



B O W E N

OUT OF SCHOOL HOURS CARE

FAMILY HANDBOOK

Ph: 0492 491 502

Email: oshc@bowenchildcare.com.au

Website: <https://bowenchildcare.com.au/>

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Welcome

Welcome to Bowen Out of School Hours Care. We offer high quality services for children and families who require care out of school hours, for after school, and throughout the holidays, located on the Bowen State School grounds. Our programs and practices are guided by the National Quality Standard for Early Childhood Education and School Age Care.

As a community based, not for profit service, our focus is on delivering high quality care and education to children and families in the Bowen community. We are governed by Bowen and District Childcare Association Incorporated Management Committee, which consists of family members who volunteer their time to ensure the financial viability, and smooth running of the service.

We cater for children aged from Prep, through to 12 years, providing a place for children to have fun, be active and explore their potential. Our child-focused, stimulating activities reflect the children's interests; we provide nutritious snacks, giving the children the energy for learning and playing with friends, and gaining lifelong skills and knowledge.

We believe that it is vital for our educators to keep up to date with the latest literature and research in this area, and to ensure that their knowledge of child development, teaching strategies and the curriculum are not only of an excellent standard, but also reflect the best evidence based practice in the field of early childhood education.

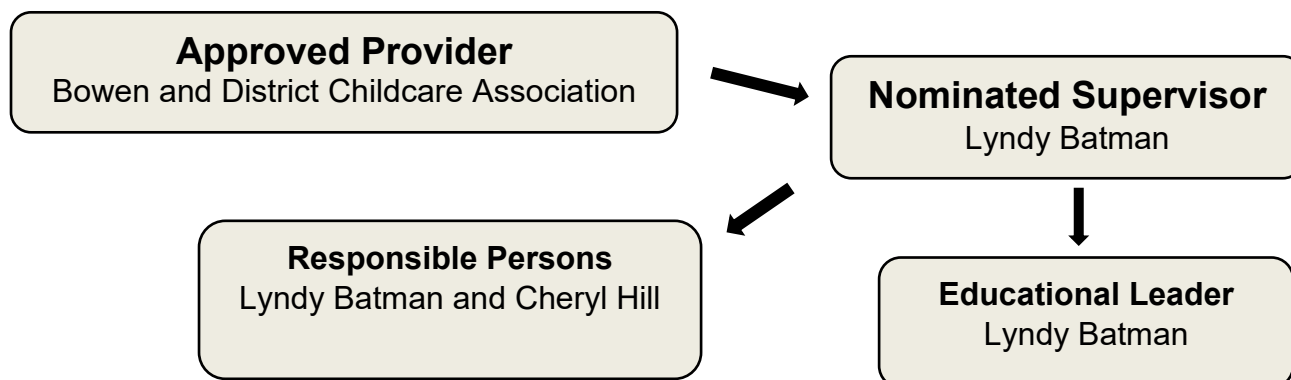
Our services are approved by the Federal Government, and are therefore subsidised through the Child Care Subsidy scheme, helping families with the cost of care.

We look forward to working with your family so that your child is provided with the highest quality of care. This Family Handbook has been designed to assist you to gain insight into our service and what makes Bowen OSHC unique.

Governance Structure

Our OSHC Service is managed by the Bowen and District Childcare Association Inc, and is overseen by the Nominated Supervisor, who is responsible for the day-to-day management and operations at the services. The service also has an identified Educational Leader who leads the educators in the development of appropriate curriculums to enhance the experiences and development opportunities of each individual child enrolled in our services.

Our service has the following management structure:



Our Philosophy

Bowen Out of School Hours Care provides an environment which is safe, friendly and welcoming, in which meaningful relationships are developed, and a strong sense of community is maintained. We embrace the involvement and dedication of our families as a very important function of our Centre, and believe that partnerships formed between children, families, educators and management are instrumental to children's learning.

We believe that children who develop secure attachment relationships are more successful learners, as they develop a positive sense of self, and the skills they need to interact positively with others. We will ensure that the children in our care feel free to explore and play in a safe stimulating environment, where the value that play and leisure has in the lives of children and young people is acknowledged. Our programs are developed to reflect the National Learning Frameworks and extend on the interests and strengths of our children.

We believe that all children have the capacity to succeed and will promote the inclusion and participation of all children in our community, embracing the diverse knowledge and skills that they bring to their own learning.

We embrace diversity, and respect differences in all children, families and educators, honoring the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of all families within our community. We will develop a curriculum in which Aboriginal and Torres Strait Islander cultures are acknowledged, respected and valued, that reflects the beliefs of our stakeholders, and which promotes anti-bias practices and equality.

We believe that the physical environment, both built and natural, should be respected by children, families and educators, and will promote this through our curriculum, ensuring that sustainable practices are embedded in our routines, programs and everyday practice.

Our educators are valued and respected for their experience and knowledge in the Early Childhood Care and Education field, their skills are acknowledged as a valuable resource, which will be nurtured as we support them to build their professional knowledge. We encourage reflective practice involving questions of philosophy, ethics and practice.

Our Centre embraces the National Quality Framework, we strive for continual improvement, to ensure quality outcomes for children. We embrace self-assessment processes, and value all feedback as opportunities to reflect and work towards Quality Improvement.

Developed January 2020

Protecting children and young people

Bowen and District Childcare Association Inc. is committed to providing a Child Safe environment to all children who attend our services. Accordingly, all of our staff pass relevant pre-employment screens and checks, and are required to provide updated working with children checks on a regular basis.



Our Child Protection policy means that we:

- Recognise that all children and young people have the right to develop and reach their potential in environments that are caring, nurturing and safe.
- Consider any form of child/young person abuse, inclusive of emotional, physical, sexual abuse or neglect, as intolerable under any circumstances.
- Have a legal, moral and mission-driven responsibility to protect children and young people from harm and to ensure that any incidents of suspected child abuse are promptly and appropriately managed

Our OSTHC Team

We employ a team of professional, qualified educators to coordinate, and implement our Out of School Hours programs, and we pride ourselves on the high quality of service we provide to children and families in our local community.

Our Lead Educator has a Diploma level qualification in the Early Childhood Care and Education Industry, and our Assistant educators all have a minimum Certificate III qualification, or currently working towards this qualification.

We continually encourage our team to further their professional development, and ensure they are knowledgeable on current research and practice.



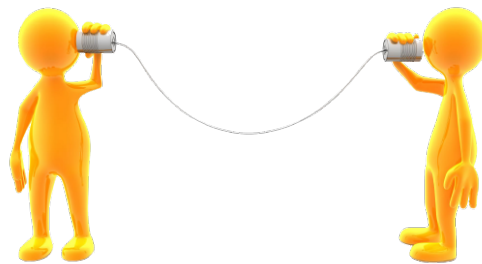
We have delegated an appropriately qualified and experienced educational leader, to lead the implementation of innovative programs that reflect the National Learning Frameworks of Australia. We use the National Quality Standard as a guide to continual improved, as we strive to achieve a standard that exceeds that National average.

Communication with Families

Communication is an important part of maintaining positive relationships within our service. We use various methods to keep the lines of communication open. These include:

- Notice boards – please take the time to stop and look at information displayed on notice boards throughout our service, these will contain information for families, including notifying you of any illnesses being experienced in the centre; children's experiences; Bowen and District Childcare Association Inc. information; community events and programs etc.

