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POLICY STATEMENT
Following confirmation of enrolment each enrolling child and their family will be provided with a comprehensive orientation to our service before the child commences. The orientation process will provide an opportunity for the sharing of information between families and educators as well as providing an opportunity for the enrolling child to explore and experience the service with the security of having a parent or trusted adult close by. Orientation to our service will incorporate a tour of the physical environment, an introduction to our routines and policies and the opportunity for children to spend time at the service both with and without parents or trusted adults prior to commencing care. Emergency contacts and those who are authorised on the enrolment form to collect a child from the service will also be welcome to attend a centre orientation.

RATIONALE
The Mandate for the Catholic Education Commission of Western Australia 2009 – 2015, asserts that “Catholic schools can serve as models for all within Western Australia who seek to create genuine communities”. Orientation is the start of a process in which enrolled children and families become part of our community. It is important for children to feel safe in our care and the formation of relationships between educators, families and children is fundamental in achieving this outcome. By providing a comprehensive orientation process we aim to help families and children settle into the service successfully. A comprehensive orientation will also assist all parties to understand their role and to work in partnership to provide quality outcomes for children. Partnerships will be based on understanding of each other’s’ expectations and attitudes and will build on the strengths of each other’s knowledge.

PROCEDURES
Families are invited to visit the service with their child at times that suit them, to familiarise themselves with the service prior to the child’s attendance. The service will always consider the feelings and time constraints that families may have in regard to participating in orientation processes and aim to make the experience a positive and welcoming introduction to the service. The service will use an orientation checklist to ensure that every important aspect of the service’s operations and procedures is discussed with each new family. The centre principal or educator conducting the orientation visit will ensure each family has received a copy of the Family Handbook and provide an opportunity for children and families to have questions answered.

Children and Families
All children enrolled to commence in our program and their families will be provided with a tour of the premises which will include introductions to educators, and children at the service. Individuals authorised to collect the child and emergency contacts are encouraged to participate in this tour.

Families will be acquainted with the policy and procedures file and encouraged to familiarise themselves with the centre’s policies. Families will receive a copy of the policies that are relevant in the ‘Parents Policy Booklet’ in the Family Enrolment Pack.

Families will be acquainted with the procedures they need to be aware of such as the signing of attendance records and completion of medication forms.
Families will be made aware of the daily routines of the service that are relevant to their child.

Families will be encouraged to share information about their child and any concerns, doubts or anxieties they may have in regard to enrolling their child at the service.

Children will be invited to attend at least part of a care session with a parent prior to commencing at the service.

**Starting at Xavier OSHC**

Children commencing at our service will be welcomed by an educator and reminded where to store their personal belongings. A tour of the premises may be repeated if the child and/or parents require.

Parents will be encouraged to remain with their child for as long a period as the parent and/or educators feel may be necessary to ensure the child's wellbeing.

Where appropriate other enrolled children will be encouraged to assist new children by introducing them to their friends and the routines of the service, and acting as a ‘buddy’ for the new comer’s first few weeks at the service.
PAYMENT OF FEES POLICY

POLICY STATEMENT
Xavier Outside Hours Care service aims to provide a quality outside school hours care service for children at an affordable price to parents.

Fee levels are set by the school principal in consultation with our school board. Fee levels are reviewed annually taking into account income required to provide a quality outside school hours care service, consumer price index (CPI) increases and Child Care Benefit (CCB) annual increments.

A current schedule of fees will be provided to families in their enrolment package. Fee levels will also be displayed at the service.

Payment of fees is required for each enrolled child. The fees charged by the service will be the same for equivalent care arrangements for each enrolled child before CCB is applied.

Families will be notified of any fee increases at least two weeks in advance and advance notification will be provided of any additional charges that may be incurred.

RATIONALE
The collection of fees for each child who attends the service provides the financial base from which it operates. Fee income enables the service to offer a quality program for children in accordance with the Education and Care Services National Regulations 2012 and to provide adequate resources for children’s use.

While fees are the same for each child in attendance eligible families may apply for reduced fees through the Child Care Benefit system.

Fees as of January 2014 (before child care benefit)

<table>
<thead>
<tr>
<th>Service</th>
<th>Fee</th>
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<tbody>
<tr>
<td>After school</td>
<td>$24</td>
</tr>
<tr>
<td>Before School</td>
<td>$15</td>
</tr>
<tr>
<td>Vacation Care/Pupil Free day</td>
<td>$55</td>
</tr>
<tr>
<td>Excursion/Incursion</td>
<td>$65</td>
</tr>
<tr>
<td>Late pick up fee</td>
<td>$5 per 5 minutes or part thereof per child</td>
</tr>
</tbody>
</table>

HOW THE FEE COLLECTION POLICY WILL BE IMPLEMENTED

The centre principal will determine the required fee level in consultation with the nominated supervisor and school board taking into consideration income required to provide a quality service to children.

Fee amendments will usually occur at the commencement of the new financial year in line with the introduction of CPI increases and CCB annual increments. At least two weeks’ notice will be given to families of any intended fee increase.

Fees are charged fortnightly at the beginning of the week and payment is required by the following fortnight unless arrangements have been made with the Supervisor or School Principal. Casual care fees will be billed as per attendances and payable by the following fortnight. A dated receipt, in accordance with Commonwealth guidelines, will be provided for each payment and a regular statement of usage provided as per government requirements.

Once a place has been booked payment is required whether a child attends or not. Full fees are required to be paid for public holidays, absent days and holidays if a child is enrolled for care on the day they occur. One weeks notice is required for cessation of care.
No refund applies for missed bookings, including children away due to illness. Families are asked to notify the centre, supervisor or leave a message at the school office if their child is going to be away from OSHC. It is the family’s responsibility to apply for Child Care Benefit (CCB). Families will be charged full fees upon enrolment if they are not currently registered for CCB. Families eligible for CCB and who have paid full fees prior to notification will receive a credit through the Childcare Management System (CCMS) once CCB notification has been received. Full fees will also be charged if Child Care Benefit is suspended for any reason.

Child Care Benefit eligibility applies only if attendance records are accurately completed and signed by the responsible person and all other eligibility requirements are met. Records and documentation pertaining to Child Care Benefit will be kept for the specified period of time and made available to Department of Education, Employment and Workforce Relations (DEEWR) Officers upon request.

Details of an individual’s account and all completed forms are confidential and stored according to the Privacy Act. Families may access their own records, but notice to the supervising officer is required. Families with overdue fees will be encouraged to discuss any difficulties in meeting payments with the supervising officer. If they are unable to agree on suitable payment arrangements the supervising officer will refer the matter to the school principal.

If suitable payment arrangements are not made or the agreed arrangements are not kept, a written reminder will be issued. If the account still remains overdue a letter will be issued advising that the child’s place may be cancelled if the account is not settled. The letter will include a reminder to discuss payment difficulties and make suitable arrangements to pay with the supervising officer.

