately supervise, respond and promote positive interactions and learning.

Promote and model positive guidance and conflict resolution through supporting interactions, role modelling and play.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Communication with families

1 Policy Statement

HOOSHC recognises the crucial importance of building reciprocal, respectful relationships with families who attend the service, through positive, honest and open communications.

By building relationships with families through appropriate communications, it supports ongoing collaborative partnerships and sharing of information such as diverse cultural needs, family celebrations, children's individual needs or changes in circumstance.

This vital collaboration supports children to feel safe and supported in the service environment, with a stronger sense of belonging and enables Educators and the service to meet quality outcomes for children attending HOOSHC.

2 Considerations

National Regulations:

- Reg. 75 Information about educational program to be kept available
- Reg. 76 Information about educational program to be given to parents
- Reg. 80 Weekly menu
- Reg. 86 Notification to parents of Incident, injury, trauma and illness
- Reg. 87 Incident, injury, trauma and illness record
- Reg. 90 Medical conditions
- Reg. 92 Medications record
- Reg. 97 Emergency and evacuation procedures
- Reg. 98 Telephone or other communication equipment
- Reg. 99 Children leaving the education and care service premises
- Reg. 102 Authorisation for excursions
- Reg. 157 Access for parents
- Reg. 168 Education and care service must have policies and procedures
- Reg. 171 Policies and procedures to be kept available
- Reg. 173 Prescribed information to be displayed

National Quality Standard:

- QA. 1.1.3 Information for families
- QA. 4.2.2 Professional standards.
- QA. 5.1.2 Dignity and rights of the child.
- QA. 6.1 Supportive relationships with families.
- QA. 6.1.1 Engagement with the service.
- QA. 6.1.2 Parent views are respected.
- QA. 6.1.3 Families are supported.
- QA. 6.2 Collaborative partnerships.
- QA. 6.2.1 Transitions
- QA. 6.2.2 Access and participation.
- QA. 6.2.3 Community engagement
- QA. 7.2.1 Continuous improvement

The Code of Conduct



3 Procedure

Educators/Staff

- Will create a comfortable, supportive environment and strive for open communication and good relations with parents.
- Will create/provide a positive atmosphere at the service, which supports families cultural, linguistic needs and social background of all families in an inclusive manner.
- Encourage families to be involved in the service through: contribution to the daily program inclusive of improvement suggestions, policy and procedure review/development and providing feedback and/or complaints where they feel appropriate, completion of service surveys/feedback requests.
- Communicate with families through multiple mediums such as: verbally (face to face or telephone utilising active listening techniques), information sharing on the whiteboard or through displays/signage at the service, parent handbook, newsletters, communications via Xplor app, email, sign in/out platforms, risk assessments and excursion authorisation forms for example.
- Provide families with information on how to make a complaint (i.e speak with the Coordinator, or email the executive committee directly – feedback@hooshcare.com.au)
- Will ensure appropriate language is to be maintained at all times by staff: i.e. no swearing or inappropriate jokes/comments.
- Display the current menu at the service (weekly menu displayed on the wall opposite sign in/out area, whiteboard next to sign in/out area displays meals/snacks each day).
- Display the current educational program at the service.
- When parents contact HOOSH to see how a child is settling in, Coordinator/Responsible Person or Educator will provide the parent with information regarding the child's participation and wellbeing.
- Communicate any incident, injury, trauma or illness to the parent, as per HOOSH policy.
- Provide relevant information and resources to families to connect back with community: local events and services in the community that may support the families health and wellbeing needs (i.e. counselling services, parenting tools such as nutrition information). This will be done verbally, through the physical resource library (books, DVD's etc) at the service in which families can borrow and the service digital library on the HOOSH website and Xplor app.
- Will be aware of their limitations in relation to parent's problems and ensure they are referred to the appropriate people when required (i.e. utilise service digital resource library).
- Where possible, offer information to families in their home language.
- Ensure families are supported to keep their personal information up to date and accurate (i.e re-enrolment forms each year through Xplor)
- Ensure families complete relevant medical and medication forms for their child/ren in care, which specifies the care their child will need while attending the service, inclusive of dietary needs.
- With family permission, collaborate with external services (i.e. occupational therapy, speech pathology, behaviour management therapist) who are supporting children with additional needs at the service, so a consistent approach to addressing their individual needs is being developed/maintained.
- Coordinator/Responsible Person on shift will support families with a quiet space away from other children/families should they need to discuss something confidential.



Staffing Arrangements
Communication with families

- Keep all family information confidential (as per the QA 7 Confidentiality policy).
- Ensure families have access to the service policies and procedures when requested and the Quality Improvement Plan (QIP).
- Arrange with the Coordinator for the family to view their own records at the service, upon request.
- Regularly talk to families about the child's interests or activities and respond to suggestions appropriately.
- Regularly talk to families about the child's cultural needs and celebrations and respond appropriately.

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

- Greeting and farewelling.
- Personal conversations: praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern, cultural needs and celebrations.
- Notice boards.
- Parent handbooks.
- Newsletters.
- Information from the Management Committee.

Staff will ensure that parents are fully aware of all lines of communication, and ensure these are followed.

Parents and staff are requested to maintain confidentiality at all times.

Families

- Will sign their child into the service (as per the QA 7 Delivery and Collection of children policy) and let an Educator know the child has arrived.
- Ensure personal information is up to date at the service by advising the Coordinator/Responsible Person of any changes/updates as required.
- Will communicate any changes to the child/ren's routine with Educator and also communicate the change with the child before they attend the service, so they are prepared for the change.
- Will advise Coordinator/Educator about significant events that may/have impacted their child/ren: death of a family member/friend or pet, change in family dynamic, moving house/school etc.
- Will read communications from the service: notifications on Xplor, emails, newsletters, noticeboards, displays and the like.
- Where possible, participate in family events at the service such as the end of year family Christmas party and support the service through assisting with events (i.e. vacation care events/excursions), donations of materials (i.e. recyclable boxes, art/craft items), sharing skills such as cultural cooking, music/dance.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Communication with parents: professionals | Raising Children Network](#)

[Communicating with families about children's learning \(acecqa.gov.au\)](#)



Service Access

1 Policy Statement

HOOSHC will provide places for school aged children needing care during their time out of school hours, up to the service's approved limits and in line with child to educator ratios.

HOOSHC will not discriminate against any families needing care. However, priority of access will be determined by the Australian Government 'Priority of Access Guidelines' and placement on the waiting list.

2 Considerations

National Regulations:

- Reg. 107 – 108 Space Requirements
- Reg. 157 Access for parents
- Reg. 158 Child's attendance record to be kept by approved provider
- Reg. 170 Policies and Procedures to be followed
- Reg. 192 Co-operation with prescribed classes of body

National Quality Standard:

- QA. 6.1.1 Engagement with the service
- QA. 6.1.2 Parents views are respected
- QA. 6.1.3 Families are supported
- QA. 6.2.2 Access and participation
- QA. 7.1.2 Management systems National Regulations

'Priority of access guidelines' from the Australian Government (Funding Bodies).

3 Procedure

The NSW Government (Education, 2023) states Approved Providers are encouraged to give equal priority of access to children aged 4 and above who are:

- from low income families
- from Aboriginal and/or Torres Strait Islander families
- with disability and/or additional needs
- with language needs
- at risk of significant harm (from a child protection perspective).

There is no order of priority assigned to the list above.



Collaborative relationships with families and communities Service Access

POLICY
QA 6 Collaborative
relationships with
families and
communities

HOOSHC will try to meet the specific out of school hours care needs of families with primary school aged children in the local community.

HOOSHC will ensure that access for children and families with additional needs is catered for. However; children with specific needs beyond the current capability of HOOSHC will be assessed and may be referred to another service with more appropriate facilities to cater for their needs.

In line with the Australian Government's 'Priority of Access Guidelines', HOOSHC will offer priority to children from any of the 5 categories mentioned above.

A waiting list will be developed and updated regularly which identifies priority of access eligibility, date placed on list and required days of care. Placement from the waiting list is determined by priority of access guidelines, siblings of children already in care, and date of placement on the waiting list.

Children are eligible to attend the Vacation Care program from January, providing they are enrolled to begin school that year.

Parents are able to access their status on the waiting list on request.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[2023 Start Strong for Long Day Care program guidelines \(nsw.gov.au\)](#)



Travel, accommodation & meal allowances.

HENSCHKE OUT OF SCHOOL HOURS CARE INC (HOOSHC) is committed to supporting staff as professional educators, to seek out opportunities to strengthen their professional knowledge and skills to support continuous quality improvement and practice (ACECQA, 2022).

Relevant ongoing professional learning will be supported in various forms such as online training, in class training, conferences and other identified training opportunities that challenge and extend current thinking and skills. Educators will be expected to share knowledge and skills gained through professional learning experiences and encourage and support ongoing learning of others through collaboration with colleagues on relevant aspects of practice, professional team conversations (i.e. staff meetings), sharing relevant professional articles, coaching and mentoring.

Considerations

National Regulations

Reg. 168 Education and care service must have policies and procedures

National Quality Framework: My Time Our Place:

Principles: Critical reflection and ongoing professional learning

National Quality Standard:

QA. 1.2.1 - Intentional Teaching (Educational program and practice)

QA 1.3 – Assessment and planning

QA 4.2 – Professionalism (Staffing arrangements)

QA 7.2 – Leadership (Governance and Leadership)

Australian Government, Australian Taxation Office:

- Taxation Determination 2023/3.

Procedure

- Staff to seek and identify training that is relevant to their position: Educator, Coordinator, Educational Leader
- Training opportunities to be discussed with Coordinator (how the training will further support staff in their role and therefore, support the ongoing needs of the service)
- Any costs of the training to be identified: course costs, travel, accommodation required
- Coordinator to provide details of training and relevance to staff role/service to the Committee
- Committee to review requests and provide outcome to Coordinator/staff:
 - Payment of travel (if the service will pay for flights or reimburse fuel if staff using own car – logbook of kilometers to be submitted. Reimbursement of taxi/train receipts if flying to city areas)
 - Payment of accommodation and length of stay
 - Payment of meals if 100km or more away from the service (receipts to be submitted)

The reasonable amount for domestic travel expenses (meals) while working away from home, depends on the period and time of travel. For example, if you leave at 10am on Monday and return home 3pm on Tuesday, you can apply



reasonable amounts for lunch and dinner on Monday and breakfast and lunch on Tuesday (ATO, Taxation Determination 2023/3).

Meal allowances will be reimbursed to the staff member in the following pay run after submission, for the following amounts (2023-24 Commissioner of Taxation – *for annual review*):

Breakfast	Rural - \$28.75	City - \$32.10
Lunch	Rural - \$32.80	City - \$32.80
Dinner	Rural – \$56.60	City – \$63.95

Any further sundry items purchased while away for training (i.e. coffee/tea, toiletries), will be at the cost of the staff member and will not be reimbursed.

If staff elect to drive their own vehicle to/from training, they must provide a copy of their car insurance (CTP, comprehensive) and license to the secretary (to be held on staff file).

The staff member must keep a logbook of the kilometers travelled to and from training and any further required travel while away, such as travel to obtain meals or from the training location to accommodation (example logbook information required is below):

Date	Travelled from	Travelled to	Purpose of travel	Kilometers travelled	Name/signature
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When returning from the training, a copy of the logbook is required to be submitted to the secretary.

Travel per kilometer (km) will be reimbursed to the staff member in the following pay run after submission:

Travel per kilometer (km) rate 2023 (<i>to be reviewed annually</i>)	85 cents per kilometer (km)
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All staff must have written committee approval of training, prior to any bookings/payment of training and/or reimbursement of associated costs.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[MTOP-2022-V2.0.pdf \(acecqa.gov.au\)](#)

[td2023-003.pdf \(ato.gov.au\)](#)



Lone Worker

Employee's may face additional work and safety risks when working alone or in a remote location. This includes a lack of second opinion, support or assistance with difficult tasks, or no one around to notice if they are fatigued or making mistakes. There may also be limited access to emergency services and exposure to violence (Safe Work Australia).

Henschke Out of School Hours Care Inc (HOOSHC) has a duty of care to protect all employees health and safety, inclusive of identifying any hazards, managing and minimising risks that may be associated with lone or isolated working conditions.

Considerations

Related Policies

QA 7 Work, Health and Safety Policy

Safe Work Australia

[Remote and isolated work - Overview | Safe Work Australia](#)

Procedure

- Staff who are undertaking work for the service outside of HOOSHC normal operating hours, will need to seek permissions to be on the school grounds:
 - From the HOOSHC Coordinator and/or committee (as required)
 - From Henschke Catholic Primary School (HCPS)
- Employees who undertake administrative tasks outside of HOOSHC operating hours (i.e. Coordinator, assistant to the coordinator or administration staff) are also required to discuss their use of the office space (upstairs) in the hall with the school and seek approval:
 - To ensure no interference with school activities
 - The school is aware of who is always on site, as per HCPS policy
- While working on site alone, HOOSHC employees are to ensure they have a mobile phone with them at all times and adhere to the following emergency plan:
 - Contact 000 in case of an emergency (fire, act of violence, natural disaster, medical etc.)
 - Contact the school office on **(02) 6925 1870** to advise of emergency/issue
 - Contact the Coordinator on **0481 338 799** and/or committee President to advise of emergency, report hazards or identified risks
 - If working more than 2 hours on site, check in with the coordinator or school to advise when finishing.
- In the case of a fire or other evacuation requirement, employee is to follow HCPS emergency evacuation procedures displayed in the hall and gather at the meeting point
- Employees are to follow the direction of HCPS in the case of emergency evacuation during school hours.
- Lone workers are to ensure School gate is locked behind them, whilst working alone inside the hall, when working out of normal school hours.



Code of Conduct - Employees

1 Policy Statement

HENSCHKE OUT OF SCHOOL HOURS CARE INC (HOOSHC) Service is committed to protecting children attending the service and other children with whom the service comes into direct contact with. The service strives to provide a child safe environment at all times and this code aims to provide staff with certainty about what are acceptable standards of behaviour when working with children and within the team environment. This Code will support staff to work in a way that supports the safety, welfare and wellbeing of children and relevant stakeholders at all times.

This Code is to be read in conjunction with all policies within the Child Protection framework.

