

IN OUR LADY'S CARE

2019

Before & After School Care Program

*The Enrolment Form (provided separately)
must be completed annually per child.*

In Our Lady's Care.
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Updated 22/9/2018

ACTIVE **CHALLENGING**
FUN



This document was reviewed in November 2000, 2001,2002,2003,2004,2005,2006,2007,2008,2009,2010,2011,2012,2013, 2014, 2016, 2018.

The centre practices and procedures are under continuous review and updated as required to ensure they reflect the current ethos of families, educator and early childhood practices and ideals.

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Introduction

Welcome to In Our Lady's Care, we provide exceptional quality Out of School Hours Care (OSHC), for school aged children, which meets the health, safety and wellbeing needs of the children and families in the community. Our team is professional, experienced, nurturing and committed to providing a supportive and transparent environment for families, where their feedback and support is highly valued.

Our dedicated team of qualified Educators believe in making our programs engaging, diverse, physically active and fun, where children's learning can be scaffolded, so they can reach their full potential. Through these experiences children will develop a range of lifelong skills including building on their social and emotional capacity.

Children are valued and respected as individuals and central to our program. The programs we offer are developed in conjunction with educators, schools, the community, children and families. They are critically reflected upon and evaluated to ensure we are providing positive experiences that are age appropriate and extend every child.

Margaret Mangone is the Program Director who manages the operation of 2 children's services across the municipality; In Our Lady's Care and Good Samaritan Care Programs.

Margaret Talbett is the full time coordinator of In Our Lady's Care Program.

Kim Traplin is the full time coordinator of the Good Samaritan Care Program.

Childcare is available to all families within both Catholic Schools on a full-time, part-time or casual basis. Licensed to care for 150 children at each centre.

Updated 2/6/2017, 25/7/17, 10/8/18 MM

Aims

In Our Lady's Care aims to:

- Work in partnership with families and the community to provide a professional and high quality child care service for primary school children aged 5 to 12 years old;
- Provide an environment that is accepting of differences and complementary to a child's home life;
- Respect the family unit and promote parent/guardian participation in the service's planning and development;
- Foster the development of every child's self-esteem and pride in their cultural heritage;
- Encourage children to be active, enthusiastic and creative explorers of their environment;
- Assist children to become independent, self-confident and self-motivated learners and consider the needs of the child as an individual and as a member of a group;
- Focus on learning and development for each child in line with the *My Time, Our Place - Framework for School Age Care in Australia*
- Provide a service that is flexible and responsive to the changing needs of children and their families;
- Develop and build a professional learning community promoting effective leadership for the benefit of children and their families;
- Establish and maintain a culture of ongoing reflection and critical review as a commitment to continuous improvement; and
- Develop and maintain opportunities for the professional and personal development of the team.

Updated 23/11/15, 6/8/16. M.M

1.1 Our Mission

In Our Lady's Care offers an inclusive and engaging educational program to nurture and inspire our students to be lifelong learners.

At In Our Lady's Care, the values of respect, community, care and compassion are made visible on a daily basis.

*Our mission is...
to see children smile and be happy*



Updated 5/8/14, 31/7/18. M.M

1.2 In Our Lady's Care Philosophy

Our service supports & enhances children's learning by extending on what they are learning at school by providing resource

Through our natural & environmentally sustainable program we encourage children to respect and value the world around us.

Educators will maintain positive, supportive, professional & confidential relationships with families and children

Our service follows the Nutrition Australian Guidelines & provides a healthy menu based on the children's suggestions, that also supports families cultural/religious beliefs, different food allergies and intolerance.

We value the importance of learning through play.

Educators will provide an Inclusive, nurturing program that caters to each child's development

Educators will supervise children in a caring environment & also promote the physical health & well-being of all children.

The 'My Time Our Place' & 'Early Years Learning' Frameworks and the National Quality Standards are the core values in services programming and learning through both structured & self-directed play.

We believe that each child has the right to feel safe, happy, have a sense of belonging, the freedom to choose how they spend their time here & the right to have voices and opinions heard.

All parent's and families are welcomed to stay and participate in our program.

Here at In Our Lady's Care, Educators strive to ensure that all children, families and the local community feel welcomed, valued and included regardless of their age, gender, culture or religion.

You will see our practices will branch out from our beliefs: just like branches from a tree.



1.3 History of the Program

In Our Lady's Care was established in Term 1, 1996 and began operating the Before and After School Care Program on a non-profit basis. Initially beginning with a maximum of 30 childcare places for the Before and After School Care Programs, Consultation between the parents and the Educators at the program highlighted the need for a Vacation Care Program commencing in 1999. The Vacation Care Program was very successful in the beginning with high demand of bookings, but then other local schools started operating their own Holiday Program which sadly caused our school to make the decision to cease operating in January 2017 due to low attendance numbers. In Our Lady's Care now provides 60 places for the Before School Care Program, & 90 places for the After School Care Program.

Updated 29/8/17, 21/6/18. M.M

1.4 Structure of the Program

The Parish Priest Father Varghese Kurisingal (known as Father George) is the licensee of the service who has overall responsibility of the development of In Our Lady's Care & Good Samaritan Care Programs. In Our Lady's Care Committee is the authorised body designated by the Parish Priest to oversee the management of the Program working with School Principal Paul McEntee along with parent representatives and program Educators. Mrs. Margaret Mangone – Program Director is employed to manage In Our Lady's Care & Good Samaritan Care on a day to day basis.

Updated 21/7/14, 19/10/17. M.M

1.5 Hours of Operation

Before School:

Monday to Friday 6.30a.m. – 8.30 a.m.

After School:

Monday to Friday 3.30 p.m. - 6.30 p.m

Pupil Free Days:

During School Term. 6.30 a.m. - 6.30 p.m.

Early Finish Day:

1.00 p.m. - 6.30 p.m. (Held on the last day of most terms).

Public Holidays.

CLOSED

Updated on 16/7/12, 27/3/17, 19/10/17 M.M

1.6 Venue

In Our Lady's Care Program uses the portables & facilities at Our Lady's Primary School. .

The Program is located in the double portables on the Netball courts, located in front of the School's Staff Room and next to the school Library. Entry via the double green gates located in the Parish Car Park. Press buzzer at Boom Gate for entry with your own vehicle after 8am for Before School Care. The boomgate should be open after 3.30pm if not parents can press buzzer at Boom Gate for entry into OSHC.

Updated on 27/3/17, 25/7/17, 13/9/18 M.M

2. Fees.

FEES POLICY

Purpose: In Our Lady's Care OSHC aims to provide a quality service to families at an affordable price. The Program Director in consultation with the School Principal and Parish Priest will set fees based on the annual budget required for the provision of quality childcare in keeping with In Our Lady's Care OSHC Philosophy Statement goals and these Policies and Procedures. Child Care Subsidy is available to all families who's:

- age of the child (must be 13 or under and not attending secondary school)
- the child meeting immunisation requirements
- the individual, or their partner, meets the residency requirements.

Procedures:

- All childcare fees are charged at the end of each week. One week in advance.
- Receipts will be emailed to all families weekly usually on a Friday morning.
- Payment of fees are processed by Direct Debit - Debitsuccess only.

Child Care Subsidy

The Coordinator will keep parents informed about Child Care Subsidy (CCS) by:-

- Providing every family a Parent Information Handbook,
- Inform Centrelink you are enrolling your child/ren into OSHC and you would like to apply for Child Care Subsidy (CCS)
- You will need to ask for your customer reference number (CRN) for yourself and each child you are enrolling
- (The CRN must be recorded on your Childcare enrolment form)

- Contact Centrelink family assist on 136 150
- Full fees will be charged until we receive yours and your child's CRN details.
- All CCS records will be kept for 3 years at the service.

Late collection fees

Closing time of In Our Lady's Care OSHC is 6.30 pm. Parents who collect their children after this time will incur a \$2.00 per minute late fee. It pays for the extra wages paid to the two remaining Educators for the time they are required to wait with children. ***If the same family continues to arrive after closing time a heavy late fee of \$50.00 will be automatically charged to you, on top of the amount of minutes you are late.***

Cancellation and Refunds

Cancellation of care will be provided to families when:

- Parents call, text or email our service **before** 6.30am to cancel any BSC sessions, no late fees will apply.
- Any cancellations made after 6.30am will be charged a late fee.
- Please refer to the '*Late & Non cancellation Fees Policy*'.
- Parents call, text or email our service **before** 12 midday to cancel any ASC sessions, no late fees will apply.
- If cancellations are made after 12 noon then late fee charges apply.
- Please refer to the '*Late & non cancellation Fees Policy*'.
- Parents call, text or email our service **one day prior** to cancel any PFD (pupil free day) sessions.
- Cancellations of a PFD made on the same day will incur a \$25.00 per child, late or non notification fee.
- No refunds will be given for bus costs, excursions costs, incursion costs and lunch costs on any PFD .
- Refunds in child care costs will only be given when appropriate timeline listed above are followed.
- Please note fees will apply when we receive late or no cancellation notice.

References:
National Quality Standards 6.1, 7.1.1, 7.3.1, 7.3.2, 7.3.4, 7.3.5
National Regulations 168, 181, 181-184, 232, 233, 234, 235, 236
Updated 25/8/18 MM

2.1 Before School Care Rates

Depending on your CCS- Child Care Subsidy percentage you could be paying as little as \$3.66 per session. Below is an example of how little you could pay per session based on your Child Care Subsidy percentage.

Effective 1st July 2018

Fee	Your %	Gap	CCS
\$19.00	85.00%	\$3.66	\$15.34
\$19.00	80.00%	\$4.56	\$14.44
\$19.00	75.00%	\$5.46	\$13.54
\$19.00	70.00%	\$6.36	\$12.64
\$19.00	65.00%	\$7.27	\$11.73
\$19.00	60.00%	\$8.17	\$10.83
\$19.00	55.00%	\$9.07	\$9.93
\$19.00	50.00%	\$9.97	\$9.03
\$19.00	45.00%	\$10.88	\$8.12
\$19.00	40.00%	\$11.78	\$7.22
\$19.00	35.00%	\$12.68	\$6.32
\$19.00	30.00%	\$13.58	\$5.42
\$19.00	25.00%	\$14.49	\$4.51
\$19.00	20.00%	\$15.39	\$3.61
\$19.00	15.00%	\$16.29	\$2.71
\$19.00	10.00%	\$17.19	\$1.81
\$19.00	5.00%	\$18.10	\$0.90
\$19.00	0.00%	\$19.00	\$0.00

2.2 After School Care fees

Depending on your CCS- Child Care Subsidy percentage you could be paying as little as \$4.43 per session. Below is an example of how little you could pay per session based on your Child Care Subsidy percentage.

Effective 1st July 2018

Fee	Your %	Gap	CCS
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\$23.00	85.00%	\$4.43	\$18.57
\$23.00	80.00%	\$5.52	\$17.48
\$23.00	75.00%	\$6.61	\$16.39
\$23.00	70.00%	\$7.70	\$15.30
\$23.00	65.00%	\$8.80	\$14.20
\$23.00	60.00%	\$9.89	\$13.11
\$23.00	55.00%	\$10.98	\$12.02
\$23.00	50.00%	\$12.07	\$10.93
\$23.00	45.00%	\$13.17	\$9.83
\$23.00	40.00%	\$14.26	\$8.74
\$23.00	35.00%	\$15.35	\$7.65
\$23.00	30.00%	\$16.44	\$6.56
\$23.00	25.00%	\$17.54	\$5.46
\$23.00	20.00%	\$18.63	\$4.37
\$23.00	15.00%	\$19.72	\$3.28
\$23.00	10.00%	\$20.81	\$2.19
\$23.00	5.00%	\$21.91	\$1.09
\$23.00	0.00%	\$23.00	\$0.00

2.3 Pupil Free Day fees

Depending on your CCS- Child Care Subsidy percentage you could be paying as little as \$13.19 per session. Below is an example of how little you could pay per session based on your Child Care Subsidy percentage.

Extra costs apply for excursion admissions, centre based workshops and bus costs on top of the fees listed below.

Effective 1st July 2018

Fee	Your %	Gap	CCS
\$68.50	85.00%	\$13.19	\$55.31
\$68.50	80.00%	\$16.44	\$52.06
\$68.50	75.00%	\$19.69	\$48.81
\$68.50	70.00%	\$22.95	\$45.55
\$68.50	65.00%	\$26.20	\$42.30
\$68.50	60.00%	\$29.46	\$39.04
\$68.50	55.00%	\$32.71	\$35.79
\$68.50	50.00%	\$35.96	\$32.54
\$68.50	45.00%	\$39.22	\$29.28
\$68.50	40.00%	\$42.47	\$26.03
\$68.50	35.00%	\$45.72	\$22.78
\$68.50	30.00%	\$48.98	\$19.52
\$68.50	25.00%	\$52.23	\$16.27
\$68.50	20.00%	\$55.49	\$13.01
\$68.50	15.00%	\$58.74	\$9.76
\$68.50	10.00%	\$61.99	\$6.51
\$68.50	5.00%	\$65.25	\$3.25
\$68.50	0.00%	\$68.50	\$0.00

Updated, 29/5/14, 7/10/14, 6/11/2015, 20/4/16, 1/7/16, 25/11/17, 24/7/18. M.M

2.4 Casual Booking fees

Parents can call our program on short notice, or come in the program and book a day/days that is needed. Doing this we cannot always guarantee a place will be available. There will be extra costs when making a casual booking. Please note our program needs to organise extra Educator's, food & resources when bookings are made on short notice. The rates below will be added on top of your current Child Care rate.

- \$4.00 per child per session for: **Before School Care.**
- \$4.00 per child per session for: **After School Care.**
- \$6.00 per child per session for: **Pupil Free Days.**
- \$4.00 per child per session for: **Early Finish Days.**

Updated 10/5/18. M.M

2.5 Child Care Subsidy previously known as Child Care Benefit

From 2 July 2018, there will be a New Child Care Package. The Package will help parents with children aged 0 – 13 work, train, study and volunteer. The Package includes a new Child Care Subsidy, which replaces the current Child Care Benefit and Child Care Rebate. It will be paid directly to services.

Families should sign into their Centrelink online account through myGov and complete a Child Care Subsidy assessment. Families will confirm their child's enrolment as part of this online assessment. Once a family completes their assessment, Centrelink will process the information and advise the family of their Child Care Subsidy eligibility and entitlement.

Child Care Subsidy will:

- replace the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy
- be paid directly to providers to be passed on to families
- be simpler than the current multi-payment system
- be better targeted and provide more assistance to low and middle income families.

You can get an estimate of what your family may be entitled to by entering your details into the [Department of Human Services Payment and Service Finder](#).

Child Care Subsidy Eligibility

Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child. These include:

- the age of the child (must be 13 or under and not attending secondary school)
- the child meeting immunisation requirements
- the individual, or their partner, meets the residency requirements.

In addition, to be eligible for Child Care Subsidy the individual must be liable to pay for care provided, the care must be delivered in Australia by an approved child care provider, and not be part of a compulsory education program.

How does it work?

There are three factors that will determine a family's level of Child Care Subsidy. These are:

- [Combined Family Income](#)
- [Activity Test](#) – the activity level of both parents
- [Service Type](#) – type of child care service

The Child Care Subsidy will be paid directly to providers (our Centre) to be passed on to families as a fee reduction. Families will make a co-contribution to their child care fees and pay to the provider the difference between the fee charged and the subsidy amount.

The New Child Care Package will also provide targeted additional fee assistance for vulnerable families through the [Child Care Safety Net](#).

1. Combined family income A family's annual adjusted taxable income will determine the percentage of subsidy they are eligible for.

To estimate what your new subsidy might be, go to education.gov.au/childcare Parents whose hours of paid work vary from one fortnight to the next (such as casual workers) can estimate their fortnightly hours of work based on a three-month period. *per fortnight Hours of activity* Hours of subsidy* (maximum) 8 to 16 hours Less than 8 hours More than 16 to 48 hours More than 48 hours 36 hours 24 hours 72 hours 100 hours For families earning up to \$66,958^ For families earning up to \$351,248^ 3.

Type of child care service It will be calculated by the hour using these hourly rate caps: • Centre based day care – \$11.77^ per hour • Family day care – \$10.90^ per hour • Outside school hours care – \$10.29^ per hour • In Home care – \$25.48^ per hour (per family). 85% 50% Combined annual family income

2. Activity level of parents The number of hours of subsidised care families can access, will be determined by an activity test. The higher the level of activity, the more hours of subsidised care families can access, up to a maximum of 100 hours per fortnight.

RECOGNISED ACTIVITIES

- paid work – including leave, such as maternity leave

- study and training
- unpaid work in family business
 - looking for work
 - volunteering
 - self-employment
- other activities on a case-by-case basis.

There will be exemptions for parents who legitimately cannot meet the activity test requirements, as well as to support children's participation in preschool.

HOURS OF ACTIVITY

The number of hours you can claim the subsidy for depends on the number of hours you undertake one of the activities outlined above. If you have a partner, the number of hours goes according to the parent with the lowest hours of activity each fortnight.

Hours of activity per fortnight	Maximum hours of subsidy per fortnight
Less than 8 hours	24 hours
8-16 hours	36 hours
More than 16 to 48 hours	72 hours
More than 48 hours	100 hours

Your combined family income and the subsidy you will receive:

Combined Family Income	Subsidy received as a percentage of the fee charged
\$0 to \$65,710	85%
\$65,710 to \$170,710	Between 85% and 50% (decreasing by 1% for every \$3,000 of income)
\$170,710 to \$250,000	50%
\$250,000 to \$340,000	Between 50% to 20% (decreasing by 1% for every \$3,000 of income)
\$340,000 to \$350,000	20%
\$350,000 or more	0%

3. Type of child care service It will be calculated by the hour by referring to the below hourly rate caps:

Type of child care	Maximum hourly rate cap
Centre Based Day Care - Long Day Care and Occasional Care	\$11.55
Family Day Care	\$10.70
Outside School Hours Care - Before, After and Vacation Care	\$10.10

The maximum subsidy you receive per hour depends on the type of care your child attends

2.6 Additional Child Care Subsidy previously known as Grandparent Child Care Benefit

Additional Child Care Subsidy Included in the Child Care Safety Net is an Additional Child Care Subsidy. It will, in most cases, cover all of a child's fees. It is designed to support:

- families who require practical help to support their children's safety and wellbeing
- grandparents who are primary carers
- families experiencing temporary financial hardship
- families transitioning from income support to work.

The Additional Child Care Subsidy replaces a number of existing payments including the Special Child Care Benefit and the Jobs, Education and Training Child Care Fee Assistance.

www.education.gov.au/childcare

Updated 12/10/15, 21/6/18 M.M.

2.7 Centrelink Multilingual Call

If you speak a language other than English, you can call our multilingual phone service and speak to someone in your language about our payments and services.

Please call the phone number for the service that you need and follow the prompts.

Centrelink - 8:00am – 5:00pm (local time), Monday to Friday, **13 12 02**.

Medicare, Child Support - 8:00am – 5:00pm (local time), Monday to Friday, **13 14 50**. This is the Translating and Interpreter Service (TIS).

If you speak a language other than English:

- visit the [information in your language](#) page for a range of translated information about our payments and services
- we provide free [interpreter and translation services](#) to help you conduct your business with us. You can ask for an interpreter or translation at any service centre or by calling the multilingual phone service on one of the numbers above

If you need to, you can also call: Teletypewriter (TTY) 1800 810 586 (if you are deaf or have a hearing or speech impairment). You need a TTY phone to use this service.

www.humanservices.gov.au/customer/services/centrelink/multilingual-phone-service

Updated 3/11/11, 14/8/13, 2/6/16 M.M.

2.8 50% Child Care Tax Rebate now called Child Care Subsidy

From 2 July 2018, there will be a New Child Care Package. The Package will help parents with children aged 0 – 13 work, train, study and volunteer. The Package includes a new Child Care Subsidy, which replaces the current Child Care Benefit and Child Care Rebate. It will be paid directly to services.

Current payments until 30th June 2018 there are two payments:

1. Child Care Rebate – this covers 50% of your child care fees up to an annual cap of \$7500.
2. Child Care Benefit – this is an income-tested fee reduction and is usually paid directly to your child's care service.

The new Child Care Subsidy

From 2 July 2018, the two payments above will be replaced with a single, means-tested subsidy. It will be paid directly to your child's care centre.

Am I eligible?

To be eligible, you will need to earn less than \$350,000 in combined family income and be undertaking one or more of the following activities for at least 8 hours a fortnight: paid work (includes if you are currently on leave); self-employment; unpaid

work in a family business; looking for work; volunteering; training; or studying. (There are exemptions for parents who cannot meet these activity requirements.)

How much will I receive?

How much subsidy you receive will depend on:

- your family’s combined income – this gives you the percentage of the child care fees you will receive a subsidy for
- the type of care your child is attending – the maximum subsidy you receive per hour depends on the type of care
- the number of hours you are undertaking the activities outlined above – this tells you the number of hours you can claim the subsidy for.

Annual Subsidy Cap

Combined annual Family income	Annual Subsidy Cap per child
< 185,710	NO CAP
> 185,710 - \$350,00	Increases to \$10,000

PLEASE REFER TO policy 2.5 - *Child Care Subsidy*

Updated 20/10/2011, 8/10/13, 31/3/17, 22/6/18 M.M

2.9 Payment of Child Care - Debitsuccess

In Our Lady’s Care will not be accepting any childcare bookings until you complete the debitsuccess form attached. This is compulsory payment method our centre uses.

Our program has phased out receiving all cash payments. This was introduced due to many families not paying their fees on time, not paying fees at all.

The payment method In Our Lady’s Care uses is a system called **Debitsuccess** they will automatically debit money out of your preferred bank account or your credit card either weekly or fortnightly.

There is a once only Administration fee is \$2.20 that will come out of your account the first time you use **Debitsuccess**.

If you have insufficient funds in your account the transaction will fail, which requires you to pay an additional administration cost of \$14.95. The failed transaction fee of \$14.95 will be debited from your account from **Debitsuccess**. This dishonour charge is not billed from In Our Lady’s Care, it is billed from **Debitsuccess**.

If you select to use a Visa/MasterCard there will be a 2.85% transaction surcharge. If you select to use a Amex there will be a 4.40% transaction surcharge. Selecting your Savings or Cheque account will mean there will be a 0.88 transaction surcharge.

- Fees can ONLY be accepted by **Debitsuccess**.
- Child Care fees will automatically be debited from parents/guardians account either weekly or fortnightly by an Educator putting through upcoming scheduled payments via the **Debitsuccess** system each Friday morning.
- This is compulsory payment method our centre uses.
- Strictly NO CASH will be accepted.
- Payments are received during program hours.
- Parents/Guardian has the choice of using direct debit from their nominated bank account or credit card.
- Casual booking fees will be debited from the parent selected bank account on the day of attendance.
- Casual Bookings will incur an additional cost.

Updated 12/11/2011, 9/5/2012, 7/11/2012, 20/4/13, 21/8/13, 6/10/14, 1/2/16, 22/9/17, 10/5/18. M.M

2.10 Late Collection fees

Rationale This policy has been developed to prevent any family from continually attending the program after the advertised closing time. The policy ensures that Educators are paid for the additional hours they are required to work due to the late pick up of children.

Policy A late fee will be charged for children remaining in care after 6.30pm.

Procedure

The Coordinator has the responsibility to ensure that:

- The program charges the family **\$2.00 per minute late fee**.
- The late fee is added to your child's weekly invoice of care.
- Families must notify Educators of their late arrival.
- Families can arrange for an emergency contact/persons authorised to collect their child if you know that you are going to be late.
- ***If continual late fees are charged per family then a heavy penalty of \$50.00 late fee will be charged to you, on top of the amount of minutes you are late.***

References

National Quality Standard 6

National Quality Standard 7

Education & Care National Regulations

Updated 20/4/13, 20/4/16, 24/7/18. M.M

2.11 Receipting Policy

Our program will email all families their invoice/ receipt weekly, or when a family owes fees of more than two weeks.

- All Invoices/receipts are sent to you either via email, through the school office or mailed to your postal address.
- All payments must be made by **Debitsuccess** (a direct debit system).
- Payments will be deducted out of your nominated bank account either weekly or fortnightly via the **Debitsuccess** system.
- All invoices/receipts will have our programs ABN number on it.
- All families will receive a weekly invoice showing you one week prior payments that have been scheduled to be deducted from your account.

Please note this is a non-profit program, which relies upon a regular income of fees for salaries equipment, groceries and general running costs. *Please note if you are experiencing financial difficulties you must contact the program Director Mrs. Margaret Mangone to inform her of your difficulties, she will be able to organize a payment plan to suit you.*

Updated 6/11/2009, 9/8/2012, 21/7/14, 27/3/17, 10/5/18. M.M

2.12 Parental Annual Leave

If your child is booked into the Program and you plan to go on Annual Leave. Parents must bring in a signed letter by either your employer or yourself stating the duration of leave you intend to take. When you do this, your child/ren will NOT BE CHARGED any fees for that specified holiday period. Please note: you must give Educators at least one day prior notice of leave.

Updated 3/11/2008, 24/7/18. M.M

2.13 School Camp

Each year during school term the Grade 6 are away for school camp. We are pleased to advise you that our centre does not charge any fees to you for the week the Grade 6 camp is on, given this is a compulsory activity of the school curriculum. Parents are still required to notify our program of your child's absence. A late or non notification fee will apply for the 1st day of absence, if our Centre is not notified.

Updated 27/2/2008, 24/7/18. M.M

2.14 Financial Management Policy

Policy statement:

Responsibility for financial planning and management for In Our Lady's Care is vested in the Management (Committee) elected at the AGM in accordance with the Associations Incorporation Reform Act 2012.

Considerations:

Philosophy - All stakeholders at In Our Lady's Care will promote the highest standards in Education and Care by understanding and delivering on the organisation's financial management expectations, with a consistent approach.

Children's needs -to receive a service that is focused on the individual needs of each child. To receive a service that is fully funded to provide quality service.

Parent's needs - To be assured that educators, volunteers, students and Committee members consistently deliver a service based on appropriate, transparent financial management conduct. To be assured that monies paid to In Our Lady's Care will be used for the effective operation of In Our Lady's Care.

Educators needs - to work in a service that is financially sound, that educators payments and entitlements will be honored at all times.

Management needs - to ensure that In Our Lady's Care financial operations are transparent, stable and accurate, and adhere to the relevant laws and regulations.

- A more details policy is available upon request from the Program Director.

References:
National Quality Standards Qa7
Education and Care National Regulations 2012
Association Incorporation Reform Act 2012.
<http://education.gov.au/child-care-service-handbook>
<http://www.education.vic.gov.au/childhood/providers/regulation/Pages/default.aspx>
<http://www.consumer.vic.gov.au/clubs-and-not-for-profits/incorporated-associations/running-an-incorporated-association/rules>
Updated January 2007, 12/3/2009, 26/7/2009, 13/11/2011, 21/10/14. M.M.

3. Cancellations

3.1 Absences - Non & Late Notifications

ONE SESSION PRIORS NOTICE MUST BE GIVEN IN ORDER TO RECEIVE A FULL REFUND.

All parents who have a child using the program are required to call our program immediately and inform one of the educator's that their child is going to be away.

- Please note that when you call and leave a message on the answering machine, the call will be documented in the Educators communication diary. Cancellations can be done verbally, a message left on the answering machine, via email or completing a cancellation form.
- If a child is booked into a session does not attend due to illness, doctor's appointment, holidays etc. families must notify us ONE SESSION PRIOR, to not be charged for the absent day/s.
- However there will be no refund for excursion admission and centre based workshop costs.

NON NOTIFICATION FEES per child. NEW FEES effective 23 April 2016.

The 1st 2nd & 3rd time

After 3 times you will be charged:

A \$11.00 fee will be charged for BEFORE SCHOOL CARE	\$17.00 fee applies
A \$13.00 fee will be charged for AFTER SCHOOL CARE.	\$20.00 fee applies
A \$25.00 fee will be charged for PUPIL FREE DAY	\$30.00 fee applies
A \$21.00 fee will be charged for EARLY FINISH CARE	\$26.00 fee applies

After 3 times you have been charged the above fees, you will receive a letter from the Director informing you that from now on every time you have not notified us – or you are late notifying the program of an absent child or cancelled child you will be charged the above rates (located on the right hand side of chart).

LATE NOTIFICATION FEES per child. NEW FEES effective 23 April 2016.

The 1st 2nd & 3rd time

After 3 times you will be charged:

A \$11.00 fee will be charged for BEFORE SCHOOL CARE	\$17.00 fee applies
A \$13.00 fee will be charged for AFTER SCHOOL CARE.	\$20.00 fee applies
A \$25.00 fee will be charged for PUPIL FREE DAY	\$30.00 fee applies
A \$21.00 fee will be charged for EARLY FINISH CARE	\$26.00 fee applies

We hope you understand that when we get a lot of cancellations during Pupil Free days, there will be additional costs for all other families to pay. When the Director pre-books the number of expected children that will be attending, excursions or centre based activities a set price is given to the program that we are still expected TO PAY.

Examples.

Example 1. When a child is booked in everyday during After School Care and goes home during the day due to illness or an appointment. The parent or guardian contacts the service at 2.00 pm. You WILL still be charged \$13.00 *Late Notification Fee*.

Example 2. When a child is booked in everyday during After School Care and goes home during the day due to illness or an appointment. And the parent or guardian contacts the service BEFORE 12.00 pm. You will NOT be charged the \$13.00 *Late or Non Notification Fee*.

Example 3. When a child becomes ill at home during the night & does not attend the Before School Care session then the family does not contact the program BEFORE 6.30am by either leaving a message/or email the parent WILL still be charged *the \$11.00 Non notification Fee*.

Example 4. When a child becomes ill at home during the night & does not attend the Before School Care session & the parent/guardian brings in a Doctor's Medical Certificate then the child will NOT be charged any *Non Notification Fee*.

Example 5. When your child will be away due to a family holiday, a letter will be required to be given to a Educator before you leave, stating the period of leave you intend to take. You will NOT be charged any child care fees.

Example 6. When a child becomes ill at home during the night & does not attend the Pupil Free session then the family does not contact the program BEFORE 6.30am by either leaving a voice message/email the parent WILL be charged \$25.00 *Non Notification Fee*.