Following this, if no arrangements to pay have been made or arrangements have not been kept, the child’s place will be cancelled and a debt collector may be appointed to collect outstanding amounts. There may be occasions when a parent or responsible person may arrive late to collect a child. Whenever possible the parent/responsible person should ring the service to advise they will be late to collect the child. A late collection fee will be charged for each child not collected from the centre by closing time. Special circumstances such as an accident or vehicle break down, will be given consideration in relation to the administration of late collection fees.

Due to staff considerations, when a parent or responsible person is late to collect their child regularly, they will be required to meet with the supervising officer to discuss the matter. If the situation continues alternative care arrangements will need to be sought for the child.
**CONSIDERATIONS:**

<table>
<thead>
<tr>
<th>Mandate –</th>
<th>Catholic Education Commission of Western Australia</th>
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<tbody>
<tr>
<td>Children’s needs-</td>
<td>Provision of a quality program</td>
</tr>
<tr>
<td>Parent’s needs-</td>
<td>Affordable fees; Clear instructions about payment of fees</td>
</tr>
<tr>
<td>Staff needs -</td>
<td>Payment of fees not to impact negatively on the care provided to children; Sufficient funding for resources</td>
</tr>
<tr>
<td>Management needs-</td>
<td>Sufficient fee income to ensure quality service; fee payments to be up to date; a clear process that supports positive relationships with families.</td>
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</tbody>
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**SOURCES:**


* Education and Care Services National Regulations 2012

* Australian Tax Office – www.ato.gov.au

* Family Assistance Office – www.familyassist.gov.au

**RELATED POLICIES**

Enrolment policy
It is important to all staff at the Xavier Outside Hours Care that parents are comfortable with the care provided to their children and that they feel able to advocate on their children’s behalf if concerns arise.

Parents are encouraged to have ongoing and regular discussions with educators about the care of their children however meeting times should be booked to discuss specific concerns or to facilitate formal or lengthy discussions.

We aim to resolve all concerns as quickly and as informally as possible however when grievances cannot be resolved informally by the people involved a formal grievance process will be implemented.

Guidelines for addressing concerns will be provided to each family upon enrolment.

**Procedures for parents to express concerns:**

If a parent has a concern about an issue at the centre the matter should be discussed with the Nominated Supervisor or the person acting in the role of the Responsible Person. Concerns about the implementation of the program or the care of a child should be referred to the Nominated Supervisor or the person acting in the role of the Responsible Person.

If after discussion with the Nominated Supervisor or person acting in the role of Responsible Person the parent is still unhappy with the situation the Nominated Supervisor or person acting in the role of Responsible Person can offer to refer the matter to the Centre Principal either in person or in writing. The Centre Principal is responsible for initiating a process to resolve any dispute or complaint within the centre.

In cases where the matter cannot be resolved between the Centre Principal and the parent an external mediator may be engaged.

Where a dispute or complaint involves the Centre Principal the matter may be referred directly to the Director of Catholic Education.

General concerns or suggestions for improvement can be placed in the suggestion box at the centre.

Complaints or concerns relating to non-compliance with the *Education and Care Services National Regulations (WA)* 2012 can be referred to the Education and Care Regulatory Unit at Level 1, 111 Wellington Street, EAST PERTH WA 6004, Telephone (08) 6551 8333 or Free call 1800 199 383 or Email ecru@dlgc.wa.gov.au.

The name, address and phone number of the Education and Care Regulatory Unit will be displayed on a noticeboard at the entrance to the Centre.

A current copy of the *Education and Care Services National Regulations (WA)* 2012 will be available at the service for parents to read.

**Procedures for educators to address parent concerns:**

All complaints will be dealt with promptly and confidentially.

Where possible complaints will be dealt with immediately but if the complaint is an issue that the educator considers to be outside her/his control, the parent may be directed to the Nominated Supervisor, the person acting in the role of the Responsible Person or Centre Principal.

All confidential conversations/discussions with parents will take place in a quiet area away from children, other parents and staff who are not involved.

When a parent wishes their grievance to remain confidential this will be honoured. However the parent will be advised that issues cannot always be resolved satisfactorily if they choose to remain anonymous.

Where a staff member has to share a confidence with another person in order to resolve the issue, they will inform the parent of this need prior to any further discussions on the matter.
Management Procedures:
All complaints will be welcomed and appreciated.
The person receiving the complaint will clarify issues by actively listening and questioning the parent to further understand the issues. If the issues are complex the complainant may be asked to put their concerns in writing.
The complaint will be documented and any legal requirements in relation to the complaint will be considered.
The parent will be asked to provide suggestions about how the situation could be rectified to their satisfaction.
If possible the problem will be resolved immediately. If this is not possible the complainant will be advised that the issue will be given high priority and dealt with as soon as possible.
Where mediation is required all parties will have the right to agree to the appointment of the mediator.
If the problem is about an issue that is outside the control of the service, the person receiving the complaint will explain this to the parent and let them know who they should contact if they wish to take the matter further.
Any undertakings made to the parent in regard to addressing the issue will be followed up and the results provided to the parent as soon as possible.
Following resolution of the concern the Nominated Supervisor, the person acting in the role of Responsible Person or Centre Principal will contact the parent to find out if they are satisfied with the way the issue has been dealt with.
Each complaint will be evaluated by the Centre Principal to determine how educators responded and whether further action is required.
Each complaint will be viewed as an opportunity for improvement. After the complaint has been dealt with it will be analysed to find out how the problem occurred and determine if any changes to policy or operational procedures should be implemented to avoid similar problems in the future.
CHILDREN NOT COLLECTED AT CLOSING TIME

POLICY STATEMENT:
The centre will ensure the health, safety and well being of children not collected by closing time. Families are expected to abide by centre hours, except in an extreme emergency. The centre is unable to provide care to children after hours.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures):

- Whenever possible the parent/guardian should ring the Centre to advise they will be late to collect their child.
- Special circumstances ie. traffic accident or vehicle breakdown, will be given consideration in relation to the administration of late collection fees.
- When a parent/guardian is continually and regularly late arriving at the Centre to collect their child, the Supervising Officer will discuss other child care options with the parent.

PROCEDURE FOR LATE COLLECTION:

- If a child has not been collected 30 minutes after closing time, and the parents/guardians of the child, nor other emergency contact person has been able to be contacted, the educator present will contact:
  - Principal and advise them of the situation and consult on what action to take.
- The centre will develop an agreed action plan.
- The Educator will care for the child’s needs (ie. provide a snack or evening meal) and reassure the child if he/she is anxious, provide the child with some fun games or activities.
- When the parent/guardian or emergency contact person arrives to collect the child they will be required to complete and sign a Late Collection Form, which indicates the time of collection and confirms their understanding that a late fee will be charged.
- Educator will advise Principal that the child has been collected.