2 Considerations

National Regulations:

- Reg. 84 Awareness of child protection law
- Reg. 155 Interactions with children
- Reg. 168 Education and care service must have policies and procedures

National Quality Standard:

- QA. 2.2 Safety.
 - QA. 2.2.1 Supervision.
 - QA. 2.2.3 Child protection.
- QA. 4.1 Staffing arrangements.
 - QA. 4.1.1 Organisation of educators.
 - QA. 4.2.2 Professional standards.
- QA. 5.1.2 Dignity and rights of the child.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.

- QA 2 Child Protection Policy
- UN Convention on the Rights of the Child
- Child Safe Standards

3 As an employee/volunteer of this Service you must sign and abide by this Code of Conduct, which requires you to:

- Be responsible for promoting the safety and wellbeing of children.



- Commit to conduct yourself in a manner consistent with your position and as a positive role model to children, inclusive of respectful communications and interactions with other staff/volunteers always.
- Read, understand and comply with organizational policy and guidelines around the safety of children as outlined in the Child Protection policy.
- Follow relevant local, state, and national laws pertaining to working with children, including reportable conduct obligations and mandatory reporting requirements.
- Be committed to following the Child Safe Standards (2017) and the Principles for Child Safe Organizations (2017).
- Be respectful of children's rights, background, culture, and beliefs as set out in the UN Convention on the Rights of the Child.

I agree to:

- Ensure adequate supervision of children as defined by the Education and Care National Laws and Regulations.
- Safeguard children always and not place a child at risk of abuse, or condone behavior of children which is unsafe.
- Treat all children with respect and act in a way that does not show unfair differential treatment, or favor children to the exclusion of others.
- Always treat all staff/volunteers with respect through verbal and non-verbal communication, as you model appropriate interactions to children and guide standards of respectful relationships.
- Avoid one-on-one situations with children by ensuring that there is always another staff member or other children with me. If an unavoidable situation arises then communicate with other Educators about the situation.
- Always act in the best interest of children and avoid any unnecessary or potentially harmful physical contact with children, unless necessary for their safety and wellbeing. Physical contact is required, on occasions, however I will not allow children to sit on laps, and will encourage children to carry out tasks of a personal nature (such as toileting and dressing) for themselves when possible.
- Be careful when participating in or supervising games involving children that the activity does not have the potential to cause harm or injury. This includes being mindful of the child's age, development and any illness, injury or special needs that could place them at risk.
- Not physically punish a child, and ensure that any restraint of a child is only used for protecting the child or another person from physical harm, and conforms to industry and agency standards, regarding the use of restraint with children.



- Use appropriate language for the age and understanding of the child and avoid confusing or age-inappropriate discussions with sexual, discriminatory or violent references.
- Avoid any actions or words intended to threaten, intimidate, shame, humiliate, belittle, embarrass or degrade children.
- Maintain professional and courteous relationships with children and their families which do not exploit or abuse my position.
- Ensure that all gifts given to children are from the service and not give any individual gifts to children.
- Turn off personal communication devices and not use them whilst supervising children, unless previously approved or in an emergency.
- Only photograph children appropriately for the circumstances and with the necessary consent of the child/ and his/her parents/guardians.
- Not expose children to inappropriate imagery, including on age-inappropriate websites, for any reason.
- Use social media appropriately and not engage in social networking with any children in the service or children who have attended the service under the age of 16 or their siblings.
- Be aware of, and act on, any specific health issues with children in my care, particularly any medical and dietary specifications.
- Give medication to children in accordance with the service's medication policy and as detailed by the Education and care National Laws and regulations.
- Not attend work affected by illegal drugs or alcohol, consume them whilst on duty or supply them to children in my care.
- Not attend work adversely affected by prescription medication which might cause harm to any children in my care.
- Not smoke whilst on duty.
- Declare all secondary work that involves children who attend the service (e.g. babysitting) and any out of work contact with children and their families met through the workplace.
- Report any concerning staff conduct towards children or any suspected risk of harm to a child to the Nominated Supervisor or responsible Person.
- Conduct myself in the wider community in a manner that upholds and reflects HOOSH's philosophy, values, and reputation.
- Act with integrity, respect, and professionalism in all public and online interactions.
- Not behave in a way that could reasonably be seen to undermine the organisation's standing, credibility, or



community relationships.

- Ensure that any breaches of this code of conduct will be reported to the Nominated Supervisor or responsible Person in charge. As a mandatory reporter I understand that all concerns regarding suspected child abuse and exploitation must be reported to the Nominated Supervisor as soon as possible.
- Report to the Approved Provider ASAP if I have any concerns about the Nominated Supervisor.
- Report any concerns regarding inappropriate behavior and/or treatment between staff/volunteers to the Nominated Supervisor or responsible Person.
- Report any concerns regarding inappropriate behavior and/or treatment of staff/volunteers by the Nominated Supervisor or responsible Person, to the Management Executive Committee by contacting:
feedback@hooshcare.com.au

I have read this Code of Conduct and agree to always abide by it. This is to protect the children that I come in contact with and myself as a Children's Services Professional.

Name: _____

Signature: _____

Date: _____

References

Network of Community Activities, <https://networkofcommunityactivities.org.au/>

Office of the Children's Guardian, Child Safe Standards Guide, https://ocg.nsw.gov.au/sites/default/files/2021-12/g_CSS_GuidetotheStandards.pdf

UN Convention on the Rights of the Child, Australia child friendly language poster, [poster-united-nations-january-2008.pdf \(ccyp.wa.gov.au\)](https://ccyp.wa.gov.au/poster-united-nations-january-2008.pdf)



Employee Performance Bonus

1 Policy Statement

The HOOSHC committee values all employees of the service and is committed to providing opportunities to show appreciation to employees for their dedication and hard work to the service throughout the year. The employee performance bonus will be provided to eligible staff at the end of each year, in the form of a gift card. The bonus does not form part of the contract of employment and the scheme can be withdrawn or amended at any time by the committee. This policy applies to all regular ongoing full time, permanent part time and casual staff of the service.

2 Considerations

National Quality Standard:

- QA 7 Code of Conduct Policy
- QA 4 Employment

3 Procedure

The end of year employee performance bonus will be paid by the service to eligible staff who:

- Are employed by HOOSHC on the day when the bonus is provided
- Have not announced they intend to resign either verbally or in writing
- Have had satisfactory performance during their employment.

The bonus will be paid according to this tiered system:

- Employees who have been employed for less than 12 months will receive a \$50 bonus
- Employees who have been employed 12-23 months will receive a \$100 bonus
- Employees who have been employed for over 2 years will receive a \$200 bonus
- Coordinators who have been employed less than 12 months will receive a \$150 bonus.
- Coordinators who have been employed over 12 months will receive a \$300 bonus.

The committee will arrange payment of bonuses to employees, via gift cards which will be presented at the annual staff/committee Christmas gathering.



Determining the Responsible Person

1 Policy Statement

Approved providers must ensure that a Responsible Person is always present at the service when the service is educating and caring for children.

The HOOSHC Committee or the Nominated Supervisor may place a person in day-to-day charge as the responsible person of the service when the Nominated Supervisor is not in attendance.

The Responsible Person is the point of contact for parents and staff and must meet minimum requirements to be appointed to the role. The person must give written consent to being a Responsible Person.

2 Considerations

National Regulations:

Reg. 73 Educational Programs

Reg. 74 Documenting of child assessments or evaluations for delivery of educational program

Reg. 75 Information about educational program to be kept available

Reg. 76 Information about educational program to be given to parents

Reg. 123(1)(d) For children over preschool age, 1 educator to 15 children

National Quality Standards:

QA. 4.1 Staffing Arrangements

QA 7.2.3 Development of professionals

3 Procedure

The Centre must always have a Responsible Person physically present whilst the service is in operation.

A responsible person can be:

1. The APPROVED PROVIDER – a member of the Executive Management Committee
2. The NOMINATED SUPERVISOR – generally the coordinator
3. A PERSON IN DAY-TO-DAY CHARGE OF THE SERVICE – Responsible Person

The Nominated Supervisor will be regarded as the Responsible Person in charge of running the daily operations of the service each day. If the Nominated Supervisor is absent, a person at the service who is recognised as a Responsible Person can oversee the day-to-day running of the service. The approved provider or nominated supervisor will be able to appoint a person in day-to-day charge of the service. The person must give written consent.

Appointing a person in day-to-day charge enables HOOSHC to always have a responsible person at the service that the service is educating and caring for children. For example, they can be a point of contact for parents and staff in the absence of the nominated supervisor.



Responsible Person's must meet minimum requirements to be appointed to the role.

Being in day-to-day charge of a service does not place any additional legal responsibilities on a person under the National Law.

The responsibilities relevant to educators under the National Law continue to apply.

The management committee as the approved provider, does not have to appoint a person in day-to-day charge if a nominated supervisor/s or approved provider is to be the responsible person.

There is no maximum number of Responsible Persons allowed at the service.

A person who has shown exceptional leadership skills, has relevant OOSHC experience and has the skills needed to be the responsible person can be elected by the Nominated Supervisor/Management committee.

The Approved Provider must:

- ensure Nominated Supervisors and Responsible Persons have a clear understanding of their roles and responsibilities as the Responsible Person on duty.
- ensure the Responsible Person is appropriately skilled and qualified.
- ensure the Responsible Person is always contactable.

The Nominated Supervisor or delegated authority will:

- arrange for the keeping of a Responsible Person Record which documents the current responsible person on each shift.
- ensure the name of the Responsible Person on duty is displayed.
- develop rosters in accordance with the availability of responsible persons, centre operation and attendance patterns of children.

Minimum requirements for person in day-to-day charge

A person must be at least 18 years of age to be placed in day-to-day charge of a service.

Before placing a person in day-to-day charge, the approved provider or a nominated supervisor must take reasonable steps to ensure that the person:

- has adequate knowledge and understanding of the provision of education and care to children
- could effectively supervise and manage an education and care service.

The approved provider or the nominated supervisor must have regard to:

- the person's history of compliance with the National Law and other relevant laws
- any decision under the Law 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.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[ResponsiblePersonRequirements_2.pdf \(acecqa.gov.au\)](#)



Fees

1 Policy Statement

HOOSHC aims to provide a quality service that is affordable for all families to attend. Fee levels will be assessed each year in line with the budget and adjusted according to HOOSHC's required income to cover ongoing increases in running the service.

2 Considerations

National Regulations:

- Reg. 168 Education and care service must have policies and procedures
- Reg. 171 Policies and procedures to be kept available
- Reg. 172 Notification of change to policies or procedures
- Reg. 181 Confidentiality of records kept by approved provider

National Quality Standard:

- QA. 6.1.3 Families are supported.
- QA. 6.2.2 Access and participation.
- QA. 7.1.2 Management systems.

HOOSHC Policies:

- Hours of Operation
- Enrolment
- Dropping off and Picking Up
- Maintenance of Records
- Role of Management Committee
- Privacy and Confidentiality

Centrelink:

Child Care Subsidy (CCS) and Additional Child Care Subsidy (ACCS)

3 Procedure

SETTING FEES

Fees are to be set on an annual basis by management, based on the annual budget and ensuring that the required income will be received to run HOOSHC efficiently.

Parents will be given a minimum of 2 weeks notice of any changes in the fees.



FEE PAYMENT

An enrolment fee of \$32.50 per family is to be paid on acceptance of the enrolment. This includes if the child is to be placed on a waiting list for HOOSHC. This fee is non-refundable.

Fees are to be paid 2 weeks in advance via direct debit. From April 2025, direct debit will be the only method of payment accepted.

A direct debit authority must be completed upon enrolment.

Fees can be paid weekly, fortnightly, or monthly but must be kept up to date and paid in advance for the following 2 weeks.

Fees are to be paid for the days the child is booked into HOOSHC, including times when the child is absent unless the Cancellation Policy has been adhered to. CCS is paid for up to 42 days allowable absences per session per year.

3 days prior notice in writing, is to be given to the Coordinator / Administration Assistant for any changes to the days of care or cancellation of care.

If no notice is given, fees are to be paid or if the account is in credit, all fee payments will be retained.

Invoices are emailed to parents / carers weekly and parents are able to access particulars of their fees at any time via the Xplor App.

All records will be kept confidential and stored appropriately.

Parent entitlements for Fee Assistance

The centre is approved to offer Child Care Subsidy (CCS) to eligible families. This Subsidy is paid to the centre.

OVERDUE FEES

Parents are encouraged to discuss any difficulties that they may have in paying fees with the Coordinator, who will discuss and make suitable arrangements for payment of fees as well as informing them of other avenues for financial support when required.

If no previous arrangements have been made regarding overdue fees HOOSHC will:

- After 3 week overdue:** Personally, or by phone, approach the parent to discuss the matter
- After 4 weeks overdue:** Send a reminder note / message regarding overdue fees
- After 5 week overdue:** Write a letter reminding them to discuss any problems they may be having in paying fees with the Finance Officer / Coordinator and informing them that their child's place may be cancelled if suitable arrangements cannot be made within the next week to pay the fees.
- After 6 weeks overdue:** If no arrangements have been made to pay the fees or the agreement made has not been kept, the child's place will be cancelled.

If the above procedures are not effective, details of unpaid fees will be referred to the Management Committee to commence debt recovery procedures.

LATE FEES

Any parent who collects their children after 6pm will be charged a late fee as set by the Management Committee. Parents will be advised of the fee in the parent handbook upon enrolment. The current fee is \$20 for each 15 minute interval or part there of.



Wherever possible parents should advise HOOSHC when they will be late to collect their child. If a parent continues to collect their child after 6pm, the Coordinator will discuss other options with them and if necessary refer the matter to the Management Committee. The child's place at HOOSHC may be cancelled.



Enrolment

1 Policy Statement

HOOSHC accepts enrolments from primary school age children in accordance with funding guidelines and priorities. The supporting orientation process will ensure an efficient enrolment procedure that is clear and understandable and forms the basis for a successful and caring partnership between home and the service. HOOSHC will ensure the confidentiality of our families through provision of secure recording and storing procedures.

2 Considerations

National Regulations:

- Reg. 160 Child enrolment records to be kept by approved provider and family day care educator
- Reg. 161 Authorisations to be kept in enrolment record
- Reg. 162 Health information to be kept in enrolment record
- Reg. 168 Education and care service must have policies and procedures
- Reg. 177 Prescribed enrolment and other documents to be kept by approved provider

National Quality Standards:

- QA. 6.1 Supportive relationships with families.
 - QA. 6.1.1 Engagement with the service.
 - QA. 6.1.2 Parents views are respected.
 - QA. 6.1.3 Families are supported.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.