- Newsletters – regular newsletters are prepared for families, with information about our services, such as: activities and events happening within the service, nutrition and health tips, community services, and updates on our staffing and educators.
- Email
- Telephone
- Suggestions - we encourage our families to share their suggestions for the centre at any time, either verbally to our Nominated Supervisor, educators, or other staff, or via email, or notice boards. We also circulate surveys to families throughout the year to seek feedback on particular issues or initiatives.
- Meetings – families are encouraged to discuss their child's progress with our educators, this can be carried out informally via daily "chats", or in a more formal format as a parent/educator meeting.
- Committee Meetings – these are held on a monthly basis, and all family members are welcome to attend.



Code of Conduct for Families and Visitors



We aim to provide an environment that is welcoming and safe for children families and employees, and to ensure that we provide a service that is based on the highest standards of honesty, integrity, respect and fairness. We ask that families and visitors also conduct themselves appropriately and meet these high standards, by adhering to the following:

- ~ Be polite and respectful when dealing with staff, children and others families.
- ~ Read and comply will all of the Bowen Out of School Hours Care policies and procedures.
- ~ Be responsible for their own child's health, as well as protecting the health of others in the service, by keeping their child away from the service when they are unwell.
- ~ Ensure that they arrive on time to collect their children from the centre.
- ~ Refrain from discussing any grievance issues with other parents or community members, ensuring that they follow the services grievance procedures.
- ~ Be mindful and respectful of other cultures and religious backgrounds in the service.
- ~ Refrain from using abusive or foul language.
- ~ Not arrive at the centre affected by excessive use of drugs or alcohol.
- ~ Not smoke tobacco or other substances while on the premises.
- ~ Avoid physical contact with children other than their own, unless the safety of a child is compromised (this should be reported immediately to educators).
- ~ Refrain from guiding children's behaviour, other than their own, this should be referred directly to educators.

Grievance Procedures

We believe that families should feel comfortable to air any concerns, and be assured that their issues are listened to, understood, and dealt with consistently in terms of equity and fairness. We view grievances and complaints as opportunities to understand other attitudes and views, and use them as a part of our self-evaluation processes, to help to improve the quality of the services we provide to our community, families and children.

We have grievance procedures in place, and encourage our families to adhere to these procedures to ensure a satisfactory outcome (Appendix 7; Family Grievance and Complaint Policy)

If you are not happy with the outcome of the process, you have the right to appeal the decision, or contact our regulatory authority:

Early Childhood Education and Care

Department of Education

Email: ecec@dete.qld.gov.au

Address: PO Box 15033, City East, QLD, 4002

Phone: 13 QGOV (13 7468)

Townsville regional office

Email: northqueensland.ecec@ged.qld.gov.au

Address: PO Box 5179, Townsville Qld 4810

Phone: (07) 4758 3385



Enrolment Information

Our Enrolment and orientation procedures have been developed to ensure that each child and family receives enrolment and orientation processes that meet their needs, allowing the child and family to feel safe and secure in the level of care they receive.

A child is not considered to be enrolled in our service until all relevant information has been received by us. Enrolments into our OSHC service are to be completed online, via Xplor, all families wanting to enrol their child will be provided with a link for the online enrolment form. If the family does not have the facilities to access the online enrolment process, a hardcopy format will be provided to them. A separate enrolment form must be completed for each child.

The relevant link for online enrolment is:

https://prodadmin.myxplor.com/enrollment_v2/centre/DU5iRW84Wq822ujVK9dJQg

To be placed on the waitlist, or express your interest in enrolling your child at a later date:

<https://prodadmin.myxplor.com/enrollment/index/RFU1aVJXODRXcTgyMnVqVks5ZEPRZz09>

An email will be sent confirming that the enrolment has been submitted. The enrolment application will be reviewed by Bowen and District Childcare Association Inc. administration, then it will either be accepted, denied, or added to the waitlist, this will be based on individual circumstances, such as:

- Availability of places at the time of application

- If there is any outstanding money from previous enrolments

- Whether all details on the enrolment form have been completed correctly.

Upon acceptance of the application, an email will be sent containing individual login details for Xplor, giving families access to view attendances, and invoices, accept their child's Complying Written Agreement, and set up their account details for payment via direct debit.

Cancellation of Bookings

Notification of bookings and cancellations are essential, to ensure that we have sufficient staff rostered on for each session of care. Bookings must be received by Administration at least 5 working days prior to the commencement of the booking. Cancellations must be received by Administration in writing, or the booked fee will apply. A minimum 7 days' notice is required for any cancellation or change in bookings.

Administration:
Ph: 4786 3400
Email: admin@bowenchildcare.com.au

Absences from the Service

Under the Federal Governments Child Care Subsidy System, each child is eligible to receive Child Care Subsidy for an initial 42 days of absence per financial year that can be used for any reason, without proof of circumstances (*this includes public holidays*).

Once the initial 42 absences have been exhausted, CCS will not be paid for any absences, unless they fall within the additional absences category. Additional absences are:

- An illness with a medical certificate.
- Any other absences due to illness of the child, parent or sibling (with medical certificates)
- A parent being on a rotating shift or rostered day off (with supporting documentation)
- Temporary closure of the Centre, or pupil free day
- Shared custody arrangements due to a court order or parenting order (with supporting documentation).
- Exceptional circumstances (as approved by the Dept of Human Services)



The initial 42 absence days must be exhausted before additional absences can be claimed.

Parents/guardians are asked to advise the Lead Educator of the service, or Administration, of planned absences from care, or before 2pm if their child is not attending on that day.

Orientation into the Service

The orientation process will take into account the child's age, cultural background, interests, skills and abilities. The family and child will be invited to visit the service to meet the educators, and familiarise themselves with the environment. If the parent/guardian feels that more than one visit is needed, they will be invited to attend often as needed, to assist with the transition process, and help the child to feel secure.

Throughout these visits, educators will begin to build relationships with the child and family, discussing the programs, routines, the service philosophy, and gathering information about the child.



Payment of Fees

Fees charged will be determined by bookings made for each child, full time, part time or casual, this will be determined by the child's parent/guardian upon enrolment, or as the needs of the family change.

- ~ Fulltime is defined by a child being enrolled in the service for 5 days per week on an ongoing basis
- ~ Part time is defined by a child being booked into the service for part of the week, for the same days each week, on an ongoing basis.
- ~ Casual is defined by a child being booked in for days that vary regularly.

Fees are payable on a child's booked days, regardless of whether the child is sick or absent, and are charged for the full session booked, not just the hours attended.

Fee Schedule

Fulltime bookings:

- After school care: \$115 per week, per child
- Vacation care: \$275 per week, per child

Part time bookings:

- After school care: \$25 per day, per child
- Vacation care: \$58 per day per child

Casual bookings:

- After school care: \$30 per day, per child
- Vacation care: \$63 per day per child

N.B. Any excursion planned throughout our services will incur an added fee – this will be determined by the destination and content of the planned excursion. Families will be notified at least 14 days in advance of any costs involved

A late fee of \$25 for the first 15 minute, and \$20 for every 15 minutes after that, will be incurred for children collected from the service after 6pm.

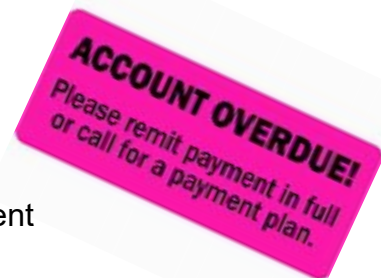
Due dates, and non-payment of fees

We ask that accounts be kept a minimum of 1 week in advance.

