Policies and Procedures Manual

Policy Group 2: Children

Patricks Road Outside School Hours Care
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Policy Group 2: Children

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Policy Group 2: Children

2.1 Respect for Children Policy

The service recognises and acknowledges that the children, their wellbeing, health and safety are the main focus. Children are to be treated by educators and other staff members at all times as unique and valued individuals and with respect and dignity.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- 'My Time, Our Place' Framework for School Age Care
- NQS Area: 1.1; 1.2; 2.1.1; 2.1.2; 2.3.4; 4.2.1; 4.3.2; 5; 7.1.1, 7.1.2; 7.2.1, 7.2.3, 7.3.5.
- Policies: 2.4 – Arrivals and Departures of Children, 2.5 – Reporting of Child Abuse, 2.6 – Guiding Children’s Behaviour, 2.8 – Anti-bullying, 2.9 – Inclusion, Cultural Diversity and Anti-bias, 2.11 – Including Children with Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.15 – Children’s Property and Belonging, 3.3 – Educators Practice, 4.9 – Children’s Toileting.

Procedures

The children are to be considered and, as far as reasonably possible, actively involved in the ongoing development of:

- Program and activities (see Policy 3.1 – Educational Program Planning and Curriculum Development and Curriculum Development)
- Behavior expectations of the Service (see Policy 2.6 – Guiding Children’s Behaviour)
- the physical aesthetic environment of the Service (NQS Area 3 – Physical Environment)

Educators will:

- Foster all children’s self esteem and confidence, empowering them to make choices and guide their own play;
- Promote children’s sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- Have high expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements;
- Respect the diversity of all children’s backgrounds and abilities and accommodate the individual needs of each child;
- Treat all children equitably and respond positively to all children who require their attention; and
- Communicate with children respectfully, taking the time to listen and value what they say.

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2.2 Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm Policy

The Service regards as of utmost importance its role in the protection of children in its care. This includes the Service’s moral and legal duties to care for children associated with the Service whilst not in the care of their parents or other primary carers. Such a policy includes a statement of commitment to the safety and wellbeing of children whilst attending the OSHC service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Child Protection Regulations 2000
- Commission for Children and Young People and Child Guardian Act 2000
- Commission for Children and Young People Amendment Regulation (No 1) 2006
- Duty of Care
- NQS Area: 2.3; 4.2.1; 7.1.1, 7.1.2, 7.1.5; 7.3.2, 7.3.5.
- Policies: 2.5 – Reporting of Child Abuse, 2.6 – Guiding Children’s Behaviour, 2.8 – Anti-bullying, 2.9 – Inclusion, Cultural Diversity and Anti-bias, 2.11 – Including Children with Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.3 – Educators Practice, 4.9 – Children’s Toileting.

Procedures

Management, the nominated supervisor and educators shall be committed to providing an environment that is safe and promotes the well being of all children at all times through:

- Requiring that educators and management sign a code of conduct (see Policy Group 8 and 10).
- Ensuring educator employment and training procedures are used so that the Service employs suitable people and conducts adequate orientation (see Policy Group 8).
- Ensuring educators are directed that, when setting up for all activities, there is a safe physical environment as far as reasonably foreseeable.

Children are actively supervised to ensure that they are protected from harm caused by:

- physical injury; or
- harassment and other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person.

Educators seek to ensure that they are not alone at the Service with a child, except in an emergency.

Educators will supervise all areas available to children.

Written parental permission will be obtained for children to be photographed at the service. Photographs will be for service use only.

Educators will instruct the children to inform them when going to the toilet when outside of the building and will ensure that the Children’s Toileting Policy (see Policy 4.9) is followed at all times.

Educators, ancillary staff, volunteers and coaches are to comply with legal requirements to apply for, and hold, the appropriate child worker clearances under the Commission for Children and Young People Act, 2002

The Approved Provider (or in the case of an Approved Provider being a corporation, the executive officers) will comply with legal requirements to hold a current positive suitability notice under the Commission for Children and Young People Act, 2000. The Nominated Supervisor acts as, or has designated an appropriate person to act as, Quality Officer for the Service (see Policy 10.1 – Quality Compliance) and in this capacity:

- is to keep a copy of the clearances and suitability notice referred to above; and
- ensures that the Service and its staff are aware of all legislative requirements and changes relating to the protection of children, including under the Education and Care Services National Law Act 2010 and Regulations 2011, Commission for Children, Child Guardian and Young People Act 2000 and other relevant legislation.
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2.3 Educator Ratios Policy

Educator and child ratios will be in keeping with, or better than, those set out in the Education and Care Services National Regulations 2011. In setting staff ratios, consideration will be given to the activities undertaken, ages and abilities of the children and any additional needs that the children may have.

 Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Commission for Children and Young People and Child Guardian Act 2000
- Duty of Care
- NQS Area: 1.1.5; 2.1.1; 2.2.2; 2.3.1 2.3.2, 2.3.3; 3.1.3; 3.2.1; 3.3.2; 4.1; 4.2.1; 5.1.2; 5.1.3; 6.1.3; 6.3.3; 7.1; 7.2.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.
- Policies: 3.5 – Excursions & Incursions, 3.6 - Transport for Excursions, 4.5 – 4.5 – Incidents, Injury, Trauma and Illness, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown.

 Procedures

In setting educator ratios, Management will be guided by the Education and Care National Regulations 2011 and the transitional provisions for Queensland, which set out the following:

- A maximum of 15 school age children to 1 educator;
- Educators must be working directly with children to be included in the ratios;
- At least one educator, with the required first aid qualifications, will be in attendance at any place children are being cared for, and immediately available in an emergency, at all times that children are being cared for by the service.
- The number of licensed places may be decreased in the event of staff unavailability.

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

For excursions, educator ratios will be determined once a full risk assessment of the activity has been conducted. When setting these ratios the following aspects of the excursion will be taken into account:

- The proposed route and destination for the excursion;
- Any water hazards and/or risks associated with water-based activities; and
- The transport to and from the proposed destination for the excursion; and
- The number of adults and children involved in the excursion; and
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (e.g. life saving skills); and
- The proposed activities and duration of the excursion.
- Volunteers and parents attending excursions will not be counted in the ratios.

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Educator Ratios and Qualifications
for Queensland Outside School Hours Care Services
(based on the number of children attending the service)

All Outside School Hours Care services in Queensland require one person with a 2 year qualification to be present at all times that child care is being provided with the following provisions:

- This person does not have to be the Nominated Supervisor/Coordinator but in most services this will probably be the case. The examples below are for when the person with the 2 year qualification is included in the ratio as ‘working directly with children’ and not when they are in addition to.
- If the school age care service operates for more than 7 hours 15 minutes a day (e.g. during the vacation care periods) then a person with the 2 year qualification needs to be present for a minimum of 7 hours and 15 minutes.
- There can be more than one person to fulfill the role of the 2 year qualified person
- Reference to qualified includes educators who hold or are actively working towards a relevant qualification.
- ACEQA holds the list of approved qualifications for OSHC services in Queensland and this can be accessed on the website www.aceqa.gov.au

The service will require the following staff, depending on the number of children.

<table>
<thead>
<tr>
<th>Number of Children</th>
<th>1 Educator</th>
<th>2 Educators</th>
<th>3 Educators</th>
<th>4 Educators</th>
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<td>15</td>
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<td>31–45 children</td>
<td>3 educators</td>
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Meanings:

Under the Education and Care Services National Regulations (2011) the meanings of *working directly with children* and *activity working towards a qualification* can be found in Chapter 1 – Preliminary within the definitions and key terms used.

For the purposes of these Regulations a person is *working directly with children* at a given time if at that time the person –

(a) is physically present with the children; and
(b) is directly engaged in providing education and care to the children.

This is further clarified in relation to the ratios in Part 4.4 Staffing Arrangements, Division 3, section 122

An educator cannot be included in calculating the educator to child ratio of a centre-based service unless the educator is working directly with children at the service.