Updated 20/10/2011, 16/1/2012, 15/7/13, 4/4/14, 28/1/16, 23/4/16, 14/3/17. M.M

4. Enrolments

4.1 How to enrol your child?

Procedure:

When a family has indicated their interest in enrolling their child in our program, the following will occur:

- Families are given a copy of the **Parent Information Handbook** to read and are invited to ask questions.
- **Enrolment form** will need to be completed (one per child per annum) and returned to centre. Our centre must have an up to date enrolment form annually before your child can attend the program.
- **Booking form** must be completed by all parents/guardians by ticking the days you require; this form must be returned to our program before commencement.
- **Debitsuccess -Method Of Payment form** will need to be completed and returned to centre.
- **\$20.00 REGISTRATION cost for 1 child per annum**
- **\$35.00 REGISTRATION cost for 2 children per annum**
- **\$50.00 REGISTRATION cost for 3 or more children per annum**
- The **REGISTRATION COST WILL BE CHARGED TO YOUR ACCOUNT**- once we receive your Enrolment form annually. Your child can attend the Before & After School Care Program on an full-time, part-time or casual basis.
- **LATE ENROLMENTS - ALL LATE ENROLMENTS received after the closing date which will be in November each year will incur a \$20.00 CHARGE PER FAMILY.** (POSTERS STIPULATING CUT OFF DATES WILL BE ADVERTISED IN THE PROGRAM ROOM AS WELL AS IN THE OSHC NEWSLETTERS).
- Educators will discuss with families whether vacancies are available for days families are requesting.
- Families will be given a tour of the program.
- Families that are using this centre for the 1st time must either: log onto mygov.com.au or call Centrelink on **13 61 50** to register your child/ren into our program.
- All children must be registered with mygov.au - Centrelink whether you are entitled to reduced rates (CCS) or not.
- You need to inform mygov.au - Centrelink what sessions your child will be using e.g. BSC or ASC and how often? Whether your child is using permanent or casual childcare.
- Please provide Centrelink with our service provider number: **OUTSIDE SCHOOL HOURS CARE - 1900 184 77S**
- Families are most welcomed to bring their child into the program at a time that suits them so the child and family can familiarise themselves with the environment.
- Before the child begins their first day with us, our program must have all required documentation for each child. Your child will not be accepted into the program if the below forms are not provided to our centre before commencement. .
- Please note it is the parent's/guardian's responsibility to inform the program of any changes to your child's enrolment details throughout the year.
- **Especially your mobile phone number updates, as families must sign in/out electronically using ipads and your personal mobile login details, if your mobile is not correct you cannot sign your child in/out.**

- For bookings families must call **9305 7024 or 0409 010 423**
- For bookings, cancellations or enquires email: **inourladyscare@olps.vic.edu.au**
- **NEW PREP CHILDREN** - Parents or guardians must call Centre link the week their Prep child starts school to let Centrelink know your child is now starting school, he/she needs to be changed from a non-school age child to now a school age child on Centrelink's records and to be changed to correct % rates.
- **Permanent bookings** - are the same days needed for each week, where no regular changes are being made. E.g. Monday, Wednesday and Friday of each week. The advantage of being a permanent booking is that you have a secure booking at all times.
- **Casual booking** – is when the parent can book a day/days that is whenever needed. The rates for casual bookings is higher than an permanent booking, for an permanent family requiring to book in an extra day/s. The extra day/days will be charged at a higher rate. Doing this will not always guarantee a place will be available. There is also an extra cost of \$4.00 per child per booking for Before School Care & After School Care & Early Finish Day. An extra cost of \$6.00 per child for Pupil Free Days.
- **Excursion Permission Form** - must be completed before your child can go on any excursion/s. Children will not be allowed the leave the school grounds to go on any excursions unless the excursion permission form is completed and returned to the program.

References:

My Time, Our Place Frameworks
National Quality Standards - Quality Areas - 2 & 6.
National Regulations
Occupational Health and Safety Act 2004.
Occupational Health and Safety Regulations 2007.
Child and Young Person (Care and Protection) Act 1998.
Education and Care Services National Regulations 2011.
National Quality Standards.
A New Tax System (Family Assistance) Act 1999.
My Time, Our Place Frameworks for School Age Care.
Updated 20/10/2011, 16/7/2012, and 7/11/2012, 25/8/14, 27/3/17, 15/9/17, 25/6/18. M.M

4.2 Who can use the program?

In Our Lady's Care OSHC program provides child care mostly for children attending school, and can also care for children who have not started school. However, as a general rule, when an OSHC service fills vacant places, it must give school children priority over children who have not yet started school. In Our Lady's Care are encouraged to provide child care to children with high support needs and disabilities. OSHC services must ensure that the placement of children is in line with the Priority of Access Guidelines.

Self-referred children

In Our Lady's Care will not encourage self-referred children (those who arrive at our service without being enrolled) to attend a session without permission from a parent or guardian. Every effort should be made to contact the parents and seek their permission for the child to be here. This is to protect our service from a possible accident or insurance claim.

There is no limit on the number of Child Care Subsidy approved OSHC places a service can provide. This means that all OSHC services are able to set up or expand to meet demand, providing they meet the licensing and quality assurance approval process. In Our Lady's Care OSHC program must comply with applicable state and territory regulations when providing care to children.

- In Our Lady's Care OSHC program is funded to approve 60 BSC places.
- In Our Lady's Care OSHC program is funded to approve 90 ASC places.

Who can use this service?

Child care must be open to the general community (services may cater to specific groups within the general community). Parents do not have to be Australian residents to use a service. Child care payments, however, are only paid for children with one or both parents who meet Australian residency requirements. Extra support is available to assist the inclusion of children with additional needs through the Inclusion and Professional Support Program and the Inclusion Support Subsidy.

Considerations when enrolling children

- We will meet with parent/guardian to gather information on the child's profile e.g. challenges and strengths, medical information.

- Provide support to families to have clear and open communication e.g. translating service or Bicultural support to assist the meeting and completing the enrolment form.
- Consider request for service to Inclusion Support Agency Support for child to transition to care environment e.g. Bicultural support
- Identify specialist equipment needs to support inclusion e.g. electronic change table and hoist
- Permission to be sought prior to contacting support agencies e.g. therapists
- Identify staff training needs e.g. lifting and handling, Autism Spectrum Disorder
- Health care planning and accreditation e.g. epipen.
- Inclusion Support Subsidy, or Flexible support funding to support transition to care and or ongoing inclusion support.
- In Our Lady's Care accepts all children aged between 5-12 years old (Grade Prep to Grade 6) from Our Lady's Primary School
- In Our Lady's Care accepts all children aged between 5-12 years old (Grade Prep to Grade 6) from Good Samaritan P.S during Pupil Free Days held at In Our Lady's Care.
- In Our Lady's Care accepts all enrolments from families who meet recognized work/study commitments.
- In Our Lady's Care will refer to: The Priority of Access Guidelines. Refer to Policy 4.4 for more details.

References:

National Quality Standards - Quality Areas - 6 & 7.
Education and Care Services National Regulations 2011
Public Health and Wellbeing Act 2008
The Child Health and Wellbeing Act 2005
Children, Youth and Families Act 2005
Occupational Health & Safety Act 2004
Family Assistance Legislation Amendment (Child Care) Act 2010.
ACECQA
Instruction_sheet_10_-_priority_of_access_guidelines_for_child_care_services_0.pdf
Updated 27/2/2008, 25/7/14, 22/9/17, 16/8/18. M.M

4.3 Sessions

4.3.1 BEFORE SCHOOL CARE

You may be wondering what occurs during the Before and After School Care each day; is it just a babysitting service? The answer to that question is vehemently NO! At In Our Lady's Care; once you sign your children into our morning care they will be provided with a nutritious breakfast (providing they arrive before 8am). They will then be provided with a plethora of different activities to keep their young minds engaged and stimulated but they will also be treated with great warmth and respect to ensure a smooth transition into the busy school day.

4.3.2 AFTER SCHOOL CARE

Once we collect the children from school and sign them into our care the fun will begin! We provide the children with a nutritious afternoon tea. We then have a range of experiences on offer that are sure to entice all types of children. We offer sport games, cooking activities, craft activities, singing activities as well as a range of other activities. We have all the latest toys and gadgets and we love seeing the children enjoy them. We offer homework assistance where possible which in turn frees up your evenings to have some fun with your children. We observe, evaluate and consciously scaffold the children's learning in an attempt to offer learning opportunities throughout the afternoon. The only issue you will face as a parent is getting your children to leave!

References:

Occupational Health and Safety Act 2004.
Occupational Health and Safety Regulations 2007.
Child and Young Person (Care and Protection) Act 1998.
Education and Care Services National Regulations 2011.
National Quality Standards- Quality Areas 6 & 7.
A New Tax System (Family Assistance) Act 1999.
My Time, Our Place Frameworks for School Age Care.
Updated 11/6/2005, 9/8/2007, 1/12/2008, 26/7/2009, and 12/11/12, 21/10/14, 4/11/15, 25/7/17. M.M

4.3.3 VACATION CARE- NOT AVAILABLE

Vacation Care has ceased operating at Our Lady's Primary school from April 2017, due to low attendance numbers. If you require further information of Holiday Programs to use during the school holiday periods, In Our Lady's Care has printed sheets & contact details of local holiday programs you can access in this area.

Updated: 20/7/2011, 25/6/16, 14/7/17 M.M

4.3.4 EARLY FINISH DAY (EFD) and PUPIL FREE DAY (PFD)

Early Finish days are usually held on the last day of each term. EFD this session begins at 1.00 pm and closes at 6.30 pm. If you would like your child to attend either of these special activity days, parents are required to write their child's name on the advertised program sheet. This sheet is always located next to the sign in/out attendance folder.

There is a higher cost for this session as the program is operating longer hours. Pupil Free days are usually held once or even twice throughout each term. PFD this session begins at 6.30 am and closes at 6.30 pm. Please refer the the fee chart for see what you will be paying for this session.

Children will be required to bring their own morning tea & lunch unless a special lunch day is planned for these days.

If your child has a permanent booked position for either Before or After School Care on the day that the program will be operating an Early Finish Day or Pupil Free Day. Parents are still required to write their child's name on the advertised program sheet if they want their child to attend. Educators will NOT automatically book your child into the program for the special day because your child usually attends that day. If parents forget to book their child in you will be charged a casual fee as well as your child may not be able to attend that session due to our program not having the legal child: staff ratio.

4.3.5 Casual Bookings

Please note our program needs to organise extra Educators, food & resources when casual bookings are made on short notice.

Policy:

- All casual bookings must be paid on the day of attendance.
- Parents/Guardians can call our program on short notice to make a casual booking.
- Or parents/guardians can come in the program and book day that is required.
- Educators cannot always guarantee a place will be available.
- There will be an extra cost when making a casual booking.
- Bookings can also be done via email to: inourladyscare@olps.vic.edu.au only if we have each child's current enrolment form & Debitsuccess forms completed.
- When bookings are taken via email, families must pay over the phone via credit card, or Educators will debit fees out of your selected bank account via Debitsuccess Pty Ltd

The fees below will be charged on top of your current child care rate.

\$4.00 per child per session for: **Before School Care.**

\$4.00 per child per session for: **After School Care.**

\$6.00 per child per session for: **Pupil Free Days.**

\$4.00 per child per session for: **Early Finish Days.**

Updated 3/11/2008, 20/11/12, 14/11/2015, 27/3/17,10/5/18. M.M

4.3.6 Emergency booking

Children may be booked into the program by Educators/ and or Teachers when your child is left at school before 8.00am and after 3.45pm when parents have not contacted the school. Providing we already have the child's Enrolment form. By Law our service cannot accept any childcare bookings until we have a child's enrolment form completed.

- A \$10.00 emergency fee will be charged when a teacher from the school brings your child into care After School when a parent/guardian has not collected their child After School from 3.45pm onwards.
- A \$10.00 emergency fee will be charged when a teacher from the school brings your child into care Before School when a parent/guardian has dropped their child off at school from 6.30am onwards.
- No teacher is on duty from 7.30am - 8.15am to supervise your child
- No teacher is on duty from 3.45pm - 6.30pm to supervise your child
- When the child is picked up within 1/2 hour of care then the \$10.00 rate will only apply.
- If emergency childcare is provided to families more than ½ hour then full child care rates will apply.
- Emergency Child Care fees must be paid for on the day of collection for 1st time users.
- Emergency Bookings for registered families will be billed on families account.

References:

National Education & Care Regulations 2011

Updated 27/10/2009, 21/10/14, 6/11/15, 5/6/16, 15/6/18 M.M

4.4 Priority of Access

The Australian Government funds child care and Out of School Hours Care with a major purpose of meeting the needs of Australian families. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate places to those families with the greatest need for Out of School Hours support.

Priority of Access. The Australian Government has determined guidelines for allocating places in these circumstances. These guidelines apply to centre-based long day care, in-home care, family day care and outside school hours care services. They set out the following three levels of priority, which child care services must follow when filling vacant places:

Priority 1: A child at risk of serious abuse or neglect.

Priority 2: A child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the Family Assistance Act.

Priority 3: Any other child.

Within these main categories priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families;
- Children in families which include a disabled person;
- Children in families on lower incomes;
- Children in families with a non-English speaking background;
- Children in socially isolated families;
- Children of single parents.

References:
Education and Care Services National Law Act 2010
Discrimination Act
Department of Education and Early Childhood Development Funding Service Agreement
Commonwealth Priority of Access Legislation
Commonwealth Department of Family and Community Services Background.
Updated 3/11/2008, 30/7/2012, and 7/11/12, 22/7/14, 17/8/18. M.M

4.5 Privacy

In order to protect children and better provide its services, In Our Lady's Care seeks and deals with personal and sensitive information relating to families, children and others. In Our Lady's Care respects the privacy of all individuals and seeks only information which it needs for these purposes and handles that information with confidentiality and sensitivity and in keeping with legal requirements.

In Our Lady's Care OSHC supports the principles of privacy and confidentiality. Types of Information we collect includes personal information on employees, children and families which is used in the operation of our service. Personal information collected includes:- Names, addresses and contact numbers and banking details for family members, children's medical details, qualifications, recognised training and/or positions, places of employment.

PROCEDURES

In Our Lady's Care complies with the Privacy Principles under the Privacy Act, 2000 (Commonwealth) through this policy. In Our Lady's Care gathers only the information it needs in order to provide its services and protect and care for children and Educators. In Our Lady's Care obtains the written consent of persons to the use of the information by In Our Lady's Care in connection with providing the services, delivering the program and complying with its Duty of Care to children, employees and other persons, including those giving the information. In Our Lady's Care may seek permission to share relevant information as required by law.

This is done through the enrolment and other related procedures as new information is received. In Our Lady's Care protects the rights of the individual's privacy by ensuring that information collected is stored securely in a locked filing cabinet. Records of In Our Lady's Care are only to be accessed by persons who need them for a reason for which the person giving the information has consented to it being used or, strictly in the case of emergency, to fulfill In Our Lady's Care's Duty of Care and responsibilities to the children.

All records pertaining to any child incident, illness, injury or trauma will be kept until the child reaches the age of 25. The Director/Co-ordinator will ensure that children's records are reviewed and updated at least once per year and otherwise immediately after receiving a request from a parent/guardian to update any detail in the child's record.

In Our Lady's Care will ensure:-

- Fair and open information collection practices;
- Processes and practices that ensure information collected about individuals and families is accurate, complete and current; and
- Limiting the use and accessibility of personal information.

In Our Lady's Care Privacy Guidelines

- Personal information will only be collected in so far as it relates to In Our Lady's Care activities and functions, and in line with relevant legislation. (Australian Privacy Principle 1.1 - Privacy Act 1998.)

- Collection of personal information will be lawful, fair, reasonable and unobtrusive. (Australian Privacy Principle 1.2 - Privacy Act 1998.)
- Parents will be required to update their enrolment details annually, or whenever they experience a change in circumstances.
- Computer records will be updated as soon as new information is provided. (Australian Privacy Principle 3 – Privacy Act 1998).
- Personal information will be kept in a secure and confidential way, and destroyed by shredding or incineration, when no longer needed. (Australian Privacy Principle 4 – Privacy Act 1998).
- Individuals will be provided with access to their personal information and may request that their information be updated or changed where it is not current or correct. (Australian Privacy Principle 6 – Privacy Act 1998).
- Individuals wishing to access their personal information must make written application to the Director, who will arrange an appropriate time for this to occur. The Director will protect the security of the information by checking the identity of the applicant, and ensuring someone is with them while they access the information to ensure the information is not changed or removed without the Director's/Supervisor's knowledge.
- The Director/Coordinator will deal with privacy complaints promptly and in a consistent manner, following In Our Lady's Care Grievance Procedures. Where the aggrieved individual is dissatisfied after going through the grievance process, they may appeal in writing to "The Director of Complaints, Office of the Federal Privacy Commission, GPO Box 5218, Sydney NSW 1042, or phone the Commissioner's Hotline on 1300 363 992. (Privacy Act 1998). www.privacy.gov.au
- Every employee and the Operator is provided with clear written guidelines detailing:
 - What information is to be kept confidential and why
 - What confidential information they may have access to in order to fulfil their responsibilities and how this information may be accessed.
 - Who has a legal right to know what information?
 - Where and how the confidential information should be stored.
- Every enrolling parent/guardian is provided with clear information about:
 - What personal information is kept, and why.
 - Any legal authority to collect personal information.
 - Third parties to whom the service discloses such information as a usual practice.
- Confidential conversations that educators have with parents, or the Co-ordinator has with educators will be conducted in a quiet area away from other children, parents and educators. Such conversations are to be minuted and stored in a confidential folder.
- Personnel forms and employee information will be stored securely. (Workplace Relations Act 1996).
- Applicants, students or volunteers will be informed that their personal information is being kept, for what reason, for how long, and how it will be destroyed at the end of the time period.
- Applicants will be asked for their consent before their references are checked. Unsuccessful applicants will be advised of when and how their personal information will be destroyed.
- Information about educators will only be accessed by the Director, Coordinator, Educators Liaison Officer/Operator and individual educator concerned. (Workplace Relations Act 1996.)
- All matters discussed at committee meetings will be treated as confidential. (Privacy Act 1998.)
- No member of educators may give information or evidence on matters relating to children and/or their families to anyone other than the responsible parent/guardian, unless prior written approval by the responsible parent/guardian is obtained. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law. Notwithstanding these requirements, confidential information may be exchanged in the normal course of work with other educators at In Our Lady's Care and may be given to the Operator, when this is reasonably needed for the proper operation of the Service and the wellbeing of users and educators. (Privacy Act 1988).
- Reports, notes and observations about children must be accurate and free from biased comments and negative labelling of children.
- Educators will protect the privacy and confidentiality of other educators by not relating personal information about another educator to anyone either within or outside In Our Lady's Care.
- Students/individuals on work experience/volunteers will not make educators/children or families at In Our Lady's Care, an object for discussion outside of In Our Lady's Care (e.g. college, school, home etc.), nor will they at any time use family names in recorded or tutorial information.
- Students/individuals on work experience/volunteers will only use information gained In Our Lady's Care upon receiving written approval from In Our Lady's Care to use and/or divulge such information, and will never use or divulge the names of individuals.

Resources:

**National Quality Standard- Quality Areas - 4,5,6 & 7.
Education and Care Services National Regulation
Privacy Act 1988
Information Privacy Principles as stipulated in the Privacy Act 1988
United Nations Convention of the Rights of a Child
Freedom of Information Act 1989
Updated 13/11/11, 22/7/14, 16/8/18 M.M**

4.6 CHILD OBSERVATIONS

In Our Lady's Care acknowledges the need to document observations of children's participation in the program to inform future program development and to ensure the needs, interests and abilities of all children are broadly considered.

Procedures

In Our Lady's Care shall draw upon the 'My Time, Our Place' Framework for School Age Care in guiding practice and will use this framework as a foundation for observational recording.

In Our Lady's Care shall take a collaborative approach to the documenting of children's participation in the program as Educators work with children to document their experiences and learning through a variety of methods including:

- Diary entries;
- Anecdotes;
- Photographs;
- Journals;
- Learning stories;
- Programming notes;
- and Evaluation forms.

Educators may be required to complete observations/documentation regarding specific children's needs, particularly in relation to children with identified additional needs and/or medical concerns. As part of the services ongoing planning, reflection and evaluation processes, educators will be required to document various aspects of children's learning and experiences within the program to ensure the services' identified goals are met.

What information about my child will I have access to?

Observations: You can read your child's observations that the Educator has documented of your child and see how this has been associated to the National Quality Framework learning outcomes.

Portfolio: You'll be able to view your child's portfolio, including observations and photo gallery.

Program: To view In Our Lady's Care's program, including curriculum areas, routine and planned events and weekly Reflection journals that is available near the daily sign in/out desk. This journal is updated daily by all Educators that shows pictures of children participating in daily activities

How do I view my Child's Observations?

Simply ask one of the educators to show you what observations have been written about your child. All Observations are stored in the Office at the centre. Parents must ask to view only their child's observations and not of any other child.

Parent involvement is extremely important to us and hope you can join the children in our daily planned activities, we are thrilled to be able to provide you with this accessibility to your valuable child's information.

Resources:
**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, 1.1.2, 1.1.3, 1.1.4, 1.1.5; 1.2;
2.2.2, 2.3.4; 3.2; 3.3.1;
4.2.1, 5.2.2, 5.2.3; 6.3.2; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.
Updated 16/10/2015, 22/9/17, 17/8/18 MM.

4.7 IMMUNISATION

'No Jab No Pay' is a federal law applicable in all states and territories, however, the law **does not** prohibit enrolment in child care; it affects only eligibility to certain subsidies and benefits. State laws determine enrolment criteria, so, whether or not you can still enrol your unvaccinated child in childcare or early education services (and as such become conditionally eligible for childcare subsidies) will depend on where you live.

Since 2015, three states, Queensland, Victoria, and New South Wales have enacted laws which affect the enrolment of unvaccinated children in childcare and early education services to varying degrees. To determine if your child is eligible for enrolment in childcare or early education services under state-based laws, please refer to the guides linked immediately below.

Which benefits are subject to the vaccination requirement?

Child Care Subsidy and a small percentage of Family Tax Benefit A are subject to a vaccination requirement. See table and notes below.

Benefit / Subsidy	Vaccination Requirement
Family Tax Benefit A *	Yes *
Family Tax Benefit A Supplement **	No **
Family Tax Benefit B	No
Family Tax Benefit B Supplement	No
Child Care Subsidy	Yes

*From 01 July 2018, the parents of those children not meeting the vaccination requirement and 4 year old health check will have their Family Tax Benefit A reduced by approximately \$28 per fortnight per child.

** From 01 July 2018, the Family Tax Benefit A Supplement will no longer be subject to a vaccination requirement, but is subject to a means test (currently approximately \$80,000 per annum), so not all families of unvaccinated children will be eligible. The Family Tax Benefit A supplement will be paid after the end of the financial year.

Which age groups are subject to the vaccination requirement?

All children, from 0 to 19 years of age, are now subject to the vaccination requirement, however, as noted in the following section, only vaccines recommended for children aged 0 to 4 years are included in the vaccination requirement.

Where can families find more information?

Parents should contact the Department of Human Services' families line on **136 150**.

They can also find useful information from the following Australian Government departments:

Department of Health for information about:

- The immunisation catch-up arrangements
- The most recent National Immunisation Program for free vaccines available to children up to 10 years.

Department of Human Services for information about:

- The importance of immunisation
- Australian Childhood Immunisation Register (ACIR)
- How a family can check their child immunisation schedule

The Department of Social Services for information about:

- Family Tax Benefit and eligibility.
- Immunisation changes

References:

<https://avn.org.au/information/vaccine-laws/no-jab-no-pay/>
Updated 4/12/2015, 6/12/17, 22/6/18, 24/7/18. M.M

4.8 Management Committee

In Our Lady's Care aims to ensure that positive working relationships are formed between all Educators and Management. Educators and management will at all times conduct themselves in an ethical manner and strive to make all interactions positive and compliant with our service's philosophy.

The Management Committee administers the Before & After School Care Program on behalf of the Parish Priest. This is a committee comprising of parent representatives from the school and Educators from the program. If you are a member of this committee you will have a unique opportunity to assist in the decisions that are made regarding policies and the way the program operates.

Committee Meetings are held approx 1 times per year. These meetings are advertised in the In Our Lady's Care Newsletter and also the school newsletter. All parents are welcome to attend these meetings. Mrs Margaret Mangone meets with the school Principal to discuss overall operations and status of the program.

Management Interactions and Responsibilities

In Our Lady's Care, Management holds responsibility for:

- Ensuring the service operates effectively.
- Supporting the Nominated Supervisor in their role.
- Keeping all service families up to date with issues in the service.
- Selecting new educators and assisting all educators.
- Following policies and making sure all educators are following policies and procedures.
- Developing the service policies with the Nominated Supervisor.
- Ensuring educator ratio and qualification requirements are met.
- Financially running the service and reporting any financial problems to the Nominated Supervisor.
- Ensure all educators attend regular professional development.

To allow effective communication to take place between educators and the management, different methods of communication must be made available. These include:

- Verbal communication in person.
- Email.
- Phone Communication including SMS messaging if appropriate.
- Via a communication book.
- Educator meetings.
- Via other forms of written word such as letters, notices, emails etc.
- Educator appraisals and reviews.

Professional Development Requirements

In Our Lady's Care endeavour to employ caring, loyal and capable educators who bring a high skill level, appropriate qualifications and a wide and varying amount of experiences to help implement our service's philosophy.

Management and the Nominated Supervisor will ensure that all educators have:

- The correct qualifications to care for children as per the service's Educator Arrangements Policy.
- An understanding of their responsibilities under the law.
- The appropriate personality to care for children.

New educators will undergo an appraisal process, as will all educators. They will be introduced to this process during orientation. After 3 months at our service, the educator will undergo appraisal to ensure they are aware of their duties and responsibilities and from then on every 12 months.

The Educator and the Nominated Supervisor will mutually agree on a date at least 2 weeks prior to the appraisal meeting.

The appraisal meeting will be linked to the educator's job description and will include the following:

- Appraisal for the employee's job description.
- Clarification of the educator member's job role and its expectations.
- Self-assessment.
- Two way feedback.
- A discussion of future opportunities within the position.
- A discussion on an action plan for further training.
- Feedback about how the appraisal process could be improved.

After a 2 year period the Nominated Supervisor and educators will re-evaluate the appraisal process and determine ways it can be improved or changed. The appraisal process will be used as a tool for identifying any need for further professional development and training. Also, the appraisal process is the best way to show evidence of continued poor work performance and allows formal written warning to occur if necessary.

As this process identifies the need for training, the Nominated Supervisor will ensure that funds are set aside for training and development in the annual budget. Training will be provided on an equal basis and can be in one of the following formats:

- Shared experiences by all educators.
- An outside presenter runs a workshop.
- Educators attend external workshops, seminars etc.
- Educators complete short TAFE, college or University courses.
- Educators learn through changes in their position at the service.
- Educator and management exchanges between services.

- Appropriate resources (books, movies, documentaries etc).

Educators need to respect the knowledge, experiences and skills of all educators. It is important not to criticise each other but rather work together so the services runs to the best of each educator's' combined abilities.

Specific Course Requirements

- All educators must hold a current first aid certificate which is renewed when it becomes necessary.
- Educators must attend Child Protection Training and Development annually.

Recognising the Diverse Skills of Educators

- In Our Lady's Care will actively celebrate the diverse skills and achievements of our educators using the following methods.
- The Nominated Supervisor will use Educator Meetings as an opportunity to provide verbal feedback to all educators.
- Regular verbal communication and appraisal will occur from the Nominated Supervisor and Room Leaders with all educators.
- Positive reinforcement of the achievements of educators will be shared with families and the service community through notices and newsletters.
- In Our Lady's Care will inform the service community about the professional development, training and qualifications of educators throughout their time at our service.

**National Quality Standards - Quality Area
Updated 26/11/2012, 18/8/14, 27/3/17, 29/8/17. M.M**

4.9 Educator Arrangement Policy

In Our Lady's Care has a very strict and thorough recruitment process. We have several base requirements that all applicants need to meet before consideration. In turn; only the best, most passionate and most dedicated Educators represent our organisation. All government guidelines in relation to qualifications, medical certificates and backgrounds checks are achieved with flawless precision. Educators are trained in child protection, first aid, anaphylaxis and asthma management, with yearly CPR updates. Our Educators undergo a robust induction process and are provided with outstanding support to complete the incomparably essential role of caring for your child. Our qualified Program Coordinator is consistent, available each day; hence you will receive open and transparent communication from your main contact at In Our Lady's Care on a regular basis as well the benefits of having a open communication with the program Director - Mrs Margaret Mangone.

To ensure that our Education & Care Service is at all times compliant in relation to Educator/child ratios and qualified Educators.

Our service will maintain compliance to the following:

- In Our Lady's Care will nominate a qualified and experienced Educator, co-coordinator or other individual as the service's Educational Leader. This person is responsible to lead the development and implementation of the service's educational programs.
- Our service will ensure that no Educators will be employed under the age of 18 years old.

Our service will maintain compliance to the following in relation to the everyday practicalities of the services operations:

- Educators' rostering and routines will at all times make sure enough educators are available for the adequate supervision of children.
- Supervising educators give their attention to the children.
- At no time will untrained students or volunteers be included in the ratio of adults supervising children.
- Students and volunteers will never be left alone with a child or a group of children.
- A nominated supervisor or certified supervisor will be on the premises at all times when children are being educated or cared for.
- There will be more than one educator present when children are in attendance. No child will at any time be in the care of a sole educator.
- In any situation where adequate supervision of children is threatened, any educator on meal-break must be prepared to return to duty to supply adequate supervision.
- The approved provider or nominated supervisor will ensure that regulations in relation to supervision of children are adhered to.
- Educators supervising children outdoors, should position themselves to see as much of the play area as possible.
- Any water activity should be closely supervised by one educator at all times.
- When children are resting they will be supervised.
- Rosters will be designed and implemented to ensure that children receive continuity of care.
- Our service will, when possible and to the best of our ability makes use of a regular group of relief educators.

Supervision of Services

Our service will have at least one “responsible person” present at all times when caring for and educating children. A responsible person. is:

- An approved provider
- A nominated supervisor
- A certified supervisor who is in charge of the daily running of the service.
- With more than one person at our service is a ‘responsible person’, our service will ensure the roster is developed to ensure at least one is present whenever children are present.
- The name of the responsible person will be clearly displayed in the main entrance of the service.

This Educational and Care Service consists of educators within our team with varying experiences and qualifications which include:

DIRECTOR – MARGARET MANGONE.

Diploma of Community Services (Children’s Services) Out Of School Hours Care.

Certificate III in Community Services (Children’s Services).

First Aid Certificate - Level 2.

Asthma Management & Anaphylaxis Certificate.

Level 2 Food Handling Certificate

Active After School Sports Coach Training.

OSHC Validator 2004 -2006

Has been working at In Our Lady's Care since 1996 until present.

Program Director @ In Our Lady's Care since 2000 until present.

Program Director @ Good Samaritan Care since 2009 until present.

Vacation Care Assistant @ Big Childcare since April 2017 until present

Has been working in OSHC since Feb 1993.

COORDINATOR – MARGARET TALBETT.

Diploma of Community Services (Children’s Services) Out Of School Hours Care.

Certificate IV in Community Services (Children’s Services).

First Aid Certificate - Level 2.

Active After School Sports Coach Training.

Asthma Management & Anaphylaxis Certificate.