And that families advise our administration if, for any reason, their account cannot be kept up to date, so that a payment arrangement may be negotiated.

If an account becomes 1 week in arrears, families will be notified, and a reminder sent out for payment. If it becomes 2 weeks in arrears, written notification will be given, and seven days' notice will be given to bring the account up to date. If the account is not brought up to date in the 7 day notice period, the child's booking will be forfeited without further notice.

Any outstanding accounts will be forwarded either to a debt collection agency, or the small claims tribunal, for the amount owing, with the costs of recovery added.



Payment Options

- Payment options available include:
 - Direct debit from a personal bank account or credit card through the Ezidebit System. If using a credit card, families will be liable to pay the surcharge fee applied.
 - Centrepay (if previous arrangements have been made with the Centre Director or administrator). If Centrepay is to be used as a payment option, an agreed amount will be set, between the Centre and the family. If the payments are altered without consultation with the Director or administrator, and do not cover the fees payable, the non-payment of fees procedure will be implemented (as above).
- Payments through Ezidebit are processed weekly on a Friday, or the next work day, It is noted that while are processed on a Friday, the day that a transaction is debited from individual accounts will vary dependent on the financial institution of individual families.
- Any charges related to dishonour fees will be added to the families total payable.

Child Care Subsidy

Child Care Subsidy is a payment made to families to assist with the costs of childcare. All Australian

residents using childcare provided by approved childcare services are eligible for Child Care Subsidy (CCS).

CCSS for approved care is received as reduced fees through the service, and is administered through MyGov / Centrelink online services.

Families using approved childcare, who meet the eligibility requirements of:

- (a) Australian Residency
- (b) Child Immunisation are eligible to claim childcare subsidy.

The Child Care Subsidy is based on the families' estimate of their modified taxable income for the year in which care is provided. You must notify the family assistance office (FAO) of any changes to your income or changes to your CCSS.

Families are required to provide the Centre with the parents Customer Reference Number (CRN) and date of birth, your child's CRN and date of birth.

Please see the Nominated Supervisor or Administrator for information, or contact the Family Assistance Office on 136150, or visit their website:

<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

Useful Contact Information

Child Care Finder website, providing an online child care portal. You will find information on different types of child care and how to get assistance with the cost of child care. You will also find links to other useful websites about children's health and wellbeing, parenting and family support services:

<https://www.childcarefinder.gov.au/>

ACECQA - Australian Children's Education and Care Quality Authority. This is an independent statutory authority providing national leadership in promoting quality and continuous improvement in early childhood education and care and school age care in Australia: www.acecqa.gov.au/

My Child Hotline provides information to help you choose a child care service that meets your needs. The hotline also provides information on possible child care vacancies in local areas: **1800 670 305**



Australian Government

Department of Human Services

Delivery and Collection of Children

Vacation Care

The service opens at 6:30am children cannot be received by educators before this time. The person delivering the child is required to sign the child in via the Ipad at the entrance. This will record the arrival time, and the details of the person delivering the child to the service.

The child is to be delivered to an educator and any information relevant to the child's day is to be relayed, this may include any health or medical issues, if the child had a restless night, changes to authorised person collecting the child that day, etc. (alternatively, this information may be emailed to the service/administration.

After School Care

Children in Yr 1 or over, enrolled in After School Care make their way to the designated collection area where an educator will meet them, children in Prep will be collected from their class room by an educator, and all will walk with the educator to the service.

An educator will sign the children in as they arrive at the service, and once completed, will contact the school office to verify the attendance at school of any children that have not arrived at the service. If a child is absent, and attended school, the child's parent/guardian will be contacted to verify the child's absence from the service.

Collection of children

The service closes at 6:00pm, all children must be collected from the centre before this time. Only the parents/guardian, or an authorised nominee named in the child's enrolment record will be allowed to collect a child from the centre. The parent/guardian, or authorised nominee, may authorise another person to collect the child from the centre, if the authorisation has been made in writing. The parent/guardian is to inform educators if somebody other than themselves is going to collect their child.

If an unauthorised person arrives to collect a child, educators will contact the child's parent/guardian to confirm the authority. If the parent/guardian cannot be contacted, an authorised nominee will be contacted to confirm the authority. If authority is withheld, the child will remain on the premises until an authorised person can be contacted to collect them. Where educators are unfamiliar with an authorised nominee, identification will be requested.

Before departing the service with the child, the person collecting the child must sign the child out via Ipad at the entrance. This will record the departure time, and the details of the person collecting the child from the service.

Behaviour Guidance and Guidelines

At the Bowen Out of School Hours Care, we believe that it is important for our educators to offer positive guidance and encouragement and take into consideration that each child should be treated with respect and dignity, acknowledging that they have the same rights as adults. We acknowledge, value and celebrate the differences and similarities that exist in all people.

Behaviour in our services is guided by positive guidance techniques, which allow the child to become aware of and understand the consequences of their behaviour on others. These techniques include:

- Involving children in the process of developing play and safety limits, and learning the consequences when the limits are not adhered to.
- Supporting the development of secure attachment relationships between children and educators.
- Talking with children about the consequences of their actions, and the reasons for this, as well as the appropriate rules.
- Allowing children to make choices and experience the natural consequences of these choices – ensuring there is no risk of physical or emotional harm to the child or anybody else.
- Encouraging children to engage in cooperative and pro social behaviour and express their feelings and responses to others' behaviour confidently and constructively – challenging the behaviour of others when it is disrespectful or unfair.
- Discussing emotions, feelings and issues of inclusion and fairness, bias and prejudice, including this a part of the curriculum.
- Encouraging children to listen to other children's ideas, consider alternate behaviour, and cooperate in problem solving situations.
- Listening empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions.
- Guiding children to remove themselves from situations where they are feeling frustration, anger or fear.
- Supporting children to negotiate their rights, and the rights of others, intervening sensitively when children experience difficulty in resolving a disagreement.
- Working with each child's family and, where applicable, other services, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Acknowledging children when they make positive choices in managing their behaviour.
- Role modelling positive and responsible behaviour.
- Avoiding using "hollow" gestures – eg making the child say "sorry" without genuine feeling. There is no benefit gained from children expressing something without a genuine feeling.
- Use terminology that children will understand, do not assume that they do understand.
- Avoid using phrases such as "You know you shouldn't do that", "You know better than that" – the child may not know better, it is our role to teach them.

If persistent negative behaviour continue, a behaviour plan will be made in conjunction with families.

If all methods fail to result in an improvement in behaviour, the Nominated Supervisor will discuss alternative care with the parent/guardian, in consideration of the health and safety of the other children in care. (See Appendix 6 for guidance on Levels of inappropriate behaviours)

Educational Curriculum and Learning

Our Educational Leader mentors and guides our educators, providing them with curriculum direction, to ensure that children are given opportunities to achieve the learning outcomes in the National Learning Frameworks. The learning outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.



Play based learning

We believe that play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play they have opportunities to develop social groups, test out ideas, challenge others peoples way of thinking and build new understandings. We will provide an environment, and collaborate with children to develop programs that promote play and leisure opportunities. Our routines will be developed to promote learning throughout the day, they will be used as opportunities to implement intentional teaching practices. We will plan a wide variety of experiences that will encourage children to express themselves creatively, while developing in all other areas, using a holistic approach.