For the purposes of these Regulations an educator is *actively working towards a qualification* if the educator -

(a) is enrolled in the course for the qualification; and
(b) provides the approved provider with documentary evidence from the provider of the course that -

i. the educator has commenced the course; and
ii. is making satisfactory progress towards completion of the course; and
iii. is meeting the requirements for maintaining the enrolment; and
iv. in the case of an approved diploma level education and care qualification, the educator-

A. holds an approved certificate III level education and care qualification; or
B. has completed the units of study in an approved certificate III level education and care qualification determined by ACECQA.
2.4 Arrivals and Departures of Children Policy

The Service’s responsibility for the child begins when the child has been signed in by the authorised person in keeping with the policies and procedures set out below. For the safety and protection of children, and in keeping with Duty of Care considerations, the Service has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the Service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Commission for Children and Young People and Child Guardian Act 2000
- Duty of Care
- NQS Area: 2.3.1, 2.3.2; 4.1; 4.2.1; 6.1.1, 6.1.3; 6.3.2; 7.1.1, 7.1.2; 7.3.
- Work Health and Safety Act 2011

Procedures

HOURS OF OPERATION

Before School Care: 6:30am – 8:45pm
After School Care: 3:00 – 6:00pm
Vacation Care: 6:30am – 6:00pm
Pupil Free Days: 6:30am – 6:00pm

All Children will be signed in and out by an educator or the parent/guardian or other person (authorised nominee) whom the parent/guardian has nominated on the enrolment form, or subsequently in writing, as being authorised to do so. Under the new regulations OSHC educators can not lawfully allow children to travel to and from extra-curricular activities unescorted.

Before School Care: All children must be signed in by an authorised person and signed out by an educator. Children are permitted to leave OSHC at 8:15am if they have written permission, however they must go to the Year 1 undercover area until 8:30am as per school policy. An educator will escort children to the Year 1 area at 8:15am to ensure they get to that destination if educator and child ratios permit. Under the Health and Safety Act 2011 we cannot lawfully allow children outside without supervision (until the school morning has begun at 8:30am).

Children will not be permitted to leave BSC prior to 8:15am unless collected and signed out by an authorised nominee. Children will be escorted to extracurricular activities with an educator should ratios permit. This includes children who attend band, choir and sports practice.

Educators sign children out according to the school bell times. The 8:30am bell signifies it is time to leave the Grade 1 undercover area and move to class. The 8:45am bell signifies it is time to move into class lines and move into class. The 8:50am bell signifies it is time to start class. The 9:00am bell signifies it is time for specialised classes to start.

After School Care: All children must be signed in by an educator and signed out by an authorised person. Children arriving after 3:30pm to ASC must be escorted to OSHC and signed in by an authorised nominee. This includes sports practice, band/choir and other extra-curricular activities. It is the parent or guardians responsibility to organise with the provider for the child to be escorted to and from activities and signed in and out of OSHC.

Vacation Care/Pupil Free Days: All children must be signed in and out by an authorised person.

Rolls

Absences will be marked as ‘absent’ on the roll by an educator and must be signed by an authorised person as soon as possible. Failure to sign an absence may result in the full fee being charged to the family by Centrelink.

Parents and guardians will not be permitted to add their child/ren to the roll if their child is not on the roll. A certified supervisor must be notified first before a child can be written onto a roll to ensure educator and child ratios are able to be met for that session.

As from when the child has been duly signed in by the authorised person, the Service takes responsibility for the child until the child is duly signed out by the authorised person collecting her/him.
Children leaving the service with an alone or with an unauthorised nominee

Educators will, where it is possible without unreasonably endangering any person, not allow children to leave the Service unaccompanied, or to be released to a person other than the parent or guardian of the child, or to an authorised nominee as permitted under the above procedure. If in doubt, the Nominated Supervisor or Responsible Person will contact a parent/guardian immediately to discuss.

Where no written authority has been received, the parent or guardian may give permission by email, fax (as the first preferences) or by telephone for an alternative person to collect the child. The parent must provide the name and description of any such person concerned and proof of their identity will be required on arrival.

No child will be permitted to travel home or to another activity on their own unless written direction or approval or, in an emergency, verbal direction or approval is received from a known parent or guardian of the child. These records (including documentation of verbal approval) will be kept.

If a child is taken from the service by an unauthorised nominee, and either the Parent can not be contacted or says that that person is unauthorised, the Police will be contacted and the Department of Education, Training and Employment will be notified.

Late Arrivals and Departures

If children who are booked into the Service for care have not arrived by 3:15pm:

- Children in the child’s class will be asked if they had seen the child that day, or if they had been absent;
- The teacher will then be contacted to confirm;
- If the teacher is un-contactable, the office will be contacted to see if the child was absent or had been sent home. If they are unsure the office educators will be asked to do a call over the PA system;
- The booking sheets will also be double checked at this time;
- If the booking sheet confirms that the child is supposed to be booked in, or if the Nominated Supervisor is in doubt, the parents/guardians will be contacted, and if un-contactable the authorised nominees.
- If all nominees are un-contactable a staff member will be sent to look for the child on the school grounds if ratios permit.
- If the child cannot be found, the Police will be contacted.
- If the child’s teacher or school administration confirms with an educator that the child has gone home sick, or was not at school that day then the non-cancellation fee will not apply. This also means that we will not further pursue locating the child’s whereabouts.
- A sibling or fellow class mates notification of the child’s absence is not suffice, and if the teacher or school administration can not confirm the absence, an educator will continue to locate the child and therefore the non-cancellation fee will be charged.

If when contacted the parent or guardian notifies the staff that the child will be absent for that session, and the parent/guardian did not previously cancel their child’s booking by 2:45pm that day they will be charged a non-cancellation fee in addition to the session fee as per the Fees Policy 10.4.

If at closing time children have not been collected or parents have not made arrangements for collection within 5 minutes of normal closing time, parents/guardians will be contacted, and if necessary the authorised nominees. Late fees will apply as per the Fees Policy 10.4.

In the event there is no response from contact numbers or parents are unable to arrange collection, advice will be sought from the police. Two Educators will remain with the child until the parent/guardian arrives. No child will be left alone outside the centre to await collection from a late parent.

Staff will not be permitted to take children home in their own vehicle.

Children Leaving Without Permission

If a child leaves the Service in any other circumstances and for any reason without permission, the Nominated Supervisor/Responsible Person will assess the situation immediately and will call the police and a parent/guardian as quickly as reasonably possible.

Educators will not leave the Service to pursue a child if:

- It will or may leave the other children in the Service with insufficient supervision; or
- It will, or may expose that staff member to an unacceptable risk of personal harm.

<table>
<thead>
<tr>
<th>Date of Development</th>
<th>Date of amendment</th>
<th>Date Ratified</th>
<th>Date of Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.2.12</td>
<td>13.7.12</td>
<td>31.7.12</td>
<td>01.02.14</td>
</tr>
</tbody>
</table>
2.5 Reporting of Child Abuse Policy

The Service applies the following principles:

- The service recognises the complexity and sensitivity surrounding the issue of suspicion of child abuse and the decision making process of whether or not to report it.
- Whilst treating the interests of the child as paramount, the service must respect the reputation of all involved in suspected cases of child abuse.
- The service recognises that relying on information that is false, exaggerated or unjust can in itself lead to a serious breach of the law.
- It is the responsibility of the Nominated Supervisor to report any incidents of suspected child abuse in conjunction with the Management Committee and professional advice obtained from the Department of Child Safety.
- The Nominated Supervisor, in conjunction with the Management Committee will report immediately any serious injury, death or suspected harm to the Office for Early Childhood Education and Care.

 Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Commission for Children and Young People and Child Guardian Act 2000
- Duty of Care
- NQS Area: 2.3.2, 2.3.4; 4.2.1; 5.1.3; 5.2.3; 7.1.1, 7.1.2; 7.2.3, 7.3.
- Policies: 2.2 - Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.10 - Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm, 8.4 – Educator Professional Development and Learning.

 Procedures

The Nominated Supervisor shall ensure that the Service and all educators have appropriate and up to date information regarding their legal obligations to report abuse.

Educators shall report all reasonably suspicious circumstances or allegations of abuse to the Nominated Supervisor who, before taking any action must satisfy herself/himself that there are reasonable grounds for the suspicion/allegation and that the motives of those concerned are genuine.

If the Nominated Supervisor is still concerned but is unsure he/she will discuss their concerns with a person skilled in dealing with these situations (e.g. Dept. Child Safety, Office for Early Childhood Education and Care, Qld Service for the Prevention of Child Abuse or an officer of the Protective Services Division of the Department of Families, Youth and Community Care).

Before making any final decision as to the appropriate steps, other possible avenues for information and support will be considered, such as the child’s teacher, the School Principal or the school guidance officer.

All persons involved in a case of suspected child abuse will be treated with sensitivity and respect and all information to the case will remain confidential (see Policy 10.8 - Information Handling (Privacy and Confidentiality) and Record Keeping.

The Management Committee will be contacted immediately.

The Nominated Supervisor and representative of the Management Committee will complete the relevant Reporting of Harm Forms and forward them immediately on to the Office for Early Childhood Education and Care.