HOOSHC Policies:

- QA 6 Service Access
- QA 7 Confidentiality

Family Law Act 1975
Privacy Act 1988
Parent Handbook

3 Procedure

The child with their parent/guardian must attend the centre for orientation prior to the link for the online order form being provided by the Coordinator. The enrolment form is to be fully completed for each child in a family before the child/ren can attend the centre for sessions.

The Nominated Supervisor, or authorised representative, will go through the online form prior to the child starting care to ensure all the appropriate fields have been completed and will advise parents of any missing information.



Once all information has been received, the enrolment will be approved, and the Parent will receive an email advising of such.

The enrolment form must contain all relevant details relating to personal, medical and custodial details for each child, parent or guardian and emergency contacts along with any special requirements relating to that child.

If a child is subject to an access order or agreement, HOOSHC must have a copy on record plus any subsequent alteration registered by the court.

Evidence of court orders or agreements will be considered part of the enrolment in order to minimise the likelihood of distressing situations occurring in the future.

All enrolment forms are to be kept on the HOOSHC secure online systems, kept confidential from all but the approved persons who enrolled the child, relevant staff, management and Commonwealth and /or State Department Officers.

Enrolment details are to be updated yearly or when there are changes to the family's circumstances.

To confirm re-enrolment current parents are asked to confirm the accuracy of information at the beginning of each year, which updates their current circumstances and any changes to care required.

Parents will be advised that it is their responsibility to notify staff of any changes to their current details on enrolment and through the parent information booklet.

Depending on availability of care, children may be enrolled at any time throughout the year.

For children starting kindergarten the following year, orientation and enrolments will open in Term 4, week 5. The Coordinator will arrange orientations at the centre and provide the online link to enrolment forms to parents/guardians after orientation.

Parents may also place their child on the waiting list for the current or upcoming year if they do not require care immediately. Care will be determined by availability and priority of access guidelines (see QA6 Service Access policy).

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Family Law Act 1975 \(legislation.gov.au\)](#)

[Privacy Act 1988 \(legislation.gov.au\)](#)



Confidentiality

1 Policy Statement

All matters pertaining to HOOSHC are considered to be confidential, and should not be discussed with unauthorised personnel. This includes:

- Information regarding any child enrolled at the Centre and/or that child's family,
- Information regarding any staff or committee members and/or their families,
- Information regarding issues relating to the running of the Centre.

HOOSHC acknowledges that every individual has the right to ensure their personal information is accurate, secure, and only used or disclosed to achieve the outcomes for which it was initially collected. When required, information will be disclosed to appropriate persons and governing bodies, as per legislative requirements. Personal information will be managed openly and transparently in a way that protects an individual's privacy and respects their rights under Australian privacy laws.

2 Considerations

National Quality Standards:

QA. 7.1.2 Management systems

National Regulations:

Reg. 111 Administrative space

Reg. 147 Staff members

Reg. 158 Children's attendance record to be kept by approved provider

Reg. 160 Child enrolment records to be kept by approved provider and family day care educator

Reg. 161 Authorisations to be kept in enrolment record

Reg. 162 Health information to be kept in enrolment record

Reg. 168 Education and care service must have policies and procedures

Reg. 177 Prescribed enrolment and other documents kept by approved provider

Reg. 181 Confidentiality of records kept by approved provider

Reg. 183 Storage of records and other documents

Privacy Act, 1988.

3 Procedure

Privacy and confidentiality is to be respected and maintained at all times.

No information is to be given out without written authority from the parent or legal guardian. The only exceptions will be for legal reasons such as information for the police or Department of Community Services.



Confidential information is to be stored in secure electronic locations, accessible to staff only via passwords and/or pin numbers and 2 verification authorisation access points. The information will be stored on the services Xplor (enrolment information) and Sharepoint systems, with various access levels for staff, pending on their position within the service (i.e the Coordinator will have higher access to service files, while Educators will have tailored access).

A confidential issue can be discussed at a meeting without divulging the personal details of the individual/s involved. Once the meeting is closed, details should not be discussed with people outside the meeting.

Any information given in confidence to a staff member should remain between that member of staff and the coordinator. If the coordinator considers that this information will impact on the well being of any child or staff member at HOOSHC, then the information will be shared as is necessary.

There will be times when parents need to speak in confidence with staff of HOOSHC. This should be done in a quiet private area.

Confidentiality needs to be taken seriously within the service. A professional approach is needed at all times.

Staff/ Committee contact details, phone numbers, addresses etc. are not to be given out under any circumstances. In the event of someone needing to contact a staff or committee member, request their contact information and advise them that you will pass their contact details onto the staff/committee member, who can follow up contact.

References

[National Quality Standard | ACECQA](#)

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[Privacy Act 1988 \(legislation.gov.au\)](#)



Complaints

1 Policy Statement

HOOSHC believes staff, parents, families and the wider community play a vital role in the service and value their feedback. As a service, we aim to ensure staff, parents, families, the school community and broader community are able to freely communicate any concerns they have in relation to the centre, staff, management, programs or policies without fearing negative consequences.

Information has been, and will continue to be shared regarding the procedures to provide feedback. HOOSHC will continue to encourage all relevant stakeholders to provide feedback, so it can be actioned to improve the quality of the service.

2 Considerations

National Regulations:

- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed
- Reg. 171 Policies and procedures to be kept available
- Reg. 172 Notification of change to policies or procedures

National Quality Standards:

- QA. 7.1.1 Service philosophy and purpose.
- QA. 7.1.2 Management systems.
- QA. 7.2.1 Continuous improvement
- QA. 6.1 Supportive relationships with families.
- QA. 6.1.1 Engagement with the service.
- QA. 6.1.2 Parent views are respected.
- QA. 6.1.3 Families are supported.

Community Services Complaints, Appeals and Monitoring Act, 1994.

Privacy Act 1988

3 Procedure

HOOSHC will support everyone persons right to lodge a complaint, will support them to make their complaints clear and try to resolve them.

A complaint can be verbal or written. It can be anything which is seen to be unfair or which makes them unhappy with the service, it also includes concerns or reports of a child displaying sexual behaviours that pose a risk to



themselves or others. Every parent will be provided with clear written guidelines detailing the complaints procedure, in the parent handbook.

If a parent, staff member, or member of the wider community has a complaint or comment about the service, they will be encouraged to talk to the Coordinator who will arrange a time to discuss their concern and come to a resolution to address the issue. All confidential conversations will take place in a quiet place away from children, other parents or staff not involved. Parents, staff and the wider community also have access to the executive committee email feedback@hooshcare.com.au so they can email complaints directly to the management committee, should they feel unable to speak with the Coordinator about their concern/issue.

If a parent, staff member, or member of the wider community has a complaint that relates to a child displaying sexual behaviours that may be harmful to themselves or others, the complaint will be dealt with in accordance with HOOSHC's Child Protection policy and all mandatory reporting guidelines.

If the complaint is not handled to the satisfaction of the person making the complaint they should discuss the issue with the committee President or liaison person of the management committee, in writing. The President or management committee will discuss the issue with the Co-ordinator and develop a strategy for resolving the problem. This would be discussed further with the parent or if necessary a meeting will be organised with the Coordinator and parent to resolve the problem.

All complaints are to be recorded and dated, indicating the issue of concern, how it was resolved and uploaded into the appropriate folder within the secure HOOSHC storage system, as per QA7 Confidentiality policy. The complaint is also to be communicated to the President of the management committee.

The Coordinator or management committee will inform the person who made the complaint of what has been decided regarding the issue. Staff will also be informed of any relevant issues that they need to address or be aware of. This could be done verbally or if the issue has been dealt with on a more formal basis then the committee President or Coordinator will write personally to the parent.

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

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Community Services \(Complaints, Reviews and Monitoring\) Act 1993 No 2 - NSW Legislation](#)

[Privacy Act 1988 \(legislation.gov.au\)](#)



Acceptance and Refusal of Authorisations

1 Policy Statement

Acceptance and Refusal of Authorisations, describes the circumstances in which HOOSHC must obtain authorisation from parents'/guardians/ another persons, approved to give authorisations on behalf of the parent. Authorisation is sought to ensure the safety and wellbeing of children. The Responsible Person on duty may refuse authorisation if they believe the safety or wellbeing of the child may be compromised.

2 Considerations

National Regulations:

- Reg. 92 Medication Record
- Reg. 93 Administration of medication
- Reg. 94 Exception to authorisation requirement—anaphylaxis or asthma emergency
- Reg. 99 Children leaving the education and care service premises
- Reg. 102 Authorisation for excursions
- Reg. 168 Education and care service must have policies and procedures
- Reg. 181 Confidentiality of records kept by approved provider

National Quality Standard:

- QA. 7.1.2 Management systems.

3 Procedure

Written authorisation from parents/guardians will be required for the following:

- Administering medication to children (Regulation 92 & 93)
- Children leaving the premises of a service with a person who is not a parent of the child (Regulation 99)
- Children being taken on excursions (Regulation 102)
- Confidentiality and access to personal records (Regulation 181)
- A child leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than HOOSHC.

The authorisation must contain:

- the name of the child enrolled in the service
- the date
- the activity the child will be participating in
- signature of the child's parent / guardian or nominated person who is on the enrolment form.



Further to the above, some activities /authorisations may require more information.

These are outlined below:

Administering medication to children (Regulation 92 & 93)

- the name of the child
- the authorisation to administer medication (including, if applicable, self-administration) needs to be signed by a parent or a person named in the child's enrolment record as authorised to consent to administer medication.
- the name of the medication to be administered
- the time and date the medication was last administered
- the time and date and or the circumstances under which the medication should be next administered
- the dosage of the medication to be administered
- the manner in which the medication is to be administered

Children being taken on excursions (Regulation 102)

- the child's name
- the reason the child is to be transported
- the date the child is to be taken on the excursion (unless the authorisation is for a regular outing).
- a description of the proposed pick-up location and destination for the excursion
- the method of transport to be used for the excursion
- the period of time during which the child is to be transported
- the proposed activities to be undertaken by the child during the excursion
- the period the child will be away from the premises
- any requirements for seatbelts or safety restraints in NSW
- the anticipated number of children likely to be attending the excursion
- the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
- the anticipated number of educators and any other adults who will accompany and supervise the children on the excursion
- that a risk assessment has been prepared and is available at the service
- that written policies and procedures for transporting children are available at the Centre

A child leaving the service to attend an extra-curricular activity away from the service

- the approximate time the child will leave the service and the time they will return to the service (if applicable)

Where the authorisation is for administration of medication, the Centre's Authorisation to Administer Medication form must be completed and comply with the information outlined in the Centre's Medication Policy.

Authorisations will be sighted and signed by the responsible person and a copy will be given back to the parents if they request. The original copy will be kept in the Authorisations folder and / or with the child's enrolment form.

Authorisations for extra-curricular activities will also be kept in the Authorisations Folder.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Nominated Supervisor

1 Policy Statement

The Approved Provider (Management Committee) will ensure that the Centre has a Nominated Supervisor to manage the day-to-day running of the service.

The Approved Provider will ensure the Nominated Supervisor has child protection training, first aid in an education and care setting and other relevant training, knowledge and experience to enable HOOSH to comply with Education and Care Services National Law and Regulations and guide the day-to-day decisions of the service for the well-being of all involved with the service.

2 Considerations

National Regulations:

- Reg. 35 Notice of addition of new nominated supervisor
- Reg. 77 Health, hygiene and safe food practices
- Reg. 78 Food and beverages
- Reg. 79 Service providing food and beverages
- Reg. 80 Weekly menu
- Reg. 81 Sleep and rest
- Reg. 83 Staff members not to be affected by alcohol or drugs
- Reg. 84 Awareness of child protection law
- Reg. 93 Administration of medication
- Reg. 94 Exception to authorisation requirement—anaphylaxis or asthma emergency
- Reg. 99 Children leaving the education and care service premises
- Reg. 100 Risk assessment must be conducted before excursion
- Reg. 146 Nominated supervisor
- Reg. 168 Education and care service must have policies and procedures
- Reg. 173 Prescribed information to be displayed
- Reg. 358 Working with children check to be read

National Quality Standard:

- QA 7.1.2 Management systems
- QA 7.1.3 Roles and responsibilities
- QA 7.2 Leadership
 - QA 7.2.2 Educational leadership
 - QA 7.2.3 Development of professionals
- QA. 4.1 Staffing arrangements
 - QA. 4.2.2 Professional standards
- QA. 2.1 Health.
- QA. 2.2 Safety



3 Procedure

Under the Education and Care Services National Law (section 161), all Approved Providers must ensure that there is always a Nominated Supervisor in charge of the Centre.

The Nominated Supervisor of the Centre is generally the Centre Coordinator.

The Nominated Supervisor must accept their position in writing and notification must be provided to the regulatory authority of the nomination. A copy of the written consent must also be kept in the staff file.

The Approved Providers of the Centre may become the Nominated Supervisor for their service, or otherwise employ an appropriately trained educator to consent to be the Nominated Supervisor.

The Nominated Supervisor is responsible for the following:

Educational programs

- ensuring educational programs are:
 - based on and delivered in accordance with an approved learning framework; My Time Our Place and National Quality Standards (NQS).
 - based on the developmental needs, interests, and experiences of each child
 - designed to consider the individual differences of each child (section 168)

Supervision and safety of children

- ensuring children are adequately supervised, are not subject to inappropriate discipline, and are protected from harms and hazards (sections 165-167)

Entry to and exit from the premises.

- ensuring children do not leave the education and care service premises except in accordance with the National Regulations (for example, with a parent, on an authorised excursion, or for emergency medical treatment)
- ensuring 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 Regulations, or
 - the supervisor is aware the parent is prohibited by a court order from having contact with the child (regulation 99)
- ensuring an unauthorised person (as defined in the 2 National Quality Agenda Review | Nominated Supervisors National Law) is not at the service while children are present unless the person is under direct supervision (section 170)

Food and beverages

- ensuring adequate health and hygiene practices and safe practices for handling, preparing and storing food are implemented at the service to minimise risks to children (regulation 77)
- ensuring children being cared for by the service, always have access to safe drinking water and are offered food and beverages on a regular basis throughout the day (regulation 78)
- ensuring that, where food and beverages are supplied by the service, they are:
 - nutritious and adequate in quantity
 - chosen with regard, to the dietary requirements of individual children (regulation 79)
 - ensuring that, where food and beverages are provided by the service, a weekly menu that accurately describes the food and beverages to be provided is displayed at the premises in a location accessible to parents (regulation 80)



Administration of medication

- ensuring 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 (regulations 93-96)
- where medication is administered to a child without authorisation in a case of an anaphylaxis or asthma emergency, ensuring that a parent of the child and emergency services are notified as soon as practicable (regulation 94)

Prescription and non-prescription drugs and alcohol

- that while educating and caring for children at the service, all staff must not consume alcohol or be affected by alcohol or drugs (including prescription medication) to impair their capacity to supervise or provide education and care to children (regulation 83)

Sleep and rest

- taking reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children (regulation 81)

Excursions

- ensuring that a risk assessment is conducted before an excursion in accordance with the National Regulations (regulations 100-101), and specifically that the risk assessment is conducted before authorisation is sought to take a child on the excursion (regulation 102)

Staffing

- ensuring the prescribed educator to child ratios are met and each educator at the service meets the qualification requirements relevant to the educator's role (regulations 123 - 128)

Notification of change

If a nominated supervisor of an approved service:

- ceases to be employed or engaged by the service, or
- withdraws consent to the nomination.