Observing, documenting and assessing children's learning

- Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through the use of our online programming platform, 'Xplor'.
- The documentation will consist of a variety of observations, learning stories, photos, and work samples.
- Families will be encouraged to contribute to the child's online portfolio, and any information gathered from the family will be used to inform planning and program development.
- Online documentation will be available for families to access, and contribute to.
- Online portfolios will be added to on a regular basis, and will be reflected upon by educators. This will ensure that programming remains relevant to children interests and development.
- Children's learning will be linked to the learning outcomes of the National Learning Framework.

We regularly critically reflect on all areas of the curriculum including:

- Environment
- Practice
- Teaching strategies
- Routines
- Experiences
- Documentation
- Behaviours



Our Policies and Procedures

Bowen Out of School Hours Care has a range of policies and procedures that guide the operation of our service and ensures consistency in the care that is provided.

A copy of each policy is contained in the Family Policy Manual, a copy of which can be accessed at the service. Alternatively a copy of any or all policies can be emailed to families who request them.

Policies are working documents and are reviewed as appropriate to ensure they remain consistent with legislative changes and best practice. Bowen and District Childcare Association complies with the Education and Care Services National Law requirement to consult with families in relation to any changes to policies or procedures that affect the way in which families access our service. Policy changes (other than minor inconsequential updates and amendments) will be drafted and open for comment by families and staff for a period of two weeks before the Management Committee considers a final version. Once a new policy has been ratified families will be notified through the regular newsletters.

Privacy and Confidentiality

Bowen and District Childcare Association inc. ensures that the personal information collected is accurate and stored securely, and will only be used or disclosed to achieve the outcomes for which it was initially collected. Personal information will be managed openly and transparently, in a way that protects an individual's privacy and respects the rights under Australian Privacy laws.



We maintain private and confidential files for all staff, children, families, students and volunteers, maintaining records according to the Australian Privacy Principles (APP).

Daily Requirements for your Child

Each family is responsible for delivering their child to our Vacation Care programs with the belongings and items listed below. All personal belongings should be clearly labelled with your child's full name.

- A packed lunch box, with nutritional food to be consumed throughout the day. We will provide fruit and snacks
- Well fitting shoes that are safe for climbing and excursions.
- A wide brimmed hat
- Sun safe clothing – clothing that covers your child's shoulders.
- At least one change of clothes.
- Water bottle (especially on excursion days)



Sun Protection

Clothing

Children must wear sun safe hats for outside play. It is recommended that each child brings from home a wide brimmed, legionnaire, or bucket hat. Those children who bring caps will have sunscreen applied to the back of their neck and ears (all exposed areas) before going out into the sun. Children who do not bring hats will be provided with a spare hat, or will need to stay in a shaded area.

Children must wear sun safe clothing, this includes shirts and dresses that have shoulder covering sleeves (no midriff, singlet or crop tops). When on water excursions children are asked to wear sun safe swim tops that cover their back and shoulders from the sun

Application of sunscreen:

Parents/guardians are asked to apply SPF 30+ sunscreen prior to bring their child to the service during vacation care, or upon arrival at the service. Sunscreen is provided at the service. Staff will reapply sunscreen to children 20 minutes prior to outdoor play in the afternoon.

Children are encouraged to apply their own sunscreen, under the supervision of educators, young children may need to be assisted to ensure that it is applied efficiently. Sunscreen must be applied to all areas of exposed skin.

Illness and Children's General Health

Please remember, your child's health is your responsibility. Your child **MUST** be kept at home if he/she displays any signs of:

- Elevated temperature
- Eye/body discharge (e.g. sores, boils, conjunctivitis)
- Distress in feeling unwell, unusually upset or fatigued
- Vomiting/diarrhea (the child cannot attend the Centre for at least 24 hours after the last time of vomiting or diarrhea occurring)
- Any signs/symptoms of the diseases/conditions noted in the NHMRC Recommended Minimum Exclusion Periods – 2013 (see Appendix 3)



Children displaying any of the symptoms above will not be accepted by the Centre, or arrangements will be made for immediate collection from the Centre. This procedure is designed to protect all children, staff, families and other visitors to the Centre.

Administration of Medication

Bowen Out of School Hours Care aims to facilitate effective management of children who are required to take medications for health reasons, prevention and management of acute episodes of illness or medical emergencies by providing the safe administration of medication.

Medication will only be administered to your child if it is in its original packaging, has been prescribed by a medical practitioner (including over the counter medications such as Panadol, Nurofen, and cough medicines), and has the dispensing label (that is clearly readable) detailing your child's name, required dosage and expiration date.

Medication will not be given to your child if the label has another person's name on it, or if written permission has not been obtained by a parent/guardian, or other authorised nominee named on your child's enrolment form. A separate form is to be completed for each medication if more than one is required.

The person delivering the child to the service must give the medication directly to an educator. In the case of a child coming directly from school, the medication must be transferred from a school employee. The educator will then store the medication appropriately. (For more information see Appendix 8 Medication Policy)



Medical Conditions

All children enrolling in our service who have a medical condition must have an action plan, provided by a medical practitioner. Families are also required to complete, in conjunction with the service coordinator, a Management of Medical Conditions Action and Minimisation Plan prior to their child starting at the service.

This plan will include: the child's details, parents details and emergency contact information, details of the child's medical condition, signs and symptoms and triggers, risk minimisation information, and steps taken to minimise risks, where the medication will be stored, and communication plan – how staff and parents will communicate information about the child's condition, on a continual basis.

Your Family's Responsibilities

- Ensure all enrolment information is kept up to date, especially phone numbers, addresses, emergency contacts, medical and immunisation details, and details of any court orders.
- Ensure your child's educators are aware of any concerns you may have or anything that may affect your child's day, e.g. illness during the night, busy weekend etc.
- Advise staff each day if medication is to be administered, and complete an Administration of Medication Form located in your child's respective room.
- Advise Administration and/or the Lead educator of the service of planned absences from care, and advise Administration and/or the Lead educator of the service in the morning if your child is not attending on that day.
- Maintain your fees 1 weeks in credit.
- Adhere to all Bowen Out of School Hours Care procedures and policies.
- Adhere to health and hygiene procedures. Do not bring your child to the service with a communicable disease or infection.
- Adhere to emergency procedures as required.

Helpful hints for kids

- Listen to what your Educators are saying.
- Join in with all the games and activities. You'll have a great time!
- Ask an educator if you can leave to get a drink or go to the toilet. This is so we always know where all children are.
- Play sensibly with other children and please take care of our equipment.
- If you need anything, please tell one of the OSHC educators - they can always help you.
- Look out for other children. Be kind to each other and work at playing together. We want everyone to feel safe and happy. Our After School Care and School Holiday Program is a bully - free zone and everyone is welcome!
- Look after your own things - it's a good idea to leave special toys at home or in your school bag.
- On excursion, stay with the group at all times and be on your best behaviour.

Parents are asked to discuss these 'Helpful Hints' with their children prior to attending the program. We hope all children enjoy their time while attending our services.



We look forward to working with you...

Appendix 1

Community Services Contact Information

Child Abuse/Child Protection Hotline.....

1300 703 762
A/H 1800 177 135

For any person who believes that a child is being, or has been abused or neglected – it is required by law that these concerns are reported

Child Abuse Prevention

1800 688 009

Offers information, referral and ongoing support to those affected by child abuse, concerned about the welfare of a child, or needing family or parenting support (Australia wide)

Bowen Child Safety Service Centre.....