ON GOING STRATEGIES:

- The policy on late collection of children will be highlighted to parents at the time of enrolment, and provided in the Parents Policy Booklet in the enrolment pack.
- The centre will ask families to update their own, and their emergency contact numbers as they change. A system of regular reminders will be implemented through the centre newsletter, notices in the entry area, a reminder on the family’s fee receipts, a letter to parents, or other means.
- Families will be encouraged to name additional emergency contacts, who they expect would be available and able to assist in an emergency. This could include trusted neighbours, if the family does not have relatives or friends on hand to assist.
- Where families are continually late to collect children, the following process will be followed to address continuing issues.
  - The Supervising Officer will speak with the parent to discuss any difficulties the parent is experiencing in collecting their child by closing time.
EMERGENCY AND EVACUATION POLICY AND PROCEDURES

POLICY STATEMENT
Should a fire, natural disaster or other emergency occur at Xavier Outside School Care service the children and educators have clear guidelines to follow and will be well practised in the required procedures to ensure as far as possible the safety and well-being of each person present.

RATIONALE
The dignity, safety and well-being of people are central to the teachings of the Catholic Church and are also a central theme of My Time, Our Place, Framework for School Age Children and The Early Years Learning Framework.
We aim to support the safety and well-being of children, educators and visitors by maintaining up to date emergency and evacuation procedures and ensuring these procedures are practised on a regular basis. In the event that an emergency situation arises our educators and children will be well versed in the procedures to be followed.

PROCEDURES
A risk assessment will be conducted by the centre principal and/or nominated supervisor to identify potential emergencies that are relevant to this service.
The emergency evacuation floor plan showing emergency exits and assembly areas and the emergency evacuation procedures will be clearly displayed near the main entrance and exit in each room.
Each educator will be provided with a copy of the emergency procedures and emergency evacuation plan upon commencement at the service.
Families will be provided with a copy of the emergency evacuation procedures and emergency evacuation plan upon request.
Emergency rehearsals will be conducted regularly as per the requirements of the Education and Child Care Services National Regulations 2012 Reg 97.
Agencies that provide emergency services will be invited to speak at our service and children will be introduced to, and encouraged to explore, the Kids Emergency Triple 000 website (http://kids.triplezero.gov.au/).

Emergency Rehearsals
Rehearsals of evacuation and emergency procedures will be conducted every 3 months.
Rehearsals will involve all educators and children and will be practised randomly, without warning and at different times of the day.
An evaluation of each emergency evacuation rehearsal will be completed by the nominated supervisor or a person designated by the nominated supervisor on an Evaluation of Emergency Evacuation Drills form. Each evaluation form will be retained for a period of three years from the day on which the record was made. Observations from rehearsals will be considered by centre principal and nominated supervisor to inform future evacuation policies and procedures.

Evacuation from the Centre
Evacuation from the service may be conducted for any reason including but not limited to gas leak, fire, snake, unwelcome visitor, intruder, or earthquake.
Once a decision has been made by the nominated supervisor to evacuate the service the Emergency Evacuation Plan (Appendix A) will be implemented and the Emergency Procedures will be followed.

Lunch Period Evacuations
During lunch times the service will ensure that any additional educators who are on the premises will assist with the evacuation of children.
On hearing the alarm, any educator not directly caring for children at the time of the emergency will check to determine if assistance is required to evacuate children safely from the premises.
Other adults on the premises at the time of the emergency, such as a parent may be asked to assist in the evacuation if required.

**Fire**

The service will comply with any relevant fire safety requirements of the appropriate Fire and Emergency Services Authority.

Fire extinguishers will be installed and maintained in accordance with Australian Standard 2444. All educators will be instructed in the operation of fire extinguishers by authorised trainers.

Educators will only attempt to extinguish fires when all of the following is assured:
- the children have been evacuated from the room.
- the fire is very small.
- there is no danger to the person who will operate the extinguisher.
- the operator is well trained and confident in the use of the extinguisher.

Smoke detectors are fitted in accordance with the manufacturer’s instructions and placed to provide adequate warning of smoke and so that educators will hear the alarm from anywhere within the education and care premises. The centre principal will ensure that these devices are maintained in working order. A maintenance schedule will be kept to confirm regular checks occur.

Should emergency services be required to attend the service the centre principal or nominated supervisor will inform the officer in charge of the nature and location of the emergency and of any missing children or educators.

No-one will re-enter the building until advised it is safe to do so by the officer in charge.
WHEN TO EVACUATE OR LOCKDOWN:

- In the event of an emergency an educator will blow the whistle in short continuous blows

EVACUATION PROCEDURE:

- Turn off any equipment that may become a hazard
- Commence evacuation via the nearest safe exit
- Place sign to advise Parents on gate and lock gate
- Collect sign in/out file, the staff roster, the emergency bag (families emergency contact numbers) and mobile phone
- Make a final check of each room, bathroom, storage areas and close all doors
- Lead children to the nominated or closest safe Evacuation Assembly Area
- Account for all children and educators
- After given all clear by emergency services children and educators may return to OSHC room or children may be collected by parent or other authorised person

LOCKDOWN PROCEDURE:

- Lead children inside
- Lock all doors and windows
- Direct children to sit down on the floor together and prevent children from peering through windows or doors
- Give children reassurance to help them remain calm
- Account for all children and educators
- Wait for further instruction from Supervisor
CHILD ABUSE OR NEGLECT

POLICY STATEMENT:

The Centre believes it has a responsibility to all children attending the centre to defend their right to care and protection. To support this right the centre will follow the procedures covered in the Department for Community Development training on Child Protection, when dealing with any allegations of abuse or neglect of children, to ensure the protection of all children attending the Centre.

The centre believes it also has a responsibility to its employees to defend their right to confidentiality unless allegations of abuse against them are substantiated.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures):

- Strategies for creating a child protective environment will be adopted and followed at the Centre.

- Educator will be required to attend training held by the Department for Community Development in relation to child protection.

- Any allegation of abuse, neglect or assault, including sexual assault, or of an offence under Chapter 22 of the Criminal Code, in respect of a child attending the child care service made against the licensee or permit holder, or a educator must be reported to the Education and Care Regulatory Unit within one working day within 24 hours from when the allegation was made.

- The licensee must notify the Licensing Unit of the outcome of any investigation into such an allegation.

- Should a staff member suspect that a child is suffering from abuse or neglect follow the below procedure:
  1. Staff member suspects signs of abuse or neglect
  2. This is reported to the Nominated Supervisor
  3. Nominated Supervisor reports to the Principal of the school
  4. Principal/Nominated Supervisor completes NL01 form Notification of Complaints, Incidents and Additional Children in an Emergency
  5. Submit the form to the Department for Child Protection and Family Support and to the Education and Care Regulatory Unit.
Bullying and Harassment

POLICY STATEMENT
All children who attend the centre have the right to enjoy their play and friendships, and participate in the activity program within a supportive environment and among people who are caring and co-operative. The centre educators will encourage children to speak to them about any concerns they may have, and will ensure the program reflects and encourages core values such as friendliness, acceptance, respect, kindness, tolerance and co-operation. Educators will always listen and respond to children when incidents of bullying, violence or harassment are reported or observed, and will act to eliminate such incidents at the centre.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures)

Violence & Superhero Play
- It is accepted that children will often be exposed to television coverage of violence and war activities, and shows or computer programs involving Superheros, and through this exposure may be familiar with guns and warfare activities. This may then be displayed through children’s play. Centre educators will promote positive, peaceful, caring and inclusive interactions within the outside school hours care environment, and respect and tolerance for others.
- Children who engage in Superhero play will be reminded of the need to respect and care for other people and their environment, and that they have no special rights because of being a Superhero.
- Educators will help all children to understand how their behaviour affects others and will ensure children’s self initiated play:
  - Does not make any other child feel frightened or intimidated
  - Respects the rights and feelings of others
  - Is not overly boisterous or loud
  - Is valued and supported.
- Educators will always model behaviour that encourages inclusion, a sense of fairness, empathy and co-operation with others.
- The centre actively discourages the making of guns or other weapons for fantasy play within the child care environment. Toy guns or other weapons are not to be brought to the centre, or purchased as equipment.
- Educators will discuss any concerns or observations they may have in regard to children’s fantasy play, with parents, and decide with parents how any antisocial or warlike behaviour exhibited during play is managed.