Level 2 Food Handling Certificate.

16 years experience with Cub Scouts

Has been working with children in OSHC since 2004.

ASSISTANT– RELIEF COORDINATOR - NICOLE MCPHEE

Diploma in Early Childhood Education & Care

Diploma of Community Services (Children’s Services) Out Of School Hours Care.

Certificate III in Children’s Services

Certificate III in Education - Language & Literacy (Assistant Integration Aid)

Certificate in Follow Workplace Hygiene Procedures

First Aid Certificate Level 2

Anaphylaxis Certificate

Has been working with children in OSHC since 2009.

ASSISTANT & RELIEF COORDINATOR – LISA PRINGLE

Diploma of Community Services (Children’s Services) Out Of School Hours Care.

Certificate IV in Community Services (Children’s Services).

First Aid Certificate - Level 2.

Asthma Management & Anaphylaxis Certificate.

Level 2 Food Handling Certificate.

Active After School Sports Coach Training.

Has been working with children in OSHC since 2005.

ASSISTANT RAVI PATEL

Diploma in Early Childhood Services

Certificate III in Children's Services

First Aid Certificate Level 2

Course in Management of Asthma in the Workplace

First Aid Management of Anaphylaxis

Has been working with children in OSHC since 2015.

ASSISTANT DELMY GIGLIOTTI

Certificate III in Children's Services
Certificate III in Education Support
First Aid Certificate Level 2
Course in Management of Asthma in the Workplace
First Aid Management of Anaphylaxis

Has been working with children in OSHC since 2015.

ASSISTANT AMINA MOHIDDEN

Diploma in Children's Services (Early Childhood Education & Care)
Certificate III in Children's Services
Degree Bachelor in Commerce
Food safety Level 2
First Aid Certificate Level 2
Course in Management of Asthma in the Workplace
First Aid Management of Anaphylaxis.

Has been working with children in OSHC since May 2017.

Educator & Child Ratios

Educator to child ratios must be met whenever children are being educated and cared for by the service (section 169). To be counted in the educator to child ratios, educators must be working directly with children (regulation 122).

The educator to child ratio for children over preschool age is 1 educator to 15 children (regulation 355).

Any educator under 18 years must be adequately supervised at all times by an educator who is at least 18 years of age (regulation 120).

Our educator to child ratios will always meet the minimum requirements as stated below.

For children over preschool age the educator to child ratio is:

- One Educator to 15 children.
- One Educator to 8 children - for excursions.
- One Educator to 5 children - for swimming.

WHO IS A EDUCATOR?

A Educator is a person who is employed, or has been appointed or engaged to be responsible for the care or education of children at a children's service. A staff member is called a Educator. All Educators are above 18 years of age.

MINIMUM TRAINING REQUIREMENTS FOR EDUCATORS

All Educators must hold at least a Certificate III in Children's Services or other qualification or training that the Secretary is satisfied is substantially equivalent to or superior to the Certificate III in Children's Services.

MINIMUM STAFF/EDUCATOR RATIOS

The Regulations require OSHC services to meet the following child/ Educator ratios from the time a full licence is granted:

- 1 Educator for every 15 children or fraction of that number; and
- 1 qualified Educator for every 30 children or fraction of that number.

For a staff member to be considered as part of the child/staff ratios they must be directly caring for or educating children. The child/staff ratios require that from the time a service receives a full licence there must be at least one qualified staff member for every 30 children or fraction of that number unless the service *has applied for and been granted* a qualified staff exemption. A condition of the qualified staff exemption is that the staff member is enrolled and studying in a course leading to an approved qualification or primary school teaching qualification. For more information see the Exemptions section below.

In addition from 1 January 2014 (transitional provisions are provided in regulation 119) all staff members caring for or educating children in an OSHC service must meet the minimum training requirements (regulation 60(f)) or have commenced obtaining a qualification or training (that meets the minimum training requirements) within 6 months of commencing to care for or educate children at the service.

More information about OSHC licensing requirements and staff training and qualifications is available in the *Outside School Hours Care – Applying for a licence fact sheet and the Outside School Hours Care – Training and Qualifications fact sheet available at www.education.vic.gov.au/licensedchildservices.*

MINIMUM STAFFING REQUIREMENTS FOR SMALL OSHC

The Regulations require that at least two Educators are on duty whenever children are being cared for or educated by a children's service. At least two Educators are required at all times to minimise any risk to the children's health, safety and wellbeing. The calculation of the total number of Educators required will depend on the number of children being cared for or educated by the service. For a Educators to be considered 'on duty' they are required to remain on the premises, and must be able to support the Educators caring for the children and intervene if necessary. Effective communication mechanisms and policies must be in place. There is a limited exception to the minimum staffing requirement. Specific provisions apply for rural or remote OSHC services with a licence capacity or no more than 15 children, where there is no other OSHC service available within reasonable travelling distance.

Further information is provided in the fact sheet. *Staffing requirements for OSHC services with 15 children or fewer available at www.education.vic.gov.au/licensedchildservices.*

Educators must meet the minimum training requirements if they:

- Hold a minimum Certificate III in Children's Services.
- Hold a Diploma in Children's Services
- Hold a primary school teaching qualification.
- Hold a Disability Support Worker qualification.

FIRST AID AND ANAPHYLAXIS MANAGEMENT TRAINING

All staff members required to meet child staff ratios must have completed first aid and anaphylaxis management training. Staff members must complete first aid and anaphylaxis management training at least every three years (regulations 63 and 64).

Yearly updates in the administration of an adrenaline auto-injection device are required and, once full first aid training has been completed, yearly updates in the use of cardiopulmonary resuscitation are also required (regulation 65). The Department has developed an Anaphylaxis Resource Kit that is available to services to support their staff in completing the required annual updates on the use of an adrenaline auto-injection device.

When a child who is diagnosed as being at risk of anaphylaxis is enrolled at a children's service, it is the responsibility of the proprietor to ensure that all staff members on duty when that child is being cared for have completed accredited anaphylaxis management training (**regulation 67**).

RECRUITMENT OF EDUCATORS

Child Care positions are usually advertised in, The Age or the Herald Sun. Applicants must have qualifications in working with children, e.g. Certificate IV in Outside School Hours Care, Certificate IV Community Services, Certificate IV Children's Services or a Diploma in Outside School Hours care or Children's Services. Bachelor of Arts.

Applicants must be enrolled into a childcare course showing that they are working towards or completing their qualifications. All prospective Educators must undertake a Working with Children Check and Police Check. Referees to support the applicant's work application are checked by the Program Director.

WORKING WITH CHILDREN CHECK

The approved Provider or the nominated supervisor has read a person's working with children check before the person is engaged as an Educator or permitted to volunteer. Some exemptions apply including:

- A working with children check cannot be issued because of the person's age, or the person is a volunteer, they will be directly supervised by someone who is over 18 years old and holds or is actively working towards an approved diploma level qualification, or
- The person is a registered teacher under the Education and training reform Act 2006 and the approved provider or nominated supervisor has checked the register kept under the Act.
- Further information is available at www.workingwithchildren.vic.gov.au/

CODE OF CONDUCT POLICY

In Our Lady's Care expects that all Educators conduct themselves in such way that is professional and in accordance with the philosophy and goals of the service. Educators are expected to actively demonstrate a positive attitude towards their work, the service and the service's clients. The service requires that all Educators abide by the Our Lady's Primary School Code of Conduct at all times during their interaction with children, families, community members, management and other staff.

Procedures

- Educators shall be provided with a copy of the school's code of conduct prior to commencing employment.

- Educators shall be expected to read sign and return the document and indicate that they have understood all of the conduct requirements by signing the agreement.
- Educators shall be expected to consistently uphold the agreement during their employment with the service.
- Breaches to the agreement shall be taken seriously which may result in appropriate action taken on behalf of the employer/service.

References:

The Department of Education and Training is the Regulatory Authority in Victoria.

Phone: 1300 307 415

Email: licensed.childrens.services@edumail.vic.gov.au

Web: www.education.vic.gov.au/childhood/providers/regulation

National Quality Standards QA 4+ 7

Education and Care Services National Law Act, 2010

Education and Care Services National Regulations 2011.

National Quality Standard

Department of Justice Vic.

Commission for Children and Young People and Child Guardian Act 2000

The Department of Education and Training is the Regulatory Authority in Victoria

Updated 28/11/2012, 22/10/14, 14/10/15, 27/3/1, 25/7/17, 30/11/17, 1/8/18. M.M

4.10 Parental Interaction and Involvement at In Our Lady's Care Policy

Aim

Communications between family members and In Our Lady's Care are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family/Educator communication to allow consistency and continuity between the home and our Service environment. By encouraging family members to be involved at In Our Lady's Care , we aim to provide a service that best meets the needs of our community.

Implementation

Parent Communication

In Our Lady's Care aims to provide as many outlets as possible for family/educator communication. These include:

- Face to face.
- Program newsletter which is available on the sign in/out desk for parents to take home.
- A communications book on our service desk.
- Parent written feedback can be done on our displayed weekly program planning board.
- A notice board displaying upcoming events and notices.
- Regular informal meetings with parents and the opportunity to plan formal meetings if necessary.
- A suggestions box (it's blue) is near the sign in/out roll, where parents can anonymously (or give their names if desired) make suggestions to improve our service.
- Short surveys regarding In Our Lady's Care philosophy and how you feel your child/ren feel about our service.
- Emails and or text messages.
- Committee Meetings.

If necessary, Educators have support and access to translation services to provide this information for non-English speaking families.

Parent Grievances

Any parent/caregiver with a concern or complaint in relation to the operations of our Service either in administration or child interaction should do the following:

- Voice their complaint or concern with the nominated supervisor or approved provider.
- Write their complaint or concern addressing it to the nominated supervisor or approved provider. You will receive a personal response unless you have chosen to be anonymous.
- Parents can speak to any educator s about a specific complaint or concern. Educators will put in steps to address your concern or complaint as quickly as possible. However, educators do reserve the right to have the complaint put in writing.
- If a service-wide problem has been brought to our attention all families and Educators will be informed of the contents of your complaint but not your name.
- Inappropriate and/or aggressive behaviour between Educators and parents will be documented and a warning issued to the aggressive party.
- In the event of a second incident the Grievance Officer will be involved for mediation.
- In the event of a third incident the Management Committee will take the necessary steps as deemed appropriate, which may include the expulsion of the aggressive party from the centre.
- The Grievance Procedure should be adhered to at all times in the event of a grievance. Please refer to policy 8.4. Grievance Policy

Parental and Family Involvement

- Families are welcome to visit at any time of the day.
- Families are encouraged to make suggestions and offer critique on our program, philosophy, management and food menu.
- Families are invited to participate in our service’s daily routine by helping out with activities such as craft, the preparation of special activities and afternoon tea.
- A committee comprising of parents has been established to set goals for our service, help write and implement policies and help to meet aims of the NQF Assessment process.
- Minutes of regular Educator/Committee meetings will be kept aside for either side to make suggestions.

Open Doors

O	In Our Lady's Care can be accessed at any time for parental inspection.
P	Please come and see how we help your child develop and grow.
E	Entry by you any time shows that we are happy for you to see our practices at any time of the day.
N	Never leave your child in a Service unless you feel 100% competent in their ability to provide for your child.
D	Don't hesitate to ask us any questions about your child, their development or In Our Lady's Care philosophy.
O	In Our Lady's Care is proud of the quality of care we provide.
O	Our educators are qualified, trained, experienced and talented.
R	Rather than take our word for this
S	See for yourselves!

References:
National Quality Standards - Quality Area 6
National Regulations. Reg 157 - Access For Parents
Updated 12/8/2014, 28/8/17 MM

4.11 Orientation for Children Policy

Aim

To provide children and families with an orientation procedure that allows the child and family to transition to their child being in care, or transitioning to school.

Implementation

We believe orientation is an important process where educators are able to get important information about the new child’s needs and those of the family. This process helps to make the transition from home to care as smooth as possible with the aim to maintain continuity between home and In Our Lady's Care, which helps the child adjust to the new setting.

The Nominated Supervisor will arrange for the new child to In Our Lady's Care (together with parents/s) to visit and meet the staff, and familiarise with the environment. The children may participate in the activities if they so desire. A number of young children prefer to just watch, rather than do. Positive interactions at this time (between parents, educators and the child) are important for the children to build positive attitudes to In Our Lady's Care environment. Educators are aware that some children respond to new experiences faster than others and will adapt to the situation.

At this time, the daily timetable and program will be discussed, as well as routines and any special requirements for the child that may need to be accommodated. Parents will also be invited to ring and check on their child at any time if there are any concerns. Part of this orientation visit is also to explain/collect the required documentation for the child (enrolment form, Medical Information Sheet, immunisation record and Medicare number etc). Educators will also explain modes of fee payment and communication (newsletters, communication box etc), what the child will need.

Educators will encourage parents to say goodbye when dropping off – and reassured that if the child remains distressed over a period of time, that educators will contact them. Parents are able to stay as long as needed to reassure their child, but sometimes it's easier for the educator to settle the child if the parents come earlier on collection to spend time with their child – rather than do this at drop off time.

Parents will be kept informed about how their child is settling in on collection and are welcome to discuss any aspects with the Nominated Supervisor at a convenient time.

Transition

In Our Lady's Care aims to arrange for room transitions when a vacancy occurs or at the beginning of the new year. As each room has different challenges and expectations, children will only be transitioned when they are ready in all aspects of their development. The opportunity to transition between groups / rooms at In Our Lady's Care is based on many factors other than just age.

Transition to school

When a child first attends school, there is a great change for that child and for their family. We believe that the child's parents are the most important link in this transition.

- The better the transition between home and school, the better the education: that's the message of recent research.
- In Our Lady's Care will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.
- Toward the end of each year and Prep orientation excursion is arranged to visit our school so as to familiarise the children with the school environment.
- Plan to have the child and family visit our service before commencement more than once if possible.

References:

**Education and Care Services National Regulations
National Quality Standards - Quality Area 5 - Standard 5.1 and 5.2
National Quality Standards - Quality Area 6 - Standard 6.1, 6.2 and 6.3
Updated 25/8/14, 8/12/15**

5. Attendance

5.1 Signing your child In and Out- using a electronic device

Children must be signed in and out of the program by parents or any authorised person nominated on your child's enrolment form.

- Parent or guardian must sign their child in/out of all sessions.
- Electronically logging in/out is done at this service when dropping off or collecting your child. This means you must log in your own mobile number and create your own personal unique 4 digit sign in/out number.
- Failure to do so may result in cancellation of your Child Care Subsidy (CCS).
- If your child is to be collected by a person whose name is not on the child's enrolment form as a authorised person, then the parents must inform the service Director as well as the Nominated Supervisor prior to pick up. This change should be confirmed in writing or by email. This email should state, parent/guardians permission to authorise this person to collect the child; authorised person's name, date of birth and phone number; date this person is authorised to collect. The new authorised person collecting the child will need to provide photo identification to the OSHC Coordinator/and or Educator upon arrival to the program, prior to collecting the child.
- The names and contact numbers of all people authorised to collect the child must be included in the enrolment information on the child's enrolment form. Any changes to an authorised contact must be completed on the child's enrolment form. Parent or guardian must notify educators immediately.
- The authorised person is required to give proof of identification (photo ID such as a driver's license) to OSHC Coordinator if they have not seen them previously. Women wearing a burqa may be asked to remove the burqa in a private area in front of a female OSHC Educator if identification is required. A copy of photo ID is to be obtained by Educators and placed on child's file.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and Educators consider that the person is an unfit state to accept responsibility for the child, the Educators are to bring the matter to the person's attention before releasing the child into their care. Wherever possible, such discussion is to take place in private with two OSHC Educators; one being the OSHC Coordinator and the other a OSHC Educator, and without the child being present. Educators are to encourage the person collecting the child to contact another parent or Authorised Nominee from the enrolment form, inform them of the situation and request they collect the child as soon as possible. If the person refuses to allow the child to be collected by another Authorised Nominee or becomes aggressive, Educators are to then disengage with the person, ask them to leave In Our Ladys Care and inform the police of the circumstances, the person's name and vehicle registration number.

Updated 13/11/11, 24/7/18. M.M

5.2 Prep Children

We would like to welcome new families to our program. Our Educators can give you a guided tour of the program. If you are unsure of any policies please do not hesitate to speak with one of our professional educators who would be more than happy to explain to you in more detail.

We understand that starting school can be a stressful time for children and parents so we have well adapted transition program to help ease new prep children into the program.

For the duration of Term 1, the program educators will escort prep children to their classroom at the completion of Before School Care at 8.30am, an OSHC Educator will collect children from their classroom at 3.30pm.

There will be a teacher on duty from 8.30am in the school yard. Educators use this time to educate the children; we get them to take us to their classroom so we know they understand where to go, when the time comes for them to walk themselves to and from alone. Your child may have a friend in their classroom he or she can walk with.

Towards the end of Term 1 we usually find prep children are more than ready to walk to and from their classroom by themselves. In fact some children are eager to do this a lot earlier. If at this time there are children who are still apprehensive then we can buddy them up with an older child until they feel comfortable.

If you are planning to use (OSHC) Outside School Hours Care. We recommend that you visit the program in 1st week of Term 4 and collect all your enrolment forms. We suggest you revisit the program in the first week before your child starts. At least 2-3 days prior to your child starting childcare, you will need to have your enrolment form, Debitsuccess form and also any Medical information sheets must be completed before your child commences.

We look forward to meeting our prospective new families and working cooperatively with you and your children.

Updated 30/7/2012, 14/10/14, 14/3/17,4/9/17, 22/6/18. M.M.

5.3 Children leaving unaccompanied

If your child/children need to leave the program for any of the following:

- School events, such as (Twilight Sports, Concerts)
- To attend a regular extracurricular activities such as (Sports, Drama, Tutoring, Music Practice).
- Parents/guardians must let the program educators know via email if their child needs to leave earlier in the AM to go on camp or excursion.
- Parents/guardians must provide Educators with written permission allowing your child to leave the program unaccompanied. The letter must contain the date, child's name, time of departure and time of returning (if applicable), the name of who is to be authorized to collect him/her and the parent's signature.

Updated 27/10/2009, 8/10/13, 21/10/14, 31/7/18. M.M

5.4 Authorised collection of children

- The authorised person collecting the child must sign the attendance roll using the Kiosk which is a Ipad operated by Qikkids Signing your child in/out of the program is a legal requirement under the Education and Care Services National Law and Regulations 2010.
- At In Our Lady's Care we have an electronic attendance roll, therefore when you sign your child in/out it will show your time lodged in/out.
- The authorised person is to ensure that all their child's belongings are collected from the service.
- The authorised person must ensure that an Educator is aware that they are taking the child from the service.
- Educators are to be notified if the persons collecting the child are to be later than closing time of the service and the child will be notified.
- Educators will not release the child to anyone who is not authorised without prior consent from the child's parent, guardian or a person who is authorised to collect.
- If the service has not been notified and someone other than the parent or authorised person comes to collect the child, OSHC Educators will ring the parent/guardian to get authorisation. The child will not be released from the service until written authorisation has been received. This authorisation should be provided in the form of an email to the OSHC Director Margaret Mangone.
- All persons that Educators are unfamiliar with, that is collecting a child from our service who is not on the child's enrolment form must provide photo ID before entering the program.
- In Our Ladys Care will ensure that the Authorised pick-up list for each child is kept up to date. It is our policy that we do not allow anyone under the age of 18 to collect children.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and OSHC Staff consider that the person is an unfit state to accept responsibility for the child, the OSHC Educator are to bring the matter to the person's attention before releasing the child into their care. Wherever possible, such discussion is to take place in private with two OSHC Educators; one being the OSHC Coordinator and the other a OSHC Educator, and without the child being present. Educators are to encourage the person collecting the child to contact another parent or Authorised Nominee from the

enrolment form, inform them of the situation and request they collect the child as soon as possible. If the person refuses to allow the child to be collected by another Authorised Nominee or becomes aggressive, Educators are to then disengage with the person, ask them to leave In Our Ladys Care and inform the police of the circumstances, the person's name and vehicle registration number.

- Educators cannot prevent a parent from collecting a child unless this directed by family court orders, but do have an obligation to try and persuade a parent to seek alternative arrangements if they consider the parent is in an unfit state to accept responsibility for the child. - In the event where there is an active court order, In must be previously provided with a copy of the current court order, in order to be able to act in accordance with the order.
- Children may leave the premises in the event of an emergency, including medical emergencies. In this circumstance the child would be under the supervision of OSHC Educators and/or Emergency Services

References:
National Quality Standards - Quality Area 6
National Regulations. Reg 157
Updated 25/7/18 M.M

5.5 Unauthorised collection of children

In Our Lady's Care will ensure the safety of all children.

Procedure:

- If a person, who is not listed on your child's enrolment form, arrives to collect your child, an Educator will inform him/her that they are not listed as an authorised person to collect your child.
- No child will be released into the care of any persons not listed on the child enrolment form or person from the parent or guardian.
- An Educator will then attempt to contact the parent or guardian to inform them of the arrival of the unauthorised person.
- An Educator will only allow the child to be collected by that person if verbal permission by the parent or guardian is given or this change should be confirmed in writing or by email. This email should state, parent/guardians permission to authorise this person to collect the child; authorised person's name, date of birth and phone number; date this person is authorised to collect.
- The new authorised person collecting the child will need to provide photo identification to the OSHC Coordinator/and or Educators upon arrival to the program, prior to collecting the child.
- If the parent or guardian cannot be contacted, an Educator will inform that person that they are unable to collect the child.
- No child will be released into the care of any persons not known to OSHC Educators.
- Parents must give prior notice where:
 - the person collecting the child is someone other than those mentioned on the enrolment form,
e.g. in an emergency situation or the person nominated by the parent must be able to produce some form of photo identification.
- Children will not be released into the care of persons not authorised to collect the child, e.g. court orders concerning custody and access.
- If an unauthorised person is not willing to leave the premises without the child, the OSHC Educators are required to call the police.

Updated 25/7/18 M.M

5.6 Non collection of children

Policy Statement

Due to the current trend towards increased work commitments, childcare Educators find themselves more and more having to deal with parents regarding the late collection of children. When such incidents arise, In Our Lady's Care sees its role as being to protect the child's feelings of security and self worth while also ensuring Educators safety and welfare.

In Our Lady's Care operating hours are 6.30 - 8.30am and 3.30pm -6.30pm, Educators are employed to work only during these hours and have a right to finish on time. Educators who are delayed due to the late collection of children may suffer public transport delays or may have their own family commitments that are unable to be met.

National Regulations 2011 require that a minimum of 2 Educators be in attendance, one of which must be qualified Diploma, when children are in care. These Educators, when delayed beyond their normal working hours, must be paid overtime to comply with state award conditions. To cover overtime costs and to compensate for inconvenience to Educators, In Our Lady's Care imposes a fine on parents if they collect their children after 6.30pm.

Policy Aim

The In Our Lady's Care Late and Non Collection of Children Policy and Procedures have been created to:

- establish clear guidelines for In Our Lady's Care Educators and parents regarding the appropriate and timely collection of children from the centre and the implications of not doing so;
- ensure the safety of children at all times;
- ensure the safety of Educators at all times.

Rationale

In Our Lady's Care recognises it has a duty of care to take all reasonable practicable steps to provide the In Our Lady's Care community with a safe and healthy environment (Work Safety Act 2008). In addition the In Our Lady's Care Late and Non Collection of Children Policy and Procedures have been developed to comply with the National Regulations 2011 and National Quality Standards (as required by the Children & Young People Act 2008).

Scope

It is understood that there is a shared responsibility and accountability between Educators and parents/guardians to implement the In Our Lady's Care - Late and Non Collection of Children Policy and Procedures as a matter of high priority. This is due to the potential for children to feel insecure when not collected in a timely and appropriate manner, and the negative effect on Educator safety and morale.

Strategies and Practices

It is the responsibility of parents to **arrive and leave In Our Lady's Care prior to 6.30pm** so that Educators may close the centre promptly at 6.30pm. If parents are going to be unavoidably delayed beyond 6.30pm, **it is their responsibility to contact In Our Lady's Care** and/or advise they have made alternative arrangements, for example, emergency contact to collect their child.

If the parent has not contacted In Our Lady's Care and fails to collect their child at 6.30pm, the Educators on duty at closing time will:

- Remain at In Our Lady's Care and attempt to contact the parents/guardian.
- Call the emergency contact if parents/guardian cannot be contacted.
- Sign the attendance rolled next to the child's name - LATE FEE when the parents/emergency contacts arrive, noting the time of collection.
- The children will be reassured and made comfortable whilst Educators are trying to contact the parent.
- Ensure parents/emergency contacts sign the attendance roll on arrival.
- Inform the Director so an appropriate late fee (see below) can be imposed.

If Educators have been unable to contact parents or emergency contacts by 6.45pm (15 minutes after closing time), Educators must inform the Director who will contact the police. Police will be asked to assist in locating the parents/emergency contacts.

If the child has not been collected by 7.00pm (1/2 hour after closing time), the Director will:

- Contact the police. Police will be asked to assist in locating the parents/emergency contacts.
- The Coordinator will contact call the Department of Human Services -Intake Child Protection Services (North/West Region) on 13 12 78 (24 hrs a day).
- Tape a notice to the Main Entrance door, in the event a child has been collected by Family and Community Services, notifying parents of the address and phone number of where the child is.
- Educators may consider calling the Craigieburn Police on 9303 4433 for a welfare check of the family home.
- Management is contacted to advice of the action offered by police & the Department of Human Services.
- A minimum of 2 Educators must stay at the program until the child is collected.
- Complete an Incident Report

Late Pick-up Fees

First time late pick-up:

- \$2.00 per minute after 6.30pm

In all instances

- The cost of a taxi/s will be charged to the family's account if Educators miss their bus as a consequence of the late pick-up.
- The Coordinator or Director or will speak to the family and remind them of the In Our Lady's Care Late and Non Collection of Children Policy.
- Note: Penalty fees are not eligible for Child Care Subsidy (CCS).
- If an family continues to arrive late after closing time an additional heavy penalty fee of **\$50.00** will be applied to your account, on top of the amounts of minutes you are late fee.

Continued Late Pick-up

If continuous late pick-up is recorded, the family will be asked to meet with the Director and Coordinator and a possible termination of their child's enrolment may occur, as the family is in breach of their enrolment contract. ***A \$50.00 additional heavy fee will apply, on top of the amounts of minutes you are late fee.***

Communication

Parents are informed on enrolment of the In Our lady's Care Late and Non Collection of Children Policy and Procedures and that a late fee applies if parents fail to comply. The Enrolment form you sign at In Our lady's Care states all late fees applicable. If signing your child into our service you are agreeing to our terms and condition of the service and will pay all late fees applicable to you.

5.7 Custody & Access

Rationale

“To ensure that a child is collected from In Our Lady's Care by people who have the legal responsibility for caring for that child, it is important that Educators are aware of the different responsibilities that adults may have regarding a child..” (DHS & Victorian Legal Aid 1999).

Policy

All parents and authorized persons have access to In Our Lady's Care and their children at all times, unless relevant Court Orders are held by our program that specify otherwise.

Authorized Persons are people that have been written on a child's Enrolment Form by the parent, that is NOT the child's mum or dad.

Procedure

Educators have the responsibility to ensure that:

- A copy of all court orders in relation to residence and specific issues orders must be provided to our program upon enrolment or as obtained. These documents will be attached to the child's records and treated confidentially.
- If our program does not have a copy of the court order it will assume that both parents have equal custody of the child therefore both have access.
- Parents must notify our program if one their nominated emergency contact will be coming to collect their child on the day.
- Educators SHOULD NOT let the child go home with that person if they were not given verbal/written permission by the parent.
- If a parent does notify you, it is Educators responsibility to write it in the Daily Diary who the person is that will be collecting the child today.
- In the event that a parent breaks a Court order and seeks access to the child, the parent with custody entitlements will be contacted immediately, Educators will attempt to stall the parent from taking the child and then the police will be contacted.
- If Educators are unfamiliar with a person/s that is collecting one of the children from care, then you will be responsible to check who the person is, by asking them to provide you with ID.
- Educators must then contact the child's parent/guardian to get approval.
- Educators must check the Educators Communication Folder incase a message was left that someone other than the child's parent or guardian is collecting the child.
- Families with custody issue are highlighted on the Qikkids in green so it can easily been seen by all educators.
- If you have any issues associated with custody and access, please discuss this with the Director Margaret Mangone on 0409 010 423 or Coordinator Margaret Talbett on our business number 9305 7024.

Parents have a responsibility to ensure that:

- Parents must notify our program if one their nominated emergency contact will be coming to collect their child on the day.
- Our program is provided with a copy of all current courts in relation to their child.
- The Director is notified if there are any changes to these orders as soon as they occur.
- Parents must keep Educators informed of new Emergency contacts that may from time to time collect their child.
- Parents need to notify our program of any changes to their documents as soon as they occur.
- Parents must notify Educators that will be collecting their child for the day even if it's an emergency contact person.
- A copy of your current custody order must be forwarded onto the Program immediately.

Updated Dec 2006, 20/8/2009, 16/7/2012, 8/10/13, 21/10/14, 6/8/16, 22/7/18. M.M.
References: DHS & Victorian Legal Aid, Jan 199

6. Regulations

6.1 National Law & Regulations

National Law

The National Quality Framework (NQF) operates under an applied law system, comprising the *Education and Care Services National Law* and the *Education and Care Services National Regulations*. The NQF applies to most long day care, family day care, outside school hours care and preschools/kindergartens in Australia.

National Regulations

The Education and Care Services National Regulations support the NQF and provide detail on a range of operational requirements for an education and care service.

Approved Learning Frameworks

Under the National Law and National Regulations, approved services are required to base their Educational program on an approved learning framework.

References:
<http://acecqa.gov.au/national-quality-framework/national-law-and-regulations/national-law>
Updated 2/11/14, 1/3/16, 25/7/17 M.M

6.2 National Quality Framework

Aim

In Our Lady's Care participates in the National Quality Framework (NQF). In Our Lady's Care aims is to provide the highest quality education and care available across all areas.

Implementation

In Our Lady's Care participates in and values the National Quality Framework (NQF), including the National Quality Standard (NQS), the Early Years Learning Framework (EYLF) and the National Regulations – an Australian Government initiative linked to the funding of the Child Care Benefit for parents. This is conducted through the Australian Children's Education and Care Quality Authority (ACECQA) and the state licensing department through scheduled site assessment visits and where appropriate, spontaneous visits.

The NQS provides standards of quality practices for care provided in our Service as well as guidance and support from In Our Lady's Care self-evaluation through our Quality Improvement Plan (QIP). The system also allows educators to continually improve practices by identifying the quality aspects of care In Our Lady's Care is already providing and assisting the Service in developing goals for further improvement through our QIP. In Our Lady's Care is required to complete and submit a comprehensive QIP every twelve months.

The QIP will be kept on the premises at all times (located on the sign in/out desk) and is available on request to the parents of any child who is enrolled in our service or seeking to be enrolled.