Relevant educators will record all details and objective observations immediately. This record is to be kept separate from any incident book and is to remain confidential.

<table>
<thead>
<tr>
<th>Date of Development</th>
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<th>Date Ratified</th>
<th>Date of Review</th>
</tr>
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<tr>
<td>14.2.12</td>
<td></td>
<td>22.2.12</td>
<td>1.02.14</td>
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</table>
Guiding Children’s Behaviour

NB This policy is a modification of the Patricks Road State School Responsible Behaviour Plan for Students. It is important that the school and OSHC behaviour policies complement each other to ensure consistency for all students in both settings.

This Service recognises the wide range of age groups that access School Age Care, as well as the differing developmental needs of individual children and the variety of diverse backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment and are approached by:

- Applying appropriate measures (in keeping with community and school standards);
- Focusing on supporting children to develop skills to self-regulate;
- Preserving and promoting children’s self-esteem;
- Having regard to the other principles set out in the Philosophy Statement of the service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- ‘My Time, Our Place’ Framework for School Age Care
- NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3; 4.1; 4.2.1; 5.1; 5.2; 6.1.1, 6.1.3; 6.2; 6.3.2, 6.3.3; 7.1.2, 7.1.4, 7.1.5; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
- Policies: 2.1 - Respect for Children, 2.3 – Educator Ratios, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Additional Needs, 3.3 – Educators Practice, 3.10 – Observational Recording, 4.6 – Medication, 5.2 - Food and Nutrition, 9.3 – Communication with Families, 9.5 – Complaints and Grievance Handling.
- Patricks Road State School Responsible Behaviour Plan for Students

Procedures

Patricks Road OSHC implements the Patricks Road State School’s Responsible Behaviour Plan which outlines the system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through this plan, shared expectations for student behaviour are plain to everyone, assisting Patricks Road OSHC to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following TARGET values to teach and promote our high standards of responsible behaviour

T – Tenacity: Committing to the task at hand
A – Acceptance: Embracing the diversity of all around us
R – Respect: Treating all people with respect and dignity
G – Gratitude: Appreciating what we have
E – Excellence: Pursuing excellence in all endeavours
T – Teamwork: Working together to achieve individual and common targets

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Patricks Road State School and OSHC, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to our TARGET values. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

These expectations are communicated to students via a number of strategies, including Educators being required to:

- discuss behavioural expectations with children regularly, and reinforcing their necessity;
- model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;
- monitor children’s play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;
• constantly and consistently use positive guidance strategies when reinforcing the service behaviour expectations;
• support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;
• acknowledge children through encouragement or reward when they make a positive choice in managing their own behaviour.

Patricks Road OSHC implements the following proactive and preventative processes and strategies to support student behaviour:

• Information sharing between the Principal, teachers, the Chaplain, staff and parents to ensure behaviour plans are implemented cohesively across all areas.
• Individual behaviour plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
• The opportunity for parents to discuss previous behaviour plans prior to enrolment at the centre and an open door policy.
• Frequent discussions with children prior to play about the rules and their responsibilities prior to an activity.
• A reward system which promotes positive behaviour and team work— the pompom jar.
<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM &amp; OSHC ROOM</th>
<th>EATING AREAS</th>
<th>PLAYGROUND</th>
<th>TOILETS</th>
<th>HALL &amp; RESOURCE CENTRE</th>
<th>EXCURSIONS, INCURSIONS &amp; SPORT</th>
</tr>
</thead>
</table>
| TENACITY  | • Keep hands, feet and objects to yourself  
            • If you leave OSHC before 8:30, wait in the undercover area  
            • Be a problem solver | • Be prepared  
            • Be on time  
            • Complete set tasks  
            • Take an active role in activities | • Keep the area clear of litter and lunch boxes | • Participate  
            • Wear shoes and socks at all times  
            • Be sun safe – apply sunscreen, wear sleeved tops and a wide-brimmed hat | • Use toilets going to play areas | • Keep hands, feet and objects to yourself  
            • Be prepared for all activities, including the proper clothing, lanyards, food and hat |
| ACCEPTANCE | • Be in the right place at the right time  
            • Follow instructions straight away | • Keep play space tidy  
            • Be honest  
            • Treat others as you would like to be treated | • Play fair – take turns, invite others to join in and follow rules  
            • Accept the umpires decision  
            • Do not play in Out of Bounds areas | • Toilets are not for playing in | • Share equipment with others  
            • The hall and resource centre may be closed sometimes – accept those decisions | • Understand that not everyone has the same level of skill-encourage team mates  
            • Accept the umpires decision |
| RESPECT | • Do not enter classrooms or play areas without permission  
            • Respect others’ personal space and property  
            • Clean up after yourself  
            • Use polite language  
            • Wait your turn  
            • Extend social courtesies - look people in the eye and greet them | • Raise your hand to speak in group sit down time  
            • Educator’s have to right to talk without disruption  
            • Other children have the right to listen without disruption  
            • Talk in turns  
            • Be a good listener  
            • Ask permission to leave the room or an area | • Use seats for sitting on, not walking on  
            • Leave other people’s belongings alone  
            • Recycle when possible | • Respect the rights of others in a shared space  
            • Use acceptable language  
            • Play fairly  
            • Do not enter the sports sheds without permission | • Respect the privacy of others  
            • Care for the environment  
            • Look after the facilities  
            • Use soft balls only in the hall and outside the resource centre | • Demonstrate respect for the opposition  
            • Respect others’ belongings  
            • Report inappropriate behaviour to educators  
            • Respect other people’s equipment |
| GRATITUDE | • Use equipment appropriately  
            • Use the internet and other ICT’s appropriately  
            • Care for the school environment  
            • Show gratitude to community members who help you | • Be grateful to all who help you to have fun at OSHC – including educators, volunteers, parents and coaches  
            • Care for equipment- including your own and OSHC’s | • Care for the equipment  
            • Care for the environment  
            • Use toilets  
            • Clean up after you | • Be grateful to those who help you learn and have fun - including educators, volunteers, parents, instructors and coaches  
            • Thank the other team for the game |
| EXCELLENCE | • Be proud of your school  
            • Wear your uniform with pride  
            • Help others when you can  
            • Strive to be the best you can be | • Complete tasks to the best of your ability  
            • Be proud of your achievements | • Display excellent sportsmanship  
            • Be proud of your facilities and use them well | • Be proud of your facilities and use them well | • Share equipment fairly  
            • Do not eat or drink in the hall or resource centre (except in the kitchenettes) | • Work together to achieve the best outcome  
            • Help where you can – take turns to carry equipment |
| TEAMWORK | • Responsibly report inappropriate behaviour to a educator  
            • Display leadership when the opportunity arises  
            • Be flexible in partners for group work | • Take pride in the achievements of others  
            • Use sustainable practices  
            • Be prepared for playing and having fun  
            • Sit quietly to eat  
            • Place all rubbish in bin  
            • Wait for educator to go to another area | • Play fairly-take turns, invite others to join in and follow rules  
            • Keep the facilities clean for others to use  
            • Put toilet paper in the toilet, and hand towel paper in the bin | • Share equipment fairly  
            • Do not eat or drink in the hall or resource centre (except in the kitchenettes) | • Keep the facilities clean for others to use  
            • Put toilet paper in the toilet, and hand towel paper in the bin | • Work together to achieve the best outcome  
            • Help where you can – take turns to carry equipment |
Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, Educators will:

1. remind the student of expected behaviour,
2. then ask them to change their behaviour so that it aligns with our school and OSHC’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask children how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Consequences for inappropriate or unacceptable behaviour

Patricks Road State School and OSHC make systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. OSHC seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

When responding to behaviour incidents, the Educator determines if the problem behaviour is minor or major, with the following agreed understanding:

- Minor behaviour incidents are handled by Educators at the time it happens.
- Major behaviour incidents are referred directly to the Nominated Supervisor and/or Responsible Person.

Minor problem behaviours are those that:

- are minor breaches of the school and OSHC rules
- do not seriously harm others or cause Educator’s to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or the Nominated supervisor.