The approved provider must notify the regulatory authority at least seven days prior to the nominated supervisor starting, or as soon as practicable and not more than 14 days after (section 173(2)(b) and regulation 174(1)).

Requirement to display details about the service's nominated supervisor.

The approved provider must display the name of each nominated supervisor in a place where it is clearly visible to anyone from the main entrance to the education and care service premises (section 172).

Absence of Nominated Supervisor: If the Nominated Supervisor is absent, a person at the Centre who has been approved to be a Responsible Person is able to take charge of the day-to-day running of the service.

The Responsible Person does not have the same roles and responsibilities as the Nominated Supervisor (see *QA 7 Determining the Responsible Person policy*).

Responsible Person details must be on display with the Nominated Supervisor details.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[InformationSheetNominatedSupervisor.pdf \(acecqa.gov.au\)](#)



Hours of Operation

1 Policy Statement

HOOSHC's hours of operation will vary depending on the care needs of parents/guardians in our local community who either, work, study or have other commitments.

Hours of operation will be available for before school care, after school care, pupil free days and vacation care periods based on Henschke Catholic Primary School's terms.

2 Considerations

National Regulations:

- Reg. 173 Prescribed information to be displayed
- Reg. 175 Prescribed information to be notified to the Regulatory Authority
- Reg. 226 Publication of information

National Quality Standard:

- QA. 2.2.1 Supervision.
- QA. 6.1.1 Engagement with the service.
- QA. 6.1.3 Families are supported.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.

HOOSHC Policies:

- Dropping Off and Picking Up
- Absent and Missing Children

3 Procedure

HOOSHC will operate during Henschke Catholic Primary School's terms Monday to Friday, between the hours of:

7.00am to 9.00am for Before School Care and

3.15 until 6.00pm for After School Care, or as agreed by the Management Committee.

HOOSHC will operate during Henschke Catholic Primary School's holidays Monday to Friday, and any Pupil-Free / Staff Development Days, between the hours of:

7.00am and 6.00pm, or as agreed by the Management Committee.

HOOSHC will be closed on designated public holidays.

All parents will be notified of days of closure through our Xplor app notifications and emails.

All hours of operation will be displayed within the Foyer in line with Regulation 226 of the Education and Care Services National Regulations and included in our Parent Handbook which is available on the website.

No child is to be left unattended at the centre outside these hours.



Please refer to dropping off and collection and late collection policy for further information regarding these procedures.

Opening hours will be reviewed bi-annually to ensure that they meet the needs of current parents. Any changes to the normal opening hours will be notified to the Regulatory Authority as prescribed in Regulation 175 of the Education and Care Services National Regulations.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Work Health and Safety

1 Policy Statement

‘Everyone has a duty of care, a responsibility, to make sure that they and other people are safe in the workplace’ (NSW Government, SafeWork).

HOOSHC management is committed to creating and maintaining a safe and healthy environment for all educators, staff, children, families and visitors. Management will ensure that educators and staff are aware of, and meet their legal and ethical responsibilities as stated within the National Regulations and Work Health and Safety laws. Our Work, Health and Safety policy, procedures and practices ensure that management fulfils its responsibility to foster a safe workplace, without any negative impact on the health and wellbeing of employees; employees meet their health and safety obligations and are safe in the workplace; and the work environment supports quality early education and care. HOOSHC is committed to continuous improvement in all areas of workplace health and safety: social, mental and physical wellbeing.

This policy is to be read in conjunction with the following policies: QA 7 Lone worker, QA 2 Children’s health and safety policies.

2 Considerations

National Regulations:

- Reg. 4 Definitions
- Reg. 82 Tobacco, drug and alcohol free environment
- Reg. 83 Staff members and family daycare educators not to be affected by alcohol or drugs
- Reg. 84 Awareness of Child Protection law
- Reg. 85 Incident, injury, trauma and illness policies and procedures
- Reg. 87 Incident, illness and trauma record
- Reg. 88 Infectious diseases
- Reg. 89 First Aid kits
- Reg. 92-96, Division 4: Administration of medication
- Reg. 97 Emergency and evacuation procedures
- Reg. 98 Telephone or other communication equipment
- Reg. 157 Access for parents
- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed
- Reg. 171 Policies and procedures to be kept available

National Quality Standards:

- QA. 2 Children’s Health and Safety.
- QA. 3 Physical environment.
- QA. 5.2.2 Self-regulation
- QA. 6.1.1 Engagement with the service.
- QA. 7.1.2 Management systems.



QA. 7.1.3 Roles and responsibilities.

QA. 7.2.1 Continuous improvement.

- Safe Work NSW

3 Procedure

Work Health and Safety regulations require the Approved Provider to eliminate risks in the workplace and if it is not possible to completely eliminate the risk, then to minimise the risks so far as is reasonably practicable.

All employees have a duty to take reasonable care for their own health and safety and to not adversely affect the health and safety of others.

‘Children, families and all HOOSHC visitors come to a safe workplace that protects their health and wellbeing; and the work environment supports quality early education and care’ (ACECQA).

In NSW we are legislated by Work Health and Safety Act 2011 and regulated by SafeWork NSW.

For Emergency evacuation procedures, bomb threats and the like, please refer to QA 2 Emergency procedures policy.

TOBACCO, DRUG AND ALCOHOL FREE ENVIRONMENT

While school or HOOSHC are in operation, Henschke Catholic Primary School grounds are to be free of tobacco, illicit drugs and alcohol. If anyone is found to be smoking/vaping on the grounds, or under the influence of illicit drugs or alcohol, the Coordinator/Responsible Person will ask the person to leave the premises/grounds immediately.

If the person engaging in the behaviours, is a staff member scheduled on shift, a suitable replacement is to be found by the Responsible Person, to cover the shift, the staff member is to leave the premises and the President of the committee is to be notified. The staff member will receive a disciplinary warning and/or termination of employment, for breaching policy.

If a person under the influence is becoming aggressive and is unable to be verbally calmed down by the Responsible Person (RP) on shift, the RP should notify another staff member to contact the Police by calling 000.

At all times, children should be moved away from any confrontation and remain under the care and supervision of Educators on duty.

All incidents should be documented as per the incident, illness and trauma record (time, date, name of people involved, what happened, actions taken, follow up).

DUTY OF CARE

A duty of care is the legal obligation to provide reasonable care while performing any acts or making any omissions that could foreseeably harm others.

The duty encompasses a wide range of matters, including (but not limited to):

- provision of adequate supervision
- ensuring grounds, premises and equipment are safe for children’s use
- implementing strategies to prevent bullying and
- providing medical assistance (if competent to do so) or seeking assistance from a medically trained person to aid a child who is injured or becomes ill at the Service.



Employers

Their fundamental responsibility is to provide a safe and healthy work environment. They must:

- protect the health and safety of workers and anyone else affected by workplace activities including children, families, contractors and visitors
- identify and control workplace health and safety risks for all people in the workplace including staff, children, families, contractors and visitors
- consult with employees on matters that affect their health, safety and welfare; and
- provide adequate training and supervision for all employees to work safely (i.e. induction and refresher training)

Employees

Everyone working at HOOSHC has a work health and safety responsibility and this includes contractors or agency staff. Employees must:

- carry out their work in a way that does not put their own health and safety, at risk, or that of others in the workplace
- identify and report potential workplace hazards (i.e. risk assessments)
- report all work-related injuries (i.e. verbally to the Responsible Person and complete incident, illness, injury record)
- implement service’s policies and procedures; and
- participate in workplace consultation about health and safety matters.

RISK ASSESSMENTS

Risk Management is part of our HOOSHC’s commitment to Work Health and Safety (WHS) to ensure that clear processes are in place for the identification of hazards, assessment of risks and implementation of control measures so far as reasonably practicable. Risk management plans include risk identification and risk assessment. Plans are reviewed regularly to ensure that they are effective in controlling risks.

I.e. see excursion, transport, safe arrival of children policies which require risk assessments to be completed. The Responsible Person on shift will conduct safety checks on the outdoor and indoor environments prior to the arrival of children and complete a risk assessment for any hazards identified.

HOOSHC will comply with WHS legislation and ensure all staff and visitors are aware of the potential hazards and risks and are provided with the necessary information and strategies to undertake to help keep them safe and healthy.

Hazard Identification

A hazard is a source of potential harm or a situation that could cause, or lead to harm to people or property. Work hazards can be physical, chemical, biological, mechanical or psychological:

Type of hazard	What does it include	Examples	What could happen
Physical	Floors, stairs, steps, ladders, fire, falling objects, slippery surfaces, manual handling (lifting,	Cushions or mats for resting placed in an open area, wet bathroom floors, lifting items such as tables,	Trips, slips and falls, Manual handling injury (soft tissue/back injury).

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	pulling, pushing), noise, heat and cold, radiation, poor lighting, ventilation.	chairs or equipment, toys scattered across the floor.	
Mechanical and or/electrical	Electricity, machinery, equipment, washers and dryers, kitchen appliances, motor vehicles.	Lint accumulation in dryers can be a combustion hazard. Frayed power cords or unplugged power points are an electrical hazard.	Fire, electric shock, electrocution.
Chemical	Includes substances such as acids or poisons, cleaning agents, dusts and fumes.	Cleaning chemicals, Medication.	Fire, explosion, poisoning.
Biological	Includes bacteria, viruses, mould, mildew, insects, vermin and animals.	Sick staff or children attending the service, Contaminated food, mice infestation.	Cross-infection, food poisoning
Psychosocial	Workplace stressors.	Bullying, children’s needs exceed skill or confidence of educators, insufficient Management support.	High stress levels (staff and children), compromised care practices, failure to be inclusive.

([How to - Work health and safety approved v2.indd \(acecqa.gov.au\)](#) page 16)

Identifying workplace hazards

- Daily safety checks of the indoor and outdoor environment and HOOSHC resources/equipment.
- Common patterns that emerge from your accident/incident and illness forms to identify a common risk indicator for developing a plan of action to minimise occurrences.
- Knowledge of illnesses and infections prevalent in your local area (i.e. gastro, hand foot and mouth, covid19).
- Regular safety audits specific to HOOSHC.
- Hazard reporting procedure for educators and families.
- Food safety plan.
- Infection control policy and procedures

All staff and visitors to HOOSHC should always work with safety in mind and avoid increasing safety risk to self or others i.e. do not stand on chairs to reach something up high, do not run in the service especially up and down stairs, adhere to sun safety at all times, wear PPE (gloves, masks) where necessary, adhere to the code of conduct and behaviour guidelines.

Control measures

If you can’t eliminate the risks, these are some control measures to minimise them:

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- change the design or layout of work areas to minimise manual handling
- ensure workspace heights are appropriate to reduce the need for awkward postures
- redesign tasks to minimise manual handling, for example by using mechanical aids
- rotate manual handling tasks between workers to reduce the strain from repetitive movements
- provide training on correct manual handling procedures.

RISKY PLAY

HOOSHC will continue to provide an environment that supports children to learn through play. Learning through play will involve children taking risks, as no play environment (indoor or outdoors) is completely risk free.

It is vital children are supported in their development to participate in opportunities that are adventurous and engage their curiosity, so they can test their capabilities as they explore the environment, assess how to manage risk, which in turn will build on their resilience and problem solving skills.

Educators will assess the risks to children's safety in the environment (safety checks, risk assessments, observing and getting to know children's individual needs and developmental stages) and will encourage children to test their abilities within a safe environment.

Educators will consistently supervise and encourage children to engage in play, with simple phrases such as 'you can do it', 'how can we make that happen', 'wow you did that so well', 'will we try that again' which are all gentle and positive ways of encouraging children to keep going and not to give up.

Educators will assist children when appropriate i.e if a child slips when climbing a tree and is stuck, needing assistance to climb back down, the Educator can encourage the child with words (i.e. where could you put your hand/foot to help support you climb back down?) and be close by with arms/hands held out to physically assist if needed.

It is important to praise the child for their accomplishments, even if they feel they were not successful in the task, to continue to encourage learning through play.

'Being adventurous is about creating opportunities for children (and adults) to explore and test their own capacities, to manage risk, and to grow as capable, resourceful and resilient children and adults'

[Talking about practice – Adventurous play – developing a culture of risky play \(acecqa.gov.au\)](https://www.acecqa.gov.au/talking-about-practice-adventurous-play-developing-a-culture-of-risky-play).

SLIPS, TRIPS OR FALLS

A high level of supervision at the service, must be maintained at all times. Identifying potential hazards such as suffering an injury from outdoor/indoor play equipment, tripping on a toy on the floor or slipping on a wet surface should be considered through the safety check and risk assessment process. Appropriate control measures assist in managing the possible risk.

Staff should:

- wear covered shoes with slip resistant soles and heels
- be vigilant in identifying any object that could be a trip hazard
- pick up any objects sticking up from the floor or ground, so as not to cause injury or section off the area and advise of hazard if unable to remove item
- when mopping the floors or spills occur, use warning signs alerting others of wet and slippery floors
- immediately clean any spills to avoid slips and falls



- notify the Nominated Supervisor if a slip or fall is witnessed, whether it is a staff member, child or visitor
- ensure the appropriate paperwork is completed (including notification to the Regulatory Authority if required).

MANUAL HANDLING

Manual handling is any tasks involving lifting, pushing and pulling. Some manual tasks can stress the body and lead to staff developing health conditions called musculoskeletal disorders (MSD).