In Our Lady's Care will ensure that all educators and management are informed about current practices and requirements in the NQF process by attending appropriate in-service/training, accessing any other publications and information about the accreditation process that may be of benefit – including those published by ACECQA.

Educators will involve parents, families and management in each stage to seek their input and views into practices and care in our Service – this includes having parent input into policy reviews, parent meetings and providing updates in newsletters about the Service's current stage in the process.

On, the National Quality Framework was established on the 1 January 2012 and will apply to most long day care, family day care, preschool (or kindergarten) and outside schools hours care services.

The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care services through:

- a national legislative framework
- a National Quality Standard
- a national quality rating and assessment process

A new national body called the Australian Children's Education and Care Quality Authority.

The National Quality Framework commenced 1 January 2012 with key requirements being phased in overtime. Requirements such as qualification, educator-to-child ratios and other key staffing arrangements will be phased in between 2012 and 2020.

National legislative framework

The national legislative framework is established through an applied laws system and consists of:

- **The Education and Care Services National Law Act 2011**
- **The Education and Care Services National Regulations.**

It creates a jointly governed uniform national approach to the regulation and quality assessment of education and care services and replaces existing separate licensing and quality assurance processes. For many services this integrated approach means less red tape. A Regulatory Authority in each state and territory will be primarily responsible for administering the National Quality Framework, including approving, monitoring and quality assessing services. It will be the first point of contact for services.

A new national body—the **Australian Children's Education and Care Quality Authority**—will oversee the National Quality Framework and ensure the consistent and effective implementation of the new system.

For any information on: The National Quality Framework hotline call 1800 181 088.

Why do we need a National Quality Framework?

The National Quality Framework is an important reform which will deliver a higher standard of care for children in the critical areas of education, health and safety and will provide clearer and comprehensive information for families so they can choose the best services for their child.

We know that the first five years of a child's life shapes their future – their health, learning and social development – and we want to make sure that their future is bright. Early childhood experts and professionals maintain that quality is critical when it comes to early childhood education and care.

The seven Standards under the NQS are –

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance & Leadership

The Ratings are as follows –

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working towards National Quality Standard
- Significant improvement required.

We will access regular updates on the ACECQA website – www.acecqa.gov.au

References:
National Quality Standard
Early Years Learning Framework
Education and Care Services National Regulations
Updated 3/11/11, 22/7/14, 1/8/18 M.M

6.3 National Quality Standard

The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia. The NQS includes 7 quality areas that are important outcomes for children. Services are assessed and rated by their regulatory authority against the NQS, and given a rating for each of the 7 quality areas and an overall rating based on these results.

The National Quality Standard comprises of seven quality areas, 15 standards and 40 elements. (updated 1 Feb 2018)

Seven Quality Areas and their key focus

Quality Areas	Key Focus
Educational program and practice	Educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development.
Children's health and safety	Children have the right to experience quality education and care in an environment that safeguards and promotes their health, safety and wellbeing.
Physical environment	Physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.
Staffing arrangements	Qualified and experienced educators, who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program.
Relationships with children	Relationships with children are responsive, respectful and promote children's sense of security and belonging.
Collaborative partnerships with	Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.

families and communities

Governance and Leadership

Effective leadership and governance of the service contributes to quality environments for children's learning and development. Effective leaders establish shared values for the service and set clear direction for the service's continuous improvement.

Rating levels

Under the new rating system there are four ratings available against each Quality Area, it is recognised that each rating represents a band of quality. A service will receive a rating for each of the Quality Areas and an overall rating. The rating levels are:

Rating	Abbreviation
Exceeding National Quality Standard	E
Meeting National Quality Standard	W
Working Towards National Quality Standard	M
Significant Improvement Required	S

References:
National Quality Frameworks
Australian Children's Education & care Quality Authority
Updated 12/10/2015, 1/2/18 M.M

6.4 MTOP - My Time Our Place Framework for School Age Care in Australia

Purpose

MTOP is part of the Australian Government's **National Quality Framework** for early childhood education and care. It has been incorporated in the National Quality Standard to support consistent and quality school-age care across sectors and jurisdictions.

MTOP builds on the **Early Years Learning Framework** (EYLF).

MTOP is linked to the [EYLF], which focuses on children from birth to five years. It extends the principles, practices and outcomes to the contexts and age range of the children and young people who attend school age care settings.

MTOP exists to ensure that children in school age care have opportunities to engage in leisure and play-based experiences that are responsive to the needs, interests and choices of the children attending the service and that contribute to their ongoing development. It provides guidance to educators working with school age children in outside school hours care, long day care and family day care settings.

'Guide 3: Guide to the National Quality Standard', 2013

Elements of MTOP

MTOP describes the principles, practice and outcomes essential to support and enhance children's development.

Principles

- Secure, respectful and reciprocal relationships
- Partnerships
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice

Practice

- Holistic approaches
- Collaboration with children
- Learning through play
- Intentionality
- Environments

- Cultural competence
- Continuity and transitions
- Evaluation for wellbeing and learning

Learning outcomes

- *Children have a strong sense of identity.*
- *Children are connected with and contribute to their world.*
- *Children have a strong sense of wellbeing.*
- *Children are confident and involved learners.*
- *Children are effective communicators.*

MTOP acknowledges the importance of play and leisure in children's learning and development and that their learning is not limited to any particular time or place. Children's learning in school age care settings complements their learning at home and at school. Developing life skills and a sense of enjoyment are emphasised.

MTOP recognises the importance of social and emotional development and communication in learning through play and leisure, and it forms the foundation for ensuring that children in all school age care settings engage in quality experiences for rich learning, personal development and citizenship opportunities.

References:

My Time, Our Place Framework for School age Care in Australia.
www.deewr.gov.au/earlychildhood
www.ecrh.edu.au/approved-learning-frameworks/my-time-our-place
 Updated 13/11/11, 30/10/14, 31/7/18. *MM*

6.5 Education and Care Services National Law Act 2011 (National Law)

Policy

In Our Lady's Care aims to meet The Education and Care Services National Law Act 2011(National Law) and the Education and Care Services National Regulations 2011 at all times.

This legislation is designed to establish a national approach to regulations and assessment of children's services. Replacing existing licensing and quality assurance processes. Under the new rating system and assessment system, all services will be assessed and given a rating against seven quality areas within the National Quality Standards and an overall rating.

The NQF is intended to long day care, family day care, kindergarten/preschool and outside school hours care services.

Procedure

The Director has the responsibility

- All Educators have access to the Education and Care Services National Regulations 2011 and the Educational and Care National Law 2010 as part of their orientation/Induction package.
- Reference is made is to the Education and Care Services National Regulations 2011 when making decisions or discussing relevant aspects of the daily program and service operation.

References:

National Quality Frameworks
National Quality Standards
 Updated 30/7/12, 21/10/14, 4/9/17. *M.M*

6.6 Educational Leader

Our programs Educational leader is Nicole McPhee.

What do Educational leaders do?

An Educational leader is responsible for working with Educators and children to develop the program of activities and experiences that support learning in an education and care service. The leader has knowledge and experience about the way children learn and about quality educator practice as their role is also about promoting high quality teaching practice.

The role of Educational leaders was created as part of the National Quality Framework (NQF). The NQF promotes quality, continuous improvement and consistency across education and care services . An educational leader must be a suitably qualified and experienced Educator or Coordinator, able to lead curriculum development and ensure clear goals and expectations for teaching and learning.

A Educational Leader will:

- Provide Educational leadership to Educators in children services.

- Coach and mentor Educators to support children’s learning and development outcomes in relation to the My Time Our Place Frameworks (MTOF).
- Support high quality teaching and learning for children in a service. – Represent the organisation in networks and committees that focus on children’s learning.
- Develop and review policy, course curricula and teaching/learning materials.
- Collaborate and work with parents and families as partners in children’s learning.
- Provide feedback and input ideas for weekly planning.
- Be involved and input into the planning cycle.

References:

National Quality Standards - Quality Area 1
National Quality Standards - Quality Area 5
National Quality Standards - Quality Area 7
National Regulations 73, 118, 148.

Updated 30/7/12, 29/10/14, 4/11/15, 4/9/17. Nicole McPhee. 20/8/18 M.M

6.7 Quality Improvement Plan (QIP)

RATIONALE

It is a regulatory requirement that a Quality Improvement Plan is in place for our OSHC program. *In Our Lady’s Care has appointed a Educational Leader, Ms Nicole McPhee.*

PROCESS

In Our Lady's Care service’s team of Educators must undertake an assessment of the service against the National Quality Standards and the Regulations. The QIP will reflect that our service has to work towards meeting the National Quality Standards.

The QIP must include the philosophy of In Our Lady's Care, the strengths and the areas requiring improvement that have been identified. Our service philosophy is a key part of the QIP and must be reviewed along with the program, against the National Quality Framework. This will happen in conjunction with the Educational Leader, Educators, families, the school and wider community. It is the statement which gives the direction for In Our Lady's Care.

Once the QIP has initially been updated it must be forwarded to the regulatory authority to review.

The QIP is an ongoing document. It has to be continually updated, reviewed and revised. It has the intention to guide the service, having identified areas where improvement needs to be made. It is a functional tool which assists to:

- self-assess the program's' performance
- to recognise the improvements that are required
- to recognise areas that could be enhanced
- to see the programs' strength areas

It is mandatory that the QIP be reviewed annually but suggests that this be undertaken regularly, as areas are met and priorities change.

The QIP must be ready to present to the regulatory authority on request.

PREPARATION OF QIP

Although the QIP is developed by the Education Team at this service it is essential that a wider group be included. All stakeholders need to be included. These would include the school, educators, families, educational leader and wider community. Through emails and newsletter families are requested to give their suggestions for areas of improvement. Discussion with the In Our Lady’s Care Education Leader is essential to ensure all areas of the National Quality Standards are addressed.

The QIP needs to be available at all times at each service. It needs to be on display. It needs to be mentioned in newsletters and parents informed when improvements are made. Their feedback is sought at all times, verbally, through emails, telephone calls etc.

It is suggested to make a visual display for parents/children to see the changes or improvements and ask them to contribute to it on butcher paper, rather than just keeping in QIP folder or on computer.

As part of this process it is useful to reflect on a regular basis. This will include a discussion with the children reflecting on the activities for the week and gaining their feedback. Asking leading questions to gain an insight into what they enjoyed, what new skills they gained, what could have been better, what could be done next time, what new friend’s they made etc.

References:

Education and Care Services National Law & Regulations.
ACECQA

Updated 8/10/12, 14/11/2015, 4/9/17. M.M

6.8 Code of Ethics

The Code of Ethics is a set of statements about appropriate and expected behaviour of early childhood professionals. It reflects current pedagogical research and practice, providing a framework for reflection about the ethical responsibilities of early childhood professionals.

Designed especially for early childhood education and care environments, and based on the principles of the United Nations Convention on the Rights of the Child (1991) this code of ethics has followed a national process of consultation, with the emerging standards indicative of the values we share as early childhood professionals in Australia.

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

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

This Code is not intended to, and could not possibly provide easy answers, formulae, or prescriptive solutions for the complex issues early childhood professionals face in their work. As an aspirational document, it does provide a basis for critical reflection, a guide for professional behaviour, and principles to inform individual and collective decision-making.

Early childhood professionals have a strong history of advocating on behalf of children and their families. The revised Code of Ethics builds on this tradition by making explicit the ethical responsibility to take action in the face of injustice and when unethical practice occurs.

The Code of Ethics is intended for use by all early childhood professionals who work with or on behalf of children and families in early childhood settings.

Vision

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

References:

<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
Updated 22/7/14, 1/8/18 MM

6.9 United Nations Convention on the Rights of a Child

MTOP is aligned with and supports the United Nations Convention on the Rights of the Child.

Educators guided by [MTOP] will demonstrate in their daily practice the principles laid out in the United Nations Convention on the Rights of the Child (the Convention). The Convention states that all children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities. The Convention also recognises children's rights to be active participants in all matters affecting their lives and respects their family, cultural and other identities and languages.

"Rights" are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

A United Nations Convention on the Rights of the Child sheet is available for you to take home. The sheet is located at our centre on the display information shelf.

Resources

www.ecrh.edu.au/approved-learning-frameworks/my-time-our-place

MTOP

<https://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

www.unicef.org

Updated 9/11/15, 31/7/18 MM

6.10 Child Safe Standards Policy

Our Lady's Catholic Primary School is committed to ensuring that all children are safe and protected from any form of child abuse. On 13 November 2013, the Victorian Government introduced the Child Safe Standards, which are compulsory minimum standards for all Victorian schools, to ensure they are well prepared to protect children from abuse and neglect.

To create and maintain a child safe organisation, we have developed:

1. strategies to embed an organisational culture of child safety, including through effective leadership arrangements
2. a child safe policy and statement of commitment to child safety
3. a code of conduct that establishes clear expectations for appropriate behaviour with children
4. screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
5. processes for responding to and reporting suspected child abuse
6. strategies to identify and reduce or remove risks of child abuse
7. strategies to promote the participation and empowerment of children.

The aim of the child safe standards is to drive continuous improvement so that protecting children from abuse is embedded in everyday thinking and practice of leaders and volunteers.

The focus of the standards is on raising awareness and helping organisations to create and maintain child safe environments through education and training.

The Child Safe Standards have been introduced in response to the recommendations of the Victorian Parliamentary Inquiry into the Handling of Child Abuse by Religious and Other Non-Government Organisations, which found that more must be done to prevent and respond to child abuse. The standards apply to all organisations that provide services for children.

Creating a child safe organisation

In complying with the child safe standards, our service must include the following principles as part of each standard:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- promoting the safety of children with a disability.

To create and maintain a child safe organisation, an early childhood service must have in place:

Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements

Standard 2: A child safe policy or statement of commitment to child safety

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

Standard 5: Processes for responding to and reporting suspected child abuse

Standard 6: Strategies to identify and reduce or remove risks of child abuse

Standard 7: Strategies to promote the participation and empowerment of children.

The National Quality Framework already requires early childhood services to meet many aspects of the child safe standards. The Department of Education and Training has also developed [Frequently Asked Questions \(FAQs\)](#) to assist services.

Further information

[PROTECT - Early childhood guidance https://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx](https://www.education.vic.gov.au/about/programs/health/protect/Pages/default.aspx)

More details policy is available from the service upon request.

Further information on the standards, including a toolkit, is available on [Department of Health and Human Services](http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies%2c-guidelines-and-legislation/child-safe-standards-resources) <http://www.dhs.vic.gov.au/about-the-department/documents-and-resources/policies%2c-guidelines-and-legislation/child-safe-standards-resources> website.

The Commission for Children and Young People (CCYP) released a Guide for creating a child safe organisation, which aims to help organisations assess how ‘child safe’ their organisation is and to give practical guidance to improve and meet the child safe standards. See the guide on the [CCYP](#) website.

www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafe.aspx?Redirect=1#link23

References:
Dept of Justice
National Regulations
Vic State Government Education & Training - PROTECT.
Commission for Children and Young People
Updated 9/11/15, 15/8/18. M.M.

6.11 The roles of the Government Bodies

Commonwealth Government

The Commonwealth Department responsible for funding Outside School Hours Care is the Department of Social Services. (DSS) The Department of Social Services has responsibility for families, housing, social services and disability services. Indigenous affairs is now the responsibility of the Department of the Prime Minister and Cabinet. The Department refers to itself as the Child Care Program and believes its role to be:

- ‘Strengthening Australian Families by assisting families with dependent children to participate in the workforce and the general community.’

Department of Human Services

Department of Human Services provides a broad range of social and health services on behalf of the Australian Government. The department delivers Centrelink, Medicare and Child Support services and payments.

In particular the Commonwealth Child Care program has the following aims:

- Affordability - to keep childcare affordable to low and middle-income families.
- Supply - to encourage the development of childcare services and places in areas of greatest need and to ensure that the range, type and quality of services available meet the needs of families.
- Quality - to encourage quality outcomes for children in efficiently managed services and to support the development of children with special needs by enabling them to gain access to child care.

The role of the Commonwealth:

- Administer Child Care Subsidy to families.
- Administer financial support to approved community managed services in areas of need.
- Assist employers to provide childcare for their employees.
- Assist parents with childcare options.
- Quality assurance, training and support services to improve the quality of care of children
- Funding, training and support products and services to promote equity of access
- Policy advice, research and service management related to providing children’s services”

National Standards

The Commonwealth and State Governments have jointly developed National Standards for child care services. These standards express a national view about the level of care all Australians should expect to find in the different kinds of child care services available to them.

The Australian Children’s Education and Care Quality Authority

The Australian Children’s Education and Care Quality Authority (ACECQA) is an independent [statutory authority](#) that assists governments in implementing the [National Quality Framework \(NQF\)](#) for [early childhood education](#) and care throughout Australia. Established in 2012, the authority works with the [federal, state and territory](#) government departments to:

- implement changes that benefit children birth to 13 years of age and their families;
- monitor and promote the consistent application of the Education and Care Services National Law across all states and territories; and
- support the early childhood education and care sector to improve quality outcomes for children.

ACECQA is ultimately responsible to the Education Council, one of eight Standing Councils established under the [Council of Australian Governments](#) arrangements.

Child Care Subsidy

Assistance to help you with the cost of child care from 2 July 2018. Child Care Subsidy is funded by the Commonwealth Government to assist families using an approved child care service with child care fees. Its primary focus is to support families who are working, studying, training and looking for work. The other main client group it supports is children who are at risk. The service is funded by the Commonwealth and as a result abides by regulations and guidelines pertaining to this funding.

Family Assistance Office (FAO)

The FAO is the main service delivery organisation for the Child Care Subsidy and Family Tax Benefit payments. The FAO is a joint venture of Centrelink, the Australian Taxation Office and the Health Insurance Commission (Medicare). All service outlets of those organisations include FAO offices. The FAO can be contacted on 13 61 50. Further information can be obtained from the Coordinator.

STATE GOVERNMENT

The State Government through the Department of Social Services (DSS) is currently regulating Outside School Hours Care in regard to the National Standards.

Further details regarding the Department of Human Services can be obtained on the web site: www.dhs.vic.gov.au .

LOCAL GOVERNMENT

Food Safety

The State Government through the Department of Human Services is responsible for food regulation in Victoria through the administration of the Food Act (1984). The Department of Human Services works with Local government who register food businesses in Victoria.

Food safety is a significant issue for OSHC and it is the responsibility of Local Government to assist services in regard to the level of registration and compliance required to meet the Food Act (1984) and Food Standards Code. Local Government Health Departments will also be able to assist you in regard to which class your service should be registered and if it requires third party auditing. For more details on food safety refer to the State Government website: www.foodsafety.vic.gov.au

Resources:

Details taken from the Community Based –
Outside School Hours Care Handbook – July 2000

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

<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>
Updated 23/11/15, 31/8/2017, 17/8/18. M.M

6.12 Relevant Legislation and Standards

The operation, direct provision or contact provisions of any Council service are subject to a variety of state and commonwealth legislations and local regulation and laws, including:

- Education and Care Services National Law Act 2011, Australian Government;
- Education and Care Services National Regulations, Australian Government;
- *National Quality Standard for Early Childhood Education and Care and School Age Care*, ACECQA, Australian Government;
- *the Equal Opportunity Act 1995 (Victoria)*;
- *the Trade Practices Act 1996 (Commonwealth)*;
- *the Sex Discrimination Act 1984 (Commonwealth)*;
- *the Information Privacy Act 2000 (Victoria)*;
- *Privacy Act 1988*;
- *the Disabilities Discrimination Act 1992 (Commonwealth)*;
- *the Human Rights and Equal Opportunity Commission Act 1996 (Commonwealth)*;
- *the Occupational Health and Safety Act 2004*;

- *the Children, Youth and Family Act 2005*;
- *Code of Ethics 2006 — Australian Early Childhood Association*;
- *the Food Act 1984*;
- *the Working with Children Act 2005*;
- *the Early Years Learning Framework for Australia, Belonging, Being and Becoming, Australian Government Department of Education, Employment and Workplace Relations, 2009*;
- *Victorian Early Years Learning and Development Framework, Department of Education and Early Childhood Development*; and
- *Protecting the safety and wellbeing of children and young children, A joint protocol of the Department of Human Services Child Protection, Department of Education and Early Childhood Development, Licensed Children’s Services and Victorian Schools, Department of Human Services.*

Updated 23/11/15. M.M

6.13 Educator/Child ratios

Children will be cared for in a safe and secure environment which meets with regulations

The following Educator : child ratios are maintained:

- A maximum of 15 children to one Educator. (regulation 355).
- There will be a qualified Educator for every 30 children
- The Director will also ensure that one Educator on the premises will be trained in first aid, asthma and anaphylaxis
- Volunteers cannot be counted as minimum staff requirements
- Casual Educators from within In Our Lady’s Care & Good Samaritan Care relief pool are used to fill Educator absences.
- Approved agency Educators are used when our regular relievers are not available.
- Educators are provided with ongoing training opportunities and in-service training throughout the year to better meet children’s needs and enhance their professional development.

References:

National Quality Standards – Quality Area 7

www.acecqa.gov.au

Updated 27/11/15, 29/7/16, 4/9/17, 21/8/18. M.M

6.14 Determining the Responsible person

There must be a designated Responsible Person Present at our service whenever our service is operating. This can be a Nominated Supervisor; a prescribed or declared certified supervisor who has consented to be the Responsible Person placed in day to day charge of the service. The name of the Responsible Person should be publicly on display at all times when children are in care and should be visible to anyone on entering the service. The name should be recorded in the daily roster and on the daily evaluations.

Updated 9/3/2016. M.M

6.15 Space Requirement Policy

In Our Lady’s Care OSHC is committed to ensuring that adequate indoor and outdoor areas are safe and available according to the number of children that attend each component of care. Adequate space is required to provide comfortable and uncramped conditions so that children can have a flexible play environment that is easily supervised.

Procedure:

In Our Lady’s Care OSHC follows the National Standards for Outside School Hours Care, which states:

- Indoor space will be 3.25 square metres of unencumbered play space per child
- Outdoor space will be 12 square metres of usable space per child

References:

National Quality Standards

www.acecqa.gov.au

Updated 22/9/17. M.M

6.16 Equity and Diversity Policy

“Culture involves more than ethnicity and biological makeup... Culture includes all that makes up one’s lifestyle, values, occupations, interpersonal relationships, ...one’s natural environment and the ways in which we accumulate knowledge of the society.” Keats (1977:2).

Universal access refers to the ability of all people to have equal opportunity and access to a service from which they can benefit, free from discrimination, regardless of their social class, race, culture, religion, language, location, gender, place of birth, or physical

disabilities. Inclusion in child care services reflects the acceptance in society of the principles of social justice - that children of all ability levels and cultural and ethnic backgrounds have the same intrinsic worth and are entitled to the same opportunities for participation, acceptance and belonging in child care. Everyone has the right to express and celebrate their own culture and beliefs and has a reciprocal obligation to respect the right of others to do the same. We believe that we all benefit from the diversity of our service and the community.

- In Our Lady's Care is committed to protecting and ensuring children's rights. Educators are guided in doing this by the provisions and principles of the Convention on the Rights of the Child.
- The program provides a diverse range of experiences representing the everyday life of the community we live in on an ongoing basis.
- Educators research and become knowledgeable of the backgrounds and particular needs of the children and families at our service.
- In Our Lady's Care is committed to improving all aspects of its capacity for supporting and meeting the needs of educators, children, families and members of the local community with a disability.
- Service routines involve males and females equally in both "housekeeping" tasks, such as cleaning, and in any games or activities being provided.
- Educators provide and review resources that promote positive messages about difference and diversity and are non-stereotypical in their presentation.
- Educators promote cultural and linguistic equity by incorporating each family's home language in the program through pictures, posters, display, books and other materials.
- Educators and families work as a team to understand our service's procedures, program expectations and child rearing practices in order to support each other.
- In Our Lady's Care uses a range of communication methods e.g. newsletters, surveys, informal chats, emails, phone calls, texts, pictorial messages. In Our Lady's Care can arrange for a translating and interpreting service.
- In Our Lady's Care invites families and educators to share skills, talents, knowledge and their own personal cultural experiences.
- Educators create an equitable childcare environment with consideration to individual needs such as access limitations, support equipment and positive behaviour support environmental strategies.
- Experiences are adapted to meet the needs of individual children to expand their opportunities to reach their full potential.
- Educator's role model positive behaviours and encourage everyone including visitors to our service to communicate respectfully and fairly.
- In Our Lady's Care does not tolerate biased, stereotyped or demeaning language or behaviours.
- Planning for individual children focuses on their strengths and interests and ways to extend and challenge existing skills for all children.
- Families and educators are consulted when reviewing policies to allow them to express their views about equity. (Children are involved in the process when it is developmentally appropriate and relevant.)

National Quality Standards - Quality Area 1
National Quality Standards - Quality Area 5
Updated 13/11/11, 21/8/14, 28/8/17. M.M

6.17 Equal Opportunity Policy

We at Our Lady's Primary School believe in equal opportunity for all members of the school community. All staff, students, parents and visitors to the school will be treated equally and without discrimination so that their physical, emotional and intellectual needs can be nurtured and developed.

Aim:

At In Our Lady's Care, equal opportunity will be provided to all school community members without discrimination on the basis of gender, cultural background, marital, parental or carer status, sexual orientation., religion, socio-economic circumstances, political view, physical appearance or intellectual or medical disabilities. All Educators, students, parents and visitors to the school will be treated equally and without discrimination so that their physical, emotional and intellectual needs can be nurtured and developed.

Discrimination, harassment, sexual harassment, bullying, vilification, victimisation or other inappropriate behaviour will not be tolerated at our school under any circumstances.

The Committee will ensure that the workplace operates on the principles of fairness, equality, and merit in all aspects of employment and team work and all children families and Educators will be treated fairly, equally and with respect.

PROCEDURES

The Committee has a responsibility to ensure that:

- Educators are employed on the merit of their qualifications and experience in the field of children's services.
- Where possible flexible arrangements will be made to ensure an equitable workplace for all Educators.

- All reasonable steps are taken to ensure that the workplace is free of discrimination and harassment.
- False allegations are viewed seriously and disciplinary processes will be undertaken if found to be malicious.
- All children and Educators will be treated fairly, equally and with respect.
- All children will be offered the same opportunities, experiences and the same activities made available to everyone attending the OSHC program.

National Quality Standards - Quality Area 1
 National Quality Standards - Quality Area 4
 National Quality Standards - Quality Area 6
 Victorian Equal Opportunity Act 1995
 Commonwealth Anti Discrimination Act 1989
 Updated 31/8/17, 21/8/18. M.M

6.18 Insurance

Policy

In Our Lady's Care maintains a full policy of Public Liability Insurance, professional indemnity, resource and equipment, workcover and any other necessary insurance is sufficient to cover the needs of the program, in line with the regulatory authority, under the auspices of Our Lady's Parish. Public Liability covers accidents where no negligence and no wrong can be proven against the Director/and or staff at the service.

Our Lady's Parish has the responsibility to ensure that:

- Commencement and payment of all relevant insurances is undertaken.
- Allocations will be made in the budget for all relevant insurances.
- Insurance will be paid on time

References:
 National Quality Standards - Quality Area 7
 Updated 11/4/2006, 31/8/17 Father P. Hansen & MM

7. Health and Safety

7.1 Administration of Medication Policy

Policy

- Our service and all Educators can safely administer any medication as necessary to children with the written authority of the child's parents.
- Parents must complete a Medication Authorisation Form to allow Educators to administer medicine to your child.
- There must be 2 Educators present when administering medication.
- Medication may only be administered by the service with written authority signed by the child's parent or other responsible individual named in the child's enrolment record that is authorized by the child's parent to make decisions about the administration of medication.
- Medication is to be given to program Educators on the day your child is attending the program
- A specific time is to be noted on the Medication Form by the parent/guardian stating the time the child must be given their medication.
- Our service permits the children to self-administer medication i.e. Asthma Ventolin as supervised by an Educator.
- Medication includes; all prescriptions, eye drops, cough mixtures, Panadol, Asthma medication.
- Medication will only be administered if the medication is clearly marked with the child's name; contained in the original container & within its due date.
- Children will not be given a higher dosage than that prescribed on the label.
- Individual medical health plans are designed for children with serious health conditions, e.g. Anaphylactic Children.
- An action Plan Form must be completed by parents/guardians if your child has a medical condition.
- Any person delivering a child to the service MUST NOT LEAVE MEDICATION IN CHILD'S BAG or in other children's reach.
- Medication must be given directly to an Educator for appropriate storage upon arrival.
- Educators must wear a supplied St. Johns Ambulance First Aid Kit waist bag at ALL TIMES, including indoors, outdoors and on all excursions.

Procedure

Educators are responsible to ensure that:

- The service will ensure that the administration of MEDICATION AUTHORISATION FORM is completed for each child using the service who requires medication
- The service will keep a record of all children with Medical conditions. This will be kept in a folder at the program so that all Educators are aware of your child's medical condition & how best to look after your child.

- Each child's medicine will be stored in a separate container for each child. The container containing your child's medication will be stored in a cupboard out of reach of other children and will have an action plan completed by the child parent/guardian in the container.
- Medication is to be given to program Educators on the day your child is attending the program.
- On administering medication, a second Educator will check the dosage and witness that the correct medication and dosage has been administered. The Medication Authorisation Form will then need to be signed by you when you collect your child; this is to verify that the medication was administered by both Educators.
- Our service permits the children to self-administer medication i.e. Asthma Ventolin as supervised by an Educator.

Families have a responsibility to ensure that:

- Children with specific medical needs such as allergies or asthma, Diabetes etc. should be noted on the child's enrolment form by the parent and also on a "*MEDICAL INFORMATION SHEET*" All parents are requested to complete this form if their child suffers from a medical condition.
- Prescribed medication is noted on the *MEDICATION AUTHORISATION FORM* and handed to the Educators at the start of the session.
- A specific time is noted on the *MEDICATION AUTHORISATION FORM* for the time the child must be medicated.
- Educators must be notified of the last dose the child had of medication.
- The medication is in its original container, with the child's name and within the due date.
- The *MEDICATION AUTHORISATION FORM* is signed by parent/guardian to verify that the medication can be administered by Educators.

References

**National Quality Standards 2
Educational & Care National Regulations 90, 91, 92, 93, 94, 95, 96
My Time, Our Place - Learning outcome 2
Updated 11/10/2010, 16/7/2012. M.M**

7.2 Illness Policy

Aim

In Our Lady's Care and all educators can effectively respond to and manage , illnesses which can occur at In Our Lady's Care to ensure the safety and wellbeing of all children, educators and visitors.

Implementation

This policy and procedures at In Our Lady's Care will be followed by nominated supervisors and educators, and volunteers at, In Our Lady's Care in the event that a child - becomes ill.

The approved provider of In Our Lady's Care will ensure that a parent of a child is notified as soon as practicably possible and without undue delay.