Examples of minor problem behaviours: not listening or following instructions, playing rough, using inappropriate language, not respecting others, not tidying up after oneself, accidentally hurting someone due to not following directions, teasing others, accidental swearing/less serious swearing (excluding the F-word), unintentional destruction of property or saying mean things to others. * See Table 2 for further examples.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away from the activity), individual meeting with the student, apology, reflection sheet, time out and/or reflection time.
- a re-direction process where a staff member takes the student aside and:
  1. names the behaviour that student is displaying
  2. asks student to name expected school/OSHC behaviour
  3. states and explains expected school/OSHC behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour
  5. child does a reflection sheet and/or has time out or reflection time.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of Nominated Supervisor, parents and in serious circumstances the Approved Provider.
Examples of major problem behaviours: any intentional violent act towards a child or adult such as hitting, slapping, punching, kicking, throwing an object at someone, self-harm, intentional/serious swearing e.g. saying the F-word, swearing at an educator or child angrily, spitting at someone, intentional destruction of property and running away from an area or Educator which may lead to the child getting hurt (e.g. running towards a road or off school grounds). * See Table 2 for further examples.

Major unacceptable behaviours may result in the following consequences:

**Level One:** Time out, reflection time, loss of privilege, reflection sheet, change of activity, redirection, parent/guardian contact, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour.

**Examples of level one behaviours include but are not limited to:** swearing at a child angrily, intentional destruction of property, running away from an area or Educator which may lead to the child getting hurt (e.g. running towards a road or off school grounds) and one-off unacceptable behaviours.

**Level Two:** Parent contact and parent being asked to collect their child immediately, suspension from OSHC, behaviour improvement plan, consultation with Principal, parent/guardian, chaplain and/or guidance officer/specialists.

**Examples of level two behaviours include but are not limited to:** any intentional violent act towards a child or adult such as hitting, slapping, punching, kicking, throwing an object at someone, self-harm, saying the F-word, swearing at an educator, spitting at someone and repetitive unacceptable behaviours for which the child has been spoken to about before e.g. running away from Educators three times in the one week.

**Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may be expelled from the service until further notice.

**Definition of consequences table:**

**Table 1**

<table>
<thead>
<tr>
<th>Reflection sheets</th>
<th>Reflection sheets will be used for minor and major behaviour incidents as a way of managing and reflecting upon one’s behaviour. Children may be asked to write or draw an incident that occurred and then discuss it with an Educator. This allows the student to calm down and reflect on their behaviour and those of others. Parents may be asked to sight and sign reflection sheets as a condition of enrolment depending on the incident. If a child refuses to do a reflection sheet during ASC, they will be required to complete it with their Parent/guardian when they arrive to collect them. If it is during BSC, then the child will need to do it at their next booked in session with their parent and/or before play can commence. This may be used in conjunction with time out or reflection time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time out (10 minutes)</td>
<td>Educators may use this strategy for students to manage their own behaviour and to assist the student to calm down. During time out, the student is to be supervised and given an opportunity to rejoin activities in intervals of no more than 10 minutes. This may be used in conjunction with reflection sheets.</td>
</tr>
<tr>
<td>Reflection time (the rest of the session)</td>
<td>For more serious acts of behaviour, the child will be removed from their current activity and will sit at a table to do a reflection sheet. After which the child will remain at the table and either read a book or colour in for the remainder of the session without returning to play. If a child refuses to do reflection time they will be offered quiet time in the tent, and if that is also refused the parent/guardian will be contacted to collect their child immediately.</td>
</tr>
<tr>
<td>Suspension</td>
<td>The Nominated Supervisor has authority to suspend a child under the following circumstances:</td>
</tr>
<tr>
<td></td>
<td>• Disobedience by the student</td>
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<td></td>
<td>• Misconduct by the student</td>
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<td></td>
<td>• Other conduct that is prejudicial to the good order and management of OSHC</td>
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<tr>
<td></td>
<td>• Any behaviour that breaches the right of other children and Educators from playing and working in a safe environment.</td>
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</tbody>
</table>
| Behaviour Improvement Plan | The Nominated Supervisor may impose a behaviour improvement plan if the nominated supervisor is reasonably satisfied that the student has engaged in repetitive behaviour that warrants the grounds for suspension or exclusion. The behaviour improvement plan is a collaborative approach to including the child at OSHC and instilling procedures across both
the school and OSHC environment to ensure consistency.

A Behaviour Improvement Plan requires the student to undertake a behaviour management program arranged by the Nominated Supervisor in collaboration with the school principal, the school chaplain, the child’s teacher, the guidance officer and the child’s parents. The plan must be:

- reasonably appropriate to the challenging behaviour
- conducted by an appropriately qualified person
- designed to help the student not to re-engage in the challenging behaviour

<table>
<thead>
<tr>
<th>Temporary removal of property</th>
<th>Educators have the power to temporarily remove a student’s property if that property is causing problems with other children. Children are asked to leave personal property at home or in their bags. All property will be returned to children at the end of the session.</th>
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</table>
| Temporary suspension pending exclusion decision | A student may be suspended where there is a decision pending to exclude. This will occur when the student’s behaviour is so serious that suspension of the student from OSHC would be inadequate to deal with this behaviour. A student may be excluded for the following reasons:
- disobedience
- misconduct
- other conduct that is prejudicial to the good order and management of OSHC, or
- breach of Behaviour Improvement Plan. |
| Cancellation of enrolment/Expulsion | A child may be expelled indefinitely from the service at the discretion of the Nominated Supervisor and Approved Provider for the following reasons:
- Level 3 behaviour
- Repetitive level 2 behaviour after Behaviour Improvement Plans have been introduced and have failed.
- Continuous disobedience by the student
- Continuous misconduct by the student
- Other conduct that is prejudicial to the good order and management of OSHC
- Continuous behaviour that breaches the right of other children and Educators from playing and working in a safe environment. The family’s enrolment at OSHC will be cancelled. Should the family wish the child to return to OSHC after a certain period of time, they must write to the Approved provider seeking re-enrolment. If the child returns to the service and exhibits level 1, 2 or 3 behaviour they will be expelled immediately without a second appeal process. |
The following table outlines examples of minor and major behaviour incidents. Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

<table>
<thead>
<tr>
<th>Area</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Being Safe</strong></td>
<td>• Movement around school&lt;br&gt;• Running on concrete or around buildings.&lt;br&gt;• Running in stairwells.&lt;br&gt;</td>
<td>• Running away from an Educator&lt;br&gt;• Running towards a road and/or car park&lt;br&gt;• Entering a car park/area unauthorised&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>• Play&lt;br&gt;• Incorrect use of equipment.&lt;br&gt;• Not playing OSHC approved games.&lt;br&gt;• Playing in toilets.&lt;br&gt;</td>
<td>• Throwing objects.&lt;br&gt;• Possession of weapons.&lt;br&gt;</td>
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<td></td>
<td>• Physical contact&lt;br&gt;• Minor physical contact (e.g. pushing &amp; shoving)&lt;br&gt;</td>
<td>• Serious physical aggression.&lt;br&gt;• Fighting.&lt;br&gt;• Hitting, punching, kicking, spitting.&lt;br&gt;</td>
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<tr>
<td></td>
<td>• Correct attire&lt;br&gt;• Not wearing a hat in the playground.&lt;br&gt;• Not wearing closed in shoes outside.&lt;br&gt;</td>
<td>• Possession or selling of drugs.&lt;br&gt;• Weapons including knives and any other items which could be considered a weapon being taken to school.&lt;br&gt;• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of OSHC.&lt;br&gt;</td>
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<tr>
<td></td>
<td>• Other&lt;br&gt; • Mobile Phone or personal technology devices&lt;br&gt;• Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member).&lt;br&gt;</td>
<td>• Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation.&lt;br&gt;• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.&lt;br&gt;</td>
</tr>
<tr>
<td><strong>Being responsible</strong></td>
<td>• Being in the right place&lt;br&gt; • Not in the right place at the right time.&lt;br&gt;</td>
<td>• Leaving OSHC without permission (out of sight)&lt;br&gt;• Leaving the school grounds without permission.&lt;br&gt;• Running away on excursions.&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>• Follow instructions&lt;br&gt;• Failure to respond to an Educator’s request.&lt;br&gt;• Non compliance.&lt;br&gt;• Un-cooperative behaviour.&lt;br&gt;</td>
<td>• Major dishonesty that impacts on others&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>• Accept outcomes for behaviour&lt;br&gt;• Minor dishonesty&lt;br&gt;</td>
<td>• Major dishonesty that impacts on others&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>• Rubbish&lt;br&gt;• Littering&lt;br&gt;</td>
<td>• Major dishonesty that impacts on others&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>• Mobile phone or personal technology devices&lt;br&gt;• Mobile phone switched on and/or being used at OSHC without authorisation (written permission from Nominated Supervisor).&lt;br&gt;</td>
<td>• Use of a mobile phone or technological device at OSHC for voicemail, email, text messaging, photography, filming, gaming purposes without authorisation.&lt;br&gt;• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of OSHC.&lt;br&gt;</td>
</tr>
<tr>
<td><strong>Being respectful</strong></td>
<td>• Language&lt;br&gt;• Inappropriate language (written/verbal)&lt;br&gt;• Calling out&lt;br&gt;• Disrespectful tone&lt;br&gt;</td>
<td>• Offensive language&lt;br&gt;• Aggressive language&lt;br&gt;• Verbal abuse/directed profanity&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>• Property&lt;br&gt;• Petty theft&lt;br&gt;• Lack of care of the environment&lt;br&gt;</td>
<td>• Stealing/major theft&lt;br&gt;• Willful property damage&lt;br&gt;• Vandalism&lt;br&gt;</td>
</tr>
<tr>
<td></td>
<td>• Others&lt;br&gt;• Not playing fairly&lt;br&gt;• Minor disruption to group&lt;br&gt;• Minor defiance&lt;br&gt;• Minor bullying&lt;br&gt;</td>
<td>• Major bullying&lt;br&gt;• Major disruption to the program&lt;br&gt;• Blatant disrespect&lt;br&gt;• Major defiance&lt;br&gt;• Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school&lt;br&gt;</td>
</tr>
</tbody>
</table>
Ensuring consistent responses to inappropriate or unacceptable behaviour