47935000

Providing child protection services for the Bowen Community, also available for other family crisis situations where children and families may require support

Kids Help Line.....

1800 551 800

Free, private and confidential, telephone and online counselling service specifically for young people aged between 5 and 25.

Mental Health Support....

1300 642 255

For emergency inquiries from anyone experiencing a mental health crisis or concerned about someone's well-being.

Domestic Violence Hotline....

Womensline 1800 811 811
Mensline 1800 600 636

Information, services and support for people impacted by domestic and family violence

Red Nose Bereavement Support Services

1300 308 307

Available to anyone affected by the death of a child, through Miscarriage, Stillbirth, Termination, Sudden Unexpected Death in Infancy (SUDI), including SIDS and fatal sleep accidents, and Sudden Unexpected Death in Children (SUDC), including accidental deaths.

Parentline.....

1300 301 300

Providing support, counselling and parent education, and referral, tailored to meet each callers' needs

Child and Family Connect.....

133264

Help with a range of family and parenting challenges

TIS National (Translation Services).....

131 450

Family Relationship Centre.....

1300 364 277

Provides information and referral for families at any stage of their relationship. Also provides Family Dispute Resolution for separating or separated families, to help parents resolve conflict and develop workable arrangements for their children.

Appendix 2

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



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Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5 Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

Article 6 Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 7 Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

Article 8 Governments should respect a child's right to a name, a nationality and family ties.

Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15 Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 17 Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Article 18 Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20 Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Article 22 Children who come into a country as refugees should have the same rights as children who are born in that country.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

Article 25 Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.

Article 27 Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article 30 Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 32 Governments should protect children from work that is dangerous or that might harm their health or education.

Article 33 Governments should provide ways of protecting children from dangerous drugs.

Article 34 Governments should protect children from sexual abuse.

Article 35 Governments should make sure that children are not abducted or sold.

Article 36 Children should be protected from any activities that could harm their development.

Article 37 Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Article 38 Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41 If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.

Article 42 Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

Go to www.unicef.org/crc to read all the articles.



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unicef 

Appendix 3

Recommended minimum exclusion periods

ADAPTED FROM STAYING HEALTHY | 5TH EDITION | 2013

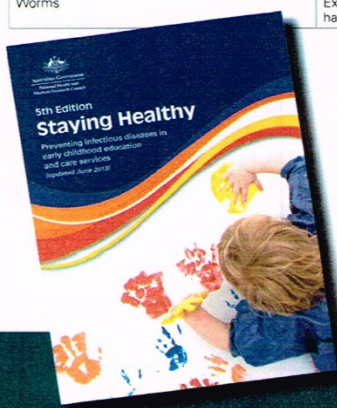
Condition	Exclusion of case	Exclusion of contacts ^a
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Diarrhoea (No organism identified)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Glandular fever (mononucleosis, Epstein Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded. Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded. If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice. All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated and incompletely vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours ^b	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded. Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Worms	Exclude if loose bowel motions are occurring. Exclusion is not necessary if treatment has occurred	Not excluded

^a The definition of 'contacts' will vary according to the disease—refer to the specific fact sheet for more information.

^b If the cause is unknown, possible exclusion for 48 hours until cause is identified. However, educators and other staff who have a food handling role should always be excluded until there has not been a loose bowel motion for 48 hours.

Adapted from SA Health Communicable Disease Control Branch: <http://www.dh.sa.gov.au/pehs/branches/branch-communicable.htm>. Note that exclusion advice is consistent with Series of National Guidelines (SNGs) where available.

Staying Healthy. Preventing infectious diseases in early childhood education and care services | 5th Edition | Printed June 2013 NHMRC Ref. CH55e



Appendix 4 National Immunisation Program Schedule

From 1 April 2019

Australian Government Department of Health
National Immunisation Program
A joint Australian, State and Territory Government Initiative

Age	Disease	Vaccine Brand
Childhood vaccination (also see influenza vaccine)		
Birth	Hepatitis B (usually offered in hospital) ^a	H-B-Vax® II Paediatric or Engerix B® Paediatric
2 months Can be given from 6 weeks of age	Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Pneumococcal Rotavirus ^b	Infanrix® hexa Prevenar 13® Rotarix®
4 months	Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib) Pneumococcal Rotavirus ^b	Infanrix® hexa Prevenar 13® Rotarix®
6 months	Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib)	Infanrix® hexa
Additional vaccines for Aboriginal and Torres Strait Islander children (QLD, NT, WA and SA) and medically at-risk children ^c	Pneumococcal	Prevenar 13®
12 months	Meningococcal ACWY Measles, mumps, rubella Pneumococcal	Nimenrix® M-M-R® II or Priorix® Prevenar 13®
Additional vaccines for Aboriginal and Torres Strait Islander children (QLD, NT, WA and SA)	Hepatitis A	Vaqa® Paediatric
18 months	<i>Haemophilus influenzae</i> type b (Hib) Measles, mumps, rubella, varicella (chickenpox) Diphtheria, tetanus, pertussis (whooping cough)	ActHIB® Priorix-Tetra® or ProQuad® Infanrix® or Tripacel®
Additional vaccines for Aboriginal and Torres Strait Islander children (QLD, NT, WA and SA)	Hepatitis A	Vaqa® Paediatric
4 years	Diphtheria, tetanus, pertussis (whooping cough), polio	Infanrix® IPV or Quadracel®
Additional vaccines for medically at-risk children ^c	Pneumococcal	Pneumovax 23®
12-13 years (School programs ^d)	Human papillomavirus (HPV) ^e Diphtheria, tetanus, pertussis (whooping cough)	Gardasil®9 Boostrix®

Appendix 5

VISION

Professionals who adhere to this Code of Ethics act in the best interests of all children and work collectively to ensure that every child is thriving and learning.

PREAMBLE

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The Code of Ethics acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

This Code of Ethics is informed by the principles in the *United Nations Convention on the Rights of the Child* (1991) and the *Declaration on the Rights of Indigenous Peoples* (2007). A Code of Ethics is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this Code of Ethics the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The Code of Ethics recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

CORE PRINCIPLES

The core principles in this Code of Ethics are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.

ACKNOWLEDGEMENT

The first Code of Ethics for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the Code of Ethics began in 2003 with the second version launched in 2007. The second review of the Code of Ethics began in 2014 with the third (current) version approved by the ECA National Board in February 2016.

ECA is grateful to everyone who has contributed to the development and ongoing review of the Code of Ethics including those who have participated in consultation surveys, forums and workshops over the years as well as those who have provided advice and oversight through their service on reference and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the Code.

DEFINITIONS OF TERMS IN ECA'S CODE OF ETHICS

A CODE OF ETHICS—defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities.

CORE PRINCIPLES—fundamental and prized values of the profession.

FAMILIES—the people who have significant care responsibilities for and/or kinship relationships with a child.

CHILDHOOD PROFESSIONAL—a person who works with or on behalf of children and families in education and care settings.

COMMUNITIES—a group of people living in the same place or having a particular characteristic in common.

COLLEAGUES—includes employers and those with whom you work directly or more broadly.

STUDENT—a person undertaking study at a secondary or tertiary institution.