In Our Lady's Care will also ensure that an Illness Record is completed in full and without delay.

First aid kits will be readily available where children are present at In Our Lady's Care and during excursions.

First aid kits must be suitably equipped and easily recognised with regard to the design of In Our Lady's Care.

PROCEDURES

Educators have a responsibility to ensure that:

- When a child becomes ill the child's parent/guardian will be contacted by an Educator to make arrangements for the child to be taken home as soon as possible.
- When a child becomes ill the parent/guardian or approved person is contacted as soon as practicable.
- The child will remain as comfortable as possible while they are waiting for the parent.
- Signs & symptoms are recorded regarding the illness.
- The illness is then documented on the form held by the program & placed on the child's file after it's been signed by the parent or guardian.
- In order to protect the health of both the children and Educators, it is necessary to exclude children suffering from an infectious disease in order to minimize the risk of cross infection.

Families have a responsibility to ensure that:

- A child with a fever over 38 degrees Celsius should be kept at home for at least 24 hours.
- A child with an acute illness requiring medication should be kept at home for at least 24 hours.
- A child who is vomiting should be kept at home until they have stopped vomiting for at least 24 hours.
- Parents are required to produce a medical certificate, which allows your child to return to the program after suffering from an infectious disease e.g. Chicken Pox; Measles etc. (refer to the Infectious Disease Policy).

First Aid Kit Guidelines

A more detailed policy of the first aid kit guidelines is available for families in the Educators Policies and Procedures Manual. to read &/or take a copy home upon request.

Any First Aid kit at the service must -

- Not be locked.
- Not contain paracetamol.
- In Our Lady's Care will provide First Aid facilities that are adequate for the immediate treatment of injuries that arise at the place of work.
- In Our Lady's Care must ensure first aid facilities include a First Aid kit appropriate for the number of employees on each site and work environment.
- Be in a place that takes an employee no longer than two minutes to reach their nearest first aid kit, including time required to access secure areas.
- Constructed of resistant material, be dustproof and of sufficient size to adequately store the required contents
- Be capable of being sealed and preferably be fitted with a carrying handle as well as have internal compartments.
- In Our Lady's Care will ensure that First Aid kits are maintained in proper condition and the contents are replenished as necessary.
- First Aid kits will be regularly checked to ensure the contents have not deteriorated or expired.
- First aid kits should have a white cross on a green background with the words 'First Aid' prominently displayed on the outside.
- First Aid kits should be located at points convenient to the work force and where there is a risk of injury occurring.
- Display emergency telephone numbers, the phone number and location of the nearest first aid trained personnel (including appropriate information for those employees who have mobile workplaces).
- At least one First Aid kit should be available at our workplace.
- First Aid kits must be taken on excursions and be attended by First Aid qualified educators.
- All educators are responsible for maintaining all First Aid kits at In Our Lady's Care.
- All educators are to refill the first aid once resources have been used. If our program does not have backup resources in our first aid cupboard then it is your responsibility to write on the shopping list what supplies we need to purchase.
- This should not be left up to others to do.
- All educators are required to write down what supplies is needed on our Shopping List.
- All educators are required to inform program Coordinator or Director that more supplies are needed.

References:
Education and Care Services National Regulations
National Quality Standard QA 2
Occupational Health and Safety Act 2004
Updated 14/11/2006, 10/11/2013,25/8/15, 6/8/16, 9/8/18. M.M

7.3 Asthma Policy

Policy: In Our Lady's Care will facilitate effective care and health management of children with asthma, and the prevention and management of acute episodes of illness and medical emergencies.

Goals: OSHC is committed to:

- Raising the awareness of asthma amongst those involved with the OSHC Program.
- Providing the necessary procedures to ensure the health and safety of all persons with asthma involved with the OSHC Program.
- Providing an environment in which children with asthma can participate in all activities to their full potential.
- Providing a clear set of guidelines and expectations to be followed with regard to the management of asthma.
- Providing & following an Asthma Action Plan for all children with Asthma.

Purpose: The aim of this policy is to document strategies for implementation of best practice asthma management within the OSHC setting so that:

- All children enrolled at the service who have asthma can receive appropriate attention as required.
- Our service can respond to the needs of children who have not been diagnosed with asthma and who have an asthma attack or difficulty breathing at the service.

General Notes

- Children with asthma have sensitive airways. It is important to avoid the things (triggers) which can make asthma worse by causing the airways to narrow. Triggers include cold or flu symptoms, weather conditions, exercise/play, inhaled allergens (e.g. pollens, tobacco smoke, molds, animal hair and dust mites), dust, certain medications (e.g. Aspirin), some foods and preservatives, flavourings and colourings, emotions (e.g. laughter).

- Symptoms of asthma include shortness of breath/ difficulty in breathing, wheezing or high pitched whistling sound (mainly when breathing out), cough (sometimes associated with vomiting) chest tightness (sore tummy). These symptoms vary from child to child. An asthma attack can be life threatening and must be treated promptly.
- Inhaled medications are the best way of treating asthma in children under 5 years of age.
- Inhaled medications can be taken using a puffer/inhaler and a spacer.
- There are three main groups of asthma medications;
 1. Preventers; Flixotide, Intal Forte, Pulmicort, Tilade, Qvar, Alvesco, (white or autumn coloured containers)
 2. Relievers; Airomir, Asmol, Bricanyl, Epaq, Ventolin (blue containers)
 3. Symptom controllers and Combination Medications; Foradile, Oxis, Serevent, Seretide, Symbicort.

Our Commitment

Asthma management should be viewed as a shared responsibility. To this end each of the key groups within In Our Lady's Care gives the following undertakings:

The Management will:

- Identify children with asthma during the enrolment process.
- Provide all families with information about Asthma Management Procedures upon enrolment.
- A copy of the Asthma Policy is available for all families to read.
- Provide families of children diagnosed with asthma with an Asthma Policy on enrolment.
- Provide all educators with a copy of the Asthma Policy and brief them on asthma procedures upon their appointment to the Children's Service. All educators attend regular certified asthma training every three years. Ensure that at least one educators member responsible for First Aid/Asthma/Anaphylaxis is on duty whenever children are being cared for or educated, including off site excursions.
- Provide a Child Asthma Record to all families of children with asthma upon enrolment.
- The completed Child Asthma Record is to be returned promptly, reviewed annually and kept in a central location.
- Ensure that all educators are informed of the children with asthma in their care.
- Provide a Child Asthma First aid Permission Form to all families of children who do not have a diagnosis of asthma. The completed form is to be returned promptly with the enrolment form.
- Formalise and document the internal procedures for Asthma First Aid, for both children with a diagnosis of asthma, and those with no known diagnosis of asthma (first attack).
- Ensure that at least one Asthma First Aid poster is displayed in a key location.
- Ensure that the Asthma Emergency Kit contains a blue reliever puffer (e.g. Airomir, Asmol, Epaq or Ventolin), a spacer device concise written instructions on Asthma First Aid procedures.
- Provide a mobile Asthma Emergency Kit for use on activities outside the Children's Service.
- Identify and, where possible, minimise asthma triggers.
- Encourage open communication between families/ guardians and educators regarding the status and impact of a child's asthma.
- Promptly communicate any concerns to families should it be considered that a child's asthma is limiting his/her ability to participate fully in all activities.

Educators will:

- Ensure that they maintain current Asthma First Aid training.
- Ensure that they are aware of the children in their care with asthma.
- In consultation with the family, optimise the health and safety of each child through supervised management of the child's asthma.
- Ensure that all regular prescribed asthma medication is administered in accordance with the information on the Child's Asthma Record.
- Allow the child to sit in a restful atmosphere. Keep others away. Allow plenty of fresh air.
- If the child is capable of self-medication encourage immediate use when symptoms develop.
- Administer emergency asthma medication if required according to the child's Asthma Record.
- For serious cases contact the parents immediately and/or seek medical assistance.
- If the child does not have his/hers medication at the program, Educators are able to use the programs Air-spacer plus asthma pump, which can be used for all children suffering from asthma. (*PROVIDED THE CHILD CAN TAKE VENTOLIN*), some children cannot take Ventolin, so please check their Asthma Management form to see if this is OK.
- Promptly communicate, to management and families, any concerns about the child's asthma limiting his/her ability to participate fully in all activities.
- If a Educator uses the programs Air-spacer it is then your responsibility to wash it immediately after use.
- When in doubt, call an ambulance
- Your responsibility to ensure the child's parent has completed a Medication form.
- Ensure the parent has read and signed a Medication form before and after administration of medication.
- If no Asthma Record is available the Standard Asthma First Aid Plan should be followed immediately.
- Document the use of medication according to service policy and notify parents/carers.
- Provide families with the contact details of the Asthma Foundation if further asthma advice is needed.

- Regularly maintain all asthma components of the first aid kit to ensure all medications are current and any asthma devices are cleaned after each use and ready to use.
- Provide children with their reliever medication as soon as symptoms develop.
- Medications are administered and witnessed by educators.
- Identify and, where possible, minimise asthma triggers.
- House dust mite, which is more prevalent in an environment with carpet, rugs, upholstered furniture and fluffy toys.
- Flowering plants, mildew and mould
- Domestic chemicals such as pesticides, cleaning agents, bleach and chlorine agents, deodorants, room sprays, perfumes, paints, food preservatives.
- Hobby chemicals such as glues, solvents and paints.
- Dust from animals, pets and birds.
- Dust from pest infestations, especially cockroaches, mice and rats.

Reduce exposure of children and educators to indoor allergens by:

- Regularly vacuuming carpet, rugs, upholstered furniture and fluffy toys
- Regularly shampooing carpet, rugs, upholstered furniture and washing fluffy toys
- When using chemical sprays such as pesticides and cleaning agents, spraying when children are not present in the immediate vicinity
- Controlling pest infestations, especially cockroaches

Families will:

- Inform educators, either upon enrolment or on initial diagnosis, that their child has a history of asthma.
- Provide all relevant information regarding the child's asthma via the Child Asthma Record as provided by the child's doctor.
- The Child Asthma Record is to be completed prior to the enrolment of the child and reviewed by the educators and parents each year or more frequently should any changes in treatment occur.
- Notify the educators, in writing, of any changes to the Child Asthma Record during the year.
- Supply current medication (reliever) labelled with child's name and expiry date and left with the child medications are to be stored in children's bags.
- Communicate all relevant information and concerns with educators as the need arises e.g. if asthma symptoms were present during the night.
- Include Asthma in General Medical Treatment Consent on enrolment form for children who do not have a diagnosis of asthma

Asthma First Aid

- The OSHC will have an Asthma Emergency Kit available for use in case of:
 - An emergency where a child has difficulty breathing
 - A child's first attack of asthma
 - A child's own asthma reliever puffer is unavailable, expired or empty.

AND

- All educators should be aware of how to deliver the Asthma First Aid Plan.
- Each kit should contain a blue reliever puffer (Airomir, Asmol, Epaq or Ventolin), a spacer device, and instructions for use.
- If a child has difficulty breathing or their asthma deteriorates, administer Asthma First Aid according to either:
 - The Child's Asthma Record First Aid Plan as signed by the family and/or doctor's written instructions

OR

- ***The Asthma First Aid Plan.*** If a child has difficulty in breathing and there is no notification on any written communication from the parents/guardian about them having asthma; call an ambulance immediately, follow the Asthma First Aid Plan and contact the parents immediately. No harm is likely to result from giving a reliever puffer to someone with Asthma.

Asthma First Aid Plan

Step 1: Sit the child upright and remain calm and provide reassurance. Do not leave the child alone.

Step 2: Give 4 puffs of a blue reliever (Airomir, Asmol, Epaq or Ventolin), one puff at a time, preferably through a spacer device.

Ask the child to take 4 breaths from the spacer after each puff. (Shake the puffer before initial use)

Step 3: Wait 4 minutes.

Step 4: If there is little or no improvement, repeat steps 2 and 3. If there is still little or no

improvement, call an ambulance immediately (Dial 000). Continue to repeat steps 2 and 3 while waiting for the ambulance.

- If the child's condition suddenly deteriorates, or you are very concerned, call an ambulance immediately.
- In an emergency the blue reliever puffer can be accessed from the Asthma Emergency Kit, or borrowed from another child.
- Record any asthma incident and file the completed form with all incident reports.
- Notify the family and advise them of actions taken.

Correct Use of the Puffer

- Remove the cap from the puffer

- Shake puffer well and insert into the end of the spacer
- Put the mouthpiece of the spacer in your mouth, forming a seal with your lips. Breathe out gently
- Press down on the puffer canister once to fire medication into the spacer
- Breathe in and out normally for 4 breaths
- To take more medication, shake the puffer again, and then repeat steps 3-5. Remember to put the mouthpiece cap back on after you've finished.

Checklist for Excursions. Educators should be alert for:

- Children with a high risk history of asthma
- Children who show asthma symptoms before departure on an out of OSHC excursion
- The need to modify an activity for children with asthma
- Strategies to prevent exercise induced asthma
- A child who denies symptoms of asthma
- The need for early intervention of emergency treatment for asthma symptoms
- Signs of worsening asthma.

Educators should ensure the following:

- Child asthma records and individual asthma treatment plans taken on all excursions and kept with the Director or group leader.
- Be familiar with the preferred asthma emergency management required for the children in their care.
- Mobile phone is made available and there is suitable reception.
- Asthma Emergency Kit accompanies each group and the contents are checked before leaving the service. This should include checking the expiry date and making sure the medication is full.
- Educators accompanying students with asthma must carry their asthma medications and delivery devices with them at all times.
- If children are not all together, make sure Asthma Emergency Kits go with all groups.
- Check emergency services near excursion site.
- There is at least one educator with the excursion group that has completed Emergency Asthma Management training.

References:

**Education and Care Services National Law 2010
Education and Care Services National Regulations 2011.
National Quality Standards QA 2
Updated 25/8/15, 6/8/16, 9/8/18 MM**

7.4 Paracetamol

In line with recommendations from the Royal Children's Hospital, Educators will only administer one dose of paracetamol and only if the parent/guardian has given clear written instructions. Further doses for the day or consecutive days will only be given with a doctor's written instruction. Educators will enter all doses of paracetamol into the Medication Form.

If parents/guardians have stipulated a time for paracetamol to be administered and the child appears well and the temperature has been monitored, Educators will attempt to make contact with the parent/guardian to discuss the child's condition. The parent/guardian then has the opportunity to review the instruction and provide verbal instruction. This will be documented on the child's notes and on the Medication Record Sheet.

The Royal Children's Hospital recommends that paracetamol can be given in the correct dose if the fever is above 38.5° celsius and your child is miserable or has other symptoms. Although paracetamol will help reduce the fever it might not return the temperature to normal. If the child seems well and happy, there is no need to treat a fever with paracetamol, as the child is coping with the infection. If a child develops a high temperature while in care, Educators will take appropriate measures to deal with it. All efforts will be made to reduce the fever naturally by removing excess clothing and providing liquids. Educators will notify parents/guardians and decide on the appropriate course of action.

References

**National Quality Standards
Education and Care National Regulations
My Time, Our Place Framework - LO 2
Updated 16/11/15 MM**

7.5 Medical Conditions Policy

Aim

In Our Lady's Care and all educators can effectively respond to and manage medical conditions including Asthma, Diabetes and Anaphylaxis at the service to ensure the safety and wellbeing of children, Educators and visitors.

Implementation

- In Our Lady's Care will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The service will adhere to privacy and confidentiality procedures when dealing with individual health needs.
- A copy of the Medical Conditions Policy must be given to all educators and volunteers at In Our Lady's Care. The policy must also be provided to parents of children enrolled at the service. Educators are also responsible for raising any concerns with a child's parents about any medical condition known to In Our Lady's Care, or any suspected medical condition that arises.
- No child enrolled at In Our Lady's Care will be able to attend In Our Lady's Care without medication prescribed by their medical practitioner. Families are required to provide this information on the Enrolment Form as outlined below and are responsible for updating the service on any new medication, ceasing of medication, or any changes to their child's prescription.
- It is the parent's responsibility to provide updated information to In Our Lady's Care.

Information that Must be Provided on Enrolment Form

In Our Lady's Care enrolment form provides an opportunity for parents to help In Our Lady's Care effectively meet their child's needs relating to any medical condition. The following information must be completed on the enrolment form, and any information will be attached to the Enrolment Form as necessary and kept on file at the service:

- Asthma
- Diabetes
- Allergies
- Anaphylaxis
- Diagnosed at risk of anaphylaxis
- Any other specific medical condition(s) mentioned by a child's parents or registered medical practitioner using the Enrolment Form.
- Any other specific medical condition(s) mentioned by a child's parents or registered medical practitioner at any point during the child's education and care at the service.
- Any Medical Management Plan put forward by a child's parents and/or registered medical practitioner. The Medical Management Plan must be used to inform the Medical Conditions Risk Minimisation Plan. Parents are responsible for updating their child's Medical Management Plan as necessary and will be regularly reminded by the service as per the Medical Management Communications Plan.

Identifying Children with Medical Conditions

- Any information relating to the above medical conditions will be shared with the Nominated Supervisor - ***Margaret Talbett***, Educators, volunteers and any other Educators at the service. Individuals will be briefed by the Nominated Supervisor or representative on the specific health needs of each child.
- Information relating to a child's medical conditions, including the child's Medical Management Plan, Medical Conditions Risk Minimisation Plan, and the location of the child's medication will be shared with all educators and volunteers and displayed in the following areas of prominence to ensure all practices and procedures are followed accordingly.
- All educators and volunteers at In Our Lady's Care must follow a child's Medical Management Plan in the event of an incident related to a child's specific medical conditions requirements.
- All educators must ensure updated information in relation to a child's health and medical condition is reported to administration to ensure it is recorded and communicated.
- All educators and volunteers at In Our Lady's Care must be able to identify a child with medical conditions easily.
- All educators and volunteers at In Our Lady's Care must be able to locate a child's medication easily.

Medical Conditions Risk Minimisation Plan

Using a child's Medical Management Plan, In Our Lady's Care will develop a Medical Conditions Risk Minimisation Plan in consultation with a child's parents. The Medical Conditions Risk Minimisation Plan must ensure that any risks are addressed and minimised. The plan must be developed with the child's parents and medical professionals and these individuals must inform the Medical Conditions Risk Minimisation Plan. To promote consistency and ensure the welfare of all children using In Our Lady's Care, we will follow all health, hygiene and safe food policies and procedures.

Any allergens that may be present at the service will be communicated to parents and addressed through the Medical Conditions Risk Minimisation Plan.

Whilst developing the Medical Conditions Risk Minimisation Plan (see below) and to minimise the risk of exposure of children to foods that might trigger severe allergy or anaphylaxis in susceptible children, the service will consider and implement the following:

- While not common, anaphylaxis is life threatening. Anaphylaxis is a severe allergic reaction to a substance. While prior exposure to allergens is needed for the development of true anaphylaxis, severe allergic reactions can occur when no documented history exists.
- Be aware that allergies are very specific to the individual and it is possible to have an allergy to any foreign substance.
- Anaphylaxis can be caused by insect bites such as bees or wasps but is usually caused by a food allergy. Foods most commonly associated with anaphylaxis include peanuts, seafood, nuts and, in children, eggs and cow's milk.
- Other common groups of substances which can trigger allergic reaction or anaphylaxis in susceptible children include:
 - All types of animals, insects, spiders and reptiles.
 - All drugs and medications, especially antibiotics and vaccines.

- Many homeopathic, naturopathic and vitamin preparations.
- Many species of plants, especially those with thorns and stings.
- Latex and rubber products.
- Band-Aids, Elastoplast and products containing rubber based adhesives.

Educators should be on the lookout for symptoms of an allergic reaction, as per their training. Educators should be on the lookout for symptoms as they need to act rapidly if they do occur. Educators should immediately call 000 if symptoms arise. If you know an educator or child is prone to anaphylaxis reactions, and they carry an EpiPen® or AnaPen® it should be injected by an educator trained in first aid. CPR should be initiated should the educator or child stop breathing.

- However, steps should be taken to prevent anaphylaxis occurring as outlined below:

Upon enrolment, seek medical information from parents about any known allergies. Ask parents for supporting documentation as well as a Medical Management Plan. This Medical Management Plan should include a photo of the child, what triggers the allergy, first aid needed and contact details of the doctor who has signed the plan. This should be kept on the child's enrolment file and also be displayed in the service, in an area where all educators can easily access near a telephone. A copy is also kept where the child's medication is stored. If the child is taken on an excursion, a copy of the management plan is taken on the excursion. Should a child be known to have allergies requiring medication if a reaction occurs, the parents will be asked to provide the medication. Furthermore, should the child's treatment change, families are asked to provide the service with a new Medical Management Plan from their child's medical practitioner. Documentation will then be updated at the service.

- If displaying personal information about children's or Educator's allergies in food preparation or serving areas, do so in accordance with privacy guidelines, such as displaying in an area accessible to Educators and not accessible to visitors or other families. Explain to families the need to do so for purpose of safety of the child and obtain parental consent.
- Risk minimisation practices will be carried out to ensure that the service is to the best of our ability providing an environment that will not trigger an anaphylactic reaction in a child. These practices will be documented and reflected upon, with any practice that may be discovered amended to decrease risk. For example, a procedure to ensure that the child is never at the service without their EpiPen or AnaPen or relevant medication.
- In Our Lady's Care will display an Australasian Society of Clinical Immunology and Allergy inc (ASCIA) generic poster called Action Plan for Anaphylaxis in a key location at the service, for example, in the children's room, or near the medication cupboard <http://www.allergy.org.au/content/view/10/3/#r1>
- Ensure that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the service or its programs without the device.
- Develop an ongoing communication plan (Reg 90) with the child's parents and with educators at the service to ensure that all relevant parties are updated on the child's treatment, along with any regulatory changes that may change the service's practices in regards to anaphylaxis.
 - ❖ The communication plan for Educators and Volunteers on how you are informed about medical conditions, Medical Management Plan, and Risk Minimisation Plan for a child is:
 - ❖ All children are recognised on the computer with an asterisk* next to the child's name. This is for Educators to easily recognise which children attending has a medical condition. This communication plan is also how our service keeps children's information private on the daily attendance roll.
 - ❖ The Program Director/ and or Coordinator informs all Educators about new children or any child attending the service with Medical conditions at our fortnightly staff meetings.
 - ❖ The Campus Coordinator informs/reminds Volunteers and Educators on a daily basis which child has a Medical Condition before children arrive to care.
 - ❖ The Program Director Margaret Mangone informs all Educators - all Medical Conditions of children attending. Usually verbally and also documented in the staff communication diary. This is so everyone is aware of which children have Medical Conditions and how best to manage their condition.
 - ❖ The child's parents are able to communicate any changes to their child's medical management plan & risk assessment Plan by:
 - Educators communicate with families on a day to day basis when updates to Medical information is required. e.g. When a child's outdated Ventolin Spray needs to be supplied to our service. When a current Medical Form needs to be updated for our service records.
 - Families are required to complete a Medical information Form & Risk Minimisation Plan Annually.
 - When changes are needed to be made on the forms families can come in the the serce and change the information on the forms our service has.
 - Families can communicated with service via email, letting Educators know when child's medical information needs to be updated.
 - Our Service also regularly communicates with families with Children who have medical conditions.
 - Daily conversations with families regarding strategies educators can use and feedback to families on how their child is going at our service.

- Provide support and information to the service's community about resources and support for managing allergies and anaphylaxis.
- In Our Lady's Care will ensure that the auto-injection device kit is stored in a location that is known to all Educators, including relief Educators; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat.
- Routinely, In Our Lady's Care will review each child's medication to ensure it hasn't expired.
- In Our Lady's Care will not allow children to trade food, utensils or food containers.
- Ideally, children who have severe allergies should only be served food prepared at their homes. If it is decided that the child will have food prepared for them at the service, this will be prepared in line with their management plan and family recommendations.
- In Our Lady's Care will use non-food rewards with children. For example, stickers for appropriate behaviour.
- Families are requested to label all bottles, drinks and lunch boxes etc with the child's name that they are intended for.
- The use of food products in craft, science experiments and cooking classes may need to be changed in order to allow children with allergies to participate.
- Food preparation Educators will be instructed on the necessity to prevent cross contamination.
- Parents will be asked not to send food with their children that contain high allergenic elements even if their child does not have an allergy. For example, a sign in the foyer reminding families not to send food with high allergenic elements to the service even if their child doesn't have an allergy.
- If appropriate, a child with allergies may have to sit at a different table if food is being served that he/she is allergic to. This will always be done in a sensitive manner so that the child with the allergy does not feel excluded. If a child is very young, the family may be asked to provide their own high chair to further minimise the risk of cross infection.
- Where possible, ensure all children with food allergies only eat food and snacks that have been prepared for them at home. • Restrict the use of foods likely to cause allergy in craft and cooking play. • Always follow correct health, hygiene and safe food policies and procedures.
- Food preparation personnel (Educators and volunteers) should be instructed about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils.
- All children need to be closely supervised at meal and snack times and consume food in specified areas. To minimise risk children will not be permitted to 'wander around' the service with food.
- Risk minimisation plans provided by families will be consulted by In Our Lady's Care when making food purchases and planning menus.
- In Our Lady's Care will ensure that body lotions, shampoos and creams used on allergic children have been approved by their parent.
- Where a child is known to have a susceptibility to severe allergy or anaphylaxis to a particular food, In Our Lady's Care will have an "Anaphylaxis Policy" which would exclude children or other individuals visiting the service from bringing any foods containing nuts or nut products such as :
 - Peanuts, brazil nuts, cashew nuts, hazelnuts, almonds, pecan nuts.
 - Any other type of tree or ground nuts, peanut oil or other nut based oil or cooking product, peanut or any nut sauce, peanut butter, hazelnut spread, marzipan. o Any other food which contains nuts such as chocolates, sweets, lollies, nougat, ice creams, cakes, biscuits, bread, drinks, satays, pre-prepared Asian or vegetarian foods.
 - Foods with spices and seeds such as mustard, poppy, wheat and sesame seeds.
 - Nut and peanut material is also often in cosmetics, massage oils, body lotions, shampoos and creams such as Arachis oil.
- Be aware that a child may have a number of food allergies or there may be a number of children with different food allergies, and it may not be possible to have an allergy free policy for all those foods involved. Nut allergy is the most likely to cause severe reaction and should take precedence.
- In the situation where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction, Educators will:

- Call an ambulance immediately by dialling 000.
 - Commence first aid measures.
 - Contact the parent/guardian.
 - Contact the person to be notified in the event of illness if the parent/guardian cannot be contacted.
- Educators should be trained to recognise how serious anaphylaxis is and undertake the steps that need to be taken in order to minimise the possibility of occurrence. In Our Lady's Care will maintain the following in relation to educator qualifications for anaphylaxis:
 - In Our Lady's Care will ensure that all educators have completed first aid and anaphylaxis management training that has been approved by the Director at least every three years from the date their qualification was issued.
 - In Our Lady's Care will ensure that all educators in all services whether or not they have a child diagnosed at risk of anaphylaxis undertakes training in the administration of the adrenaline auto-injection device and cardiopulmonary resuscitation every 12 months.
 - In Our Lady's Care will also ensure that all relief educators used by In Our Lady's Care adhere to these qualification requirements.
 - Practice of adrenaline auto-injection devices will be undertaken regularly, preferably quarterly, and recorded. All licensed children's services are provided with Anaphylaxis Resource Kits by Victorian authorities, which will be used to practice with. This includes a training auto-injection device. This will be stored separately to a child's medication to ensure that there is no confusion.

This is a copy of our program's **MEDICAL RISK MINIMISATION PLAN**

Child's name:	
1. What is the medical condition that this assessment addresses?	
2. Does the child need dietary modifications? (If yes, please comment in sections below.) 3. Risk - What are the issues and/or the actual/potential situations that could lead to a medical emergency?	
3. Risk - What are the issues and/or the actual/potential situations that could lead to a medical emergency?	
4. Strategy – What can be done to reduce these risks? What resources are needed?	
5. Who – Who needs to be included in the process? Why?	
Unsafe foods & meals (If applicable):	
Safe foods & meals (If applicable):	

Educator's signature: _____ Date: _____

Parent's signature: _____ Date: _____

All relevant Educators have been made aware of this plan and understand the risk, plan to minimise the risk and how to respond if a risk has been detected.

Nominated Supervisor Signature: _____ Date: _____

References
Education and Care Services National Regulations
National Quality Standard QA 2
My Time, Our Place Frameworks. LO 2
Updated 3/11/2008, 16/7/2012, 21/7/14, 7/12/15, 9/8/18. M.M.

7.6 Anaphylaxis & Epipen Management Policy

Anaphylaxis is the most severe form of an allergic reaction, and has the potential to be life-threatening.

Anaphylaxis occurs after exposure to an allergen (such as food, latex, insect sting or medicine), to which a person is already extremely sensitive.

When a casualty has an anaphylactic episode the whole body is affected, usually within minutes of exposure to the allergen but this can sometimes happen hours after.

Procedure

The Director is responsible to ensure that:

- All Educators have an Anaphylaxis Certificate.
- All Educators are shown the Program's Children Medical Information Folder.
- All Educators are aware of which children have Medical Conditions.
- Parents complete a Medical Information Sheet.
- Parents supply the program with a signed Anaphylaxis Action Plan Form completed by the child's doctor.

Parents are responsible to ensure that:

- Upon enrolment at the Centre, all families must inform Educators of their child's medical condition
- A Medical Information Form must be completed by parents/guardians.
- Our program must have a signed Anaphylaxis Action Plan Form completed by the child's doctor.

Some of the known "Triggers" to Anaphylaxis

- Food – Nuts, sesame seeds, shellfish, cow's milk, soy, egg and wheat.
- Herbal remedies – such as Royal Jelly.
- Insect Stings – Bees, wasps and Ants.
- Latex allergy - Rare, but more common in some healthcare workers.
- Medication - particularly antibiotics and x-ray contrast dyes.

Signs & Symptoms. Some or all of the following:

- | | |
|---|--|
| ● Abdominal cramps | ● Generalised flushing of the skin |
| ● Itchiness of palms and soles | ● Hives anywhere on the body especially large hives |
| ● Feeling of generalised warmth | ● Nausea and vomiting |
| ● Tingling | ● Sense of impending doom |
| ● Chest Discomfort | ● Severe asthma or throat swelling |
| ● Dizziness | ● Sudden feeling of weakness |
| ● Unusual taste in the mouth | ● Swelling of face, throat and mouth |
| ● Changes in heart rate | ● Choking or coughing |
| ● Difficulty breathing | |
| ● Difficulty in swallowing or speaking | |
| ● Collapse and unconsciousness | |

Care & Treatment:

- Our program must have a signed Action Plan Form completed by your doctor.
- DRABC (Danger, Response, Airway, Breathing, Circulation)
- Call 000 for an Ambulance urgently.
- Reassurance.
- Assist in the administration of appropriate medication if required such as an EpiPen.
- Observe for relapse.
- An Educator will contact the child's parent/guardian.