Bullying
- The centre will develop a “Bill of Rights” for everyone who attends the service, with the children’s input and written in their language. The “Bill of Rights” will be reviewed with each new group of children, to ensure it is understood and agreed with.
- Educators will discuss the issue of bullying behaviour with children and make it clear that this kind of behaviour is not acceptable at the centre. Children will be encouraged to speak to educators if they see, or are subjected to, bullying behaviour.
- Whenever an incident of bullying is reported to, or observed by educators, they will:
  - Intervene immediately to stop the bullying behaviour.
  - Talk to the bully and to the victim separately. If more than one child is involved in perpetrating the bullying, talk to each child separately, in quick succession.
  - Consult with other educators to get a wider reading on the problem, and to alert them to the incident.
  - Minor incidents will be resolved with positive guidance to redirect the bully, reassure the victim, and aim to achieve reconciliation between the bully and the victim.
  - Educators will understand that bullies often try to minimise or deny their actions and responsibilities. Educators will refer to the centre “Bill of Rights” when telling the bully why their
behaviour was unacceptable. They will tell them what behaviour they do expect of them, and inform them that a further incident will result in specific (non-violent) sanctions being imposed, and their parents being informed.

- Educator will reassure the victim that all possible steps will be taken to prevent a re-occurrence of the bullying, and will ensure that appropriate measures are taken to achieve this i.e. careful monitoring of the children involved; establishment of a signal system for the victim to call for help etc.
- Any serious or repeated incidents will be reported to parents. Parents of the bully and the victim will be informed as soon as practicable. Depending on the situation this could be immediately through a telephone call, or when they come to collect their child at the end of the day.

- Educators will teach children caring, non-violent, cooperative and tolerant ideas, values and behaviours through:
  - recognising and praising positive, friendly and supportive behaviours of children towards each other;
  - modelling positive, respectful, inclusive and nurturing behaviours towards children, families and other educators;

- Parents are asked to tell an educator in the event of a bullying incident, or if they suspect that bullying has occurred. Parents are also asked to support the centre’s “Bill of Rights” and emphasise the importance of courtesy, consideration and co-operation in everyday life, with their child.

- Educators will be given opportunities (when they arise) to attend training that will assist them to:
  - identify bullying behaviour;
  - resolve conflicts;
  - manage groups of children; and
  - be assertive.
DIVERSITY AND INCLUSION

POLICY STATEMENT
The centre aims to provide an outside school hours care environment which is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. The centre involves the community to assist educators and children understand and accept the range of cultures and abilities of members of the local community. Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with Educators, carers and other families. The centre will ensure that appropriate inclusion support services are accessed and referred to families in order to support children’s well-being and full inclusion into the program.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures)

- Educators will actively seek information from children, families and the community, about their social backgrounds, cultures and beliefs, and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators work in partnership with families to provide care that meets the child’s needs and is consistent with the family’s culture, beliefs and child care practices. Specific requests will behonoured where practical to demonstrate respect and ensure continuity of care of the child.
- Educators will obtain and use resources that reflect the diversity of children, families and the community.
- Educators will be sensitive and attentive to all children, respect their backgrounds and abilities, and ensure that their individual needs are accommodated at the centre. Children with special needs will be provided with support so they can be included as equals within the service. This may require the assistance of social, ethnic or special needs services which the centre will access in collaboration with the child’s family.
- Educators will treat all children as equals and encourage them to treat each other with respect and fairness.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.
- Children will never be singled out, or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children’s play or relationships with each other, to help children to understand and find strategies to counteract these behaviours.
- Educators will strive create opportunities as an integral part of their daily programs for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
  - encouraging all families, children and Educators to share their experiences, skills, cultures and beliefs;
  - inviting community members to the centre to share their stories, songs, experiences, skills, cultures and beliefs;
  - accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.
- Children who have a disability will not be discriminated against and will be provided with a place whenever possible.
ALCOHOL, SMOKING AND ILLICIT SUBSTANCES

No person on the Xavier Outside School Hours Care premises may consume alcohol, smoke a cigarette, cigar or pipe, take or possess illegal drugs or any other substance that may cause harm to themselves or others around them during a care session.

Staff who choose to smoke during break times must remove themselves from the premises and ensure they are out of sight of children at the service and those children who may be arriving at or leaving the service.

A staff member who appears to be adversely affected by drugs or alcohol will be removed from duty immediately.

If an enrolled child appears to be adversely affected by drugs, alcohol or any other deleterious substance the child’s parent will be contacted and will be required to collect the child as soon as practicable. The child will be monitored by an educator with a first aid qualification until the parent arrives.

Any illicit drugs found at the service will be confiscated and the centre principal notified immediately. If a child is involved their parent will be notified. If a staff member if involved the centre principal will take disciplinary action and where appropriate refer the matter to the police.

Should a parent or person nominated to collect a child appear to be adversely affected by drugs or alcohol when they arrive to collect a child from care staff should refer the matter to the centre principal or nominated supervisor before releasing a child into their care.
INTERACTIONS WITH CHILDREN

POLICY STATEMENT
All children attending Xavier Outside School Hours Care will be encouraged to demonstrate a capacity for self-regulation and cooperation with others that is appropriate to their stage of development. Children will be supported to express their opinions, ideas and feelings in an appropriate manner and to negotiate roles and relationships within the service and beyond.

Educators will encourage children’s sense of agency, assisting them where necessary to make choices and decisions that take into account the child’s own needs and the needs of others.

Educators will display encouragement and enthusiasm towards children’s appropriate participation in the program. Where inappropriate behaviour is demonstrated children will be reminded of the impact they are having on people around them and provided guidance toward demonstrating acceptable behaviour.

The dignity and rights of all children at the service will be maintained at all times. No child will be subjected to any form of corporal punishment, punishment by solitary confinement, punishment by physical restraint or any other demeaning, humiliating or frightening punishment.

RATIONALE
We seek to encourage young people to contribute more broadly to the development of the kind of world envisaged by Christ. A world committed to the love, compassion and justice of the Gospel of Jesus Christ. (Mandate, p,7).

In order to support children to contribute to a just and compassionate world we believe they need a secure environment where their right to feel safe, secure and cared for is acknowledged and where they have opportunities to be responsible for their own behaviour

(Deartment for Communities, Fact Sheet – Guiding Children Towards Positive and Responsible Behaviour).