PO Box 86, Deakin West, ACT 2600
1800 356 900 (freecall)

T: (02) 6242 1800

F: (02) 6242 1818

E: eca@earlychildhoodaustralia.org.au

www.earlychildhoodaustralia.org.au

Code of Ethics



Early Childhood Australia
A voice for young children



IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.



IN RELATION TO COLLEAGUES, I WILL:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.



IN RELATION TO THE PROFESSION, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.



IN RELATION TO FAMILIES, I WILL:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality.



IN RELATION TO COMMUNITY AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.



Appendix 6

OSHC Guidelines to Levels of Inappropriate Behaviour and required staff actions

Low Level

- Swearing
- Running inside
- Not following directions from staff
- Spitting in general
- Not sharing equipment
- Deliberately annoying other children or staff
- Leaving the group without permission
- Monitored by coordinator. Speak to parents if repeated incidents

Medium Level

- Disrespectful disobedience
- Teasing
- Biting/physical aggression
- Spitting on someone
- Swearing at others
- Deliberate exclusion of other children

Inform parents on collection of child. Incident report completed, then submitted to Nominated Supervisor, after repeated incidents, further consequences will be determined upon consultation with parents, depending on frequency and severity of incidents.

High Level

- Bullying
- Intimidation
- Sexual harassment
- Fighting
- Physical aggression at staff
- Stealing
- Deliberate destruction of property
- Leaving program – running away
- Misusing equipment with the intent to harm others or cause damage

Call parents immediately, Incident report completed, then submitted to Nominated Supervisor, after repeated incidents, further consequences will be determined upon consultation with parents, depending on frequency and severity of incidents.

Appendix 7

FAMILY GRIEVANCES AND COMPLAINTS POLICY

Links

Education and Care Services National Regulations: 168, 175, 176

National Quality Standard: 6.1.1, 7.1.2; 7.2.1

Policy statement

Bowen Out of School Hours Care aims to ensure that partnerships are developed with all of our families, to provide an environment where there is a strong emphasis on respectful and sensitive communication between families and the centre.

We believe that families should feel comfortable to air any concerns, and be assured that their issues are listened to, understood, and dealt with consistently in terms of equity and fairness. Grievances and complaints will be viewed as opportunities to understand other attitudes and views, and will be used as a part of our self-evaluation processes, to help to improve the quality of the services we provide to our community, families and children.

Related Policies

Educator and Management
Governance and Leadership
First Aid and Serious Incidents
Parental Interaction and Involvement in the Service
Privacy and Confidentiality

Implementation

All complaints and grievances from family members will be managed in line with our Grievance guidelines, these guidelines explain the procedure for reporting and managing grievances.

If a family member has a concern or grievance, the following guidelines should be followed:

- Discuss the matter with the staff/committee member concerned at a mutually convenient time, the situation should not be discussed with people who are not involved, minimising gossip in the centre. Any discussions should take place away from the children.
- Avoid behaviour and language that might be interpreted as confrontational, judgemental or intimidating. Be open and honest, and try to remain positive, talk about only the facts that have caused the grievance, and do not personally insult the other person.
- If the complaint cannot be resolved by directly approaching the other person, or the complainant does not feel confident to approach the other person, the matter should be raised with the Nominated Supervisor.

If, after having followed the above steps, the family member is not satisfied that their concerns have been addressed the following steps will be taken:

- The family member should put their concerns in writing and forward it to the Nominated Supervisor, or if the concern is with the Nominated Supervisor, directly to the Management Committee.

- If the complaint or grievance alleges that the safety, health or wellbeing of a child or children was, or is, being compromised while at the Centre, or that the National Law has been breached, the regulatory authority will be notified of the complaint within 24 hours of the complaint being received.
- The Nominated Supervisor/Management Committee representative will respond to the complainant within 24 hours of receiving the written complaint, and organise a time within the next 5 working days to meet and discuss the issues raised
- The Nominated Supervisor/Management Committee representative will properly, fairly, confidentially and impartially investigate the issue raised, if interviews are necessary with any other person/s, these will be organised at the first available opportunity. All affected parties will be invited to provide information or respond where appropriate.
- The outcomes of these meetings will be documented by the Nominated Supervisor/Management Committee representative, along with any action to be taken. If a resolution cannot be met, the grievance will be taken to the Management Committee.
- The Management Committee will come to a resolution, recommending any necessary action based on the information provided, and, if necessary, all parties will be reinterviewed by the management committee.
- All parties will be advised of the Management Committee's decision in writing within 7 days of the final meeting.
- All records will be stored in accordance with our Privacy and Confidentiality Policy, unsubstantiated complaints against any staff member may be retained on file, if the person has given information that has been recorded.
- Ongoing behaviours will be monitored, and support provided where necessary, all parties will be protected from victimisation.
- Families will be given the opportunity to provide feedback on the grievance processes, and all complaints will be tracked to help identify any recurring issues.

If the family member is not satisfied with the decision, they have the right to appeal the decision, or they can contact our regulatory authority:

Early Childhood Education and Care

Department of Education

Email: ecec@dete.qld.gov.au

Address: PO Box 15033, City East, QLD, 4002

Phone: 13 QGOV (13 7468)

Townsville regional office

Email: northqueensland.ecec@ged.qld.gov.au

Address: PO Box 5179, Townsville Qld 4810

Phone: (07) 4758 3385

Sources: Guide to the National Quality Standard; Privacy Act 1988; Toni Christie, The Essential ECE Handbook, 2006; Early Years Learning Framework, 2009; My Time Our Place

Policy developed: January 2020

Appendix 8

ADMINISTRATION OF MEDICATION POLICY

Links

Education and Care Services National Regulations: 90 – 96, 178, 181-184
National Quality Standard: 2.1.2; 2.2.1

Policy statement

Bowen Out of School Hours Care aims to facilitate effective health care and management of children who are required to take medications for health reasons, prevention and management of acute episodes of illness or medical emergencies by providing the safe administration of medication.

Related Policies

Enrolment and Orientation
Incident, Injury, Trauma and Illness
Medical Conditions
Illness and Exclusion
Excursions
Work Health and Safety
Privacy and Confidentiality

Implementation

- Medication will only be administered if it:
 - is in its original packaging.
 - has been prescribed by a medical practitioner.
 - has the dispensing label (that is clearly readable) detailing the child's name, required dosage and expiration date.
- Medication will not be given to the child if the label has another person's name on it.
- We will ensure that an Administration of Medication Form is completed for each child who requires medication. A separate form will be completed for each medication if more than one is required.
- Medication will not be administered if written permission is not obtained from the child's parent/guardian, or other authorised nominee named in the child's enrolment information.
- Medication must not be left in the child's bag upon arrival at the service. The person delivering the child must give the medication directly to a staff member. The staff member will then store the medication in the kitchen refrigerator. If the medication does not require refrigeration, it will be stored in the locked first aid kit.

Administering the medication

When administering the medication, staff will:

- Ensure that it is administered promptly at the prescribed times, and follow the directions that are attached to the medication.
- Wash hands before administering the medication.
- Make sure that the medication is checked by 2 staff members before administering it – checking the name of the medication, the person it has been prescribed to, the dosage, the prescribing doctor, and the expiration date on the medication.
- Ensure that the Administration of Medication Form is signed by both staff members.
- Place the medication back into the appropriate storage place.