Administration of an EpiPen

- A Educator will administer the EpiPen to the child

References:
National Quality Standards QA2
Education & Care National Regulations
My Time, Our Place LO 2

Updated 14/7/2009, 24/7/2012, 22/7/14. M.M.

7.7 Accident/Incident Policy

Purpose

The purpose of this policy and procedure is to provide guidance in the treatment and recording of any incident, injury trauma or illness that occurs in the Childcare Services.

Policy

In Our Lady's Care believes that the wellbeing of each child is of the highest priority. In Our Lady's Care adheres to its stated supervision policy however also acknowledges that through the nature of young children's play minor accidents may occur from time to time. This can transpire whether alone or within a group environment.

All Educators have a Duty of Care to all children in their service to protect children from harm or any hazard likely to cause injury. Educators must practice effective communication and handover of information at all times.

Scope

This policy applies to all Educators within Child Care Services, including agency relief educators engaged by In Our Lady's Care.

Responsibilities

- Childcare Services Coordinator
- Team Leaders
- Educators

Procedure

- Educators will follow procedures outlined in the Accident Policy.
- Administer First Aid
- Contact the Team Leader or 2IC immediately
- If the child is showing the following symptoms, call an ambulance:
 - Bleeding from back of the head
 - Fall - dizzy, loss of consciousness, vomiting, slurred speech, unstable, altered state of consciousness, swelling, lump, fell from height or no one sure what happened
 - Suspected or broken bones
 - Anaphylactic reaction
 - Bleeding large amount, open or deep cut
 - Asthma - as per action plan and policy
 - Poison
 - Seizures
 - High temperature (40 c) or fast spike
 - Altered state of consciousness
 - Teeth loss
- Contact the parents/guardians – if parents/guardians are not available contact emergency contacts.
- Parents/guardians will be contacted if one of the following arises:
 - Unwell – vomiting, temperature, severe rash, cold, flu, loss appetite
 - Injury to the head area – educators unsure what happened
 - Severe insect bites
 - High temperature
 - Accidents – serious bruising, break, sprain or cut
 - Incident. .
 - Asthma attack
 - Allergic reaction
 - Eat something they are not supposed to e.g. severe allergen

- Complete the Accident/Incident form
- The service must notify the [regulatory authority](#) within **24 hours** of becoming aware of a serious incident (Section 174(2)(a) and Regulation 176(2)(a).
- A Educator or Coordinator must notify In Our Lady's Care Program Director - Mrs Margaret Mangone of any serious incident.

A serious incident (regulation 12) is defined as any of the following:

- the **death of a child** while being educated and cared for by the service or following an incident while being educated and cared for by the service
- any **incident involving a serious injury or trauma to a child** while that child is being educated and cared for, which:
 - a reasonable person would consider required urgent medical attention from a registered medical practitioner; or
 - the child attended or ought reasonably to have attended a hospital e.g. broken limb*
 - any **incident involving serious illness of a child** while that child is being educated and cared for by a service for which the child attended, or ought reasonably to have attended, **a hospital** e.g. severe asthma attack, seizure or anaphylaxis*
 - **NOTE:** In some cases (for example rural and remote locations) a General Practitioner conducts consultations from the hospital site. Only treatment related to serious injury, illness or trauma is required to be notified, not other health matters.
- any emergency for which **emergency services** attended
- **NOTE:** This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at an education and care service. It does not mean an incident where emergency services attended as a precaution.
- a child appears to be **missing or cannot be accounted** for at the service
- a child appears to have been **taken or removed** from the service in a manner that contravenes the National Regulations
- a child is mistakenly **locked in or locked out of the service** premises or any part of the premises.
- Parents will be required to read and sign an Accident/Incident Form when they collect their child.
- Educators will file the Accident/ Incident report in your child's file in a lockable cupboard.
- A copy of the completed Accident/Incident Form can be obtained upon request.

References:

National Quality Standards QA2, QA5
 National Regulations 85, 86, 87, 88,89,97,161,162
 Education and Care Services National Law Act 2010
 Education and Care Services National Standards 2012
 National Regulations 176(2)(a).
 National Health and Medical Research Council Staying Healthy in Child Care 4th Edition December 2005
 ACECQA

Update 14/11/2006, 10/12/2013, 25/8/14, 9/8/18.M.M.

7.8 Health, Hygiene and Safe Food Policy

Aim

In Our Lady's Care aims to promote and protect the health, safety and wellbeing of all of children, educators and families using procedures and policies to maintain high standards of hygiene and provide safe food to children. We also aim to reduce the risk of infectious diseases and illnesses spreading and following appropriate OHS standards. A holistic and consistent approach to health, hygiene and safe food across In our Lady's Care will help to effectively meet this aim.

Implementation

The Approved Provider will ensure that the Nominated Supervisor (who is responsible for ensuring all educators and volunteers) must implement adequate health and hygiene practices and safe practices for handling, preparing and storing food. This policy, and related policies and procedures at In Our Lady's Care will be followed by nominated supervisors and educators, and volunteers at, In Our Lady's Care in relation to -

(a) Hygiene practices.

(b) Safe and hygienic storage, handling and preparation of all food and drinks, including foods and drinks provided by the child's home.

(c) Working with children to support the promotion of hygiene practices, including hand washing & dental hygiene care.

Children will be grouped in a way that allows educators to maintain a hygienic environment for individual at In Our Lady's Care. Importantly, we will work with each child to promote health and safety issues, encourage effective hygiene, food safety and dental care, and maintain a healthy environment that is safe for each child. Regular discussions between educators and children will be integrated throughout the program at appropriate intervals.

To uphold the general health and safety of all children using In Our Lady's Care, all educators and visitors will follow the Tobacco, Drug and Alcohol Policy.

Menu Development

In Our Lady's Care recognises and acknowledges the importance of providing food that is both nutritious and appropriate to the needs of the children attending OSHC. In collaboration with Educators, children and families, a service menu will be developed, consistent with the Australian Dietary Guidelines and inclusive of children's health/medical issues relating to foods.

Development of In Our Lady's Care OSHC menu will be a collaborative effort between educators, children and families.

All Educators will ensure the food and beverages they provide at the service are healthy, balanced, varied, adequate, age appropriate and consistent with the Australian Dietary Guidelines and as far as reasonably possible, meets the needs of children with special dietary requirements.

In Our Lady's Care will ensure that children have access to safe drinking water at all times.

Service menu is planned on a weekly basis, to ensure that food provided is varied and encompasses all the food groups.

The Coordinator will ensure that the menu is displayed for families and accurately describes the food and drinks being provided by In Our Lady's Care.

Educators will be informed of children's food allergies and/or restrictions (including cultural or religious) through the staff communication book and regular team meetings.

Families, children and Educators are encouraged to contribute recipes and suggestions to support a culturally diverse menu.

Educators will be provided with opportunities for professional development training relating to nutrition and food related issues.

Equipment and Environment

In Our Lady's Care will wash toys regularly using warm water and soap, and dry in the sun, clean books by wiping with moist cloth and drying, clean storage areas weekly.

Surfaces will be cleaned with detergent after each activity and all surfaces cleaned thoroughly daily. Floor in the program room & hall will be vacuumed each day. Areas contaminated with body fluids will be disinfected after washing.

Hand Washing Procedure

In Our Lady's Care will provide the appropriate height basins for children to wash their hands in as well as basins height appropriate for adults. Liquid soap will be provided by all individuals to wash their hands and we will ensure any allergies to soap are identified using the Enrolment Form and catered for appropriately. Along with this, In Our Lady's Care will provide either paper towel or an automatic dryer for individuals to dry their hands.

All individuals should wash their hands:

- Upon arrival to reduce the introduction of germs.
- Before handling food.
- After handling food.
- After doing any dirty tasks such as cleaning.
- After removing gloves.
- After going to the toilet.
- After giving first aid.
- Before and after giving each child medication. If giving medication to more than one child between each child.
- Before going home to prevent taking germs home.

Below are instructions on how to effectively wash hands. All individuals are to follow this procedure and it should be displayed above every sink.

- Wash hands using running water and soap.
- Rub hands vigorously.
- Wash hands all over ensuring that the back of the hands, wrists, between fingers and under the fingernails are cleaned.
- Rinse hands thoroughly.
- Turn off the tap using a clean piece of paper towel.
- Dry hands thoroughly with clean towel/paper towel or an automatic dryer.
- This should take about as long as singing "Happy Birthday" twice.

Hygienic Toileting Procedure

Toileting occurs at any time of the day and is specific to individual needs. Educators will communicate with parents/guardians to develop consistency with their child's toileting habits. Educators must be aware of and consider any special requirements related to culture, religion or privacy needs.

At times it may be necessary for a student to assist children in the area of toileting as part of practical education requirements, and a trained educator must always be present to monitor this situation and ensure the procedure is being followed adequately. If a parent is present and helping their child (toileting in the bathroom), it is required that an educator accompany any other children needing to use the bathroom at the same time.

Additionally, In Our Lady's Care will follow hygienic toileting practices at all times using the following procedure -

- Educators will at all times encourage the child to be independent in their toileting habits and provide assistance as and when needed.
- It is better to use the toilet rather than toilet training for effective hygiene and infection control factors.
- In Our Lady's Care will ensure that toilets and handwashing facilities are easily accessible to children.
- Children will be encouraged to flush toilets and wash hands after use.

Disposable gloves should be used for any of these stages in the toileting procedure:

- Help child to remove clothing if needed.
- Help child onto toilet if needed.
- Help the child to wipe themselves, encouraging them to wipe front to back.
- Encourage the child to flush the toilet themselves.
- Encourage the child to wash and dry hands on single sheet of paper towel, and then to leave the bathroom.

If the child has soiled or wet their clothing:

- Remove any wet/soiled clothing and seal in a plastic bag for washing. It must be double-bagged.
- Clean and dry the child.
- Remove your gloves and wash hands, do not touch the child's clean clothing.
- Put on new gloves and dress the child, wash and dry the child's hands. Have them leave the bathroom.
- Clean any spills following procedure for cleaning spills of body fluids.
- Remove and dispose of gloves, wash and dry your hands.
- The laundering of soiled clothes and linen is laundered away from the program. Soiled laundry is hygienically stored in a sealed plastic bag and given to the child's parent to take home and wash. The soiling clothing will be stored securely by an educator and not placed in the child's bag in contact with personal items.

Dental Hygiene and Care

- Educators should actively seek to be positive role models for children and families in attendance at In Our Lady's Care.
- Educators form positive relationships with family members and children to discuss and encourage good dental health practices and ensure the continuity of care of each child. Information should be made available to family members and educators in their home language.
- In Our Lady's Care will actively encourage good dental health practices including eating and drinking habits, tooth brushing and going to the dentist and/or dental health professionals.
- Children will be encouraged to drink water to quench their thirst and remain hydrated.
- Children will be encouraged to rinse their mouths with water to remove food debris after every meal or snack. Educators will supervise such practices.
- Family members should be informed without undue delay any incident or suspected injury or issue with their child's dental health which may include teeth and gums, gum swelling, infection in the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing food or drink.
- Educators will be aware of dental first aid and receive appropriate professional development opportunities where appropriate.

Dental Accidents

If a dental accident occurs at In Our Lady's Care, the following will occur:

For younger children:

- The accident will be managed as an emergency. Accident form will be completed.
- The tooth will be tried to be reinserted into the socket gently, rinsed in clean water or clean milk to remove any blood and will be placed in a clean container or wrapped in cling wrap to give to the child's parent or dentist.
- Seek dental advice as soon as possible and ensure educators or the parent takes the tooth/tooth fragment to the dentist with the child.

For older children or adults:

- The accident will be managed as an emergency. Accident form will be completed.
- Gently rinse the tooth fragments in clean milk or clean water for a few seconds to remove excess dirt and blood.
- Handle the tooth by its crown (the white enamel top part of the tooth), not its root and be careful not to rub off the endothelial fragments on the root of the tooth as these are needed for the tooth to take if replaced by the dentist.
- In an adult or older child who can be relied on not to swallow their tooth, it is preferable to replace the tooth back into the socket. (Be certain that the tooth is placed into the socket the correct way round, in its original position, using the other teeth next to it as a guide).
- Hold the tooth in place by gently biting on a clean handkerchief or gauze pad.
- If unable to reinsert the tooth, get the casualty to hold the tooth inside the mouth next to the cheek or place the tooth in clean milk, sterile saline, or clean water. Place a firm pad of gauze over the socket and have the casualty bite gently on the gauze.
- Seek dental advice as soon as possible and ensure you or the family takes the child to the dentist with the tooth/tooth fragments within 30 minutes, as the root endothelial layer begins to deteriorate after 30 minutes.

- If the tooth has been in contact with dirt or soil, advise the family that tetanus prophylaxis may be required and advise them to consult with both their dentist and doctor.

Food Preparation and Food Hygiene Procedure

In Our Lady's Care will follow appropriate food preparation hygiene techniques to meet the requirements of the *Food Standards Australia New Zealand* such as:

- Wash hands before food preparation.
- Cleaning food preparation area before, during and after use.
- Using colour-coded chopping boards in order to prevent cross contamination of raw food.
- Ensuring that individuals preparing food know, follow and adhere to the appropriate hygiene procedures. This includes:
 - Washing their hands
 - Keeping their personal hygiene at a high level. For example, tying their hair back or keeping it under a net
 - Not wearing jewellery (wedding band excluded)
 - Covering cuts with a blue band aid and gloves and
- Avoiding the contamination of one work area to another by using colour-coded dishcloths and having specific cleaning implements (for example gloves and scourers) for a specific area.
- Avoiding the contamination of one work area to another by using the colour-coded dishcloths system and restricting the movement of contaminated items (such as gloves and cleaning implements) from one area to another.
- Clean children's eating tables with soap and water and dry before serving food.
- Ensuring food is always served in a hygienic way using tongs and gloves.
- Clean children's eating tables with soap and water and dry after meal times.
- Each child will be provided with their own clean drinking and eating utensils at each mealtime. These utensils will be washed after each use. Educators will actively encourage and monitor children so they do not to use drinking or eating utensils which have been used by another child or dropped on the floor.
- Providing families with current and relevant information about food preparation and hygiene.
- Showing and discussing with children the need for food hygiene in both planned and spontaneous experiences.
- Educators will wear bright coloured noticeable band aids in the kitchen when preparing or serving foods.

Cooking with Children

We sometimes include cooking experiences in our programming for the children. When these experiences are carried out, educators that are supervising will be vigilant to ensure food preparation remains a hygienic and safe experience. The relevant points from the above food preparation procedure will be followed during the children's cooking experiences.

Examples of the type of activities children will participate in during cooking experiences include:

- Helping choose what to cook.
- Measuring and weighing ingredients.
- Stirring or mixing ingredients.
- Washing salad, vegetables or fruit.
- Setting the tables.

Food Safety, Temperature Control and Transport Procedure

We will, to the best of our ability, educate and promote safe food handling and hygiene in the children and families by:

- Provide food safety information from Safe Food Australia and Vic Food Authority.
- Encouraging parents to the best of our ability to continue our healthy eating message in their homes. This information will be provided upon enrolment and as new information becomes available.
- Encouraging educators to present themselves as role models. This means maintaining good personal nutrition and eating with the children at meal times.
- Providing nutrition and food safety training opportunities for all Educators including an awareness of other cultures food habits.

The bacteria that commonly cause food poisoning grow rapidly between 5°C and 60°C; this is commonly referred to as the "temperature danger zone".

To keep food safe:

- All food for children brought from home will be immediately placed in the refrigerator provided by our service. Children's food will be removed from insulated containers before placing in the refrigerator.
- Don't leave perishable foods in the temperature danger zone for longer than 2 hours.
- Keep cold food in a fridge, freezer, below 5°C until you are ready to cook or serve, e.g. if you are serving salads keep them in the fridge until ready to serve.
- Keep hot food in an oven or on a stove, above 60°C until you are ready to serve.

- Refrigerate leftovers as soon as possible, within 2 hours. If reheating leftovers, reheat to steaming hot. Heating food is not always recommended, however.
- Never defrost foods on the bench top. Foods should be defrosted overnight in the fridge or in the microwave.
- Use a thermometer to make sure your fridge is below 5°C. Don't overload refrigerators, as this reduces cooling efficiency.
- All foods (dry, cold and frozen) will be used by the FIFO rule (first in, first out). This will allow a rotation of food to make sure older stock is used first.
- Store dry foods in sealed, airtight containers.
- Store food on shelving.
- Any food removed from its original container must be stored in a container with the used by date of the food written on it. The ingredients must also be listed with the date it was opened.
- Ensure the food storage area is well cleaned, ventilated, dry, pest free and not in direct sunlight.
- Prevent pests by cleaning spills as quickly as possible and removing garbage/waste frequently.
- All foods are wrapped, covered, dated (used by date and date it entered our Service) and labelled.
- Store foods on shelves, never on the floor including play dough material.
- Store raw and cooked foods separately. NEVER store raw foods on top of cooked foods as juices may drip down and contaminate the cooked food.
- Store food once it has sufficiently cooled down. Foods cool quicker in smaller, shallow containers.
- Fridges and freezers need to be cleaned regularly and fridge door seals checked to be in good repair.
- The operating temperature of the fridge and freezer need to be checked regularly and a record kept of this.

Food Transport

- Food at In Our Lady's Care is transported from the kitchen, which is located in the school hall to another premises only when going on an excursion. When transporting food, all factors relating to food hygiene and safety will be considered, and precautions will be taken to prevent contamination and ensuring that food is maintained at appropriate temperatures to prevent the food being spoiled.

Protecting food from contamination will be achieved by:

- Using containers with lids or by applying plastic film over each container. These materials will be suitable for food contact to ensure that they do not contain any chemicals that could leach into the food.
- Aluminium foil, plastic film and clean paper may be used and food will be completely covered.
- Food already in packaging may not need additional coverage. However, if additional coverage is required the above will apply.
- Previously used materials and newspaper will not be used.

Temperature Control

- When potentially hazardous foods are being transported they will be kept at or below 5 degrees Celsius for cold food, or above 60 degrees Celsius for hot food.
- If the journey is short, insulated containers may be used to keep the food cold. If the journey is longer, ice bricks will be used to maintain temperature requirements.
- Only pre-heated or precooled good will be placed in insulated containers, which will have a lid to maintain temperatures.
- Insulated containers will be kept clean and in good working conditions at all times, will only be used for food and will be kept away from other items such as chemicals or fuel.
- Insulated containers will be filled as quickly as possible and closed as soon as they have been filled and kept closed until immediately before the food is needed or is placed in other temperature-controlled equipment at the destination.

The following will be considered when transporting food:

- Containers of cool food will be placed in the coolest part of the vehicle.
- If the inside of the vehicle is air-conditioned, cold food may be transported better here rather than in the boot.
- Vehicle will be kept clean and maintained at hygienic standards.
- When food is being packed in the vehicle, cold foods will be collected last and immediately placed in insulated containers for transporting.
- Upon arrival at the destination, Educators will immediately unload any cold food and place it in an appropriate temperature controlled environment.
- All food will be served within two hours of it being cooked.

Food Storage Procedure

In order to implement safe food storage practices to the highest possible standard, educators will access and amend their practices to the latest known information. This information will be passed onto families.

Educators will then implement these standards at In Our Lady's Care by inspecting food items when first brought into our Service to ensure they are in good order, for example, not in damaged packaging, within their used by date period and at a correct temperature. Educators will then see that they are appropriately stored as per the following:

- All foods (dry, cold and frozen) will be used by the FIFO rule (first in, first out). This will allow a rotation of food to make sure older stock is used first.
- Store dry foods in sealed, airtight containers.
- Store food on shelving.
- Any food removed from its original container must be stored in a container with the used by date of the food written on it. The ingredients must also be listed with the date it was opened.
- Ensure the food storage area is well cleaned, ventilated, dry, pest free and not in direct sunlight.
- Prevent pests by cleaning spills as quickly as possible and removing garbage/waste frequently.

For cold storage, the following applies:

- All foods are wrapped, covered, dated (used by date and date it entered our Service) and labelled.
- Foods are stored at the correct temperature depending on the product. Cold foods need to be stored at less than 5 degrees (C) and frozen foods at minus 18 degrees (C).
- Store foods on shelves.
- Store raw and cooked foods separately. NEVER store raw foods on top of cooked foods as juices may drip down and contaminate the cooked food.
- Store food once it has sufficiently cooled down. Foods cool quicker in smaller, shallow containers.
- Fridges and freezers need to be cleaned regularly.
- The operating temperature of the fridge and freezer need to be checked regularly and a record kept of this.

Head Lice

In the event that a child is suspected of being infested with head lice:

- Parents will be notified as soon as possible (at least by the end of the day) and provided with information about treatment options.
- Information sheet is available upon request.
- The parents need to be informed that the child will only be readmitted to care after approved and appropriate treatment has been administered.
- Isolation of children with head lice is not considered necessary. Educators will engage the group in activities that minimise head to head contact.
- Other families will be advised when there is an infestation of head lice within the service by an information sheet displayed next to the sign in/out sheets.

References:
National Quality Standards QA2
National Regulations 77,78,79,80
Food Standards Australia
Food Act 2003
Food Regulation 2004
Occupational Health and Safety Act 2000
Occupational Health and Safety Regulations 2001
Dental Association Australia
Updated 4/5/2008, 22/7/14, 30/8/17 MM

7.9 Nutrition Policy

In Our Lady's Care is all about our children. We create and uphold a nurturing environment for our children, families, teachers, volunteers, and the wider parish. We are a Catholic community of educators and learners who strive for excellence in education, and we are innovative and collaborative in our approach. Our lifelong purpose is to maintain a sense of belonging for all our children encouraging them to reach their full potential.

Introduction:

In Our Lady's Care OSHC is responsible for providing a safe, healthy, caring and nurturing environment for children in care. We aim to not only provide adequate nutrition but also to promote and encourage the establishment of good food habits early in life. Fostering healthy eating habits and activity patterns in childhood can reduce the prevalence of lifestyle diseases. In Our Lady's Care believes that well-nourished and active children are more likely to be alert, vigorous and happy.

We have a unique opportunity to develop positive food attitudes and practices through role modelling and teaching. Consequently, meal times are viewed as part of the children's daily learning experiences. Eating with other children helps promote self reliance and social skills. It encourages children to acquire a greater knowledge of and liking for a variety of foods.

While In Our Lady's Care recognises that parents have overall responsibility for their child's nutrition, In Our Lady's Care believes it has an obligation to provide adequate nutrition proportionate to the time spent in care. Guidelines for this are given to the Centre through the Australian Dietary guidelines for Children in Outside School Hours Care, National Accreditation Council and Victorian legislation.

Aims:

1. To meet the nutritional needs of the children whilst in care by ensuring that each child receives sufficient and adequate food to enable full participation in the day's activities.
2. To encourage good eating habits by providing a nutritionally balanced diet based on the Australian Dietary guidelines for children.
3. To offer access to drinking water all day.
4. To encourage parents and students to participate in the nutrition program.
5. To reflect our multicultural diversity in the menu by including foods and dishes from many cultures.
6. To take account of children on special or different diets eg religious or medical reasons, or a vegetarian lifestyle.
7. To serve attractive, well presented meals which allow choice, in a relaxed and pleasant environment which encourages independence and the development of social skills.
8. To maintain high levels of hygiene by encouraging hand washing before eating and observing the requirements of safe food handling.
9. To provide up-to-date resources and information on nutrition for parents, Educators and children and to integrate nutrition education into the curriculum.
10. To evaluate regularly, with parents and children, and Educators the nutrition program and what food we offer the children.

Menu Planning

1. Breakfast will be provided daily for students between 6.30am to 8am. Afternoon snack is provided daily for students in ASC. Regular meals and snacks are provided during Pupil Free days. ASC snack always includes fresh fruit and vegetables and whole grain carbohydrates. Other food provided will vary daily as per the weekly menu.
2. In Our Lady's Care respects the view of those parents who wish to exclude their children from the meals provided for religious, cultural and/or lifestyle reasons. Parents have the option to provide meals and food from home.
3. The menu takes into account;
 - The nutritional needs for healthy eating and physical activity.
 - The availability and cost of different foods.
 - Considerations of the colour, flavour, texture and taste of foods to provide a wide variety of meals which are attractive to children.
 - The dental health of the children by avoiding foods which are sugary and sticky and cause dental decay.
 - The program and events planned for the week
 - The menu is on display for families in the OSHC Room.
 - Water is available to drink at all times.
 - Low salt foods are used.
 - Foods containing calcium and iron are offered daily.
 - Artificial colorings & flavours are avoided.
4. As many children have allergies to nuts in particular, this is a nut free service. All food offered by the service will not contain nuts & all parents are asked not to provide food containing nuts for their children. Children should not share home food cooked with others. This also applies to Educators.

Meal Times

1. Meal times are considered part of the educational curriculum and overall learning environment of In Our Lady's Care . Meal times are an enjoyable part of the children's daily learning experiences.
2. Children can be involved in mealtime through tasks such as serving and cleaning up.
3. Children will be encouraged to try different food but will never be forced to eat.
4. During meals and snacks, children sit in groups in a social atmosphere. Children are required to remain seated whilst eating and care is taken to ensure children are well supervised.

Parental Involvement

In Our Lady's Care encourages parents to:

- Promote sensible eating habits with their children
- Be a part of the educational programming by joining cooking activities or special events
- Provide In Our Lady's Care with favourite recipes
- Give feedback on the snacks/meals provided
- Make In Our Lady's Care aware of any dietary requirements upon enrolment

- Refrain from bringing nuts to the program

Food Storage and Preparation

1. Hygiene standards, as per legislation, are adhered to at all time. The kitchen, including food preparation areas are kept hygienically clean.
2. Regular audit and maintenance of facilities is undertaken to reduce the risk of hazards.
3. Educators and children are encouraged to wash their hands or use hand sanitizer before and after meals or when preparing food.
4. Food scraps are disposed of in a hygienic manner.

Before School

In the morning breakfast is served daily until 8.00 am. If your child arrives after 8.00am a breakfast bar, or cereal will only be served to your child.

Children have a choice of cereal, toast, pikelets, muffins or crumpets with a glass of milk or water.

After School

The afternoon program provides a nourishing afternoon tea. There is always a mixture of fresh fruits and vegetables served daily, as well as dry biscuits, cheese and dried fruits. We also serve a variety of healthy food options each afternoon; this can range from, hot soups, sandwiches, pastas & hot foods. Fresh drinking water is always available to all children using the program. Later in the afternoon between 5.00 and 5.30 pm we provide a light snack for the children, just to keep them going until dinner. Our program uses the Eat Smart Play Smart Folder that has many nutritious menus.

Pupil Free Day

Breakfast is served daily until 8.00 am. Children have a choice of cereal, toast, pikelets, muffins or crumpets with a glass of fresh fruit juice, milk or water.

Lunch is provided on some advertised days (extra costs do apply). Otherwise families must supply their child with an adequate nutritious meal.

Afternoon tea is provided between 3.30pm -4.00pm. Our program provides a nourishing afternoon tea. There is always a mixture of fresh fruits and vegetables served daily, as well as dry biscuits, cheese and dried fruits. We also serve a variety of foods such as a range from, hot soups, sandwiches, pastas & hot foods.

Fresh drinking water is always available to all children using the program.

A light snack is served between 5.00 and 5.30 pm for the children, just to keep them going until dinner.

Parents are required to supply their child with a Nutritious morning tea and lunch daily, as well as drinks. Many children that are active throughout the day require more food; it is the parent's responsibility to ensure their child has enough food to last their child throughout the entire day.

References:

- Education and Care Services National Regulations
National Quality Standards QA 2
Food Standards Australia /New Zealand
Safe Food Australia, 2nd Edition. January 2001
Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood
Dietary Guidelines for Children and Adolescents in Australia.
Australian Guide for Healthy Eating
Food Safety Standards for Australia 2001
Food Act 2003
Food Regulation 2004
Occupational Health and Safety Act 2000
Occupational Health and Safety Regulations 2001
Dental Association Australia
Updated 17/11/2010, 8/10/13, 21/7/14, 6/8/18 M.M.**

7.10 Food Allergies Policy

In Our Lady's Care aims to ensure that the 'uniqueness of each person is welcomed and valued'. A challenge for our community then is the increasing prevalence of children with a food allergy. Due to the life-threatening nature of these allergies, our school community must take the appropriate action to ensure the successful and safe inclusion of these children within our program. We hold a legal duty of care to ensure the safety and well-being of all children enrolled within In Our Lady's Care.

STATEMENT OF POLICY

Our Lady's P.S is an Allergy Aware School where the health and safety of our children is paramount. Enrolled within In Our Lady's Care are a number of children with life threatening food allergies. The basis of our approach is risk minimization and education.

In Our Lady's Care Food Allergy Policy Aims to:

- Safely support, within the school environment, children with severe allergies and anaphylaxis.
- Develop and maintain an action and implementation plan when dealing with children who have critical life-threatening allergies.

- Provide a position for the community on food management, hygiene, safe food handling, parent education, student education and canteen and classroom protocols to proactively and reactively support these children.

Prevalence of food allergies

Food allergies affect approximately 1 in 50 children and it is likely that at school children will encounter and may accidentally ingest the one of the many products which causes an allergic reaction. Children with a food allergy may react to tactile (touch) exposure or inhalation exposure. Not every ingestion exposure will result in anaphylaxis but the potential always exists. Whilst peanut allergy is the most likely to cause anaphylaxis and death, eight foods (peanut, tree nut, milk, egg, soy, wheat, fish and shellfish) account for the vast majority of total food allergies.

When the symptoms to the allergic reaction are widespread and systematic, the reaction is termed “anaphylaxis”. Anaphylaxis is the most severe and sudden form of allergic reaction and should be treated as a medical emergency.

Symptoms of food allergies

Symptoms and signs of Anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but can in some cases be delayed for two hours or more.

Symptoms and signs may include one or more of the following:

- Difficulty and/or noisy breathing.
- Swelling of the tongue.
- Swelling or tightness in the throat.
- Difficulty talking or a hoarse voice.
- Wheeze or persistent cough.
- Dizzy/light headed.
- Loss of consciousness and/or collapse.
- Pale and floppy (young child).

PREVENTION STRATEGIES

School Community

- As an “Allergy Aware School” no peanuts, peanut paste, peanut butter (including “dippers”), nuts, “Nutella” spread or nutty muesli bars are permitted within the school.
- The school canteen will not sell nut products. Any products that may contain nut traces will be clearly identified as such.

CHILDREN

- Education about food safety and the seriousness and potential life-threatening nature of allergies takes place within the classroom environment. Staff training - as part of the KLA - Health Physical Education .
- Children are encouraged to wash hands before & after eating and soap dispensers are provided.
- If any potentially harmful food is brought to the program by mistake children are encouraged to inform the Educators so that risks may be minimized.
- All children are reminded that our service does not allow children to share food - it is best not to share or swap food.
- Any inappropriate behavior relating to an “at risk” student’s food allergy will be taken seriously and dealt with immediately by the teacher on duty and reported to a member of the Administration Team.