STRATEGIES FOR POLICY IMPLEMENTATION

The Program and Environment
Educators and children will work together to create environments that encourage participation and positive social interactions.

Educators will endeavour to provide spaces that provide children with opportunities to withdraw or spend time alone as the need arises.

Spaces are provided in the learning environment to allow smooth transitions between activities and to limit interruptions for children involved in play or other activities.

Opportunities will be provided for children to participate in a variety of large group, small group and individual activities.

Educators will plan activities within their programs that challenge children as well as activities that invite mastery. Programs will provide opportunities for children to practice cooperation, sharing and helping.

A range of self-initiated experiences will be available to children. Children can act independently and have easy access to equipment, toys and games when choosing activities.

Adequate resources are provided to reduce conflict, but still provide opportunities for children to share.

Encouraging Appropriate Behaviour
Educators model behaviour that encourages inclusion, a sense of fairness, empathy and co-operation with others.

Educators strive to build relationships with children that are safe, secure, and convey respect. Children are encouraged to express their feelings, ideas and views in acceptable ways, listen to the views of others and to settle their differences in a peaceful manner.

Educators listen to children’s needs and provide them with opportunities to work through their emotions independently. Children’s attempts to deal with their emotions appropriately are acknowledged and supported.

Cooperation is valued and encouraged. Educators notice when children are cooperating and respond with encouragement.
Educators acknowledge and celebrate appropriate behaviour so that children know when they have acted appropriately.

Educators listen carefully to children’s concerns and discuss diverse perspectives on issues of inclusion and exclusion, fair and unfair behaviour.

Educators talk with children about emotions, responses to events, emotional regulation and self-control and provide children with strategies to make informed choices about their behaviour.

Educators help all children to understand how their behaviour affects others and will ensure children’s self initiated play respects the rights and feelings of others.

Educators acknowledge children’s complex relationships and intervene as required in ways that promote consideration of alternative perspectives and social inclusion.

Children will be given the opportunity to handle their disagreements without adult assistance.

**Setting limits**

Clear guidelines about acceptable behaviours are developed and reviewed with input from children, families, educators/staff and management. Families will be made aware of expected behaviours at the service at the enrolment interview and through communication strategies such as the Parent Handbook and service newsletters.

Children are involved in establishing play and safety limits in the service and in setting the consequences involved when agreed limits are not adhered to.

Limits and consequences may vary depending upon the age and ability of children participating in activities.

Limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.

**When inappropriate behaviour occurs**

Educators will remain calm and provide guidance toward acceptable behaviour.

Children will be made aware of the impact they are having on those around them and will be reminded of the limits and consequences that have been developed for the service.

Where developmentally appropriate, children may be asked to consider the intent of their behaviour (why did they do it and what were they hoping to achieve?). Educators may then ask the child to consider other appropriate actions they could take to achieve the same outcome.

Children demonstrating inappropriate behaviour may be re-directed either by providing adult assistance in the activity in which they are involved OR by moving to a new activity.

Where children demonstrate a continued inability to cooperate in a particular activity educators may choose to modify the activity or to remove the activity or equipment for a period of time.

If a child’s behaviour places him/herself in danger or another child or staff member in danger, educators will act immediately to stop the behaviour.

Continuing inappropriate and disruptive behaviours will be discussed with parents and where necessary an action plan will be developed.

**Time Out to Cool Down**

When a child is having difficulty self-regulating their behaviour some cooling off time may be offered to assist the child calm down before discussing what has happened with an educator. This is not a “time out” where children are isolated from others as punishment (however children may choose to spend some time alone). Time out to cool down strategies will vary between children but may include:

- Sitting quietly with an educator of their choice
- Listening to quiet music
- Doing something physical like kicking a ball
- Talking with a friend
- Reading a book.

**Related documents:**

Bullying and Harassment Policy
EXCURSIONS

POLICY STATEMENT:
Excursions are considered to be an integral part of the children’s program and will be arranged accordingly to provide a broad range of learning experiences for children. Parental permission will be sought for all excursions which will be organised to comply with the Education and Care Services National Regulations 2012 Regulation 102.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures):

- On outings from the centre children will at all times be in the charge of a senior adult contact Educators, who will be responsible for the supervision and management of the children and of the other contact Educators and any volunteers accompanying the children. The Supervising Officer will appoint a person in charge for each outing.

- The contact adult: child ratio will be not more than 1:10 at all times for any excursion that does not involve challenging or medium risk water activities. In determining if additional contact educators are required the contact educators in charge of the excursion will consider:
  - the age and abilities of the children
  - the destination and length of the excursion
  - the methods of transport
  - the previous experience of the accompanying adults
  - the type of activity.

- Excursions will be planned to provide opportunities for children to expand their understanding of the arts. e.g. theatre, music, dance, drama, art exhibitions etc.

- When excursions are planned educators will take possible changes in weather and temperature into account. They will ensure there are sufficient shaded areas for all the children to protect them from the sun, and under cover areas or enclosed areas to protect them from rain and cold weather. The Supervising Officer will prepare an excursion plan/Risk assessment for each excursion that will identify:
  - the nature, location and date of the excursion
  - proposed times of departure and return
  - transport and supervision arrangements
  - program of activities
  - contingencies for possible changes in weather and temperature
  - sufficient shaded areas for protection from the sun
  - safety measures and emergency plans

- Where children are travelling in an A class motor vehicle seating no more than 8 people and fitted with seat belts for each person, 7 children may travel under the supervision of a responsible adult educator. Children travelling in an A class vehicle must be restrained by a seat belt.

- Children travelling on a bus will be required to remain seated at all times and use seatbelts if they are fitted.

- All excursions will be publicised to all parents/guardians with full details of destination, date, times of departure and return, travel arrangements, educators and volunteers attending, and any special items children are required to bring. There will be no change to the publicised itinerary unless the person in charge of the excursion decides it is necessary for the safety and well being of the children.

- Written permission will be obtained from parents whose children are participating in the excursion. The parent’s signed authority will include the date, destination, times of departure and return, parent’s emergency contact details, and transport arrangements.
- The contact educator in charge of the excursion will have a list of the children on the excursion and the emergency contact details provided by parents on their permission form.
- The contact educator in charge of the excursion will have a mobile telephone, which is turned on, and on which he/she may be contacted at all times during the excursion.
- Whenever engaging in challenging activities educators will always:
  - ensure the activity is developmentally appropriate for the children;
  - identify and minimise anticipated hazards;
  - ensure the skills, experience and qualifications of the people conducting or assisting in the activity are appropriate;
  - check that all necessary safety equipment is available; and
  - ensure the children have received any necessary training before engaging in the activity.
- The Supervising Officer will ensure that:
  - safety standards set by the organisers of the challenging activity are appropriate;
  - the children comply with those safety standards and wear any necessary safety equipment; and
  - the children follow safe practices when engaging in a challenging activity.
- A fully equipped and properly maintained First Aid Kit will be taken on all excursions from the premises.
- Parents/guardians are requested not to send their child on an excursion if they display any signs of being unwell. This is in the interests of everyone concerned.
- Educator will strictly follow the centres excursion guidelines. (See Excursion Guidelines.)
Health and Safety Policy