Self-Administration

- Ensure that practices for the self-administration of medication for school aged children:
 - Authorisation for the child to self-administer medication is recorded in the administration of medication record for the child.
 - Any medication must be given to service staff or educators for storage purposes
 - When medication is required for self-administration, staff or educators will provide the medication to the child to administer.
 - Self-administration of medication for children over pre-school age must take place under the supervision of service staff or educators (it must be witnessed by a two staff members)
 - The self-administration of medication must be documented as per Administration of Medication Policy.
 - Parent/Guardian must provide written permission for child to perform self-administration.

After medical administration children must be monitored (during play) for 30 minutes after the medication is given to ensure there is no adverse reaction.

Emergency Administration of Medication

- In the case of an emergency, where the administration of medication must occur, we will attempt to receive verbal authorisation by a parent/guardian of the child. If the parent/guardian cannot be contacted, we will attempt to gain verbal permission from an authorised nominee, named in the child's enrolment form.
- If none of the child's contacts can be reasonably reached, we will contact a registered medical practitioner, or an emergency service on 000.
- In the event of an emergency, and where the administration of medication must occur, an incident, injury, trauma and illness record will be completed, and a copy provided to the parent/guardian of the child, other authorised nominee, or medical practitioner.
- In the case of an asthma or anaphylaxis emergency, medication may be administered to a child without a prior authorisation, however we will contact the following as soon as practicable:
 - A parent/guardian of the child.
 - Emergency services.
- The child will be positively reassured, calmed and removed to a quiet area under the direct supervision of a suitably experienced and trained educator

Sources: *Education and Care Services National Regulations 2011*; *National Quality Standard*; *Staying Healthy – Preventing infectious diseases in early childhood education and care services*, 5th ed.

Policy developed: **January 2020**

Appendix 2

FEES AND DEBT POLICY

Links

Education and Care Services National Regulations: 168
National Quality Standard: 7.1.2

Policy statement

The purpose of this policy is to provide framework under which the financial viability of Bowen Out of School Hours Care can be protected, by ensuring the prompt payment of family fees, and the successful collection of any outstanding monies.

Bowen Out of School Hours Care strives to provide affordable education and care and is committed to keeping fees as low as possible, while providing a safe and nurturing environment for children.

The Service defines 'fees' as all monies charged to families for the care of their children at the Service, any booking fees and bonds. We define 'debt' as all monies owed to the service by families.

It is a condition of enrolment in the service that families accept the service's *Fees Policy*.

Related Policies

Enrolment, Orientation and Transition
Governance and Leadership
Privacy Confidentiality and Record Keeping

Implementation

Setting of Fees

- Fees are set by Bowen and District Child Care Association Incorporated, and charged to all families whose children are booked to attend the Service.
- Normal daily fees are payable for public holidays, for children with permanent bookings.
- Fees are payable on a child's booked day regardless of whether the child is sick or absent.
- Fees will be increased on an annual basis, by 5%, in the first week of the financial year, or as required. A minimum of 14 days' notice is given for any fee increase.
- A holiday fee is applicable for families who give at least 7 days' notice, which is 50% of the normal fee payable.
- A late fee of \$25 for the first 15 minutes (or part thereof) will be applied for any child who is collected after 5:45pm. A further \$20 for every 15 minutes the child remains on the premises will be charged until the child is collected from the Service.

Due dates and non-payment of fees

- Upon enrolment at the Service, a \$20 booking fee is payable. Families are also required to pay a \$125 refundable bond, which will be refunded upon notice of termination of enrolment.
- Accounts must be kept a minimum of one week in advance.
- The one week in advance payment will be payable with the first week's fees that are processed upon beginning enrolment at the service.
- Prior to families going on holidays, they should ensure payments can continue to be deducted from their nominated account to ensure accounts always remain one weeks in credit .
- Families should advise the Nominated Supervisor if, for any reason, their account cannot be kept up to date and a payment arrangement may be negotiated.
- In the event an account is not in credit (other than by prior arrangement) families will be notified verbally that payment is required within one week to bring the account up to date (one week in

advance). If the account falls two weeks in arrears, written notification will be given, and seven days' notice will be given to bring the account up to date.

- If the account is not brought up to date within the seven day notice period, the child/children's place/s will be forfeited without further notice, and the bond held will be applied to the account.
- Accounts not paid within one week of leaving the Service, or more than one week in debit, will be forwarded to either a debt collection agency or the small claims tribunal, for the amount owing, with the cost of recovery added to the account.
- When ceasing care, families are required to give at least one weeks' notice, the enrolment bond paid upon enrolment will then be refunded to the account.

Payment Options

- Payment options available include:
 - Direct debit from a personal bank account or credit card through the Ezidebit System. If using a credit card, families will be liable to pay the surcharge fee applied.
 - Centrepay (if previous arrangements have been made with the Nominated Supervisor or Administrator). If Centrepay is to be used as a payment option, an agreed amount will be set, between the Service and the family. If the payments are altered without consultation with the Director or administrator, and do not cover the fees payable, the non-payment of fees procedure will be implemented (as above).
- Payments through Ezidebit are processed weekly on a Friday, or the next work day, It is noted that while are processed on a Friday, the day that a transaction is debited from individual accounts will vary dependent on the financial institution of individual families.
- Any charges related to dishonour fees will be added to the families total payable.
- Statements of usage and fee payments will be available to families at all times, via their xplor account. The statement of usage will outline the hours of care, total fees payable, and the amount of CCS applied to reduce the fee.

Child Care Subsidy

- Families, who are Australian residents, may be eligible to receive Child Care Subsidy, this is paid directly to the Service to reduce the amount of fees payable.
- It is each family's responsibility to ensure that they have registered their child for Child Care Subsidy, and to provide the Service with both their and their child's CRN numbers and dates of birth, to allow us to submit the child's enrolment with us to the FAO.
- Full fees will be payable by the family until their CCS is approved, and linked to our service.
- For further information visit:

<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

Sources: Bryant, L. (2009). Managing a Child Care Service: A Hands-On Guide for Service Providers; Community Childcare Co-operative; Education and Care Services national Law and regulations; Family Assistance Law

Policy created: January 2020

Appendix 10

ENROLMENT AND ORIENTATION POLICY

Links

Education and Care Services National Regulations: 90; 92; 93; 97; 99-102; 157; 160-162; 168; 177; 181

National Quality Standard: 2.1.2; 6.1.1; 6.2.1

Policy statement

Bowen Out of School Hours Care aims to ensure that enrolment procedures provide clear communication and accurate record keeping. We will ensure that each child's enrolment is completed as per our legal requirements, and that each child and family receives enrolment and orientation processes that meet their needs, allowing the child and family to feel safe and secure in the level of care they receive.

Related Policies

Diversity and Equity
Administration of Medication
Child Protection
Excursion
Food, Nutrition and Beverage
Health, Hygiene and Safe Food
Immunisation and Disease Prevention
Illness and Exclusion
Medical Conditions
Privacy, Confidentiality and Record Keeping
Interaction and Behaviour Guidance
Sleep, Rest and Relaxation

Implementation

Enrolment

To ensure a comprehensive orientation and enrolment process, we will:

Ensure that a full and completed enrolment form (either hard copy or online), including direct debit details, is obtained for each child attending our service. Families will be required to complete a re-enrolment form for each year that their child attends the service, ensuring that all information is up to date.

Provide all families wanting to enrol their child with a link for the online enrolment form. If the family does not have the facilities to access the online enrolment process, a hardcopy format will be provided to them.