EDUCATORS

- Educators will undergo regular anaphylaxis first aid training including the identification of signs and symptoms of an allergic reaction and use of appropriate medication to cater for these situations. eg. EpiPen.
- The medical details, including a photograph, of each child with a food allergy will also be contained in the “Medical” folder.
- Individual Anaphylaxis plan posters for children with a food allergy are kept in our programs Medical Folder for confidentiality reasons. Educators can view this folder at any time.
- Regular and relief Educators are expected to familiarize themselves with these.
- EpiPen and Anaphylaxis plan kits are required to be taken to school excursions.
- A mobile or other communication device must be available on each excursion for emergency calls.
- Educators are requested to avoid bringing peanut paste or nuts to school in keeping with the whole school policy.
- Educators must make parents aware of a typical school occasions (as children get older there are more occasions when food will just arrive without notice) and events where changes to exposure to allergenic foods are increased. These include, but are not limited to: student birthdays/farewells when parents might bring in cakes or ice blocks for the program; Christmas and Easter where children and Educators may swap chocolates, lollies or presents.
- Children with any type of medical conditions have an asterisk * next to their name on the attendance roll.
- Service will supply each child attending an Excursion with a Medical Identification bracelet,

FAMILIES OF AT RISK CHILDREN

In terms of the child with the allergy, while it is a matter for the parents as to whether the identity of the child with the allergy is revealed to the other children and the parents, it is in the best interests of the child that this occurs. The information about the child's allergies MUST be communicated to Educators as they would have a responsibility to act if they saw the child exhibiting any of the symptoms described.

Parents should supply:

- A medical kit containing: an EpiPen;
- An un-laminated colour copy of the child's anaphylaxis plan
- Any other prescribed medications such as antihistamine or Ventolin. These will be kept in a prominent position within the staffroom.
- Anaphylaxis plan posters with colour photos of the child, laminated and signed by the child's doctor. These will be displayed in our services administration cupboard and discussed prior to every Vacation Care commences, school first aid room, canteen and staff room.
- Identification bracelet, wristband or similar. (i.e. Medical alert bracelet). (www.medicalert.com.au) Replacing the EpiPens and other medication required for the treatment of such allergies will be the responsibility of the child's family. It is also advisable to replace photos/anaphylaxis posters every year as the child grows.

Parent/caregivers should:

- Inform the Director - Mrs. Margaret Mangone in writing that your child is at risk of Anaphylactic reaction.
- Notify the program via an "Action Plan for Anaphylaxis" of any advice from a treating medical practitioner. The action plan must contain a photo of the child, a list of known allergies, parent contact information, symptoms and signs of mild and severe allergic reactions, and actions to undertake in the event of an emergency. This plan must be signed by a treating medical practitioner.
- Provide written authorisation for the program to administer the EpiPen or other medication or to assist a child to administer the medication.
- Provide an EpiPen to the program for use with their child.
- They will need to ensure that the EpiPen is clearly labeled and not out of date, and replace it when it expires or after it has been used.
- Teach and encourage children to self-manage.

Planning for the Individual Children:

- Prior to entry into our program (or, for a child who is already in school, immediately after the diagnosis of a life-threatening allergic condition), the parent/guardian should meet with Educators at In Our Lady's Care to develop an individualized Anaphylaxis plan.

IN CONCLUSION

In Our Lady's Care will seek to ensure the safety and well-being of all members of our school community. We believe an effective partnership between home and In Our Lady's Care will ensure the successful inclusion of children with life-threatening allergies. We are committed to responsible and achievable management practices in reducing foreseeable risks associated with the support of children with Anaphylaxis within the programs environment.

References:

Education and Care Services National Regulations
National Quality Standards - QA2
My Time Our Place - LO 1&3
Department of Health and Aging, National Immunisation Program Schedule
NHMRC. Staying Healthy in Child Care Preventing infectious diseases in child care 4th edition
Public Health and Wellbeing Act 2008
Updated 8/2/2012, 25/8/14, 27/4/16 M.M

7.11 Sun Care Policy



After School Hours Care Program The Cancer Council Victoria recommends that *Outside School Hours Care Services* implement a modified sun protection policy. Even though After School Hours Care Services generally operate outside the danger period for UV radiation, it is still likely that children could receive skin damage if outside for extended periods during this time. Our Sunsmart Policy is implemented **from the 1st September to 30th April**. Our policy is NO HAT, SHADE PLAY when playing outside. Children will be encouraged to play only in the shaded/undercover areas.

Before School Care Program

UV radiation is generally very low in the morning when *Before School Hours Care Services* operate and therefore sun protection is not essential. However, as national guidelines require that all OSHC Services have a current sun protection policy and because reinforcing Sun Smart behaviors in young people is important. Our Sunsmart Policy is implemented **from the 1st September to 30th April**. Our policy is NO HAT, SHADE PLAY when playing outside. Children will be encouraged to play only in the shaded/undercover areas.

Pupil Free Day

The Cancer Council Victoria recommends that *Pupil Free Days* implement a comprehensive sun protection policy, as children will often be outside during the danger period for UV radiation **-from the 1st September to 30th April between 10am and 2pm. (11 am and 3 pm daylight saving time).** Educators will ensure the utmost sun protection is provided to children when playing outdoors. Our policy is NO HAT, SHADE PLAY when playing outside. Children will be encouraged to play only in the shaded/undercover areas.

Sun Protection Policy

Sunsmart sun protection policy has been developed to ensure that all children and Educators attending In Our Lady's Care OSHC Program are protected from skin damage caused by the sun's harmful ultraviolet rays. It is to be implemented **from the 1st September to 30th April.**

As part of general Sun Smart strategies, our Program will:

Procedure:

- Children are required to wear broad-brimmed, legionnaire or bucket hat at all times when playing outdoors
- Provide SPF 30+ broad-spectrum, water-resistant sunscreen for everyone to use.
- Should your child require sunscreen other than that supplied, please provide a named bottle of your chosen sunscreen to your child's teacher.
- Educators apply sunscreen to children prior to going outside in the afternoon.
- Children are encouraged to develop skills in applying their own sunscreen.
- Encourage the daily application of sunscreen 15 minutes before going outside
- Encourage children to reapply every 2 hours whenever they are outside.
- Our policy is NO HAT, SHADE PLAY when playing outside.
- Activities are planned in shaded areas whenever possible and moved as required to minimise time spent by children in sunny play spaces.
- Educators encourage children to use available areas of shade for outdoor activities.
- Educators encourage parents to act as role models by practicing Sunsmart behaviour.
- Educators are required to wear broad-brimmed, legionnaire or bucket hat and act as role models for the children at all times when playing/ supervising outdoors.

Communication:

Display the Sunsmart policy at the service for parents, and discuss it with the children.

Regularly reinforce Sunsmart behaviour in a positive way through correspondence with parents via the notice board and displays and through children and Educators activities.

Information in relation to the Sun Smart policy is included in Parent Information Handbook and other important documentation is provided to parents located on the signing in/out desk.

Environment:

Organisation of outdoor activities will be held in shaded areas wherever possible.

Education:

Consideration of including games, activities and play experiences that incorporate the Sunsmart policy.

Evaluation:

All service Educators is responsible for monitoring the implementation of this policy and ensuring that it is followed.

References:

www.sunsmart.com.au

Updated 29/11/11, 8/10/13, 1/12/15, 14/3/17, 6/8/18 M.M.

7.12 Additional Needs Children Policy

Aim

To provide each child regardless of their additional needs and abilities with a supportive and inclusive environment that allows each child to fully participate in their education and care at our program. Educator's will remain positive, open minded and honest at all times when working with families and external support professionals to most positively meet the additional needs of each child being educated and cared for at this service.

What is Additional Needs?

The term 'additional needs' encompasses a range of conditions & circumstances that require particular or specialized support. For example, additional needs may encompass children who:

- Have physical disabilities.
- Have learning or speech difficulties.
- Have a diagnosed condition such as Autism Spectrum Disorder (ASD), Down Syndrome, and Attention Deficit Hyperactivity Disorder (ADHD).

- Speak English as a second language.
- Have a health condition such as asthma, epilepsy, eczema, allergies.
- Are at risk of abuse and neglect.
- Demonstrate challenging behavior.
- Are gifted and talented.
- Are experiencing an emotional trauma such as grief, separation or divorce.

While some additional needs may be ongoing, others may be the result of a particular issue or circumstance, for example difficulty at a specific stage of a child's development. Regardless of the nature of the additional needs a child has, it is important the child care professionals continually monitor and review the support strategies we are implementing to ensure we are meeting children's current needs.

There are a range of strategies our program uses to promote communication with families, and encourage their participation in daily planning for their child. They include:

- Daily verbal information exchange.
- Using communication books to record and exchange important information about your child's interests, experiences, routines, as well as the strategies that effectively support your child in the home and child care setting.
- Meetings between families and child care professionals. These may also include other professionals working with your child.
- Providing families with surveys for parents to evaluate on our childcare program.
- Requesting that families share any relevant reports or assessments on their child that have been conducted by other professionals.

Learning Environments

- In Our Lady's Care environment and equipment will be designed or adapted to ensure access and participation by every child in the program to support the inclusion of children with additional needs.
- The indoor and outdoor environment will be suitable for children with additional needs.
- In Our Lady's Care will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and equipment such as books and games will reflect positive inclusion of children with additional needs in the community.
- In Our Lady's Care will work with external professionals and families to ensure that learning environments are most suited to each child with additional needs and children and families from culturally diverse backgrounds. We will also involve children in this process. And where appropriate, our service will keep a copy of any specific plans or instructions provided by external resource providers and professionals for children with additional needs.
- Children may have sensory sensitivities to pressure, texture, smell, noise or visual expectation of the environment or colour which may need to be considered in the environment.
- Children will be encouraged to feel safe and secure during their education and care at this service by developing trusting relationships with educators, other children and the community.

If your child has additional child care needs our program will require more detailed information about your child than is asked on the enrolment form. More detailed information is necessary so that the educators looking after your child are well informed and can cater to your child's needs, and care for your child the best way possible. Forms are available at the program for parents to fill in (at least 1 term prior to enrolling your child into child care).

- The Inclusion Support Agency (ISA) is funded by the Australian Government.
- Our program can lodge an application for Special Needs Subsidy Support (SNSS) funding for additional support workers through the ISA.
- Funding will only be granted when the child meets specific criteria.
- If you are interested in applying SNSS application usually take 1 term prior to enrollment to submit forms.
- The subsidy will assist eligible child care programs to improve their capacity to include children with ongoing high support needs.
- The inclusion support program assists child care professionals to include children with additional needs in our program, and part of the overall Inclusion and Professional Support Program.
- Inclusion Support Agencies employ Inclusion Support facilitators, who are trained specialists, to provide support to child care professionals.

Professional Development for Educators

- Our service will access professional development for educators to help our program meet the needs of each child with additional needs.

References:

For more information visit <http://deewr.gov.au/Earlychildhood/Programs/ChildCareforServices/SupportFamilyCCS/Pages/InclusionSupportProgram.aspx>
 Education and care Services National Regulations 2011
 National Quality Standards - Quality Areas 1 & 5
 My Time, Our Place Framework For School Aged Care- LO 1
 Updated 11/10/2010, 16/7/2012, and 20/5/13. M.M.

7.13 Infectious Disease Policy

Aim

Immunisation is a simple, safe and effective way of protecting individuals against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others in the community, by reducing the spread of disease.

Implementation

- In Our Lady's Care will use the attached Recommended Minimum Periods of Exclusion to exclude children and educators and inform parents of exclusion and non-exclusion periods for infectious diseases. We will minimise the spread of potential infectious diseases between children, other children and educators by excluding children who may have an infectious disease or are too ill to attend the service and facilitating the prevention and effective management of acute illness in children.
- Notification of the child's parents or nominated contacts will occur immediately.
- All appropriate notifications to the local Public Health Unit are available under the 'Infectious Diseases requiring Notification to the local Public Health Unit and must occur within 24 hours. The Nominated Supervisor is responsible for notifying the local Public Health Unit.
- Children might be brought to care with symptoms or signs of illness or while in care suddenly develop an illness that has not been diagnosed by a doctor, and that might be potentially infectious or potentially life-threatening for the child. Symptoms may not clearly fit those listed in exclusion diseases making it difficult for the service to decide whether to accept or exclude the child from the service. Many illnesses, while not fitting exclusion criteria, can transmit disease to other children in care, and many non-exclusion diseases can make a child too ill to participate in normal care activities.

If an infectious disease arises at In Our Lady's Care we will respond to any symptoms in the following manner -

- Isolate the child from other children.
- Ensure the child is comfortable and appropriately supervised by educators.
- Contact the child's parents or nominated emergency contact. If the child's parents are unavailable we will contact the next nominated individual. We will inform the contact of the child's condition and ask for a parent or other authorised individual to pick the child up as quickly as possible. Any individual picking the child up from the service must be approved by the child's parents and be able to show identification.
- Ensure all bedding, towels and clothing which has been used by the child is disinfected. These items will be washed separately and if possible air dried in the sun.
- Ensure all toys used by the child are disinfected.
- Ensure all eating utensils used by the child are separated and sterilised.
- Provide information in the child's home languages to the best of our ability.
- Inform all service families and educators of the presence of an infectious disease.
- Ensure confidentiality of any personal health related information obtained by the service and educators in relation to any child or their family.
- If a child or educator has been unable to attend In Our Lady's Care because of an infectious illness the individual must provide a doctor's certificate which specifically states the child/educators is ok to return to In Our Lady's Care.

The National Health and Medical Research Council (NHMRC) recommend that Educators should be immunised against -

- Hepatitis A.
- Measles-Mumps-Rubella (MMR).
- Educators born during or since 1966 who do not have vaccination records of two doses of MMR, or do not have antibodies for rubella, require vaccination.
- Varicella, if they have not previously been infected with chickenpox.
- Pertussis. An adult booster dose is especially important for those educators caring for the youngest children who are not fully vaccinated.
- Although the risk is low, educators who care for children with intellectual disabilities should seek advice about Hepatitis B immunisation if the children are unimmunised.

Table 1.1 Recommended minimum exclusion periods

Condition	Exclusion of case	Exclusion of contacts
<i>Campylobacter</i> infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
<i>Candidiasis</i> (thrush)	Not excluded	Not excluded
<i>Cytomegalovirus</i> (CMV) infection	Not excluded	Not excluded

<i>Conjunctivitis</i>	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
<i>Cryptosporidium</i>	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
<i>Diarrhoea (no organism identified)</i>	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
<i>Fungal infections of the skin or nails (e.g. ringworm, tinea)</i>	Exclude until the day after starting appropriate antifungal treatment	Not excluded
<i>Giardiasis</i>	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
<i>Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)</i>	Not excluded	Not excluded
<i>Hand, foot and mouth disease</i>	Exclude until all blisters have dried	Not excluded
<i>Haemophilus influenzae type b (Hib)</i>	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded Contact a public health unit for specialist advice
<i>Head lice (Pediculosis)</i>	Not excluded if effective treatment begins before the next day at the education and care service The child does not need to be sent home immediately if head lice are detected	Not excluded
<i>Hepatitis A</i>	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
<i>Hepatitis B</i>	Not excluded	Not excluded
<i>Hepatitis C</i>	Not excluded	Not excluded
<i>Herpes simplex (cold sores, fever blisters)</i>	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible	Not excluded
<i>Human immunodeficiency virus (HIV)</i>	Not excluded. If the person is severely immunocompromised, they will be vulnerable to other people's illnesses	Not excluded
<i>Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)</i>	Not excluded	Not excluded
<i>Hydatid disease</i>	Not excluded	Not excluded
<i>Impetigo</i>	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing	Not excluded
<i>Influenza and influenza-like illnesses</i>	Exclude until person is well	Not excluded
<i>Listeriosis</i>	Not excluded	Not excluded
<i>Measles</i>	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice. All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
<i>Meningitis (viral)</i>	Exclude until person is well	Not excluded
<i>Meningococcal infection</i>	Exclude until appropriate antibiotic treatment has been completed	Not excluded Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
<i>Molluscum contagiosum</i>	Not excluded	Not excluded

<i>Mumps</i>	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
<i>Norovirus</i>	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
<i>Pertussis (whooping cough)</i>	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding unvaccinated contacts, or antibiotics
<i>Pneumococcal disease</i>	Exclude until person is well	Not excluded
<i>Roseola</i>	Not excluded	Not excluded
<i>Ross River virus</i>	Not excluded	Not excluded
<i>Rotavirus infection</i>	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
<i>Rubella (German measles)</i>	Exclude until the person has fully recovered or for at least 4 days after the onset of the rash	Not excluded
<i>Salmonellosis</i>	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
<i>Scabies</i>	Exclude until the day after starting appropriate treatment	Not excluded
<i>Shigellosis</i>	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
<i>Streptococcal sore throat (including scarlet fever)</i>	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
<i>Toxoplasmosis</i>	Not excluded	Not excluded
<i>Tuberculosis (TB)</i>	Exclude until medical certificate is produced from the appropriate health authority	Not excluded Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
<i>Varicella (chickenpox)</i>	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease Otherwise, not excluded
<i>Viral Gastroenteritis (viral diarrhoea)</i>	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
<i>Worms</i>	Exclude if loose bowel motions are occurring Exclusion is not necessary if treatment has occurred	Not excluded

References:
Education and Care Services National Regulations
National Quality Standards -QA 2
Department of Health and Aging, National Immunisation Program Schedule
Public Health and Wellbeing Act 2008
5th Edition STAYING HEALTHY Preventing infectious diseases in early childhood education and care services
National Health and Medical Research Council
Updated 22/10/2008, 8/10/13, 22/7/14, 14/8/18 M.M

7.14 Risk Assessments Policy

Procedures:

Our Lady's Care Program Director along with the Co-ordinator and all Educators, take responsibility to develop, maintain and monitor a risk management program, an risk assessment will be conducted prior to any excursion to identify and assess the risk the excursion may pose to the safety, health and wellbeing of any child whilst on the excursion, and will specify how the service will manage any risks identified. In Our Lady's Care takes appropriate steps to comply with:

- In Our Ladys Care - Policies and Procedures Handbook.
- Commission for Children Young People and Child Guardian requirements.
- Work Health and Safety Practices.

- Insurance.
- Maintenance of equipment and facilities.

The risk assessment form will consider:

- Proposed route, destination and duration of the excursion;
- Any risks that the excursion may pose to the safety, health and wellbeing of any child and identify how these risks will be managed and minimized.
- Potential water hazards or any hazard associated with water based activities;
- Transport to and from destination;
- Number of educators employed on the day, and the number of children attending the excursion;
- Children involved;
- Given the risks any specialised skills required;
- Proposed activities; and items to be taken on the excursion e.g. mobile phone, emergency contact numbers etc.

Excursion Planning Process:

- In Our Lady's Care must conduct a risk assessment prior to an excursion taking place.
- Risk assessments must be recorded using the Excursion Risk Assessment Form. (Please ask Coordinator of the location of the Form).
- Parents will be notified on the Excursion Permission Form that is needed to be completed prior the going on any excursions.
- Parents can access the Risk Assessment form upon request.
- Our program must comply with these requests and make all information available to parents if requested.

High risk activities and special events:

High level risks and special events shall be identified from time to time within the program, through consultation with educators, management and other relevant stakeholders. Such events may include but are not limited to excursions and/or incursions. The risk management process shall be conducted for each of the activities identified as a high risk or special event and shall be conducted prior to the scheduled timeframe for the event or activity. All relevant stakeholders shall be informed of how the service intendstomanage high level and special event risks and appropriate training and support for stakeholders will be made accessible.

Crisis and critical events:

This may include emergency situations such as fire, flood, other natural disasters, external threats, evacuation etc. Preventative measures shall be taken to prepare for critical events such as: Developing risk management plans for possible emergency situations(e.g. fire, flood).

The details of the crisis or critical event shall be documented on a service incident report and shall include the projected impact on the stakeholders within the service, immediate actions, follow up actions and ongoing actions. A copy will be given to the school Principal as well as the programs provider - Our Lady's Parish.

Immediate actions may include:

- Carrying out plans as per the service risk management process;
- Ensuring immediate safety of those involved;
- Administering first aid;
- Reassuring children, families, employees, volunteers and students;
- Seeking assistance from emergency services and management;
- Accompanying children or others to hospital by ambulance when necessary.

Follow up actions may include:

- Seeking access or referral to, appropriate counseling and critical incident debriefing services to provide support to those affected within the service including children, families, employees and management.
- Observing children's reactions and behaviour;
- Supporting children to appropriately express thoughts and feelings;
- Providing a stable and nurturing environment with familiar routines;
- Supporting employees through team meetings and accessing relief employees to support when appropriate;
- Providing professional support and special leave when needed;
- Supporting families through meetings and written information;

Ongoing actions may include:

- Monitoring and supporting children, families, employees, volunteers and students;
- Evaluating emergency and critical event management plans.
- Managing breaches of the Risk Management Strategy Risk Management Plans for high risk activities and special events shall be monitored on a regular basis (annually or as required).
- Information regarding the service's risk management strategy shall be shared with all relevant stakeholders including employees and families on a regular basis.

- Management shall have overriding responsibility for overseeing the implementation of the process and for ensuring that any breaches of the service strategy are immediately rectified.
- Communication and support Information shall be made accessible to families, volunteers and employees regarding the service policies and procedures in relevant handbooks as well as having access to a full copy of the service policies and procedures through borrowing from the service.
- Information shall be dispersed to families, volunteers and employees through appropriate newsletters, flyers and other methods of communication.
- Training materials and strategies shall be made available and accessible to help employees, volunteers and parents identify and manage risks of harm.

References:

Education and Care Services National Law Act 2010
Duty of Care
National Quality Standards- QA 2 .
Education & Care Services National Regulations 2011
Workplace Health and Safety
Australian Standard on Risk Management
Australian Standard on Compliance
Commission for Children and Young People and Child Guardian Act 2000
Updated 27/4/15, 15/8/18. M.M

7.15 Photography Policy

To ensure the privacy of children and families is respected when any individual who is not a Educator is taking photographs within the program.

For Parents and family Members

In relation to any parent or family member who is visiting our service with the intention to take photographs, our service will ensure:

- All families are notified in advance of when, why and by whom photographs may be taken in the program.
- All families are given the opportunity to object to their child being involved in any photographs, and that these wishes are respected.
- Every parent/guardian is required to sign and return their child's enrolment form. The enrolment form asks if our service Educators has permission to take photos of your child.
- All parent or family member may only photograph their own child at the Service unless given permission by another child's parent.
- we do not condone the display of photographs taken of children from other families on the internet.
- where parents have given permission for their child to be photographed by anyone other than a Educator, the Service does not accept responsibility for the distribution or use of any photograph taken by the individual.
- parents/families are notified about the presence of the OSHC photographer, researchers and students on practicum placements before they take any photographs of the children.

For Children using the service

- Program Educators do not allow children to take photos of other children within the program due to privacy issues.
- If a child is caught taking photos of other children program Educators will ask the child to delete the photo/s or
- Educators will confiscate the child's phone/camera until parent arrives to collect their child if photos of other children are taken.

Our service accepts that families may wish to display photographs of their own child on the internet; however we do not condone the display of photographs taken of children from other families.

Our service will respect the wishes of all families who do not wish their child to be photographed and will be responsible for ensuring that the child is not photographed while in attendance at our service. This may mean however, that the child may be removed from group situations where photos will be taken.

If a parent is given permission for their child to be photographed by anyone other than an Educator, our service does not accept responsibility for the distribution or use of any photos taken.

For any other individual

Our service does not allow any other individual visiting the service to take photographs of any child without permission from the child's parent or authorised collector. An example of such an individual may be a School Photographer who attends once an year to take an Group photo of all children in BSC & ASC.

7.16 Transportation Policy

Policy

In Our Lady's Care will ensure the safety of each child and all educators is paramount at all times. This includes those children and accompanying educators who travel on the service's bus. Proper restraint systems will be used according to Australian Standards. The vehicle itself will be maintained and road worthy according to Australian Standards. Our program usually uses - either Moreland Bus Company or Mee's Bus Lines.

Implementation

The guidelines in this Transportation Policy will be used to educate children, families and community on safely transporting children, road and pedestrian safety.

Educators will assist bus drivers to ensure each child is transported safely at all times. Our program understands that the driver maintains responsibility for road safety and ensuring each child is properly seated and restrained. All educators however have an equal responsibility to assist the driver and check that each child is seated and restrained appropriately using the following guidelines. Under no circumstances will any child be transported if all of the following guidelines are not met.

Guidelines

- Smoking of any substance, the intake of alcohol or the use of any illegal substance by any person while involved with the transportation of children is prohibited. Educators will refer to our programs Tobacco, Drug and Alcohol Policy for further Guidelines.
- Children will never be left unattended in any vehicle to promote positive supervision and to prevent heat stress.
- Educators will ensure that seat belts are properly secured on each child and themselves before departing.
- Seat belts are not always provided on all buses but preferred.
- Educators will assist children to fasten and release the safety restraints on their seats.
- Children will only be transported in a vehicle when the manufacturer's stated capacity is adhered to at all times. This means our services will usually book 1 bus for each excursion depending on the number child attending.
- Children will be prohibited standing and any other dangerous activities whilst on board.
- Children will be accompanied at all times, including to and from the vehicle.
- If possible, children with additional needs will have their needs accommodated. An educator who is familiar with these needs will travel with the child.
- Educators ratios outlined in the Educators & Child Ratios Policy apply when travelling on an excursion.
- The bus driver/s is not included in the Educator ratio at our service.
- A BREAKDOWN CONTINGENCY PLAN has been developed to ensure the safety of all children & educators in the event that the transport arrangements breakdown.
- This plan involves:
 1. The Director will call the bus company to arrange for another bus to collect us as soon as possible.
 2. All children are made to feel comfortable, relaxed & happy while waiting for backup to arrive or assist.
 3. If safe all children will remain seated in the bus or if there is a safe location e.g. Park or at venue - all the children & educators will wait until another bus arrives.
 4. Educators on the bus will contact co-workers at the program who are waiting on our arrival to inform parents of our late arrival.
 5. Educators will contact parents on the bus to inform them of our late arrival.
 6. If extreme delays occur, the Director or leading Coordinator shall contact the Parish on.03 8339-4053.

Buses

Currently there is no Victorian legislation mandating the requirement for a person operating a bus service to provide a child restraint for a passenger. Buses manufactured after 1995 are required to have at least 6 anchorage points for child restraints.

Medical Exemptions

- Children are exempt from wearing seatbelts if they hold a medical certificate signed by a medical practitioner which certifies that the child should not, for medical reasons, be restrained while travelling on a bus.
- Generally, if a child is unrestrained within a vehicle on medical grounds, they must travel in a rear seat. However, if the medical certificate signed by a medical practitioner certifies that the child should not, or cannot, for medical reasons, travel in a rear seat, then the child may sit in the front row.

Vehicles

- Only insured, licensed and vehicles with a high level of maintenance will be used.
- The vehicle will have a First Aid Kit inside it and emergency contact details for all the children and educators in the vehicle.
- Mobile phone will be available in case of emergencies

ROAD SAFETY

Pedestrian safety

Based on KidSafe Australia's guidelines, our service recognizes and will follow the following information –

- Children are vulnerable users.

Although Children may think they can handle crossing a road by themselves, remember that children:

- Are easily distracted and focus on only one aspect of what is happening.
- Are smaller and harder for drivers to see.
- Are less predictable than other pedestrians
- Cannot accurately judge the speed and distance of moving vehicles.
- Cannot accurately predict the direction sounds are coming from
- Are unable to cope with sudden changes in traffic conditions
- Do not understand abstract ideas – such as road safety.
- Are unable to identify safe places to cross the road
- Tend to act inconsistently in and around traffic.

Children under 10 years of age need to be accompanied and closely supervised by a parent or carer to keep them safer.

Educators will use the following to guide education with families and the community –

- Parents and caregivers have a key role in educating their children about road safety. Children learn about road safety largely by experience.
- Parents and Educators have opportunities in day-to-day routines to discuss road safety, for example, going on an excursion.
- Whenever crossing roads, it is an idea to talk about when and why it is safe to cross the road with the children so they gain understanding about the broad range of factors involved.
- Anywhere where there is potential for moving vehicles is a potentially dangerous traffic situation for children. This includes residential areas, car-parks, at traffic lights, along footpaths, zebra & crossings, hopping on and off a bus, shopping centers, driveways, quiet streets and busy streets.

Driveway Safety –

- Ensure you are aware of where children are whenever a vehicle is to be moved.
- Encourage children to play in safer areas away from the driveways & cars – the driveway is like a small road and should not be used as a play area.

References:
Education and Care Services National Regulations.
National Quality Standards - QA 2
Vicroads.
KidSafe VIC.
Bus Safety Act 2009 VIC.
Road Safety Act 1986.
Road Safety Road Rules 2009.
Road Safety (Vehicles) Regulations 2009.
Motor Vehicle Standards Act 1989
Updated 14/9/09, 6/2/13. MM

7.17 Family Law and Access Policy

Aim

To ensure that Good Samaritan Care is upholding any responsibilities or obligations in relation to family law and access at the service.

Definitions

Parental Responsibility – means that each parent/guardian has equal responsibility for their children’s welfare, either in the long-term or on a day to day basis and includes matters such as where the children will live and with whom they will have contact. It is not affected by any change in the parents’ relationship, for example if they separate or remarry.

Parenting Orders – are orders that the court will make when parents cannot decide on matters themselves. They change parenting responsibilities and stipulate which parent has what responsibilities. There are 4 types of parenting orders:

- **Residence** – an order to say with whom the child lives, including any shared arrangements
- **Contact** – an order to say the times that a child may have contact with a parent with whom they are not living, or anyone else who plays an important part in their life, such as a grandparent (contact can either be face to face, or by phone, letters)
- **Child Maintenance** – an order that provides for financial support of a child.
- **Specific Issues** – an order about any other aspect of parental responsibility (this may include the day-to-day care, welfare and development of a child, issues relating to religion, education, sport, or other specific issue)

Residency

The parent with whom the child lives is responsible for day-to-day decisions like:

- Discipline
- Going out
- Clothes
- Accommodation
- Pocket money

Residency can be a shared arrangement.

Parents/guardians, regardless of their marital status, have joint and equal legal responsibilities for their children unless there is a Court Order determining otherwise. Service staff members and educators need to be knowledgeable of which parent/guardian has specific legal rights and responsibilities. Thus, the service will need to access any relevant Court Orders issued. Services are not legally able to allow children to leave the Centre without permission of the custodial parent/guardian.

In the case where guardianship and custody is legally defined, the service's policy must be followed as stated on the enrolment form. When situations change a copy of the Custody Order must be provided to the Service. Where confrontation situations arise over custody the child will be kept at the Service, the custodial parent must be contacted without undue delay and if necessary the Police and/or relevant government departments.