At Patricks Road OSHC, Educators are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

Emergency situation or critical incident responses

It is important that all Educators have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable behaviour. Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- Maintain calmness, respect and detachment. Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- Approach the student in a non-threatening manner. Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.
- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Educators may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.
Appropriate physical intervention may be used to ensure that Patricks Road OSHC Educator’s demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- OSHC incident report
- OSHC minor or major injury report (if necessary)
- OSHC reflection sheet

Network of student support

Students at Patricks Road State School and OSHC are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Educators
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Department of Education
- Noah’s Ark
- QCAN
- Nutrition Australia
Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Patricks Road OSHC considers the individual circumstances of students and families when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes to ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

While every effort is made to include all children into PRSS OSHC, there may be some children whose needs can not be met or for whom the service is not suitable.

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2.7 Exclusion for Behavioural Reasons Policy

The Service has a Duty of Care to all children who attend and educators who work within, the Service. If:

- a child exhibits behaviour which threatens the safety or wellbeing of any child or other persons in the service;
- a child exhibits any form of bullying or deliberately hurtful behavior repeated over a period of time (this includes physical attacks, verbal attacks or indirect bullying, which includes explicit ostracism from a social group) or;
- a child continually refuses to comply with the rules of the service;
- in the Nominated Supervisor's reasonable opinion, the behaviour amounts, or may amount, to a threat to the safety or wellbeing of any child or other person in the service; and
- the behaviour support and management procedures (see policy 2.6) have been properly applied first but without success, or the behavior presents such an immediate potential threat that it is not reasonably possible to apply those procedures;

then the child whose behaviour is inappropriate or has caused the threat to safety or wellbeing may be excluded from the Service temporarily or, in some cases permanently.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- NQS Area: 2.1.1; 2.3.2; 4.2.1; 5.2.2, 5.2.3; 6.1.1: 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.

Procedures

The suspension and exclusion administrative process

When a child exhibits major unacceptable behaviour the administrative process that occurs is as follows:

1. the nominated supervisor is alerted to the incident
2. the Educator/s involved write incident reports
3. the child/ren involved or who witnessed the incident do reflection sheets or incident reports
4. the Nominated Supervisor and/or Responsible Person then speaks to the children and Educators, collates the reports and seeks a second opinion from either the Manager, the Approved Provider, the Department of Education or the Principal.
5. the Nominated Supervisor will then make an informed decision based on the information and feedback provided, and will alert the parent/guardian of their decision in person or by phone as soon as possible. A Notice of Suspension or Exclusion will also be posted to the family.
6. when possible the child will be suspended from their next booked in session. However should the Nominated Supervisor need more time to gather information, the suspension will be the following next booked in session e.g. Monday ASC, instead of Monday BSC..
7. grievances about the decision will be forwarded to the Approved Provider as per the Complaints and Grievance Policy 9.5.

The suspension and exclusion procedure

Depending on the seriousness of the incident, the age and developmental level of the child and whether the unacceptable behaviour is a repetitive occurrence, the child will either be:

- Suspended for 1 session
- Suspended for 2-4 sessions
- Suspended for a week
- Suspended for a month
- Expelled indefinitely from the service.

- the Nominated Supervisor will contact the parent/guardian by phone or speak to them in person about the suspension and the dates which it will commence. A letter will be sent to the parent/guardian detailing the child’s behaviours, exclusion time and expected return date (if applicable). Copies of reflection sheets and incident reports may also be provided. If the parent has absolutely no means of finding care for their child for the session they have been suspended from, they may be offered the next booked session after a discussion with the Nominated Supervisor or Approved Provider.
• At the end of a week or a month long suspension a meeting will be held between either the Nominated Supervisor, the Approved Provider, parent/guardian and child to discuss possible strategies for including the child back into the service.
• If the child is included back and the same behaviour continues upon return, or if the parent/guardian fails to act on education/counseling opportunities offered or fails to address recommended changes to behaviour management techniques used with the child, the child may be excluded permanently from the service.
• Parents will be notified by phone, mail and email with a Notice of Exclusion from PRSS OSHC.
• A suspension will still apply when a child’s parents are separated and parents hold individual bookings, even if the behaviour carried out by the child is displayed in the opposing parents booking week. Both parents are obligated to abide by the notice of suspension, regardless of whose sessions the suspension falls on.

Session fees for suspensions and expulsions

The suspended child will not be charged session fees for the session he or she is suspended/expelled from. If the suspended child has a sibling whom the parent/guardian wishes to remove from the suspended booked session the normal 3 business day cancellation policy will apply. The sibling of the suspended child still has the right to attend the session that he/she is booked into.

Physical danger to child or others

If a child exhibits ‘major unacceptable behaviours’ (level 2 and 3 behaviours) which result in physical danger to other children, educators or the child themselves the parent/guardian of that child will be contacted immediately and asked to collect the child.

The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Nominated Supervisor and the Management Committee.

Exclusion from school

If a child is suspended or excluded from school this will also carry through to OSHC for the duration of the school exclusion period.

Exclusion from Excursions and Incursions

Safe, enjoyable excursions and incursions are an important part of Vacation Care programming at PRSS OSHC. The Nominated Supervisor reserves the right to have the child withdrawn from excursions and/or incursions if their behaviour is deemed to be unacceptable. The Parent or guardian will be contacted to confirm exclusion from the vacation care program. A behaviour record will be consulted when making this decision and provided to the parent upon request. Children who are excluded from excursions can not be booked into vacation care days if an excursion is part of the program that day. Prior to vacation care each term, the behaviour record of children excluded from excursions is reviewed and if behaviour has improved through the term then the exclusion decision will be reversed.

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2.8 Anti-bullying Policy

As part of the Service’s behavior management policy, specific details in regard to the service’s approach to issues of bullying are described in the anti-bullying policy. The service has a duty of care to all children who attend as well as to educators who work within the service.

OSHC is committed to providing a safe and caring environment, which fosters respect for others. This service will not tolerate bullying behaviours. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Duty of Care
- Commission for Children and Young People and Child Guardian Act 2000
- NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.3, 5.2; 6.1.1, 6.1.3; 6.2.1, 6.2.2; 6.3.2, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.

Procedures

Educators will:

- Model caring and tolerant behaviour towards children, parents and other staff members;
- Manage all observed or reported incidences of bullying as set out in this policy under “Responding to a Bullying Incident”;
- Carefully monitor children’s behaviour while participating in any of the service’s programs or activities;
- Encourage children to report any incidents of bullying that they are either involved in or witness;
- Protect the target from further harm;
- Assist the bully to change his/her behaviour; and
- Keep a record of bullying behaviour by completing a service incident report.

Children will be encouraged to:

- Report any incidents of bullying that they are either involved in or witness;
- Help someone who is being bullied;
- Do everything they can to keep the play safe and happy; and
- Use the strategies that they have been encouraged to use to deal with a bullying incident.

Parents will be encouraged to:

- Encourage their child to report if they are bullied;
- Watch for signs of bullying and speak to educators if their child is being bullied or they suspect bullying;
- Work with the OSHC in seeking a permanent solution;
- Model caring and tolerant behaviour when interacting with children, educators or other parents; and
- Promote strategies that enable their child to feel empowered and confident if they have to deal with a bullying incident.