Hazardous manual tasks are tasks that require a person to lift, lower, push, pull, carry or otherwise move, hold or restrain any person, animal or thing that involves one or more of the following:

- repetitive movement
- repetitive or sustained force
- high or sudden force
- sustained or awkward postures
- exposure to vibration.

MSD may include:

- sprains and strains of muscles, ligaments and tendons.
- back injuries.
- joint and bone injuries or degeneration.
- nerve injuries or compression (for example carpal tunnel syndrome).
- muscular and vascular disorders as a result of hand-arm vibration.
- soft tissue injuries such as hernias.
- chronic pain (pain that lasts longer than three months).
- acute pain (pain that lasts less than three months).

MSD can happen:

- slowly, through gradual wear and tear from repetitive or continuous movements, including static body positions
- suddenly, through strenuous activity or unexpected movements – for example, handling a load that shifts position.

Hazards can come from:

- work tasks and how they're performed
- work design and management
- the tools, equipment and objects handled
- physical work environment.

To prevent MSD, you should:

- identify hazardous manual tasks (i.e lifting a heavy item)
- eliminate or minimise the risks associated with them (i.e requesting assistance to lift a heavy item, bend with the knees not the back and/or use mechanical aids to assist such as a trolley to move a box)



- as per the Risk Assessment process, identify, assess and control all risks associated with manual handling
- participate in manual handling training
- management will make sure that the work practices involving manual handling and the work environment are designed to be, as far as practicable, consistent with safe manual handling activities (i.e. safe and without risk to health and safety when manually handled)

The first step in the risk management process is to identify hazardous tasks (see Risk Assessment).

- all equipment and resources will be kept in good working order
- Management and employees all have a duty of care to keep the workplace environment safe

(- [Lifting, pushing and pulling \(manual tasks\) | Safe Work Australia](#))

Click on the following link for further information on how to help prevent manual handling injuries, correct techniques to complete tasks such as lifting objects: [Hazardous manual tasks | SafeWork NSW](#)

HAZARDOUS MATERIALS AND CLEANING

HOOSHC management will ensure the least hazardous chemical, product, or equipment for cleaning tasks are purchased for use, that will adequately meet the hygiene needs of the service.

HOOSHC will continue to work with HCPS to ensure that non-toxic plants are planted within the garden, in particular the sensory garden, and that grounds maintenance will be undertaken to minimise the risk of toxic plants within the grounds and premises.

Management, Educators and staff must:

- Follow cleaning schedules and procedures of HOOSHC including hand washing, use of hand sanitiser, gloves, colour coded mops/cloths (colour code displayed in the kitchen and bathroom storage).
- Safety Data Sheets (SDS) to be made available for all staff and visitors of the service, so that manufacturer's directions for cleaning products and chemicals (on the SDS) can be followed.
- Ensure a register of all hazardous chemicals, substances and equipment is used at the Service. The register should include where they are stored, their use, any risks, first aid instructions and the current SDS.
- Never mix chemicals together.
- Chemicals and cleaning products are stored in original containers provided by the manufacturer.
- All items are clearly labelled.
- Wash hands immediately and thoroughly if any chemical is spilled, or after using any chemical or disinfectant
- In the event of a chemical spill, isolate the area and advise the Nominated Supervisor
- Ensure any chemical containers are disposed of correctly following Wagga Wagga City Council guidelines and not reused under any circumstances.
- If poisoning or potentially hazardous ingestion, inhalation, skin or eye exposure has occurred, immediately seek medical assistance by calling the **Poisons Information Line 13 11 26** or call an **ambulance on 000** and ensure first aid procedures are followed.



FIRE EQUIPMENT

HOOSHC will continue to work with HCPS to ensure all fire equipment at the service will be maintained via relevant external agencies (i.e. fire extinguisher inspections) as per the Australian Workplace Safety Standards. Exit doors and lighting will also be inspected and maintained.

BULLYING

'Workplace bullying is repeated, unreasonable behaviour directed at a worker or group of workers. Bullying can cause both psychological and physical harm, making it a risk to health and safety.

Under model WHS laws, persons conducting a business or undertaking (PCBUs) must manage the health and safety risks of workplace bullying' (- [Bullying | Safe Work Australia](#)).

Bullying in the workplace could be conducted through direct verbal and physical contact or cyber bullying.

If an employee is feeling harassed or bullied by another employee, the **QA 4 Staff Grievance policy** and procedures are required to be followed, so that the issue can be appropriately addressed as soon as possible by HOOSHC management.

WORKPLACE STRESS

It is normal for everyone to feel periods of stress throughout their life, which may stem from personal matters or the workplace. If employee's feel that stress levels in the workplace are affecting you more than usual or have increased, it is vital that you speak with the Coordinator as soon as possible so that supports can be put in place to assist in managing stress levels.

HOOSHC management strongly believes in an appropriate work/life balance for all employees, which may look slightly different for each individual. It is vital that all employee's have time to unwind and switch off from their work environment as this can be a major influence on managing workplace stress.

Ways to manage workplace stress:

- Speak with the Coordinator about current stressors and work on a plan together to reduce stress
- Speak with family or friends about your stress, as they may offer other perspectives or suggestions
- Try relaxation techniques such as breathing techniques, mindfulness and meditation
- Seek formal counselling through the workplace Employee Assistance Program (EAP)
- Speak with your regular GP or other healthcare professional about your current stress and needs

WORKPLACE TRAINING

WHS training should be included in:

- Any induction training undertaken at the service.
- Ongoing supervisor and management training.

WHS training includes:

- On-the-job training facilitated by co-workers, supervisors, managers or employers.
- Instruction on WHS responsibilities and daily practices.
- Specific hazard training.



- Work procedures and skills training (such as manual handling practices).
- Emergency procedure training (such as evacuation drills).
- First aid training.

([How to - Work health and safety approved v2.indd \(acecqa.gov.au\)](#))

EMPLOYEE ASSISTANCE PROGRAM

HOOSHC management strongly encouraged staff to utilise EAP as required. The management committee has paid for the services of the program to support staff who may have emotional and/or mental health needs stemming from either home life or the workplace (or combination of both) and are needing additional professional support in a confidential environment.

'EAP Assist supports employees wellbeing with confidential phone counselling throughout Australia & overseas. We recognize that one of the most important aspects of effective counselling is for it to be delivered as quickly as possible.

The aim of counselling is to help resolve both workplace & personal issues before they adversely impact an employee's mental health & workplace performance.

Common issues include workplace conflict, bullying, stress, trauma, critical incidents, termination as well as personal issues such as depression, anxiety, alcohol & substance abuse, gambling, relationships & domestic violence.

These issues can cause work based difficulties such as absenteeism, poor productivity, high staff turnover, reduced performance & low job satisfaction & may subsequently affect the employee's health & well-being including their ability to cope with the demands of everyday life.

EAP Assist counsellors are all highly qualified & experienced & will initially ask your name as well as that of your employer in order to confirm eligibility for services. Information obtained during counselling is confidential & will not be released to any third party without prior written consent.

To request up to three hours of telephone **counselling from 9am – 9pm M-F** go to Booking Form at: **eapassist.com.au/booking-form/** using your **company's allocated Helpline Number/Access Code: 0407086000**.

The EAP Assist website also contains an extensive range of self-help resources which all employees are encouraged to access at: eapassist.com.au (*Services Valid to 18-07-24 – for annual review and renewal by Management committee*).

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Work Health and Safety Act 2011 No 10 - NSW Legislation](#)

[SafeWork NSW | SafeWork NSW](#)

[EAP - Employee Assistance Program Services from \\$40 p/h \(eapassist.com.au\)](#)

[Strategies for Managing Workplace Stress \(relationshipsnsw.org.au\)](#)



Missing and Absent Children

1 Policy Statement

HOOSHC will ensure the safety and welfare of the children by ensuring clear communication and co-operation between HOOSHC, parents, transport providers and the schools children attend.

Ascertaining the whereabouts of a child who's name is on the Attendance roll / list and who has not arrived at HOOSHC takes priority over all other tasks and should be handled with urgency.

2 Considerations

National Regulations:

- Reg. 76 Information about educational program to be given to parents
- Reg. 86 Notification to parents of incident, injury, trauma and illness
- Reg. 87 Incident, injury, trauma and illness record
- Reg. 99 Children leaving the education and care service premises
- Reg. 115 Premises designed to facilitate supervision
- Reg. 123 Educator to child ratios—centre-based services
- Reg. 158 Children's attendance record to be kept by approved provider
- Reg. 146 Nominated supervisor
- Reg. 165 Record of visitors
- Reg. 166 Children not to be alone with visitors
- Reg. 168 Education and care service must have policies and procedures
- Reg. 173 Prescribed information to be displayed
- Reg. 174 Time to notify certain circumstances to Regulatory Authority
- Reg. 176 Time to notify certain information to Regulatory Authority

National Quality Standard:

- QA. 2.1.2 Healthy practices and procedures.
- QA. 2.2.1 Supervision.
- QA. 4.1.1 Organisation of educators.
- QA. 5.1.1 Positive educator to child interactions.
- QA. 5.2.2 Self-regulation.
- QA. 6.1 Supportive relationships with families.
- QA. 6.1.1 Engagement with the service.
- QA. 6.1.3 Families are supported.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.

Child Safe Standards: 1



3 Procedure

Absent Children

Parents/guardians are to advise the centre if their child will be absent on a day that they are booked into care.

If parents are aware before hand they must:

- Inform the Coordinator or Responsible Person via an absence notice on the Xplor app or advise in person, via phone or email. The Coordinator/Responsible Person must mark the child absent for the session/s on the Xplor App.

If parents do not know until the day they must:

- Ring, Text or email HOOSHC and inform the Coordinator or Responsible Person as early as possible.

If HOOSHC has not been advised of a non-attendance as above, the Responsible Person must follow the Procedure below:

1. Henschke Primary School children:

Should a child who attends Henschke Primary School not arrive at HOOSHC by 3.25 as expected, the Responsible Person will:

- Ask the children present of their knowledge of where the child might be.
- Contact the school office and ask for information regarding the child's attendance at school. (Dial 110 from phone on bench)
- Inspect school grounds, including pick up zones, ensuring all other children are well supervised during this time.
- If the child was absent from school, the Responsible Person will call the parent/s to remind them of their failure to contact us and to find out if the child will be attending the next day.

Children from schools other than Henschke PS who travel to HOOSHC by bus:

Should a child who catches a bus to Henschke OOSHC not arrive at HOOSHC within 5 mins of the normal expected arrival time, the Responsible Person will:

- Ask other children who travel on the same bus whether the child was at school / travel on the bus.
- Contact the appropriate school office and ask for information regarding the child's attendance at school.
- **Contact Busabout (02 5942 6600)** to determine whether there has been a delay with the bus

2. If still unable to establish the whereabouts of the child the Responsible Person is to:

- Advise / confer with the Coordinator if the Coordinator is not in attendance
- Ring the parent/s to find out if the child should be in attendance
 - using personal mobile phone numbers
 - work phone numbers
 - home phone number
- If the parent/s is not available the Responsible Person / Coordinator will send a text message to the parents' mobile numbers
- Advise / confer with the Coordinator about the outcome of each step if necessary



- Contact authorised persons on the child’s Emergency Contact list to try to find out further details in the following sequence:
 - Grandparent
 - Other family member
 - Family Friend
- If contact cannot be made with the parents/guardians, or the parents/guardians believe the child should be at the centre then the educators will:
 - Inform the school of the missing child
 - Continue to search the school grounds with school staff assistance, ensuring that all the other children are well supervised during this time.
- If the child is found, the educators are to ensure that all persons attempting to locate the children are informed.
- In addition, the parents/guardians should be contacted to advise the child has been located and an Incident, Injury, Trauma and Illness record is to be completed. This will require a signature by the parents/guardians on collection of the child.
- Should the child not be located then the Coordinator is to:
 - Call the Police.
 - Advise the parents/authorised persons that the police have been phoned
 - Advise the Management Committee President or Executive member that the Police have been phoned.

Where the police are called, the Responsible Person on Duty will complete an Incident, Injury, Trauma and Illness record and report this incident to the Department of Education (Early Childhood Education and Care Directorate) using the NQAITS.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Child Safe Standards \(nsw.gov.au\)](#)



Maintenance of Records

1 Policy Statement

The privacy and confidentiality of all clients, staff and management of HOOSHC will be protected by ensuring all relevant records and personal information gathered are stored in a secure place and are only accessible by authorised personelle (as per QA7 Confidentiality policy).

Clients and other relevant stakeholders as listed in procedures, have the right to access their personal information upon request, which will be disclosed by HOOSHC authorised personelle. Required records will be kept for the specified time as per legislative and regulatory guidelines.

2 Considerations

National Regulations:

- Reg. 158 Child's attendance record to be kept by approved provider
- Reg. 168 Education and care service must have policies and procedures.
- Reg. 161 Authorisations to be kept in enrolment record
- Reg 177 Prescribed enrolment and other documents to be kept by approved provider
- Reg 74 Documenting of child assessments or evaluations for delivery of educational program
- Reg 87 Incident, injury, trauma and illness record
- Reg 145 Staff record
- Reg 149 Volunteers and students
- Reg 150 Responsible person
- Reg 151 Record of educators working directly with children
- Reg 167 Record of service's compliance
- Reg 162 Health information to be kept in enrolment record
- A record of each nominated supervisor and any person in day-to-day charge of the education and care service under section 162 of the Law.
- Reg 180 Evidence of prescribed insurance
- Reg. 183 Storage of Records and other documents
- Reg 185 Law and regulations to be available.

National Quality Standard:

- QA. 7.1.2 Management systems

Privacy Act 1988

Funding Agreement



3 Procedure

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

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

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

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

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

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

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

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

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

Staff and management will ensure that all required records are recorded, properly maintained, updated and kept in the nominated secure place.

All records are to be kept confidential and only made available to authorised persons, as per HOOSH confidentiality policy.

All documents relating to children and parents will only be made available to the parent/guardian or approved persons enrolling the child, staff and authorised members of the management committee who require relevant information, or Commonwealth or State Government officers when requested.

All documents relating to staff will only be made available to the individual staff member, the Coordinator, and an authorised member of the Management or police if required.

All documents relating to fee payment and CCS will only be made available to the parent/ guardian or approved persons enrolling the child, staff and authorised members of the Management or Commonwealth Government officers.

No member of staff may give information on matters relating to children, to anyone, other than to the parents or guardian enrolling the child when this information has been obtained in the course of employment in HOOSH.