POLICY STATEMENT:
The centre aims to provide a healthy and safe environment in which children will grow and learn about the world around them. The application of preventative measures through an infection control process aims to prevent the spread of infections and will be followed by all people in the outside school hours centre at all times.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures):

Hygiene
- All staff are required to observe and maintain high standards of hygiene in the provision of the Outside School Hours Care service. (Education and Care National Regulations 2012 – Regulation 77.)
- Educators will be provided with training on infection control.
- Hand washing is considered to be the most effective way of controlling infection in the centre. Educators and children should wash their hands:
  - before all clean tasks eg handling and preparing food and eating
  - after all dirty tasks eg toileting, cleaning up faeces, vomit or blood, wiping a nose, playing outside, handling animals.
- The proper technique for washing hands is to:
  - use soap and running water.
  - wet hands and add soap.
  - rub hands vigorously for 15 seconds.
  - wash all surfaces, including the back of the hands and between the fingers.
  - rinse hands well under running water.
  - dry hands well with disposable paper towel.
  - turn off taps with the paper towel.
  - dispose of paper towel.
- Notices which clearly explain effective hand washing procedures will be displayed next to hand washing basins.
- The centre will ensure that toilets and hand washing facilities are easily accessible to children. Children will be encouraged to flush toilets and wash hands after use.
- Educators will use separate tissues for wiping different children's faces and noses. Tissues will be disposed of immediately after wiping a child’s nose.
- Toys, equipment and dress-up clothes will be washed regularly in hot soapy water and one criterion for selecting new toys will be their ease to clean.
- Surfaces will be cleaned with detergent after each activity and all surfaces cleaned thoroughly daily.
- Each child will be provided with their own drinking and eating utensils at each mealtime. These utensils will be washed after each use. Educators will encourage children not to use drinking or eating utensils which have been used by another child or dropped on the floor.
- Educators will ensure that children do not eat food that has been handled by another child (except where a child has washed their hands and is helping to prepare food), or that has been dropped on the floor.

Food Preparation and Storage
- Food will be prepared, kept and served hygienically.
- Any food handler must report and refrain from handling food products if they may be suffering from a disease and there is a likelihood of food contamination.
- Disposable gloves are available to be worn or regular hand washing is necessary in controlling infection in the centre. The use of gloves or hand washing should be practised by both educators and children before handling and preparing food.
All kitchen equipment used for preparing food should be thoroughly washed in hot water and detergent.

Food waste/rubbish must be placed in rubbish bins and disposed of daily.

Food is to be stored correctly in such a way that the safety and suitability of the food will not adversely be affected. Food should be thawed in the bottom part of the refrigerator.

Children will be involved in planning, preparing and cooking snacks as part of the activity program. They will learn how to store, prepare and serve food hygienically.

Educators will be provided with ongoing professional development opportunities, when available to refresh their knowledge of food handling and hygiene practices.

Information on nutrition, food handling and storage will be displayed at the centre and provided to parents/guardians.

The Food Handling Procedure will be displayed at the centre. See Food Handling Procedure-Appendix 1

Immunisation

Parents/Guardians will be encouraged to immunise their child against all diseases appropriate to the child’s age. A record of the child’s current immunisation status will be kept at the centre. Children who are not immunised, or do not have a complete immunisation record, will be excluded from care during outbreaks of some infectious diseases.

The centre will keep a stock of Health Department information pamphlets for parents and Educators on immunisation and common infectious diseases.

All workers at the child care centre will be encouraged to have all childhood immunisations. All adults should receive a booster dose of tetanus and diphtheria vaccine every 10 years. (Refer to Staff Immunisation Policy.)

Exclusion (See Dealing with Infectious Diseases Policy)

Information about the centre’s ‘Dealing with Infectious Diseases’ policy is provided to parents within the Family Handbook and Parents Policy Book.

Children and Educators with infectious diseases will be excluded from the Centre in accordance with the National Health and Medical Research Council guidelines. A medical certificate is required after contracting diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before the adult or child can be re-admitted to the centre. See Policy Dealing with Infectious Diseases.

The centre will display a notice at the entrance to notify Educators, Parents/Guardians of enrolled children and visitors to the centre, of exclusion due to infectious disease.

If a child is unwell at home parents/guardians are asked not to bring the child to the centre.

If an educator is unwell they should not report to work. Educators should contact the Supervising Officer at the earliest possible time to advise of their inability to report to work.

In the case of serious ill health or hospitalisation, the child or educator will require a medical certificate verifying that their recovery is sufficient to enable their return to the centre, from their medical practitioner or specialist.

Management of Unwell Children at the Centre.

See policy ‘Children who are unwell’.

Alcohol and Drugs and Illicit Substances

See policy ‘Alcohol, Smoking and Illicit Substances’.

Environment

See policy ‘Providing a child Safe environment’.
Appendix 1

Food Handling Procedure

- Wash your hands prior to handling, preparing and serving food.
- Wash your hands regularly while preparing food. The wearing of clean disposable gloves is recommended and should be changed if they become soiled.
- Use separate utensils/chopping boards for raw and cooked foods. Keep raw and cooked food separate (See poster for correct colour boards).
- Clean chopping boards in hot soapy water.
- Use tongs when handling or serving food.
- The use of disposable hand towels is recommended.
- Fabric aprons and tea towels must be changed daily.
- Sponges need to be changed regularly.
- Bacteria grow in temperatures between 5 degrees Celsius and 60 degrees Celsius. Store food accordingly.
- Heat food only once.
- Dispose of leftovers.

When Serving Food to the Children

- Clean tables/surface prior to snacks and meals being served.
- Ensure all children have washed their hands. Disposable hand towels recommended.
- Ensure children do not share food, plates, bowls or utensils.
- Educators and Children must use tongs for serving food.
- Children must sit down when eating.
- Children are to follow ‘Meal Time Rules’ that have been made by them.
HEAD LICE POLICY

POLICY STATEMENT:

In the Outside School Hours Care centre children are in a situation where they have close contact with each other. This provides the opportunity for head lice to be transferred from head to head. The service will take every precaution to limit the spread of head lice within the centre, whilst ensuring children are not discriminated against, or unnecessarily excluded from the centre. The successful management of outbreaks will require a co-operative effort from educators and parents.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures):

In order to control the spread of infection at the centre the following steps will be taken:

- Parents will be asked to collect their child and keep them away from the centre until the day after appropriate treatment has been started, and the lice are removed. Parents will be given a letter. (See Letter to Parent of Child).
- Educators will ensure that the child does not have close contact with other children whilst waiting for collection.
- The child may return to the centre the day after treatment has commenced and all live head lice have been removed. A few remaining eggs are not a reason for continued exclusion. However, the parent must continue treatment until all eggs and hatchlings have been removed, usually over the following ten days.
- During an outbreak of head lice at the centre, parents of all children who were in close contact with the infected children should inspect their child’s head for signs of infestation.
- When an incident of head lice occurs at the centre, a notice will be displayed at the centre to advise parents to check their children. A letter will be given to parents advising how to check hair effectively using hair conditioner. (See Letter to All Parents).
- Educators with long hair will be required to wear their hair tied up whilst they are at the centre. This will help to prevent Educators from becoming infected in the event of an outbreak.
- Where an Educator becomes infected with eggs or lice they will be required to go home to commence treatment on their hair as soon as a relief educator arrives.
- Children will not share personal items such as hats to reduce the spread of infections and maintain appropriate hygiene standards.
Providing a Child Safe Environment

POLICY STATEMENT

Xavier OSHC service is committed to the provision of a healthy environment in which children can grow and be safe. Educators have an obligation to all children attending the service and are committed to defend their right to care and protection. To support this right and to ensure children’s protection, the service complies with the procedures set down under the Children and Community Services Act 2004 (WA) when dealing with any allegations of abuse or neglect of children.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures):

Physical Environment

- All staff will ensure that every effort is made to maintain a high standard of hygiene in the provision of the outside school hours care service including the maintenance of all equipment and furnishings in a thoroughly safe, clean and hygienic condition and in good repair. In this regard educators will report any equipment and/or area that is not clean or in a safe condition or any evidence of vermin to the supervising officer.
- The Supervising Officer and educators will ensure that lighting, heating and noise levels are comfortable and take into account specific activities and individual needs.
- All rooms used within the outside school hours care centre will be well ventilated to prevent: reduced concentration span; lack of energy, tiredness and lethargy; increased risk of infection and possible asthma attacks.
- Educators will ensure play areas are always supervised in a manner that is sufficient to ensure the safety and wellbeing of the children’s appropriate to their stage of development.
- For each child in care there is a minimum of 3.25 square metres of unencumbered indoor play space that is suitable for children.
- For each child in care there is at least 7 square metres of outdoor space that is suitable for children.
- There are adequate, developmentally and age appropriate toilet, hand washing and hand drying facilities, located and designed to enable safe use by children.

Sun Protection

- To ensure all children attending the Centre are protected from skin damage caused by harmful ultra violet rays of the sun, centre educators will consistently follow the centre’s ‘Sun Protection’ policy.
- The Centre’s sun protection policy is provided to parents both within the Family Handbook and in the Parents Policy Book.

Alcohol, Smoking and Illicit Substances (see Policy)

- No person on Xavier OSHC premises may consume alcohol, smoke a cigarette, cigar or pipe, take or possess illegal drugs or any other substance that may cause harm to themselves or others around them during a care session.
- All children will be educated and cared for in an environment free from the use of tobacco, illicit drugs and alcohol.
- A staff member who appears to be adversely affected by drugs or alcohol will be removed from duty immediately.

Child Protection

- Educators have a responsibility to all children attending the centre to defend their right to care and protection. (see Child Abuse or Neglect policy)
- Educators follow the procedures covered in the Department of Community Development training on Child Protection, when dealing with allegations of abuse or neglect of children, to ensure the protection of all children attending the centre.
See Appendix 1 Recognising signs of abuse and neglect.

**Dangerous Products**

- It is recommended that non-hazardous and non-toxic products should be used in a care environment, wherever possible.
- Any hazardous or toxic cleaning products should be stored in a lockable cupboard with their relevant Material Safety Data Sheets.
- In the interests of children’s health, Educators are encouraged to use environmentally friendly products at the service, wherever possible.

**Identifying Potential Hazards**

- Educators should carry out regular checks to identify and remove hazards, where possible, to manage safety risks. Steps to be taken:
  - Identify the hazard that may cause illness or injury.
  - Assess the risk.
  - Control the risk.

**Supervision**

The service is committed to:

- Complying with educator to child ratios.
- Ensuring that children are actively supervised at all times.
- Considering the design and arrangement of children’s environments to support active supervision.
- Using supervision skills to reduce or prevent injury or incident to children and adults.
- Guiding educators to make decisions about when children’s play needs to be interrupted and redirected.
- Supporting educators and their care-giving strategies.
- Providing consistent supervision strategies when the service requires relief staff.
- Acknowledging and understanding when supervision is required for high risk experiences and/or the ratio of adults to children needs to be increased.

Assessing all activities and, when something is identified as a high risk experience, strategies are developed to minimise the risk according to the group of children. It is understood there is a shared legal responsibility and accountability between, and a commitment by, all educators and staff to implement the service’s policies, procedures and practices. Staff must use their professional judgment when providing supervision to children, in addition to OSHC requirements for adult to child ratios. The amount and intensity of supervision of children will vary depending on:

- the degree of risk associated with the experience
- the age, development and ability of children
- the location of the experience (eg community- or school-based).

**Excursions**

- Parents/Guardians are required to provide written authority (included in the enrolment form) for educators of the centre to seek medical attention for their child if required in an emergency. (see Excursions Policy)

**Bullying and Harrassment**

- Children have the right to feel safe at all times while at the centre. (see Bullying and Harrassment Policy)
OSHC DELIVERY AND COLLECTION OF CHILDREN

POLICY STATEMENT
Xavier Outside hours Care service will endeavour to protect the health, safety and well-being of all enrolled children attending our service by ensuring they are continuously under the care of their families or those people authorised to deliver, care for and collect them.

Other than in an emergency, for a planned excursion or when a parent or authorised person does not collect a child in a timely manner, an enrolled child will only be allowed to leave the service in the care of a parent, an authorised nominee named in the child’s enrolment form or a person authorised in writing by a parent or authorised nominee.

At no time will children be allowed to leave the service unaccompanied by a staff member, parent or authorised person.

Should a child not be collected in a timely manner the late collection policy will be implemented.

RATIONALE
Delivery and collection procedures are in place to optimise the safety and well-being of all enrolled children and to safeguard educators as they execute their duty of care to children and families. Strict adherence to delivery and collection procedures not only protects children’s physical well-being but also promotes emotional well-being. Planned handovers to and from parents or authorised nominees, provide the opportunity to share information that supports children’s well-being and encourages the development of partnerships between families and service staff.

ARRIVAL PROCEDURES
Children attending before school care (BSC) and vacation care programs are required to be personally delivered to an educator responsible for the care of that child by a parent or authorised nominee.

The parent or authorised nominee delivering the child to the service must sign the child in and complete all details in the daily attendance register.

During school term the register details will include the time of arrival, whether the child will be attending after school care (ASC), expected departure time if attending ASC and details of who will be collecting the child if attending ASC.

During vacation care and on pupil free days the register details will include time of arrival, expected departure time and who will be collecting the child.

The parent or authorised nominee delivering the child to the service must complete any necessary medication forms and inform educators of any issues that may impact on the care of the child that day.

All medications must be handed to an educator and the appropriate authorisation to administer medication form must be completed by the parent or authorised person.

No medications should be left in school bags.

Medication to be administered at school requires the completion of a school administration of medication form and any details should be discussed in advance with relevant school office staff.

Parents must discuss long term medication management during the school day with the relevant school office staff.