What is bullying?

Bullying is when someone (or a group of people) with more power than you repeatedly and intentionally uses negative words and/or actions against you, which causes you distress and risks your wellbeing.¹

Five kinds of bullying:

1. Physical bullying
   e.g. Hitting, poking, tripping, pushing or damaging someone’s belongings.
2. Verbal bullying
   e.g. Name calling, insults, homophobic or racist remarks and verbal abuse.
3. Social (covert bullying)
   e.g. Lying, spreading rumours, playing a nasty joke, mimicking and deliberately excluding someone.

¹ National Centre Against Bullying
4. **Psychological bullying**
   e.g. Threatening, manipulation and stalking.

5. **Cyber bullying**
   e.g. Using technology (e.g. email, mobile phones, chat room, social networking sites) to bully verbally, socially or psychologically

**Bullying isn’t:**
- Mutual arguments and disagreements
- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite
- Random acts of aggression or intimidation

**Responding to a bullying incident:**

The service is committed to implementing positive and permanent solutions to bullying. Educators, children and parents will work together to stop all bullying as part of the ‘no tolerance’ approach.

In the event that an Educator needs to respond to an observed or immediately reported incident (either by witness, victim or third party), while such incident may still be occurring, the following procedure will be implemented:

- The educator will intervene and discuss with the children involved and witnesses. Mediation may be conducted between children with the aim to find an appropriate solution to the problem. Children are encouraged to use conflict resolution strategies. A back-up plan is considered in the event that the first solution proves unsuccessful.
- Agreed solution implemented. Back-up plan implemented if necessary.
- Incident recorded on an Incident Report (see Appendix C)

For reports of repeat incidents (either by witness, victim or third party):

- Interview with Nominated Supervisor, parents notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented.
- Monitoring of implementation of consequences.

Further offences may result in suspension from the service. Re-entry may require an agreed behaviour contract at the discretion of the Nominated Supervisor.

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2 The Alannah and Madeline Foundation amf.org.au
2.9 Inclusion, Cultural Diversity and Anti-bias Policy

The service supports the principles of equity through implementing inclusive and anti-bias practices. At our service, the common aim in equal opportunities is to achieve equal relations between nationalities, races, religions, genders and additional needs. To reflect each and every child in the physical environment and curriculum in an inclusive and non-tokenistic way. To cultivate each child's ability to stand up for themselves and for others and act to promote equity and justice. To develop programs which support the goals of an anti-bias program. For each child to be able to recognise and challenge bias. To regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- QLD Anti-Discrimination Act 1991
- ‘My Time, Our Place’ Framework for School Age Care
- NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 2.2.2; 3.1.3; 3.2.1; 4.2; 5.1; 5.2; 6.1.1; 6.2.2; 6.3.3; 7.1.2, 7.1.3, 7.1.5; 7.2.1, 7.2.3; 7.3.4, 7.3.5.

Procedures

Parents will:
- Inform the Nominated Supervisor of the family and child’s cultural and/or language requirements at the time of enrolment;
- Inform the Nominated Supervisor of the family and child’s additional needs at the time of enrolment or whenever identified;
- Be encouraged to contribute to the program and operation of the service by sharing information about their individual needs;
- Be informed via newsletter, noticeboard or other appropriate forms of communication about the service’s policies and practices.

Educators will:
- Ensure that their language and daily practices are inclusive and non-discriminatory;
- Have the opportunity to develop their understanding of inclusion principles and anti-bias through professional development and active participation of in-service training;
- Self-evaluate and monitor their biases concerning gender, stereotypes or other differences between children;
- Ensure their behaviours comply with the service’s policies and code of conduct;
- Utilise the parent’s expertise in relation to their child’s needs and communicate effectively with parents;
- Observe the local community of the service;
- Show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs;
- Incorporate into the program advice identified through consultation with other professionals, the child’s family and those with particular expertise in relevant areas;
- Ensure that their interactions with children:
  o Promote gender equality;
  o Promote equality regardless of race, culture or differences;
  o Encourage children to develop to their full potential regardless of different abilities or needs;
  o Acknowledge and value children’s unique and individual differences.
- Implement a range of practices to actively counteract bias or prejudice such as:
  o Provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds;
  o Use anti-bias language when communicating with children and families;
  o Talking to children about differences in positive ways;
  o Celebrating occasions that are relevant to a variety of cultures;
  o Sharing information with children about different cultures and ability backgrounds;
  o Providing inclusive models when discussing family structures with all children;
  o Providing inclusive resources, experiences and materials;
  o Providing information for children and families in other languages when appropriate;
- Displaying posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
- Ensuring the physical environment reflects an inclusive and anti-bias approach.

Management will:
- Support educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs;
- Assess service documents and communications to ensure that they are inclusive and promote an anti-bias approach;
- Ensure all enrolment policies and practices are inclusive and anti-bias;
- Provide the opportunity for parents and educators to contribute to the review of the policy on an annual basis;
- Ensure that all equipment and resources purchased are inclusive and anti-bias;
- Include in the educator selection criteria the applicant’s ability to accept and implement inclusive practices and an anti-bias approach;
- Include information regarding the services commitment to inclusive practices and anti-bias in the Educator handbook and induction and orientation package.

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2.10 Reporting Guidelines and Directions for Handling Disclosures and Suspicions of Harm Policy

The service actively works to provide all children with a safe and suitable environment. In the event that a child or relative discloses information to an adult, the service shall implement the following procedures to ensure that this information is managed appropriately and that all suspicions of harm are reported in accordance with relevant legislative requirements.

Harm is defined under the Child Protection Act 1999 as ‘any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing. For harm to be significant, the detrimental effect on the child’s wellbeing must be substantial or serious, more than transitory and must be demonstrable in the child’s presentation, functioning or behavior.

Harm may be categorised in the following types:

- Physical abuse, for example, beating, shaking, burning, biting, causing bruise or fractures by inappropriate discipline, giving children alcohol, drugs or inappropriate medication;
- Emotional or psychological abuse, for example, constant yelling, insults, swearing, criticism, bullying, not giving children positive support and encouragement;
- Neglect, for example, not giving children sufficient food, clothing, enough sleep, hygiene, medical care, leaving children alone or children missing school; and
- Sexual abuse or exploitation, for example, sexual jokes or touching and exposing children to pornography.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Commission for Children and Young People and Child Guardian Act 2000
- Commission for Children and Young People Amendment Regulation (No 1) 2006
- NQS Area: 2.3.4; 4.2.1; 5.2.3; 6.2.2; 6.3.1; 7.1.1, 7.1.2, 7.1.5; 7.3.
- Policies; 2.1 - Respect for Children, 2.5 – Reporting of Child Abuse, 2.8 – Anti-bullying, 3.10 – Observational Recording, 8.10 – Staff Orientation and Induction, 9.3 – Communication with Families, 9.5 – Complaints and Grievance Handling.

Procedures

The Nominated Supervisor will ensure that educators receive appropriate child protection training.

The Nominated Supervisor will ensure that educators receive information and support on how to handle situations where information is disclosed to them by a child or by a member of the child’s family or other person.

For educators - if you have suspicions that a child is being abused, an appropriate response should include the following:

- Have access to a copy of your organisation’s internal policy and be knowledgeable about how to respond appropriately;
- Be alert to any warning signs that may indicate the child is being abused;
- Observe the child and make written notes as soon as you begin to have concerns. Pay attention to body cues such as changes in the child’s behaviour, ideas, feelings and the words they use;
- Have gentle, non-judgmental discussions with the child. Expressing your concern that the child looks sad or unwell can result in disclosures. Do not pressure the child to respond and do not ask leading questions that put words into a child’s mouth;
- Assure the child they can come and talk to you when they need to, and listen carefully to a child when he/she does;
- Promptly advise the person nominated by your organisation of your concerns;
- Seek expert advice, or make a report by ringing the Department of Child Safety or the Queensland Police Service.

Educators shall report such information or suspicions of harm in a confidential manner to the Nominated Supervisor or an Executive Member of the Management Committee.

The Nominated Supervisor or Executive Member of Management shall take the required action following a disclosure or suspicion of harm:

- Ensure that the disclosure/suspicion of harm is documented by the educator involved as soon as possible;
- Report to the Department of Child Safety, Queensland Police Services and/or the Office for Early Childhood Education and Care to formally lodge the disclosure using the appropriate reporting mechanisms;
• If appropriate, and upon the seeking of professional advice, the service may arrange a meeting with the family to
discuss the nature of the disclosure or allegation. Such a meeting may include the involvement of appropriate
support persons.