Exceptions are made:

- For normal information exchange among staff and management for the daily operation of HOOSH and wellbeing of the staff and children.



- When required to do so in a court of law when subpoenaed.
- When the welfare of the child is at risk the appropriate government agencies may be contacted.

No member of staff may give information on matters relating to staff or management, to anyone except in normal information exchange among staff and management for the daily operation of HOOSHC and wellbeing of the staff and children, or when required to do so in a court of law.

RECORDS TO BE KEPT WILL BE:

In relation to daily operations.

Full enrolment forms, containing information as required under section 5.3.1 of the National Standards, to be kept within the service storage systems, as per the confidentiality policy:

- a) the full name, date of birth and address of the child
- b) the name, address and contact details of—
 - (i) each known parent of the child
 - (ii) any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted
 - (iii) any person who is an authorised nominee Note: Authorised nominee means a person who has been given permission by a parent or family member to collect the child from the education and care service or the family day care educator. See section 170(5) of the Law.
 - (iv) any person who is authorised to consent to medical treatment of, or to authorise administration of medication to, the child
 - (v) any person who is authorised to authorise an educator to take the child outside the education and care service premises
- c) details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child;
- d) details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person;
- e) the gender of the child;
- f) the language used in the child's home;
- g) the cultural background of the child and, if applicable, the child's parents;
- h) any special considerations for the child, for example any cultural, religious or dietary requirements or additional needs; i) the relevant authorisations set out in regulation 161;
 - (i) an authorisation, signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the child, for the approved provider, nominated supervisor or an educator to seek—
 - a. medical treatment for the child from a registered medical practitioner, hospital or ambulance service; and
 - b. transportation of the child by an ambulance service; and
 - (ii) if relevant, an authorisation given under regulation 102 for the education and care service to take the child on regular outings.
- j) the relevant health information set out in regulation 162
 - (j.i) the name, address and telephone number of the child's registered medical practitioner or medical service; and
 - (j.ii) if available, the child's Medicare number; and



- (j.iii) details of any—
- specific healthcare needs of the child, including any medical condition; and
 - allergies, including whether the child has been diagnosed as at risk of anaphylaxis; and

(j.iv) any medical management plan, anaphylaxis medical management plan or risk minimisation plan to be followed with respect to a specific healthcare need, medical condition or allergy referred to in paragraph (iii); and

(j.v) details of any dietary restrictions for the child; and (j.vi) the immunisation status of the child; and (j.vii) if the approved provider or an educator or family day care educator has sighted a child health record for the child, a notation to that effect; and (j.viii) in relation to New South Wales, certificates for immunisation or exemption for the child, as required under section 87(1), (2) and (3) of the Public Health Act 2010 of New South Wales.

Daily records of attendance

Day book/communication book, recording specific information that the staff need to be aware of, to fully cater for the children in their care and records any messages to ensure all staff are fully aware of relevant information.

Accident/illness records, containing nature of accident or illness, who attended the child and what course of action was taken.

Medication records, containing parent's requirements and signature, medication used, the date, time and dosage of administration, the person who administered it, and the person who witnessed the administration.

Excursion approvals, containing written permission forms from the parents

Written program, indicating daily activities in HOOSHC

In relation to fees.

Fee receipt book, containing payment of fees, type of fee and dates paid for by whom, date and amount. Receipt books will be kept for a period of 7 years.

Amount owing records, indicating fees due, and any outstanding fees, along with procedures undertaken to retrieve outstanding fees.

Accounting documents. All records relating to fees accounting and bank statements are to be kept for a period of 7 years.

In relation to staff.

Staff employment details, indicating personal details, date of employment, hours of work, position title and job description, resume and references, date for review, and any discipline or grievance procedures.

Staff wages, holiday and sick leave entitlements. Time and wage records are to be kept for a period of 7 years.

Superannuation details.

Workplace Health and Safety details.

In relation to management.

Management structure, including position titles and duties and current persons holding the positions.

Minutes of meetings and AGMs.

Policy Folder, including centre details, philosophy and policies.

Insurance and financial details. Insurance documents will be kept for a period of 7 years.

Funding and other relevant agreements, such as school/hall usage etc. All records relating to funding will be kept for a period of 7 years.



All records are to be kept neat and tidy, updated as required and appropriate information passed on to any new staff or management member.

All records, which require to be kept for an extended period of time, will be stored securely in the designated place and shall not be removed without the knowledge of the management and only to those who are legally required to obtain the information.

Prescribed records to be kept by approved provider time frames:

- Child assessments or evaluations for delivery of the educational program (Regulation 74) to be kept for 3 years after the child's last day of attendance [Regulation 183]).
- An incident, injury, trauma and illness record (Regulation 87) to be kept until child is 25 years [Regulation 183].
- Medication records (Regulation 92) keep until the end of 3 years after the child's last day of attendance [Regulation 183].
- Staff records (Regulation 145)) to be kept until 3 years after the persons last date of service.
- Record of volunteers and students (Regulation 149)) to be kept until 3 years after the persons last date of attendance.
- Records of the Responsible Person at the Service (Regulation 150)) to be kept until 3 years after the persons last date of service.
- Record of Educators working directly with children (Regulation 151) to be kept until 3 years after the persons last date of service.
- Children's attendance records (Regulation 158) to be kept until the end of 3 years after the child's last attendance [Regulation 183] to be kept for **7 years** [Child Care Subsidy Secretary's Rules 2017].
- Child enrolment records (Regulation 160) to be kept until the end of 3 years after the child's last attendance [Regulation 183].
- Record of the Service's compliance with the Law (Regulation 167).
- A record of each nominated supervisor and any person placed in day to day charge of the education and care service (Regulation 162) to be kept until 3 years after the persons last date of service.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Privacy Act 1988 \(legislation.gov.au\)](#)

[Record keeping_A4.pdf \(acecqa.gov.au\)](#)

[Federal Register of Legislation - Australian Government](#)



Financial Management

1 Policy Statement

The HOOSHC Management Committee is responsible for all financial aspects of the service and will ensure that all funding, government legislation and Acts are fully followed, and that clear records of all the financial transactions are recorded and stored for the required time in a secure place (as per QA7 Confidentiality policy).

Sound financial management will enable HOOSHC to operate a quality service that meets the needs of the children by providing them with the resources they need. In conjunction, sound financial management will also assist in supporting the needs of the parents by providing affordable care.

2 Considerations

National Regulations:

- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed
- Reg. 181 Confidentiality of records kept by approved provider
- Reg. 183 Storage of records and other documents

National Quality Standards:

- QA. 7.1.2 Management systems
- QA.4.2.2 Professional standards

Funding and operational agreements.

Associated Incorporation Act.

Income Tax Assessment Act.

Goods and Services Tax

Superannuation Act.

Staff Awards.

Child Care Subsidy.

3 Procedure

The Coordinator, and /or other delegated person, will be responsible for the day to day financial management of the centre such as collection and banking of fees, allocation of petty cash and payment of bills.

The Treasurer will report monthly on the progress of the financial state at the committee meetings, ensuring that required financial transactions are recorded properly, and stored in a secure place. This information will be available to members of the association.

An annual budget will be prepared in consultation between the Management committee and Coordinator. It will be approved by Management.

The Treasurer will review the budget with the Coordinator each month, clearly identifying relevant issues such as allocated petty cash and monies made available for new equipment etc.

Approved by: Management Committee

Approved Date: 21/10/2024

Review Date: 19/10/2026



The Administration Officer will draw up a time-table for the year that indicates when all returns, audits, reports and other financial accountabilities are due and will ensure that all these are carried out by the appropriate time frame.

The Management committee will ensure the payment of staff on an agreed basis, according to the appropriate Award entitlements and that all tax and superannuation deductions are made. Authorisation of payment requires two registered bank authorities, being members of the executive committee.

Submission to funding bodies must be completed within the time frame outlined in funding agreements.

An annual audit of the closing financial year will be conducted and the Audited Balance Sheet and Income and Expenditure statement will be presented to the Association's members at the AGM.

All financial records will be kept for a period of 7 years and will be made available for inspection by the relevant government Department officers.

Fund raising (I.e. Red Nose Day) will be encouraged and supported by the Management committee but will not be a part of the income required in the budget.

New Management members will be provided with a summary of the service's financial position on their election to Management.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

Community Connections Solutions Australia (CCSA), Governance and Management in Early Childhood (2019).

[Governance-and-Management-Snapshot.pdf \(ccsa.org.au\)](#)

[Children's Services Award \[MA000120\] - Fair Work Ombudsman](#)

[Acts and Regulations | Treasury.gov.au](#) – Superannuation

[Associations Incorporation Act 2009 No 7 - NSW Legislation](#)

[Income Tax Assessment Act 1997 \(legislation.gov.au\)](#)

[A New Tax System \(Goods and Services Tax\) Act 1999 \(legislation.gov.au\)](#)

[Child Care Subsidy - Services Australia](#)



Delivery and Collection of Children

1 Policy Statement

HOOSHC firmly believes that having and communicating clear procedures for delivering to and collecting children from the service, ensures the safety and well being of the children in our care.

Parents are required to follow specific communication procedures to ensure we can provide appropriate care of their children.

2 Considerations

National Regulations:

- Reg. 86 Notification to parents of incident, injury, trauma and illness
- Reg. 87 Incident, injury, trauma and illness record
- Reg. 99 Children leaving the education and care service
- Reg. 100 Risk assessments must be conducted before excursion
- Reg. 101 Conduct of risk assessment for excursion
- Reg. 102 Authorisation for excursions
- Reg. 122 Educators must be working directly with children to be included in ratios
- Reg. 123 Educator to child ratios – centre based services
- Reg. 146 Nominated supervisor
- Reg. 157 Access for parents
- Reg. 158 Children’s attendance record to be kept by approved provider
- Reg. 160 Child enrolment records to be kept by approved provider and family day care educator
- Reg. 161 Authorisations to be kept in enrolment record
- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed
- Reg. 171 Policies and procedures to be kept available
- Reg. 172 Notification of change to policies or procedures
- Reg. 177 Prescribed enrolment and other documents to be kept by approved provider

National Quality Standards:

- QA. 2.2.1 Supervision.
- QA. 6.1 Supportive relationships with families.
 - QA. 6.1.1 Engagement with the service.
 - QA. 6.1.3 Families are supported.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities..

HOOSHC Policies:

- Hours of Operation
- New Children Orientation



Fees
Acceptance and Refusal of Authorisations
Maintenance of Records
Role of the Management Committee
Communication
Emergency Procedures
Child Protection

- Family Law Act 1975
- Privacy Act 1988
- Parent Handbook
- Child Safe Standards

3 Procedure

Children are not to be left at HOOSHC at any time outside of the operating/opening hours of HOOSHC.

On arrival the person bringing the child is responsible to sign the child in on the Xplor App on the i-pad provided. If the person dropping off the child does not have access to the App, the Responsible Person may sign the child in, in the presence of the adult.

Any points of information are to be recorded in the Communication Book, such as any particular requirements for the day or any changes to who will collect the child.

If a child is being picked up by someone other than the parent on a regular basis, HOOSHC request that the parent/guardian formally add the person to the child's contacts on Xplor. This is done by going into the 'contacts' section of the app, adding the contacts details (must have email address) and sending the contact a request to the person. The contact will then receive an email requesting them to create a pin for Xplor, which they can use to sign children in/out of the service.

Alternatively, a contact can be added by emailing to the Coordinator the name of the person, email address, contact phone number and what they are giving the person permission to do. There are five options, one, some, or all of them can be selected; collection, excursion, medical, transportation and emergency. HOOSHC still requires parents to notify the Responsible Person on the day if another person will be collecting their child/ren. If a person on the contact list (or not on the list) arrives to pick up the child and the Responsible Person has not been informed, the parent will be contacted via phone to confirm.

If it is the first time someone other than the parent/guardian is picking up the child, we request that they bring their I.D with them so the Coordinator or Responsible person can check the child is able to leave with the nominated person.

Children are to place their belongings in the appropriate place.

The person dropping off the child must ensure that a staff member is aware of the child's presence before leaving HOOSHC, and that any special needs are communicated.

Should a child require medication of any kind, parents must fill in and sign the medication form (see QA 2 Medication Policy).



PICKING UP OF CHILDREN

Children must be collected by the closing time of HOOSHC.

The authorised person who is collecting the child should use the Xplor App on the i-pad placed on the counter in the Foyer or ask the Responsible Person to do so on their behalf.

The authorised person and children are to ensure that all belongings are collected.

The authorised person must ensure that a staff member is aware that they are taking the child from HOOSHC.

Staff are to be notified if the persons collecting the child is to be later than usual. The child will be notified to avoid any anxiety.

If the child is to be collected by anyone different than the name on the enrolment form, parents should advise the Coordinator in writing by email or text, if possible, and the person authorised to pick up the child be asked to bring identification if they've not been at the centre previously.

An authorised person picking up a child must be 16 years of age or older.

The names and contact numbers of all people authorised to collect the child must be included in the enrolment form. Any changes to these must be advised in writing to HOOSHC as soon as possible.

HOOSHC will not release the child to anyone who is not authorised without prior consent and in line with centre policy.

If there is an emergency and the parent or an authorised person cannot collect the child, the parent must personally ring HOOSHC to let us know. The parent will be required to indicate who will collect the child, give a description and ask the person to provide the centre with proof of identity eg licence or Medicare card.

If HOOSHC has not been notified and someone other than the parent or authorised person comes to collect the child, the centre will ring the parent to confirm authorisation. The child will not be released from HOOSHC until proper authorisation has been received.

If an adult has not arrived at HOOSHC by 5.55pm The Responsible Person should contact the Parent / Carer to confirm that they are on the way.

INTOXICATED OR PERSONS UNDER THE INFLUENCE

The family shall maintain the parental responsibility under the relevant acts and provisions to care for their children. In this case the parent shall:

- Understand and follow all laws regarding the collection and care of school age children and any individual service laws that they select of their own accord to use.

Should the Nominated Supervisor / Responsible Person reasonably suspect that the relevant parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance, they shall:

- Make attempt to discuss concerns with parent, guardian or authorised person and if possible, make alternate arrangements
- If not parent, then make attempt to contact parent to discuss concerns.
- Only release the child if required to by law.
- Call the police if an immediate threat to the welfare and wellbeing of children/and or family exists.