All medication that is required to be transported to school will be taken to the school office by the educator responsible for transporting children to school. It is the parents’ responsibility to collect medication if picking the child up from school that day. If the child attends ASC the OSHC staff will collect the medication and completed medication form from the school office prior to meeting the children at the designated pick up point.

All visitors must report to the Administration area on arrival and be accompanied into the service by a staff member.

TAKING CHILDREN TO SCHOOL
When delivering children to school from before school care educators will accompany them onto the school grounds. Kindergarten and pre-primary children will be escorted to their classroom and a handover conducted
with the teacher while older children shall make their own way to their classroom. Where deemed necessary classroom handovers may also occur for older children.

**COLLECTION FROM SCHOOL BY OSHC**

Children who require collection from school will be met at a pre-designated area by an OSHC educator. It is the responsibility of each parent to ensure their child is aware of where the designated pick-up area is at their school and that children are aware of the necessity to proceed there without delay at the end of the school day. Kindergarten and pre-primary children will be collected from their classroom. The educator will escort them to OSHC and record the arrival time on the attendance record. This record must be countersigned by the child’s parent or authorised nominee collecting the child at the end of the day. If a child does not present at the designated collection area the OSHC educator will follow the guidelines for locating missing children (Annexure A).

**ARRIVAL PROCEDURES FROM SCHOOL**

When children make their own way to OSHC from the classroom an educator will greet them, record their arrival time on the attendance record and initial the record. This record must be countersigned by the parent or authorised nominee collecting the child at the end of the day.

**COLLECTION PROCEDURES**

An enrolled child will only be allowed to leave the service in the care of a parent, an authorised nominee named in the child’s enrolment form or a person authorised in writing by a parent or authorised nominee. When a child is collected by an authorised nominee or a person otherwise authorised in writing who is unknown to staff, the person collecting the child must provide photographic identification such as a current driver’s licence. No child will be released to an individual whose identity cannot be confirmed. The person responsible for collecting the child must sign the child by recording the time of departure and signing the attendance register. When the child has arrived at the service from school the parent or person authorised to collect the child must also countersign the arrival record on the attendance register. The person collecting the child must inform a staff member before leaving with a child so educators are aware of the child’s departure and can ensure any necessary handover information is provided.

**NOTIFICATION OF CHILD ABSENCE**

Should a child leave the premises unaccompanied or with a person not authorised in writing by the child’s parent the child will be treated as a missing child. The child’s parent will be notified immediately and the Education and Care Regulatory Authority notified as soon as practicable.
SUN PROTECTION POLICY

POLICY STATEMENT
All enrolled children and employees attending our service shall be protected as far as practicable from skin damage caused by harmful ultra violet radiation (UVR) through the implementation of a mixture of personal and environmental strategies.
Staff, families and children will be encouraged as partners in the implementation of sun protection strategies. This partnership will be supported through the provision and display of educational materials and by incorporating sun protection messages into our program of activities.
Children, families and staff will be regularly reminded of the importance of sun protection.

RATIONALE
Australia has the highest incidence of skin cancer in the world with two of every three Australians developing some form of skin cancer during their lifetime. Over exposure to the sun during childhood and adolescence is known to greatly increase the chance of developing skin cancer later in life. Unprotected exposure to UV radiation can also result in eye damage and premature aging of the skin. By implementing strategies to reduce sun exposure we aim to reduce the risk of skin and eye damage throughout participant’s lifetimes.
Through encouragement of partnerships we aim to encourage co-responsibility where children and adults are involved in decisions that affect them.

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HOW OUR POLICY WILL BE IMPLEMENTED

Personal Measures
SPF 30+ broad spectrum, water resistant sunscreen will be provided for staff and children’s use. Parents will be asked to supply sunscreen if a specific brand is required, this sunscreen must be at least SPF30.
When preparing to participate in outdoor activities sunscreen will be applied as per Cancer Council of WA guidelines at least 20 minutes before going outside when required.
Children will be encouraged and supervised to apply their own sunscreen. Staff will provide assistance as required.
If a child demonstrates a skin reaction with the application of sunscreen alternative arrangements for sun protection will be planned with the child’s family.
Children and employees are encouraged to wear legionnaire style hats, bucket or broad brimmed hats that protect the face, neck and ears whenever they are outside and the UV Index is 3 or above. Visitors will also be encouraged to wear appropriate hats.

Children who do not have their hats with them will be required to play in an area protected from the sun.

It is recommended that children and staff wear loose fitting clothing that protects as much of the skin as possible for outdoor activities. Shirts that cover the shoulders and have collars and sleeves in addition to longer style skirts and shorts are most suitable.

Children wearing tank tops, singlets or dresses with strappy shoulders will be required to play in an area protected from the sun.

Environmental Measures

Staff will check the Bureau of Meteorology UV index forecast each morning at http://www.bom.gov.au/australia/uv/index.shtml

When the UV Index is 2 or lower unrestricted outdoor play may take place between 10 am and 3 pm. If the UV Index is 3 (moderate) or above, outdoor play is allowed provided appropriate sun protection measures are undertaken by all staff and children while outdoors.

Where the UV index is 3 or higher children will be encouraged to use available areas of shade for outdoor play activity. Planned outdoor play and activities will be set up in shady areas.

Areas used for focused play such as sandpits and fixed play equipment will be provided with shade throughout the year.

Excursions

Personal sun protection strategies will also apply for outdoor excursions and the availability of shade will be considered when planning outdoor excursions and activities.

Education

Learning about skin protection from the sun will be incorporated into program activities.

Our sun protection policy will be reinforced through parent newsletters, noticeboards and meetings.

Staff and parents will be provided with educational material relating to sun protection.

Management will keep themselves informed about current trends and information, relating to sun protection by participating in industry networking groups, maintaining regular contact with relevant resource agencies and providing opportunities for staff to train in current practices.

Co-responsibility

When enrolling their child, parents will be:
- informed of the Sun Protection Policy
- agree to provide a suitable hat for their child’s use
- required to give authority for staff to apply or supervise self-application of sunscreen to their child
- Encouraged to practice sun protective behaviours themselves.

DEFINITIONS

Broad spectrum – protects against both UVA and UVB rays

SPF - sun protection factor, indicates the level of protection against ultra violet radiation (UVR)

UVA- UVA (longer wavelength) causes premature aging and wrinkling of the skin and is a cause of skin cancer

UVB- UVB (medium wavelength) is more dangerous than UVA and is the major cause of skin cancers, sunburning and cataracts

UVR – ultra violet radiation is a form of radiation given out by the sun. Unlike other forms of solar radiation, such as light and heat, UVR cannot be seen or felt. It is divided into three types, UVA, UVB and UVC, according to wavelength. UVC does not reach the earth’s surface.
UV Index – an international standard measurement of the strength of the ultra violet radiation from the sun at a particular place on a particular day. The UV index for Western Australia can be viewed at http://www.bom.gov.au/wa/uv/index.shtml

SOURCES:
Education and Care Services National Regulations 2012
Cancer Council Western Australia, http://www.cancerwa.asn.au/