The Department of Child Safety may be contacted by any member of staff to obtain professional advice in regard to reporting
the disclosure.

The educator receiving the disclosure may be required to speak with the Queensland Police Services as part of their
investigations. Under section 22 of the Child Protection Act 1999, a person who reports suspected child abuse is protected
from civil or criminal legal actions and is not considered to have broken any code of conduct or ethics.
2.11 Including Children with Additional Needs Policy

The service recognises that additional support may be required when including children with additional needs into the program. These procedures will support the successful inclusion of children with additional needs through implementing practices which are conducive to a supportive environment to children, families and educators.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Disability Discrimination Act 1999
- NQS Area: 1.1, 1.2; 2.1.1, 2.1.2; 2.2; 2.3.1, 2.3.2; 3.1.3, 3.2; 4.1; 4.2.1; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1.1, 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.

Procedures

The family shall be required to provide relevant information upon enrolment about their child/ren which pertains to the child’s additional need. This shall be in the format of appropriate questions on the enrolment form and interview procedure.

The service shall follow through with an equal opportunity enrolment process for all children. This will involve collecting appropriate information about children which may impact on their ability to participate in the program.

The service shall have the right to request any information in regard to the child/ren’s needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the service.

Parent permission shall be requested should the service wish to make contact with the Inclusion Support Agency. This shall be in the format as required by the ISA.

The service shall contact the Inclusion Support Agency to obtain advice and information about the inclusion process as required.

The processes outlined in the Inclusion and Professional Support Program Guidelines shall be followed to establish a service support plan. This may involve professional support from the ISA.

The service shall appropriately assess their capacity to include the child within the service through conducting a risk management process if necessary.

The service shall maintain the right to make a decision regarding the suitable placement of children with additional needs in the service based on the information, support and advice available.

A child with high additional needs, such as needing assistance with toileting, can not be accepted into the service unless a support person is provided.

Appropriate training and support shall be provided for all educators to ensure continuity of care and commitment to inclusion.

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2.12 Managing Duty of Care – Non-attending Children Policy

The service recognizes that on the rare occasion, children not enrolled into the OSHC service or attending the OSHC service may seek assistance from the OSHC educators or management. For whatever reason the children seek assistance from the OSHC to ensure their safety and wellbeing, the OSHC employees shall at all times be required to observe both their duty of care and statutory obligations to the best of their knowledge and capacity.

This policy is recommended as guidance in making an appropriate decision which is in the best interests of preserving the safety and well-being of all children.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.3.2, 2.3.3; 6.1.3; 6.3.2; 7.3.2, 7.3.5.*
- *Policies: 2.3 - Educator Ratios, 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment and Orientation, 9.3 – Communication with Families.*

### Procedures

The service shall endeavour to establish a mutually beneficial relationship coexistent policy with the school (if appropriate) to ensure that the duty of care is upheld by all parties involved. To this extent the service will:

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

If the office is unattended the Nominated Supervisor shall observe the following procedure when observing their duty of care for children who are not currently enrolled in the OSHC service:

- Make reasonable attempts to call parents or authorised persons (including the School Principal or Administration) known to the child;
- Ensure the children are safe and secure but not participating in the licensed activities of the service;
- Ensure strict adherence to ratios and other legislative guidelines.
- An Emergency Care Record will be filled out by the nominated supervisor. (See Appendix C)
- Call the police for support when a reasonable time has passed without any notification.

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2.13 Use of Photographic and Video Images of Children Policy

The service acknowledges the privacy of families and encourages the appropriate use of photographic and video images of children attending the service to support and promote their involvement in relevant programs and activities. Parent permission is obtained prior to any photographs/videos of children being taken or displayed.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- NQS Area: 1.1.4; 4.2.3; 6.1.1, 6.1.2; 6.2.1; 7.1.2; 7.3.1, 7.3.2; 7.3.5.
- Policies: 2.1 - Respect for Children, 3.2 - Program and Documentation Evaluation, 3.10 - Observational Recording, 9.2 - Enrolment and Orientation, 10.8 - Information Handling (Privacy and Confidentiality) and Record Keeping, 10.12 - Information Technology.

Procedures

Parents shall be required to authorise permission for such images of their children to be taken and used by the service on relevant enrolment forms and documentation. Parents shall also be informed of the procedure for processing photographic images.

Such permission shall explicitly include local community and in-service activities and events.

Parents shall be requested for special permission to be granted for photographs taken which are intended to be used for promotional purposes and may be viewed by persons outside of the local community in which the service resides.

Employees of Patricks Road OSHC shall only be permitted to photograph children using equipment owned solely by the OSHC service or school (if shared equipment).

Processing of photographs shall be conducted at Professional photographic laboratories or within the service using the printing equipment available.

To protect the privacy of families, children with their own electronic devices (e.g., mobile phone, DSI, etc.) are not permitted to photograph other children or educators with their own electronic devices. This applies to all users/visitors to the service.

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2.14 Bookings and Cancellations Policy

The service management seeks to implement processes to ensure that the OSHC service operates efficiently and effectively and that future planning considerations for the service are met through maintaining appropriate records and procedures for children’s bookings and cancellations. This will ensure future needs of the service can be assessed through the maintenance of appropriate waiting lists and or availability of places.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Child Care Service Handbook 2010-2011
- NQS Area: 4.1; 6.1.1, 6.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.
- Policies: 2.3 - Educator Ratios, 2.4 - Arrivals and Departures of Children, 3.5 – Excursions & Incursions, 9.2 - Enrolment and Orientation, 9.3 - Communication with Families, 9.9 Priority of Access; 10.4 - Fees.

Procedures

Before and After School Care

When bookings are made by authorised parties for children to attend the service, it shall be required that:

- The priority of access requirements are followed;
- A completed enrolment form is received for that child 48 hours prior to their attendance at the service and it has been processed;
- Parents are made aware of the service policies and procedures and have been provided with appropriate information in respect of the booking processes.

Selected staff shall be trained in the taking and management of bookings and these shall be recorded on appropriate forms and lists.

All fees associated with bookings, should the child not attend care due to illness or for any other reason, shall be required to be paid in full if three (3) business days notice is not given. CCB will apply in accordance with allowable and approved absence provisions.

The service shall comply with reporting of bookings requirements as described by the Australian Government Department of Education, Training and Employment.

Changes to bookings and/or cancellations will only be taken:

- from a parent/authorised persons in person;
- in writing, by fax (07) 3851 0893 or by email oshc@prss.com.au.

Cancellation of bookings for before and after school care, vacation care and pupil free days must be made three (3) business days prior to the session starting or a fee, equal to the fee for that session will be charged.

- The session starting times for BSC is 6:30am, ASC is 3:00pm and VC/PFD is 6:30am.

If the child’s booking has not been cancelled before 2:45pm on the day they are to attend and the service makes attempts to locate the child after 3:00pm, a non-cancellation fee of $5 will be charged in addition to the prescribed fee for that session. This will not apply if the teacher or school administration confirms with an educator that the child has gone home sick, or was not at school that day.

Vacation Care

In addition to the above, Vacation Care and Pupil Free Day bookings shall:

- Be completed on an appropriate booking form distributed with the program;
- Bookings will not be processed unless the booking form and appropriate permission slips have been filled out, signed and dated prior to the beginning of the session.

Cancellation of bookings for vacation care must be made three (3) business days prior to the session starting or a fee, equal to the fee for that session (including additional costs) will be charged. Cancellations emailed through on weekends and public holidays will not be counted as part of the three (3) days notice. Emails will be time and date stamped on the day when the centre re-opens for business.
If the excursion or incursion has been pre-paid by the service a seven (7) day cancellation notice must be given or a fee, equal to the additional excursion/incursion fee for that session will be charged. The session costs will not be charged if three (3) business days’ notice is given. Pre-paid sessions will be indicated clearly on the booking form.

**Booking Forms**

Booking forms will be released two (2) weeks prior to the term or Vacation Care starting. Bookings can be made via the booking form, email, fax or by speaking to the Nominated Supervisor or Responsible Person at the centre. There is a 48 hour processing time on all booking forms. The forms must be fully completed, dated and signed or they will not be processed. The Priority of Access Policy and Waiting list (if required) procedures will be attached to the booking form. On signing the booking form parents and guardians agree to adhere to the Policies and Procedures of Patricks Road OSHC. Changes to permanent bookings must be made by resubmitting a booking form to avoid confusion. Under no circumstances will bookings and cancellations be accepted by phone.