References



[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Child Safe Standards \(nsw.gov.au\)](#)

[Privacy Act 1988 \(legislation.gov.au\)](#)

[Family Law Act 1975 \(legislation.gov.au\)](#)



Roles of Management

1 Policy Statement

HOOSHC management will ensure decisions are made according to the HOOSHC service Constitution and in the best interests of the service. Management will ensure adherence to the legal requirements of a managing body and to operate a quality centre for children and all other relevant stakeholders.

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

For the purposes of Regulations, the Management Committee is the Approved Provider. The Management Committee as the Approved Provider will ensure that all aspects of governance and management are clearly articulated and complement the service Philosophy. The Management Committee as Approved Provider will ensure that copies of the current policies and procedures required under Regulation 168 are available for inspection at the service in accordance with Regulation 171.

2 Considerations

National Regulations:

- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and Procedures to be followed
- Reg. 171 Policies and procedures to be kept available
- Reg. 181 Confidentiality of records kept by approved provider
- Reg. 229 Register of approved providers
- Reg. 253 Information kept by approved provider

National Quality Standard:

- QA. 7.1 Governance.
 - QA. 7.1.1 Service philosophy and purpose.
 - QA. 7.1.2 Management systems.
- QA. 7.2.1 Continuous improvement.
- QA. 7.2.2 Educational leadership.
- QA. 7.2.3 Development of professionals.
- QA. 4.1.2 Continuity of staff
- QA. 6.1.1 Engagement with the service.
- QA. 6.2.3 Community engagement.

3 Procedure

These procedures relate to community managed not for profit services.

Management will ensure that the service is managed according to the funding bodies' requirements and that all relevant guidelines, Acts, Regulations and the Constitution are adhered to.



The management structure will be recorded with the duties clearly described.

Membership of the Management Committee will be open to all parents using the service and interested community members.

Office bearers will be elected each year at the Annual General Meeting.

All Committee members will know the requirements regarding:

- Management structure, roles and duties.
- Constitution.
- Centre's philosophy and goals.
- Policies and procedures.
- Funding and operational agreements.
- National Quality Standards.
- Meetings.
- Financial requirements.
- Employment responsibilities.

Existing members are encouraged to give support to new incoming members, including parent representatives.

Exiting executive committee members, are encouraged to complete a hand over period with the new executive committee members.

Parents will be actively encouraged to participate.

Decisions about the overall operation of the centre will be made at the management Committee level. Parents and staff will be kept informed about the Committee's membership, meetings and decisions and have opportunities to have input into the management of the service.

The Coordinator will attend meetings of Management and present a written progress report regarding the running of the centre and will provide information to the Committee to assist in making decisions.

A staff member may attend a meeting to raise issues on behalf of the staff and to provide feedback to other staff on the Committee's decisions.

ROLE OF THE COMMITTEE.

The Committee is responsible for the ongoing management of the centre. Primarily this involves legal, financial and employment responsibilities.

The responsibility for the day-to-day operations of the centre however is delegated to the Coordinator / Nominated Supervisor.

The Committee meets in accordance with the Constitution.

General ongoing tasks of the Committee include:

- Ensuring the needs of the parents, children and staff are met.
- Ensuring the smooth daily operation of the centre.
- Communication and addressing of any issues that may arise.
- Publicity and public relations.



- Development and review of policies.
- Planning.
- Financial management and administration.
- Liaison and compliance with funding and licensing bodies.
- Employment, supervision and direction of staff, ensuring appropriate industrial awards are adhered to.
- Continued maintenance and repair of the building and equipment.

Philosophy and Policies

- The development and review of the philosophy and policies will be an ongoing process.
- The philosophy and associated statement of purpose will underpin all other documentation and the practices of the service and will reflect the principles of the approved national framework for school age care “My Time, Our Place”. There will be a collaborative and consultative process to support the development of the philosophy that will include children, families and Educators. The statement of Philosophy will be included in the Quality Improvement Plan for the service. The statement of purpose will define how the statement of philosophy will be implemented in the service.
- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- The Management Committee as Approved Provider will authorise the Philosophy and the policies. The Approved Provider can only alter policies, and the changes minuted as a record.
- All documents will be dated and include nominated review dates.
- There will be a comprehensive index for the service policies as it is likely that some policies may address several aspects of operational practice.
- The service philosophy and policies will be available for all stakeholders and there will be reference to this in parent and staff handbooks and general service information.

Financial management

- The Approved Provider will be responsible for developing and overseeing the budget of the service and for ensuring that the service operates within a responsible, sustainable financial framework.
- In line with this responsibility the Management Committee will conduct a budget planning meeting each year as part of its annual business planning. The details of budgeting and fee setting are set out under the Fee Policy.
- Financial reporting including an income and expenditure statement, and balance sheet will be presented to the Management Committee on a regular basis and the opportunity provided to ask questions or seek further advice from any Management Committee member.

Facilities and environment

- The Management Committee will ensure regulations 103–115 relating to the physical environment required for an OSHC service are always maintained.
- In the event of the relocation of the site the Management Committee will ensure that the requirements of the regulations are considered when site re-arrangements are proposed.
- Work, Health and Safety implications will be considered by the Management Committee in relation to educators locking up and leaving the service at the end of the day and risk assessments of the practices will be undertaken.

Equipment and maintenance

- Appropriate equipment and furniture, to meet the needs of the children and educators, will be well maintained and safe.
- Processes will be in place for routine cleaning of toys and equipment.



Review and evaluation of the service

- Ongoing review and evaluation will underpin the continuing development of the service. The Management Committee will ensure that the evaluation involves all stakeholders, especially families, children and educators.
- The development of a Quality Improvement Plan (QIP) will form part of the review process. Reflection on what works well and what aspects of the service need further development will be included in the QIP and discussed at meetings of the Management Committee.

Confidentiality

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

Maintenance of records

- Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183–184 detail storage of records.
- The service has a duty to keep adequate records of staff, families, and children in order to operate responsibly and legally. The service will protect the interests of the children, their families and the staff, using procedures to ensure appropriate privacy and confidentiality.
- The Approved Provider assists in determining the process, storage place and timeline for storage of records.
- The service's orientation and induction processes will include the provision of relevant information to educators, children and families.
- Clear guidelines on who will have access to which particular records will be given to Committee members, educators and families. These will be always available at the service.
- The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments:
 - Australian Tax Office (ATO)
 - Family Assistance Office (FAO)
 - Department for Education, Employment and Workplace Relations (DEEWR)
- In the event of ceasing to operate, the service Management Committee will identify where the records will be kept and seek professional advice on the winding up of the service
- A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available to all members of the Management Committee. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

Work, Health and Safety

- Policies and procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any service specific requirements, including grievance/complaints procedures.
- The Nominated Supervisor will report back to the Management Committee on any Work, Health and Safety issues as they arise.
- All Committee members will be provided with information to assist them in meeting their obligations under the legislation.

The responsibilities of the Approved Provider that cannot be delegated to any other person or body include:

- Compliance monitoring – ensuring compliance with the objects, purposes and values of the service, and with its Constitution.



- Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them.
- Strategic planning – reviewing and approving strategic direction and initiatives.
- Regulatory monitoring – ensuring that the service complies with all relevant laws, regulations and regulatory requirements.
- Financial monitoring – establishing and maintaining systems of financial control, internal control, and performance reporting; reviewing the service’s budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service.
- Financial reporting – considering and approving annual financial statements and required reports to government.
- Organisational structure – setting and maintaining a framework of delegation and internal control.
- Staff selection and monitoring – selecting, evaluating the performance of, rewarding and, if necessary, dismissing staff. Nominating appropriate Nominated Supervisors and ensuring a Responsible Person is always available on shift. Delegate the functions of sub-Committees, the Nominated Supervisor, and other staff.
- Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise.
- Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between Committee members, staff, parents, community members, or volunteers.

Nominated management members may gain access to the services records, but only in accordance with confidentiality guidelines and when necessary to fulfil their management responsibilities. Confidentiality will be maintained at all levels at all times.

Specific Roles of The Officers.

President

Facilitate the smooth running of the management Committee.

Set the meeting agenda (in collaboration with the secretary), which will cover all necessary business.

See that the meeting is properly convened in accordance with the rules of the organization.

Determine if a quorum is present at meetings (minimum of 3 committee members).

Chair the meeting, helping to make the meeting enjoyable, efficient and quick.

Ensure the agenda is adhered to and that all members have a chance to contribute to the discussion.

Help the meeting come to agreement.

When decisions are made, clearly state what the decisions were, who will implement these and ensure this is recorded in the minutes.

Summarise at the end of every meeting so that individuals have a clear understanding of tasks to be performed and decisions made.

Close the meeting only after the business at hand has been properly conducted.



Act as a spokesperson for the Committee when necessary.

Vice President

Perform the above duties in the chairperson's absence and to assist the chairperson in performing their tasks.

Secretary

Keep records of all business to do with the Committee, including membership records, correspondence and minutes.

Call meetings giving notice as required under the constitution.

Read and table for the meeting all relevant incoming and outgoing correspondence.

Deal with this correspondence as decided by the Committee.

Ensure that all correspondence relevant to the staff is forwarded to them as soon as possible.

Before each meeting, organise the venue and type and distribute the agenda.

Take the minutes for the meeting.

After each meeting, copy and distribute the minutes to the members of the Committee.

Ensure the minute book is kept and updated and signed by the Chair at next meeting.

Treasurer

Is responsible to carry out and oversee the following tasks which may be delegated to HOOSHC Admin support staff as appropriate.

Oversee the financial management of the centre.

Ensure that true and proper financial records are kept.

Plan a budget for financial expenditure.

Present a written report and Income and Expenditure Statement to the Committee meetings.

Ensure an annual audit is carried out.

Ensure that all government and funding agreement requirements are carried out.

Public Officer

The public officer is the person responsible for keeping the Office of Fair Trading informed of changes in the Association and its financial situation including the submission of the Annual Return, WWCC clearances for educators and other jobs listed under the role, as attached.



ACTION	WHO	DUE	SUBMIT
Complete form (PA202) "Declaration of fitness and propriety" www.acecqa.gov.au/resources/applications	All new Committee /Board Members	Within 7 days of appointment	ACECQA's National Quality Agenda IT System (NQA ITS) portal https://public.nqaits.acecqa.gov.au/Pages/Landing.aspx .
Complete a volunteer Working With Children Check	All new Committee /Board Members	ASAP after AGM	http://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check
Complete a Criminal History Check	All new Committee /Board Members	ASAP after AGM	http://www.nationalcrimecheck.com.au/
Notification of change to information about provider	All new Committee /Board Members or if any other changes have been made to the management committee	Within 14 days of change	ACECQA's National Quality Agenda IT System (NQA ITS) portal https://public.nqaits.acecqa.gov.au/Pages/Landing.aspx

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

Community Connections Solutions Australia (CCSA), Governance and Management in Early Childhood (2019).

[Governance-and-Management-Snapshot.pdf \(ccsa.org.au\)](#)

New South Wales Consolidated Acts (2023). [ASSOCIATIONS INCORPORATION ACT 2009 - As of 13 January 2023 - Act 7 of 2009 \(austlii.edu.au\)](#)



Policy Development and Review

1 Policy Statement

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

The HOOSHC management committee will provide effective management and a quality service through the ongoing development and review of policies, which are required to run the service efficiently.

Management will ensure that all employees, families, and other relevant people, are aware of policies and procedures and have access via the policy folder at the service and online systems such as the HOOSHC website and internal digital storage systems.

2 Considerations

National Regulations:

Reg. 168 Education and care service must have policies and procedures

Reg. 170 Policies and procedures to be followed

Reg. 171 Policies and procedures to be kept available

Reg. 172 Notification of change to policies or procedures

National Quality Standard:

QA. 7.1.1 Service philosophy and purpose.

QA. 7.1.2 Management systems.

QA. 7.2.1 Continuous improvement.

QA. 6.1 Supportive relationships with families.

QA. 6.1.1 Engagement with the service.

QA. 6.1.2 Parent views are respected.

QA. 6.1.3 Families are supported

3 Procedure

Management will ensure the development of all required policies under the National Quality Standards (NQS) system of accreditation.

Under Regulation 168, the approved provider of an education and care service must ensure that the service has in place policies and procedures in relation to the matters below:

- health and safety, including matters relating to—
 - nutrition, food and beverages, dietary requirements; and
 - sun protection; and
 - water safety, including safety during any water-based activities; and
 - the administration of first aid; and
 - sleep and rest for children.



- incident, injury, trauma and illness procedures complying with regulation 85.

- dealing with infectious diseases, including procedures complying with regulation 88.
- dealing with medical conditions in children, including the matters set out in regulation 90.
- emergency and evacuation, including the matters set out in regulation 97.
- delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99.
- excursions, including procedures complying with regulations 100 to 102.
- providing a child safe environment.
- staffing, including—
 - a code of conduct for educators; and
 - determining the responsible person present at the service; and
 - the participation of volunteers and students on practicum placements.
- interactions with children, including the matters set out in regulations 155 and 156.
- enrolment and orientation.
- governance and management of the service, including confidentiality of records.
- the acceptance and refusal of authorisations.
- payment of fees and provision of a statement of fees charged by the education and care service.
- dealing with complaints.
- sleep and rest.

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

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

The Management Committee as Approved Provider will ratify the Philosophy and the Policies. The Approved Provider can only alter policies and the changes minuted as a record.

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

Other policies are to be developed as deemed necessary by management. These will be based on the following criteria:

- As determined by Australian Children’s Education and Care Quality Authority (ACECQA).
- An issue or problem arises that is not addressed in a current policy.
- A current policy is not meeting the current need.
- Daily operations of HOOSHC are unclear to staff, parents or management.
- Staff, parents or management are unsure what to do in a certain situation.
- There have been changes due to outside influences.



All policies must reflect the current philosophy of HOOSHC.

Policies will be recorded in a loose-leaf policy booklet along with the centre's philosophy, date of endorsement and date of review. This booklet is to be kept in the specified place and available for all stakeholders and there will be reference to this in parent and staff handbooks and general service information. Policies will also be available on the centre's website.

There will be a comprehensive index for the service policies as it is likely that some policies may address several aspects of operational practice.

Management will ensure that any new management members, staff and families entering the service are made aware of the policy folder and any specific policies relevant to them.

Any person involved in HOOSHC is to feel welcome to make suggestions and discuss any concerns they may have regarding current policies. Parents and staff will be informed of this policy on enrolment/employment and through the centre's information booklet.

Staff and parents and any other relevant persons will be encouraged to have input into the development, review or changes to any policies and where appropriate be involved in the development of these policies.