A separate enrolment form must be completed for each child. Information that will be collected upon enrolment includes:

- The child's full name, date of birth, sex, and residential address. (proof of identification must be provided – e.g. birth certificate; passport)

- Medicare number of the child, and any private health fund details; details of the child's medical practitioner; any health issues affecting the child; copies of any health management and risk minimisation plans.
- Immunisation status of the child, a copy of the immunisation records must be provided to the service, and updated as required.
- Description of family circumstances, such as court orders, parenting plans, etc. These will be sighted by the coordinator, copied, and placed in the child's file.
- Full name, date of birth, address, place of employment, and contact details of each parent/guardian.
- The child and family CRNs, as issued by the Department of Human Services.
- The ethnic and cultural identity of the child and family, and the primary language spoken at home.
- Any special requirements concerning the child, additional needs, behavioural concerns, special interests etc.
- Full name, address, and contact details for each person authorised by a parent/guardian of the child, to collect the child from the service, or who may be contacted in an emergency, authorise medical treatment, medication administration, or excursions, if a parent/guardian is not available, or contactable.

Permission must be given by the parent/guardian for our service to seek emergency medical or dental treatment if required. Enrolment cannot be accepted if written authorisation is not received.

A child is not considered to be enrolled in the service until all of the required information and authorisations have been provided, including direct debit authorisation.

We will implement the Federal Government's Priority of access guidelines where applicable, if a child is required to vacate their position under the guidelines, a minimum of 14 day notice will be given. For further information on the Priority of Access Guidelines visit; <https://www.education.gov.au/priority-filling-child-care-places>

Orientation and Transition

We will ensure that an effective orientation process is offered to all new children enrolling in the service, with the aim to make the transition process as smooth as possible. The orientation process will take into account the child's age, cultural background, interests, skills and abilities.

The Nominated Supervisor/ or Administrator will invite the child and family to visit the service to meet the educators, and familiarise themselves with the environment. If the parent/guardian feels that more than one visit is needed, they will be invited to attend as often as needed, to assist with the transition process, and help the child to feel secure.

Families will be provided a family handbook upon enrolling their child into the service, providing them with relevant information about the service and some of our key policies.

If a child is enrolling in the service that has a medical condition, families will be provided with a Management of Medical Conditions Action and Minimisation plan to complete, to help to minimise any risks to the child while in attendance at the service.

Throughout these visits, educators will begin to build relationships with the child and family, discussing the programs, routines, philosophy, and gathering information about the child.

The Nominated Supervisor, Administrator, or Responsible Person in day to day charge of the service, will explain the delivery and collection processes of children to the service, and where families need to children sign in/out of the service.

Families will be advised on how to access the service policies, the philosophy, daily menus, information about their child's development, and the services educational program.

The Nominated Supervisor, Administrator, or Responsible Person in day to day charge of the service, will ensure that families are informed of our policy on fee payments, absences from the service, authorised nominees, change of details and care requirements, and cancellation of bookings.

Sources: Education and Care Services National Regulations 2011; National Quality Standards; My Time Our Place; A New Tax System (Family Assistance) Act 2009; Family Assistance Legislation Amendment (Jobs for Families Child Care Package) Act 2017

Policy developed: January 2020

Appendix 11

DELIVERY AND COLLECTION OF CHILDREN POLICY

Links

Education and Care Services National Regulations: 99; 158
National Quality Standard: 2.2.1

Policy statement

Bowen Out of School Hours Care has a duty of care to ensure that access to children attending the centre is limited to persons authorised by the family, this includes collection of children from the centre. We will ensure that we have clear procedures in place for the delivery and collection of children

Related Policies

Child Protection
Enrolment and Orientation
Privacy, Confidentiality and record Keeping
Staffing Arrangements
Governance and Leadership

Implementation

Delivery of children

Vacation Care

- The service opens 6:30am, children cannot be received by educators before this time, as this will be a breach of our Service approval.
- Upon arrival at the centre, the person delivering the child is required to sign the child in via the Ipad at the entrance. This will record the arrival time, and the details of the person delivering the child to the service.
- Following sign in, the person delivering the child to the centre is required to accompany the child to put their belongings away, and ensure that the child is received by an educator.
- Any information relevant to the child's day is to be relayed to the educator receiving the child, this may include any health or medical issues, if the child had a restless night, changes to authorised person collecting the child that day, changes to hours of attendance, etc.
- We encourage family members to farewell the child, and allow educators to assist if the child is having difficulty with separation, not to sneak out when the child is distracted, as this promotes distrust in the child.

After School Care

- Children enrolled in After School Care shall make their own way to the service
- Children in Prep will be collected from their classroom by an educator and supervised to walk to the service.
- A Responsible Person will begin the 'sign in' of children as they arrive at the service. Once completed, the Responsible Person will contact the school office to verify the attendance at school of any children that have not arrived at the service.
- If a child is absent, and attended school, the Certified Supervisor will contact the child's parent/guardian to verify the child's absence from the service.
- As children arrive at the service, educators will welcome them, and assist them to place their belongings where they are required to go.

- Upon arrival any medication must be given to Coordinator or Educators who will store in it appropriate the locked medication box.

Collection of children

- The service closes at 6:00pm, all children must be collected from the centre before this time.
- Only the parents/guardian, or an authorised nominee named in the child's enrolment record are allowed to collect a child from the centre. The parent/guardian, or authorised nominee, may authorise another person to collect the child from the centre, if the authorisation has been made in writing, unless parents or authorised nominees are unable to collect the child before the service closes (eg in an emergency). In this case educators may accept verbal authorisation for an alternate person who can be adequately identified to collect the child.
- The parent/guardian is to inform educators if somebody other than themselves is going to collect their child.
- A child may leave the premises if:
 - they are taken on an excursion, with written authorisation from the parent/guardian or authorised nominee.
 - they require medical treatment, hospital or ambulance care or treatment, or because of another emergency (e.g., emergency evacuation)
- If an unauthorised person arrives to collect a child, educators will contact the child's parent/guardian to confirm the authority. If the parent/guardian cannot be contacted, an authorised nominee will be contacted to confirm the authority. If authority is withheld, the child will remain on the premises until an authorised person can be contacted to collect them.
- Where educators are unfamiliar with an authorised nominee, identification will be requested.
- If there is a court order forbidding a person from having contact with a child attending the centre, that person will not be given any information concerning the child. The parent/guardian must provide original documentation about the court order, which will be copied and placed in the child's file for further reference.
- The person who is forbidden from having contact with the child will NOT be permitted to take the child from the premises. Where there is conflict with such a person, police will be notified, and the child's guardian contacted.
- Educators will at no stage place their personal security at risk. If scenarios arise that compromise the welfare of the child in the collection process, the police will be contacted (e.g., if the person collecting the child is under the obvious influence of alcohol/drugs, drink driving, not using child restraints, etc.).
- Before departing the centre with the child, the person collecting the child must sign the child out via Ipad at the entrance. This will record the departure time, and the details of the person collecting the child from the service.
- If a child has not been collected by the time we are due to close the service, the Nominated Supervisor, or responsible person, will attempt to contact the parents or other authorised nominees. If they do not answer advising he or she will wait up to 30 minutes before ringing the police or Child Protection Hotline for guidance on the appropriate action to be taken
- Where a child is collected after 5:45pm, a late fee will be incurred by the parent/guardian (see Fees policy)

Sources: Education and Care Services Law and Regulations 2011

Policy developed: January 2020