**Waiting List Procedures**

When numbers exceed the licensed 120 places, and/or the staff child ratio of 1:15 cannot be met due to staff availabilities, a waiting list will be created according to the Priority of Access guidelines.

If **under the 14 day notification requirement**, families under the ‘Third Priority’ and not in any of the **sub-categories** will be contacted by email or phone and asked if they are able to make their spot available.
- If they are unable to, then the First priority, second priority and main sub-category families on the waiting list will be directed to a list of care services in the area online.

If **over the 14 day notification requirement**, families under the ‘Third Priority’ and not in any of the **sub-categories** will be contacted by email or phone and notified that their booking has been cancelled due to the Priority of Access guidelines.
- This family will then be placed on a waiting list if requested.
- If the family has not been contacted by 24 hours prior to the session, the family should make alternative care arrangements if they have not done so already.

Families will be notified by email of all wait-listed bookings (including dates and sessions). Staff will contact the family if the booking becomes available. If the family has not been contacted by 24 hours prior to the session, the family should make alternative care arrangements if they have not done so already. A list of alternative child care facilities in the area will be made available on request.

**Allowable Absences**

Cancellations that attract the prescribed fee for that session will be counted towards the family’s initial 42 absence days for the current financial year, as per the current Child Care Service Handbook.

Absence days can be taken for any reason (provided the day being reported as an absence is a day on which care would have otherwise been provided). Absences cannot be recorded for a child before the child has begun care or after a child has left care.

Cancellations that attract the prescribed fee for that session, that are over and above the yearly Allowable Absences, will require specific documentation as per the current Child Care Service Handbook. Failure to provide the required documentation will result in the full fee for that session being charged to the family’s account.

**Additional Absences**

Absence days taken for the following reasons, after the initial 42 absence days have been used, are called ‘additional absence days’.
- illness (with a medical certificate)
- non-immunisation (with written evidence)
- rostered days off/rotating shift work (with written evidence)
- temporary closure of a school or pupil-free days
- periods of local emergency
- shared care arrangements due to a court order, parenting plan or parenting order (with a copy of documentation)
- attendance at preschool (specific conditions apply)
- exceptional circumstances

There is no limit on the number of these days for which CCB may be paid as long as:
- they are taken for the reasons specified above, and
- supporting documentation (where required) is provided, and
- they are days on which care would otherwise have been provided.
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2.15 Children’s Property and Belongings Policy

The service acknowledges that children will bring to the service or carry with them certain items of personal belongings. This policy details the types of belongings that children may bring with them on a regular basis and the level of responsibility associated with bringing those belongings by various stakeholders.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Duty of Care
- NQS Area: 1.2.1; 6.1.1,

Procedures

The family shall be responsible for providing the child with appropriate belongings and property required for active participation in the service. Such property may include (but is not limited to):

- Footwear;
- Clothing;
- Hats;
- Bags and Lunch boxes.

All personal property and belongings shall be clearly named or labelled.

The service shall inform the family through relevant newsletters and publications such as the family handbook of appropriate personal belongings required at the service.

The service shall not take responsibility for any of the children’s personal property or belongings, but will endeavour to:

- Actively encourage children to care for their belongings;
- Remind children appropriately when belongings need to be placed in storage e.g. Lunch box into bag;
- Provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged.

Throughout special program times i.e. Vacation Care or Pupil Free days, the children may (on occasion) be able to bring with them personal belongings other than day to day necessities e.g. games and toys. This shall be done solely at the discretion and responsibility of the family. No responsibility shall be taken whatsoever for any items brought to the service which become lost or damaged as a result.

The service shall provide appropriate storage for lost property which shall be available to children and families at all times.

Children may not bring or use cameras, camera devices, mobile phones, electronic gaming devices, unless specifically allowed during Vacation care or Pupil Free Days. Any materials of an adult nature/classification rating will not be allowed including books, magazines, or games.

Unlabelled lost property will be held for a fortnight and if not collected will be donated to the school Chaplaincy or charity.

Any grievances or concerns relating to lost, damaged or stolen property of the children shall be documented and followed up, in accordance with the grievance and complaints procedure.

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Interactions with Children Policy

Patrick's Road OSHC service uses the *My Time, Our Place, Framework for School Age Care in Australia* to underpin the operational development of the service and ensure that the needs of each child are addressed. Our philosophy states the service’s purpose and direction and underpins all policies and procedures. The ethos of our service is to value each of our OSHC educators and enable them to access professional development and training to inform them of the latest research findings that will guide and empower them to effectively support and nurture children. The children, and their wellbeing, health and safety, are the main focus of the Service. Children are to be treated by educators and volunteers at all times as unique and valued individuals and with respect and dignity.

### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1, 5.1, 5.2 & 7*
- *Policies: 1.1 Philosophy, 1.2 Goals, 2.1 Respect for Children, 2.9 – Inclusion, Cultural Diversity and Anti-bias, 8.1 Role and Expectations of Educators, 9.3 Communication with Families.*

### Procedures

This policy is underpinned by the *My Time, Our Place, Framework for School Age Care in Australia*. My Time, Our Place contains broad principles that underpin practice and reflect contemporary theories and research regarding children’s play, leisure and learning. The principles of secure, respectful and reciprocal relationships; partnerships; high expectations; and equity and respect for diversity should guide interactions with children.

"Educators who are attuned to children’s thoughts and feelings support the development of a strong sense of wellbeing and social competencies" (*My Time, Our Place*, p10). Educators who strive to build strong connections with children contribute to their sense of belonging, fairness and self-esteem. “Partnerships are based on effective communication which builds the foundations of understanding about each other’s expectations and attitudes and build on the strength of each others’ knowledge”(ibid). Important qualities for educators when building relationships with children include fairness, integrity, authenticity, humour, sympathy, understanding and open communication. The practices and outcomes identified in *My Time, Our Place* will guide educators in their interactions with children.

Reflective practice is another principle underpinning the school age care framework. It is central to sustaining high quality programs and interactions with children and brings theory and practice together to enable learning from experiences and to adapt and develop practices in the light of new understandings. Learning together with children and colleagues draws upon the diverse knowledge, experiences, views and attitudes of individuals within the group. Being reflective means being open to change and examining current beliefs, attitude and knowledge while constantly looking for ways to improve. Services implement reflective practice by providing time for educators to examine aspects of service delivery: firstly, how it is done and, then, questioning why it is done this way. This examination allows educators to reflect on current theory as well as attitudes and beliefs, which may influence their views. Inquiry may increase levels of cultural appropriateness and reveal practices that may impact on children’s wellbeing.

My Time, Our Place, Framework for School Age Care in Australia at [www.acecqua.gov.au](http://www.acecqua.gov.au) (go to publications)

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2.17 Promoting Protective Behaviours Policy

The Service considers its role in the protection of children of utmost importance and therefore takes a proactive approach in supporting families and children through promoting protective behaviours to ensure children’s ongoing safety, wellbeing and protection.

 Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

• Education and Care Services National Law Act, 2010 and Regulations 2011
• Commission for Children and Young People and Child Guardian Act 2000
• Commission for Children and Young People Amendment Regulation (No 1) 2006
• Duty of Care
• NQS Area: 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.1, 5.1.3; 5.2.2, 5.2.3; 6.1.2; 6.2.1, 6.2.2; 6.3.1; 7.3.5

 Procedures

Management and educators shall be committed to providing an environment that encourages children’s personal safety and promotes the well being of all children at all times.

Educators support children’s personal safety through:

• Reinforcing protective behaviour strategies such as:
  o ‘We all have the right to feel safe all of the time’; and
  o ‘Nothing is so awful that we can’t talk to someone about it’.
• Encouraging children to interact and/or physically touch other children in a safe and non-threatening way
• Building on children’s problem solving, reasoning and communication skills (e.g. brainstorming safe strategies for unsafe situations)

Educators actively encourage children’s personal safety behaviours in all sorts of situations including:

• Outside in the sun
• Using the road while walking or riding
• Being cautious and aware of strangers
• Who to go to for help if lost or feeling uncomfortable about an event or person,

Educators collaborate with families to ensure children’s learning about personal safety is culturally appropriate.

The Nominated Supervisor will liaise with school administration to ensure awareness of personal safety programs provided within the school setting. These events are communicated to educators to prepare them for children’s questions and/or comments.

The Nominated Supervisor liaises with management and families to develop and implement strategies for providing opportunities for personal safety programs for children to be included as part of the service program.


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