All new policies, or changes to existing policies will be reviewed in the time frame of 6 operating weeks.

All other policies will be reviewed within an 2 year period and more frequently if the need arises or there are changes to legislation or recognised best practice.

The review of policies will be based on the following criteria:

- Is the policy operating effectively?
- Does it include appropriate responses to individual incidents?
- Does it meet the needs of all involved in HOOSHC?
- Is it consistent with current philosophy?
- Is it consistent with current legislation, Acts and standards?

Any changes to existing policies will be circulated to relevant persons in the service through staff meetings, committee meetings, face to face and on the HOOSHC website.

As an ongoing practice specific policies may be mentioned again through email or personal contact to highlight any relevant issues. This may be required if there is a recurrent problem arising or to highlight any specific current issues in the running of the centre.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)



Educational Leader

1 Policy Statement

The Educational Leader in children’s education and care services has an influential role in inspiring, motivating, affirming and also challenging or extending the practice and pedagogy of educators. The role is a collaborative endeavour involving inquiry and reflection, which can significantly impact on the important work educators do with children and families’ (Australia Children’s Education and Care Quality Authority (ACECQA, 2023).

HOOSHC management will nominate and support a suitable educator in the role of Educational Leader, to guide and facilitate the programming, planning and practice of the service, which is underpinned by the National Quality Framework for school aged children: My Time, Our Place.

2 Considerations

National Regulations:

- Reg. 47 Minimum requirements for qualifications, experience and management capability
- Reg. 74 Educational Program
- Reg. 74 Documenting of child assessments or evaluations for delivery of educational program
- Reg. 75 Information about education program to be kept available
- Reg. 76 Information about education program to be given to parents
- Reg. 118 Educational Leader
- Reg. 136 First aid qualifications
- Reg. 148 Staff and Educator records – centre based services: Educational Leader
- Reg. 168 Education and care service must have policies and procedures

National Quality Standard:

- QA. 1 Educational program and practice
- QA. 4.1 Staffing arrangements.
- QA. 4.1.1 Organisation of educators.
- QA. 4.1.2 Continuity of staff.
- QA. 4.2 Professionalism.
- QA. 4.2.1 Professional collaboration.
- QA. 4.2.2 Professional standards.
- QA. 7.1 Governance.
- QA. 7.1.1 Service philosophy and purpose.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities.
- QA. 7.2 Leadership
- QA. 7.2.1 There is a commitment to continuous improvement.



- QA. 7.2.2 Educational Leadership.
- QA. 7.2.3 Development of professionals.

Children's Services Award

3 Procedure

Regulation 118: requires the approved provider to designate, in writing, a suitably qualified and experienced educator, coordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service.

Once a suitably qualified and experienced employee has been identified for the Educational Leader position, HOOSHC management committee will provide the nominated Educational Leader with the 'HOOSHC Appointment of Educational Leader' form for completion. If the nominee accepts the position, they are to complete the form and return to management promptly. The form will be kept on the employee's file.

Regulation 148: requires the staff record includes the name of the person designated as the educational leader. The appointed Educational Leader will be documented as such on the staff record and paid accordingly under the Children's Services Award for their role.

The role of the educational leader in HOOSHC is primarily to:

- Collaborate with educators and provide curriculum direction and guidance
- Support educators to effectively implement the cycle of planning to enhance programs and practices
- Lead the development and implementation of an effective educational program in the service
- Ensure children's learning and development are guided by the learning outcomes of the National Quality Framework for School Age Care – 'My Time, Our Place'.
- Be aware of any changes in the National Quality Framework or legislative changes in programming and planning that will affect the service (discuss with Coordinator).

The educational leader also has a significant role in:

- Guiding and developing educators and families' understandings about play and leisure-based learning
- Building the knowledge, skills and professionalism of educators
- Building a culture of professional inquiry with educators, coordinators and staff members to develop professional knowledge, reflect on practice and generate new ideas.

The educational leader will be supported in their role by:

- Being provided with educational leader resources (i.e. ACEQUA Educational Leader Folder of information)
- Training opportunities – both formal and informal
- 2 hours per week of programming and planning time (administration, not directly with children). Additional hours may be approved by the Coordinator and/or Management Committee in the lead up to peak periods such as vacation care.
- From 1st November 2022, an annual allowance of \$4022.05 will be payable to the Educational Leader.
- Where a permanent employee is working on a part-time basis as Educational Leader (for example, where they stand-in as Educational Leader for an interim period) they will receive an estimated allowance of \$15.47 daily for each day they work as Educational Leader.
- The amount paid to the Educational Leader, will be determined by the Children's Services Award.



References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Educational leadership | ACECQA](#)

[ACECQA Educational Leader Manual WEB.pdf](#)

[Children's Services Award \[MA000120\] - Fair Work Ombudsman](#)



Safe arrival of children

1 Policy Statement

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

2 Considerations

National Regulations:

- Reg. 99 Children leaving the education and care service
- Reg. 100 Risk assessments must be conducted before excursion
- Reg. 101 Conduct of risk assessment for excursion
- Reg. 102AA Definition: Safe arrival of children
- Reg. 102AAB Safe arrival of children policies and procedures
- Reg. 102AAC Risk assessment for the purpose of safe arrival of children policies and procedures
- Reg. 102 Authorisation for excursions
- Reg. 122 Educators must be working directly with children to be included in ratios
- Reg. 123 Educator to child ratios – centre based services
- Reg. 161 Authorisations to be kept in enrolment record
- Reg. 168 Education and care service must have policies and procedures
- Reg. 170 Policies and procedures to be followed
- Reg. 171 Policies and procedures to be kept available
- Reg. 172 Notification of change to policies or procedures

National Quality Standards:

- QA. 2.2.1 Supervision.
- QA. 6.1 Supportive relationships with families.
 - QA. 6.1.1 Engagement with the service.
 - QA. 6.1.3 Families are supported.
- QA. 7.1.2 Management systems.
- QA. 7.1.3 Roles and responsibilities..

HOOSHC policies:

- Delivery and collection of children
- Child protection
- Hours of operation
- Transportation
- Excursions



Acceptance and refusal of authorisations
Missing and absent children

- Child Safe Standards

3 Procedure

The safety, health and wellbeing of the children at our service is paramount. Our policies and procedures ensure that children are safeguarded during the time between the points of delivery to, and collection from, the service (ACECQA, 2023).

- We acknowledge the important role played by our service leaders, educators and staff. They are provided with the necessary training and support to implement the policies and procedures for the travel to, and collection from, the service premises.
- Our service managers, educators and staff have a clear understanding of who holds the duty of care when children travel between schools and education and care settings.
- We have clearly defined roles and use effective communication to ensure that management, educators and staff are aware of their responsibilities in relation to the travel of children to and from the service.
- Being prepared and knowing the risks involved when children travel to or from the service is vital. We develop risk assessments to assist us in identifying the risks involved during this time moving to or from the service.

ARRIVAL OF CHILDREN

Children are not to be left at HOOSHC at any time outside of the operating/opening hours of HOOSHC.

On arrival the person bringing the child is responsible to sign the child in on the Xplor App on the i-pad provided. If the person dropping off the child does not have access to the App, the Responsible Person may sign the child in, in the presence of the adult.

Any points of information are to be recorded in the Communication Book, such as any particular requirements for the day or any changes to who will collect the child.

The person dropping off the child must ensure that a staff member is aware of the child's presence before leaving HOOSHC, and that any special needs are communicated.

Should a child require medication of any kind, parents must fill in and sign the medication form (see QA 2 Medication Policy).

Henschke Primary School children

Children from Henschke Primary School arriving to HOOSHC after school are to walk to the Henschke Hall promptly after the bell.

Children in years 3-6 enter the hall via the back door to the left of the stage and have their names marked off the list by a staff member as soon as they have entered the hall. Children in years 1-2 are to enter via the door on the left side on the hall, closest to the foyer, and have their name marked off the roll by a staff member at the counter. Staff are to ensure the appropriate doors are open before the bell.

In Term 1 of each year, children in kindergarten will be collected from their classroom by a staff member, have their name marked off the list and walked down to the hall. If a child in kindergarten who is booked into HOOSHC that afternoon is not present at their classroom, the staff member is to confirm with the classroom teacher if the child was present at school that day. If the child is confirmed absent, the staff member is to inform the Responsible Person upon returning to the hall. If the child was present at school and the classroom teacher confirms they were



picked up by a parent/family member, the staff member is to inform the Responsible Person as soon as possible so they can confirm with the parents via phone.

From Term 2 onwards, children in kindergarten are to meet in the designated area, determined by the Coordinator, where a staff member will check their name off the list and walk them down to the hall.

As per QA7 Missing and Absent children policy:

Should a child who attends Henschke Primary School not arrive at HOOSHC by 3.25 as expected, the Responsible Person will:

- Ask the children present of their knowledge of where the child might be.
- Contact the school office and ask for information regarding the child's attendance at school. (Dial 110 from phone on bench)
- Inspect school grounds, including pick up zones, ensuring all other children are well supervised during this time.
- If the child was absent from school, the Responsible Person will call the parent/s to remind them of their failure to contact us and to find out if the child will be attending the next day.

Children from schools other than Henschke PS who travel to HOOSHC by bus

Should a child who catches a bus to Henschke OOSHC not arrive at HOOSHC within 5 mins of the normal expected arrival time, the Responsible Person will:

- Ask other children who travel on the same bus whether the child was at school / travel on the bus.
- Ring the parent/s to find out if the child should be in attendance
 - using personal mobile phone numbers
 - work phone numbers
 - home phone number
- Contact the appropriate school office and ask for information regarding the child's attendance at school.
- **Contact Busabout (02 5942 6600)** to determine whether there has been a delay with the bus

1. If still unable to establish the whereabouts of the child the Responsible Person is to:

- Advise / confer with the Coordinator if the Coordinator is not in attendance
- Ring the parent/s to find out if the child should be in attendance
 - using personal mobile phone numbers
 - work phone numbers
 - home phone number
- If the parent/s is not available the Responsible Person / Coordinator will send a text message to the parents' mobile numbers
- Advise / confer with the Coordinator about the outcome of each step if necessary
- Contact authorised persons on the child's Emergency Contact list to try to find out further details in the following sequence:
 - Grandparent
 - Other family member



- Family Friend
- If contact cannot be made with the parents/guardians, or the parents/guardians believe the child should be at the centre then the educators will:
 - Inform the school of the missing child
 - Continue to search the school grounds with school staff assistance, ensuring that all the other children are well supervised during this time.
- If the child is found, the educators are to ensure that all persons attempting to locate the children are informed.
- In addition, the parents/guardians should be contacted to advise the child has been located and an Incident, Injury, Trauma and Illness record is to be completed. This will require a signature by the parents/guardians on collection of the child.
- Should the child not be located then the Coordinator is to:
 - Call the Police.
 - Advise the parents/authorised persons that the police have been phoned
 - Advise the Management Committee President or Executive member that the Police have been phoned.

Where the police are called, the Responsible Person on Duty will complete an Incident, Injury, Trauma and Illness record and report this incident to the Department of Education (Early Childhood Education and Care Directorate) using the NQAITS.

DUTY OF CARE

When a child is in the care of school or parent/guardian prior to being signed into HOOSHC, the school or parent/guardian has duty of care of the child.

When a child is transported from a school other than HCPS via bus, the bus service has a duty of care to the child until they are dropped off at HCPS bus stop.

Once children arrive at HCPS and walk to the back of the Henschke hall to be signed into HOOSHC for the session, HOOSHC is responsible for the duty of care of the child/ren.

Children transitioning between one activity to another, indoors/outdoors or to/from the service on excursions, while signed into the service, remain under HOOSHC's duty of care.

RISK ASSESSMENT

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

The purpose of the risk assessment is to 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. A risk assessment must also specify how the identified risks will be managed and minimised. Some of the things a risk assessment must consider include:

- the age, developmental stage and individual needs of the child
- the role and responsibilities of;
- the nominated supervisor of each service the child will travel to or from
- the child's parent



- an authorised nominee named in the enrolment record
- a person authorised by either the child’s parent or an authorised nominee in the enrolment record, and
- 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 if the service has identified a child is missing or cannot be accounted for during their travel
- given the risks posed by the child’s travel, the number of educators or other responsible adults that is appropriate to provide supervision
- the proposed route and destination, including any proximity to harm and hazards
- the process for entering and exiting both 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).

The policies and procedures must be updated as soon as practicable if a risk related to the child’s travel is identified after a risk assessment is conducted. A record of the risk assessment must be kept by the approved provider.

References

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

[National Quality Standard | ACECQA](#)

[Child Safe Standards \(nsw.gov.au\)](#)

[Element 6.2.1: Transitions | ACECQA](#)



Not For Profit: Investment Planning Policy

1 Introduction

The HOOSHC Management Committee is responsible for ensuring that the organisation operates within a responsible, sustainable financial framework and that the organisation has adequate resources to conduct its work. HOOSHC's Investment Plan forms an important part of fulfilling this responsibility.

2 Purpose

This policy is designed to:

- Direct the use of investment funds of HOOSHC; and
- Determine HOOSHC's future financial planning strategies to ensure the organisation can maintain its operating budget and create growth while observing socially responsible ethical standards.

3 Policy

The HOOSHC Management Committee is responsible for maintaining and extending the assets of the organisation, to provide for its long-term financial viability. In its stewardship of HOOSHC's financial assets, the Management Committee has adopted this policy to ensure that any assets not required for the current operating budget will be invested in accordance with HOOSHC's Investment Plan.

The purpose of HOOSHC's Investment Plan is to manage the cash assets not required for current operating expenses to maximise the earnings of such assets, while retaining security, minimising risks, and observing socially responsible ethical standards.

All interest and other earnings from such investments are deposited into HOOSHC's operating account and thus become part of the annual operating budget.

The Investment Plan should be designed to ensure that:

- Funds are utilised to achieve a balanced operating budget.
- HOOSHC creates capital growth and generates income.
- There will be access to cash to cover current liabilities.
- There will be access to cash to cover a minimum of 3 months operating expenses without any income.
- There will be access to cash for establishing new projects.
- There will be access to cash for unforeseen expenses.
- There will be access to cash to allow for donations that align with the organisational objectives.

The Investment Plan must conform with the following principles:

- Priorities set in the annual operating budget and planned capital expenditure are to be adhered to.
- Investments are to be made with low-risk ventures; that is, investments that provide for security of capital.
- HOOSHC will only invest funds with reputable, established, proven, financial institutions.