References:

The above information has been adapted from the Family Court of Australia website 2002

www.familycourt.gov.au

Family Law Act 1975

Education and Care National Regulations

National Quality Standards - QA 2

Updated 21/7/14 M.M

7.18 Water Safety Policy

In Our Lady's Care acknowledges that water activities are a significant part of our culture, therefore we aim to provide children with experiences that are safe and fun. In Our Lady's Care recognises that the safety and supervision of children in and around water is of the highest priority therefore children will be closely supervised at all times during water play experiences. The scope of this policy includes swimming activities, water play, excursions near water & drinking water within the service environment.

PROCEDURES

The Nominated Supervisor/ Coordinator will:

- Provide information and guidance to Educators and families on the importance of children's safety in and around water.
- Ensure work, health and safety practices incorporate approaches to safe storage of water and play.
- Ensure clean drinking water is available at all times.
- Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment shall identify the Educator to child ratios required to ensure children's safety.

Educators will:

- Ensure water containers for water play are filled to a safe level and emptied onto garden areas after use.
- Buckets of water used for cleaning are emptied immediately after use.
- Buckets with water are not to be left in play areas or accessible to children unless they are being used as part of a program experience.
- Encourage children to play in or near water safely, giving appropriate instructions and guidance.
- During the summer time water play outside the drinking taps area will be conducted, with supervision of children at all times.

Swimming Activities

All bodies of water present a significant risk to children therefore the service will ensure the following procedures are implemented:

- A comprehensive risk assessment of the venue and activity will be conducted to determine the required educator/child ratio. Consideration will also be given to the capacity of educators to rescue children from water.
- Educators will be positioned both in and out of the water to allow them to directly and actively supervise any child accessing the water.

- At least one Educator with a current first-aid qualification and CPR qualification, anaphylaxis management and emergency asthma management training as required by the Education and Care Services National Regulations 2011, is in attendance and immediately available in an emergency.

References:
National Quality standards - QA 2 & 4
Education and Care Services National Law Act 2011
Educational & care National Regulations.
Duty of Care.
Updated 21/7/14, 23/8/18 M.M

7.19 Tobacco, Drug and Alcohol Policy

Aim

To ensure children are not subjected to the dangers associated with tobacco, drugs and alcohol, we will maintain a harm free environment where no Educator's is affected by alcohol or drugs.

Implementation

Our service is strictly tobacco, drug and alcohol free.

In order to keep children, educators, families and visitors free from the dangers of drugs, alcohol, tobacco smoke and other smoke, including illegal substances, the following rules apply -

The consumption of tobacco, drugs and alcohol is prohibited in all areas of the service including -

- Inside.
- Outside in the playground.
- Outside in the car-park.

Smoking and the consumption of alcohol is also prohibited -

- On incursions or excursions at any point during the event.
- While travelling with a child.
- At Educator meetings.
- At parent meetings.
- At any social activity, whether in work hours or not, where the children and Educators are involved.

Under no circumstances will any individual attend our service if they are affected by alcohol or drugs, including prescription medication, if in any way the consumption of these items impairs an individual's capacity to supervise, educate or care for children. Our service has NO SMOKING signs displayed.

Where relevant, our Educators will engage children in conversations or learning experiences that promote the benefits of a tobacco, drug and alcohol free lifestyle.

References:
Education and Care Services National Regulations
National Quality Standards - QA 2
My Time Our Place Framework for School Age Care
Occupational Health and Safety Act 2012
Work Health and Safety Regulations 2012
Updated 21/7/14, 23/8/18 M.M

7.20 Supervision Policy

Aim

In Our Lady's Care has the responsibility to protect the health and safety of each individual at all times. The supervision Policy is important not only for children, families and educators, but relates to every person who enters our services' premises. In Our Lady's Care has a duty of care to provide all children, educators, families and visitors with a safe and healthy environment. This policy will assist our service to recognise what is considered adequate supervision and to ensure that adequate supervision is adhered to at all times.

In Our Lady's Care defines 'supervision' as ensuring all children are accounted for and being aware of where every child is at all times ensuring children's needs are being met. Appropriate supervision is the key to ensuring our service is safe and meeting all children's needs. Regular head counts of children are to happen to remind educators of where every child is at all times. Children are to be signed in/out of our service by an educator or guardian. Educators are to ensure children are collected only by authorised person. Adequate supervision can prevent many injuries whilst children access our service it is a legal obligation for the educators to maintain adequate supervision at all times. Adequate supervision entails the educators are aware of individual children's development stages and how this could affect children's safety when engaging in challenging activities.

In Our Lady's Care Supervision Policy is committed to:

- Comply with National Law regulations and Occupational Health and Safety Act 2004. And ensuring adult/child ratios are compliant at all times.
- Ensuring that all children are supervised at all times.

PROCEDURES/IMPLEMENTATION

- Educators are to recognise high risk experiences and understand when extra supervision is required to increase the ratio of educators to improve the safety of children. Examples to high risk experiences could be woodwork, cooking activities, outdoor play, water play, outdoor equipment, physical games & rock climbing.
- Educators are not to leave children alone in the playground or room at any time.
- The approved Provider and Nominated Supervisor ensures that the supervision of excursions adheres to regulation guidelines.
- Educators are to make decisions when children are taking high risks that could cause injury to interrupt the play and redirect the children to a safer activity.
- Educators are to communicate effectively on their whereabouts at all times taking note of amount of educators supervising an area if required educators are to be relieved by another educator before leaving an area.
- Educators are to be aware of children going to the toilet and taking note of the length of time the children have been in the toilet.
- Educators must observe closely whilst using equipment, ensuring that they follow safety rules that may be in place.
- Children must be educated and reminded about potential hazards and how to minimise risk through educational programs and interactions.
- It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement our services Supervision Policy, procedures and practices.
- The procedures relating to the supervision Policy are clearly labelled and displayed in the service for all stakeholders to read.
- Educators are able to access information about rosters and relief staff lists.
- Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, weather conditions, the time of day, managing large groups of children and understanding children's development including theories about how children play.
- Untrained junior staff, visitors, volunteers and students is not responsible for supervising children and should not be included in the ratio. Educators are to supervise junior staff, visitors, volunteers and students at all times and are not to be left alone with children.
- All educators employed at In Our Lady's Care are over the age of 18 years.
- All educators employed at In Our Lady's Care are fully informed of and clearly understands the supervision procedures.
- All educators are asked to sign a sheet that states that have read the ***Educators Policies and Procedures Information Handbook*** and that understand all the terms and conditions.
- Educators are to work as a team working together rather than as individuals. Educators are to communicate effectively to decide who is responsible for what and following our services rosters.
- The approved provider and Nominated Supervisor and educators are to have regular staff meetings to discuss issues, potential hazards, review procedures and find ways to minimise risks.
- Educators are offered professional development in supervision and behaviour guidance.
- Educators are to follow and document safety checklists when setting up environments.

Principles of active supervision.....

Positioning in the environment

- Educators are to position themselves to have full view of an area and not to have their back to the rest of the room, area and children.
- Educators are to consider safety factors when positioning selves outdoors recognising potential risks, stray animals, strangers, hazardous objects, poisonous plants, and recognising children's stage development when using outdoor equipment.

Scanning the environment

- When supervising a group of children, educators are expected to continuously scan the environment observing, moving around overtime touching base with most children. This is very effective way of checking all children regularly.

Listening when children play

- Listening to children play s very important especially when you hear children crying, screaming, yelling, water splashing, choking or gasping, offensive or aggressive language or even silence can alert educators that there is a potential hazard.

Setting up the environment

- Educators need to consider the environment when setting up. Are there problem spaces? Is there enough space? Are there too many children in one area? Is there enough equipment for the children? Are the children waiting too long to participate in an activity?, if so are they likely to engage in undesirable behaviours? Also educators need to consider that the activity doesn't get the educators caught up that you lose sight of what's going on around them.

Families/Guardians are expected

- Families/guardians are to personally deliver and collect children to and from our service and sign them in/out.
- Educators are to be informed of any other person who is not authorised on the enrolment form to be collecting the child via a phone call from the school office, email, Director's' staff meeting notes, in the event of an emergency.
- Families must adhere to correct sign in and out procedures. Children are not to sign themselves in out of our service.
- Ensure that the doors are closed after entry or exit.
- To provide our service with up to date personal information of all authorised persons contact details on their current enrolment form.
- Educators are to be informed of any pending court orders affecting the child and copies of the order must be kept with the child's enrolment form.
- Ensure families and guardians are familiar with the procedures to be followed attending excursions with the group.
- Children are not to leave our service until they are accompanied by their parent/guardian.

References:

Education and Care Services National Regulations.

National Quality Standards- QA 2

My Time Our Place Framework - LO 3

Shared Visions for outside school hours care - Human Services.

Supervision in children's services. Putting Children First,

Factsheet#3: safety in children services. National Accreditation Council Inc.

Implementing an Occupational Health and Safety (OHS) management system in your children's services. Lady Gowrie Child Care.

Putting Children First.

Updated 23/7/14 MM.

7.21 Emergency Service Contact Policy

Aim

In the event that In Our Lady's Care needs to be evacuated, we aim to conduct this in a rehearsed, timely, calm and safe manner to secure the safety of each person using our service. The safety and wellbeing of each child, educator and person using our service is paramount above any other consideration in the time of an emergency or evacuation. Any other procedures will be carried out only if it is safe to do so.

An evacuation may be necessary in the event of a fire, chemical spill, bomb scare, earthquake, siege, flood etc.

Implementation

Educators shall call Triple Zero (000)



Other things Educators can do:

- Keep the Triple Zero (000) number beside telephones
- Teach children and visitors that the emergency number to call in Australia is Triple Zero (000).
- Teach children when and how to use Triple Zero.

❖ (A more detailed policy is available to you upon request Refer to 8.11 of the *'Educators Policies & Procedures Information Handbook'*).

References:

Education and Care Services National Regulations

National Quality Standards - QA 2

EYLF - LO3

Australian Government, Attorney General's Department, Australian Emergency Management

Updated 14/9/2009, 30/7/14, 14/3/17 MM

7.22 Emergency Management and Evacuation Policy

Aim

In the event that In Our Lady's Care needs to be evacuated, we aim to conduct this in a rehearsed, timely, calm and safe manner to secure the safety of each person using the service. The safety and wellbeing of each child, educator and person using the service is paramount above any other consideration in the time of an emergency or evacuation. Any other procedures will be carried out only if it is safe to do so.

An evacuation may be necessary in the event of a fire, chemical spill, bomb scare, earthquake, siege, flood etc.

Emergency Evacuation Procedures and Drills

- Emergency evacuation procedures that are based on the service's floor plans will be prominently displayed in the following locations that are near each entry/exit door–
 - **on the wall besides the entrance and exit door**
- In Our Lady's Care will maintain an up-to-date and compact register of emergency telephone numbers that must be taken in an emergency or evacuation that is to be located in the following location –
 - **In the back of the children's daily roll.**
- Emergency telephone numbers will be displayed prominently throughout the service in the following locations, including near telephones or available near mobile phones –
 - **In the back of the children's daily roll.**
- Fire extinguishers, fire blankets and other emergency equipment will be tested as recommended by the manufacturer by recognised authorities. All tests must be documented.
- Emergency procedures will be discussed with families and regular information will be provided to families. Families will also receive written from the service.
- The Nominated Supervisor is responsible for ensuring that all educators, including relief educators are aware of the service's policy and procedures relating to Emergency Management and Evacuation.
- Informal games and discussions will be used to familiarise children with the service's evacuation and emergency procedures.

Rehearsal Evacuation Drill (Every Three Months)

- In Our Lady's Care will add to each child's sense of security, predictability and safety by conducting rehearsal evacuation drills every three months. All persons present at the service during the evacuation drill must participate accordingly.
- Rehearsal evacuation drills must be documented.
- The educator places a fire symbol for another user to find and sound the alarm (smoke alarm). When the alarm is heard, the children will drop what they are doing and go with an educator to the designated safe area. This safe area may be a designated area outside the services boundary and will be determined by the location of the fire symbol. This procedure will be necessary to allow emergency vehicles access without risk to educators or children.
- Our service's emergency and evacuation safe area is located at –
 - **On the grassed area in front of the Parish.**
 - **Grassed area in front of playground equipment.**
 - **Oval**

Role of Educators

- Immediately when the alarm sounds, educators will return to the group with which they are working if it is safe to do so. Educators will then assist with the evacuation.
- Educators are to ensure that sign in/out rolls remain in the vicinity of that particular group of children at all times and if evacuation is required that a primary carer collect that roll in the process of evacuating children.
- After the alarm has been raised or (whistle is blown 3 times), group children and evacuate through the nearest exit to the designated safe area with the children's sign in/out roll.
- Coordinator or Educator to collect sign in book, a phone, emergency contact box and backpack.
- Coordinator or Educator to call roll and settle children.
- Supervise and reassure children.

Nominated Supervisor's Role:

- Coordinator or Educator to collect sign in book, a phone, emergency contact box and backpack.
- Check playrooms and storeroom.
- Ring 000 as soon as possible.
- Follow children and other educators to designated area.
- Oversee and check attendances of children, educators, volunteers, families and visitors.
- Supervise and reassure children.

Emergency Communication Plan

- At all times, the service will have access to a telephone (such as fixed-line telephone, mobile phone, satellite phone, 2-way radio, video conferencing equipment)
- The service has a main telephone available at the following location to be used during an emergency –
 - On the Director's computer desk.

- If there is a loss of electricity, a backup telephone is available and always ready for use at the following location –
 - On the Director's computer desk.
 - Educators Personal mobile phones.
- If there is a complete loss of electricity and the telephones at the service are not available, a mobile phone will be provided and ready to use at all times to ensure educators can use it to make emergency contact.

References:
Education and Care Services National Regulations
National Quality Standards - QA2
Early Years Learning Framework - LO3
Updated 21/8/2014, 1/7/2016 M.M

7.23 Child Protection

Policy:

It is the responsibility of all Educators' who care for children to protect them from harm. In accordance with the In Our Lady's Care Child Protection Policy.

If any Educator has knowledge, concerns or suspicions that a child is suffering, has suffered or is likely to be at risk of harm, it is their responsibility to ensure that the concerns are referred to our School Principal or the police, who have statutory duties and powers to investigate and intervene when necessary.

All members of our team will receive child protection training annually and this will be updated on a regular basis. All Educators have been made aware of possible signs and symptoms of children at risk, and are aware of their responsibility to report concerns according to In Our Lady's Care - Child Protection Procedures, a copy of which is kept on the premises. Concerns must be kept confidential to as few people who need to know.

If a Educator has concerns about a child in her/his care, they will inform their program Coordinator & Director or in her /his absence the 'responsible person'.

If a parent or carer, supervisor or responsible person has concerns about a child, they should contact ***Child First*** directly.

This applies to the following circumstances:

- If a child or young person displays recognised signs of abuse.
- If someone tells a Educator that they or another child or young person is being abused.
- If the behaviour of any adult (including colleagues and members of the public) towards children or young people causes concern.

The categories of abuse are:

Neglect

- Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development? It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

Physical

- Physical abuse may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes, ill health to a child whom they are looking after.

Sexual

- Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children to look at, or in the production of, pornographic material or in watching sexual activities, or encouraging children to behave in a sexual way.

Emotional

- Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only in so far as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children.

The procedures set out at In Our Lady's Care Child Protection Procedures will be followed in the event of suspected child abuse.

Useful Contact Numbers:

Child FIRST

Northern Metropolitan Area

1300 786 433/ OR 9302 6100

Department of Health & Human Services (DHHS)

Office for Children and Licensed Children's Services
Northern Metropolitan region
03 9412 5333

After hours Child Protection Emergency Service

131 278 Statewide number for all emergency child protection matters outside of normal business hours
(24 hours, 7 days week).

If there is notification of child abuse involving a Educator, the centre team leader will contact the Director - Margaret Mangone. The Director will then contact the DHS (Department of Health & Human Services Victoria) or Child FIRST.

References
National Quality Standards - Quality Area -2
Education and Care Services National Regulations 84 & 168
Child Wise
<http://www.acecqa.gov.au/Childrens-health-and-safety>
Updated 27/11/2015, 6/2/16, 14/3/17, 30/8/18 M.M

7.24 Toilet Policy

Policy

To ensure the safety of all children attending our service, when children need to go to the toilet during program hours.

Educators must always ensure that:

- Another 2 children always accompany the child to the toilet.
- Children must inform a Educator when he/she needs to go to the toilet.
- Educator should keep a close check on the time children are away from our room/area/portable.

Procedures

- Educators shall check the toilet facilities for safety prior to the commencement of the daily program/s including Before School, After School and Pupil Free Days.
- All children shall be actively supervised whilst accessing the toilet facilities.
- Children shall have access to the toilets located in the main school building.
- Adults shall have access to the toilets located in the main school building.
- When toilets are shared by adults and children the following procedure will be in place:
 - ❖ A Educator shall notify another Educator that they intend to use the toilet.
- A Educator shall ensure that no children are in the immediate area of the toilet prior to accessing the toilet facilities. Should the primary facilities become unavailable then other toilets may be accessed within the school, however when these are out of site, children will be escorted to the toilet by an Educator.
- Educators shall observe practices to ensure that they are not placing themselves in a compromising situation while escorting children to the bathroom and shall ensure that at a minimum of three children are escorted to the bathroom.
- Children shall be regularly reminded to go to the bathroom in groups of 3.
- When it is dark outside and an child/ren need to go the toilet children shall be escorted by an Educator, every 30 minutes or as required.
- For the purposes of Excursions, the following procedures shall be implemented to ensure they safety of children while using the toilet:
 - ❖ The toilet cubicles shall be checked for safety by an Educator before being used by the children.
 - ❖ A minimum of one Educators shall be present when possible to supervise children's use of the toilets.
 - ❖ The Program Director - will attempt to employ a male educator on excursion days.
 - ❖ Male educators will endeavour to send large groups of males to the toilet together in large groups

RELEVANT LAWS AND OTHER PROVISIONS
The laws and other provisions affecting this policy include:
National Quality Standards 1,2,4,5,6,7
Education and Care Services National Law Act 2011 and Regulations
Duty of Care
Commission for Children and Young People and Child Guardian Act 2000
Updated 10/12/2015, 14/3/17 M.M

7.25 Epilepsy Policy

Aim

In Our Lady's Care and educators welcome children with epilepsy. We ensure the safety and wellbeing of all children and will adopt inclusive practices to cater for the additional requirements of children with epilepsy in a respectful and confidential manner.

Implementation

In Our Lady's Care will ensure all educators are aware of the enrolment of a child with epilepsy and have an understanding of the condition and the additional requirements of the individual child.

Epilepsy and Learning

Epilepsy refers to recurrent seizures where there is a disruption of normal electrical activity in the brain that can cause disturbance of consciousness and/or body movements. The effects of epilepsy can vary. Some children will suffer no adverse effects while epilepsy may impact others by affecting, for example, their comprehension, expressive language, visual perception, concentration and memory. Some children with epilepsy may have absence seizures where they are briefly unconscious. Our educators will ensure they go over any learning or activity a child may have missed during a seizure. The level of expectation for each child has a significant influence on performance. Our educators will facilitate a positive environment of encouragement, stimulation and reassurance.

Behaviour Support

Our educators will ensure that any routine management of a child's epilepsy, including the administration of any medication, occurs with minimal disruption to their education and care. As for all children, behaviour expectations for children with epilepsy should be consistent and predictable, and also sufficiently flexible to accommodate periods of stress and any emotional difficulties a child with epilepsy may be experiencing. Our educators will nurture the self-esteem of all children, including those with epilepsy, and create a positive environment of inclusiveness and acceptance for all children.

Information Sharing: Confidentiality and Privacy

In Our Lady's Care will adhere to privacy and confidentiality principles when dealing with each child's health and safety needs. The sharing of information, including the amount and type of information, will be assessed and negotiated for each child with epilepsy. Educators need information about routine and predictable emergency care because it affects the child's learning, access to the curriculum and their safety. Information exchange between the family, health professionals and the service is also essential to support the child emotional health and enhance their peer support. Young children, for example often enjoy sharing the news and their experiences of living with epilepsy with their classmates. This should be discussed with parents so that they can support their child in this process.

Medical Management Plan

Children with epilepsy will have a Medical Management Plan provided by their doctor and /or parents. This Plan should include information about: the type of seizures the child has

- their severity and timing
- whether there are any warning signs before a seizure
- any first aid requirements in addition to standard first aid
- known triggers
- emotional needs of the child
- the level of participation, supervision and protection required for the child during activities,
- whether the child's safety may be compromised during an activity.

Medical Conditions Risk Minimisation Plan

In Our Lady's Care will prepare a Medical Conditions Risk Minimisation Plan outlining procedures we will implement to minimise the incidence and effect of a child's epilepsy. The Plan will cover the child's known triggers and where relevant other common triggers which may cause an epileptic seizure.

These include:

- missing medication for non epileptic conditions
- suddenly stopping anticonvulsant medication or missing a dose
- infection or illness, especially if associated with a temperature
- lack of sleep
- extreme emotions, such as excitement about an excursion, stress or boredom
- hyperventilation/overbreathing
- head injury
- flickering lights (computers are not usually a problem)—only with certain kinds of epilepsy
- missing meals
- dehydration
- significant changes in temperature or extreme temperatures, eg on a hot day sitting on the
- sunny side of a bus with no air conditioning

In Our Lady's Care will encourage children with epilepsy to participate in all activities at our service unless any are specifically excluded by the child's doctor or parents. Independence and social acceptance are important to all children. The Risk Minimisation Plan will cover whether any adjustments need to be made to an activity to ensure the child can participate. These may include the child wearing protective gear and providing increased supervision of the activity.

First Aid

In Our Lady's Care will ensure our qualified first aid educator maintains up to date training in epilepsy, and where required, training in the administration of epileptic medication. If a child is having an epileptic seizure, our first aid trained educator will:

- Protect the child from injury
- Not restrain the child or put anything in their mouth
- Gently roll them onto the side in the recovery position as soon as possible (not required if, for example, child is safe in a wheelchair safe and airway is clear).
- Monitor the airway.
- Call an ambulance if necessary. This may include when:
 - ❖ a seizure continues for more than three minutes.
 - ❖ another seizure quickly follows the first.
 - ❖ it is the child's first seizure.
 - ❖ the child is having more seizures than is usual for them.
 - ❖ certain medication has been administered.
 - ❖ they suspect breathing difficulty or injury.
- Complete the Incident, Injury, Illness and Trauma Record, including the time the seizure started and stopped and observations of the seizure, as soon as possible but within 24 hours of the seizure.
- Contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.

The first aid trained educator may not call an ambulance when the seizure stops within three minutes and there are no complications (ie injury). The child will be kept in the recovery position until conscious. Educators will always call an ambulance if required under the Medical Management Plan.

References:

Education and Care Services National Regulations 90-96
National Quality Standard- Quality Area 2
Epilepsy planning and support guide for education and children's services DECS SA 2007
Epilepsy Foundation of Victoria
Epilepsy Action Australia
My Time Our Place Framework LO 3
Updated 20/10/2015 M.M

7.26 Work Experience/Volunteer Policy

Policy

- In Our Lady's Care encourages the appropriate engagement of 'work experience' and 'volunteer' persons at its workplaces, in accordance with this Policy.
- In Our Lady's Care is willing to partner with selected colleges and training institutions to provide opportunities for students to complete work experience engagements within In Our Lady's Care, through the provision of challenging and rewarding work placements and assignments.

Work experience students and volunteers are expected to be studying in the field of Childcare, or seeking to gain meaningful work experience placements in the Childcare industry.

Purpose of Work Experience and Volunteer Engagements

- Work experience students are to observe practical application of childcare and childhood education techniques and to acquire practical knowledge through interaction with Centre Educators and children.
- Work experience engagements are permitted to enable students to observe, experience and acquire knowledge of high-quality childcare and educational practices, through interaction with the centre's Educators and through undertaking meaningful duties and tasks.
- Work experience students are not part of the Centre staffing ratio establishment and, as such, must not replace permanent Educators.
- Work experience students must never be left alone with any children under any circumstances, and must not be 'counted' as part of the staff: children ratio for any purpose whatsoever.
- In Our Lady's Care work experience program is intended to assist students observe the relationship between 'studies' and 'practical childcare activities'. These placements should generate a greater awareness of students' abilities and interests and will help them make appropriate, and realistic, career decisions.

Importantly, work experience students are required to hold a 'Blue Card', 'Working with Children Check' or have 'Police Check' clearance and may also be required to have a criminal check assessment undertaken, depending on the relevant State police-checking/vetting requirements.

Indemnity Cover

In Our Lady's Care is only able to provide work experience placements to TAFE, university and college students where their school/college/institution provides them with indemnity cover in the event of a work-related incident.

Use of Volunteer Persons

- In Our Lady's Care may support approved persons (not undertaking work experience placements) to undertake 'voluntary work' in Centre. Such work may not necessarily be part of any approved course of study programme.
- Approval of the use of volunteers is to be obtained from the Program Director - Mrs Margaret Mangone.

Volunteers are required to hold a 'Blue Card' or have 'Police Check' clearance and may also be required to have a criminal check assessment undertaken, depending on the relevant State police-checking/vetting requirements.

Community Service – not permitted

Under no circumstances, will In Our Lady's Care permit persons to undertake any community work at company premises, including persons undertaking such service as part of Court-ordered community service activities or in lieu of paying off debts, fines etc.

Screening Requirements

- To protect the welfare of children at In Our Lady's Care, state-based screening requirements are to be met as follows (before engaging any person on the basis of either Work Experience or as a Volunteer at In Our Lady's Care).
- The requirements, by State, are as follows:

State	Employment Screening Requirement
Queensland	Blue Card – issued by the Commission for Children and Young People and Child Guardian. www.cyp.qld.gov.au
New South Wales	Prohibited employment declaration Form – issued by the Commission for Children and Young People. www.kids.nsw.gov.au
Victoria	Working with Children Check – issued by the Department of Justice, VIC http://www.justice.vic.gov.au/workingwithchildren
South Australia	National Criminal History Record Screening.
Western Australia	Working with Children Check – issued by the Department of Community Development. www.checkwwc.wa.gov.au
Northern Territory	Police Clearance.
Tasmania	Police Clearance.
Australian Capital Territory	Police Clearance.

- Copies of all screening test results must be held in the person's work experience/volunteer placement file.

Any misleading or fraudulent activities related to the results or qualifications supplied to In Our Lady's Care will result in disciplinary action and up to, and including, termination of the engagement.

The Management Committee will ensure that:

- All Volunteers are covered by our services insurance policy.

Updated 20/10/2012, 15/12/15. M.M

7.27 Shared Facilities

In Our Lady's Care OSHC actively strives to protect the rights, dignity and safety of all people and groups who use the shared facilities of the school community.

Management will endeavour to achieve this through the implementation of the following procedures. These procedures are to be implemented should there be a need for the facilities to be shared with other people or groups during the OSHC service operating hours.

Procedures

These share arrangements shall be clearly articulated within the OSHC service agreement between the school and In Our Lady's Care OSHC and will include information surrounding:

- Communication between the school and In Our Lady's Care OSHC in regard to shared arrangements;
- The storage and packing arrangements for equipment and materials used in the shared space;
- The accessible entries and exits to the shared space by In Our Lady's Care OSHC including emergency exits;
- Evacuation and lockdown procedures for shared facilities;
- The accessible amenities to be used by In Our Lady's Care OSHC and those available to the public;
- Telephone access whilst using the shared space;
- Cleaning and maintenance requirements;

- Security and closing procedures for the shared space detailing service and public responsibility; and
- Communication strategies for external users of the shared facility.

References:
Education and Care Services National Law Act, 2010
National Regulations 2011
Duty of Care
Family and Child Commission Act 2014
NQS Area: 2.3.1, 2.3.2; 3.1.3; 3.2.1; 7.1.1, 7.1.2; 7.3.4.
Updated by MM 21/8/18

7.28 Lockdown Policy

Aim

The Lockdown Policy aims to ensure the safety of all children, Educators, families and other visitors to the service in the event of an threat. Also, the service aims to minimise the risk of harm or the exposure to danger to anyone on the premises through the implementation of this procedure.

Implementation

Examples of such critical incidents are:

- Death of an child at the service or on an excursion.
- Children/Educators being taken hostage.
- A siege of service property.
- A disaster in the local community.
- Unusual amounts of media attention.
- Aggressive trespassers.

Initial Notification

If an event takes place that requires an "Lock Down", the following should occur:

- The Educator who witnesses the event or issue must try to raise an alarm with the most senior person in charge.
- 000 must be called immediately if the event or issue requires the police, ambulance or fire service to respond.
- The most senior person in charge will determine the need for an "Lock Down" and raise the appropriate alarm.

Alarm Procedure

- Our service whistle will be blown every 5 seconds for a one minute period.
- The most senior person in charge will sound the whistle and make the following announcement

- **“This is an LOCK DOWN”**
- **“This is no an fire drill”**
- **“Everyone is to stay in the room, remain seated and to keep calm and quiet.”**

Movement of Children and Educators

- All persons will remain in the OSHC room.
- If possible, Educators will make efforts to seal and lock doors and windows.
- Children should remain under the desks or down low and out of sight during the lockdown period.
- If children are outside, Educators should get them inside as quickly as possible.

Educators Responsibilities:

- Person in charge to contact Emergency Services and follow their instructions.
- Educators not involved in the lockdown or without children to supervise are to go to the front of the service to liaise with Emergency Services if it is safe to do so.
- Educators must check the sign-in ipad and check all signed-in children are present. Any absences must be reported to the Nominated Supervisor as soon as it is safe.
- Educators are to close and lock all doors and windows, turn the lights off and ensure children are kept below the window level
- All Educators, children and anyone else present will remain in the locked room until the “All Clear Signal” is given by the person in charge.

All Clear Signal

The *All Clear Signal* is as follows:

- The most senior person in charge will blow a whistle for 5 seconds.
- The most senior person in charge will then say, “The Lock Down has now ended. Everyone follow me and the Educators in an orderly manner”.

References:
National Quality Standard - QA2. 2.3.3

7.29 Lock Up Policy

Aim

We aim to minimise the potential for any incidents to occur at our service as we close up each day by adhering to the following “lock-up” procedures. This will ensure the safety and well being of all children at the service.

Who is affected by this policy?

- Children
- Families
- Educators
- Management

Implementation

At the end of our service operations each day, the Certified Supervisor will:

- check the premises outdoors and indoors to ensure that no child remains on the premises after the service closes.
- review the children’s attendance records to ensure all children who were signed in that day have been signed out.

If a child has not been signed out a Educator will:

- if possible ask other Educators if the child was collected.
- immediately conduct a search of the premises, indoors and outdoors to locate the unaccounted for child if Educators are unsure whether the child has been collected.
- contact the child’s parent if the child is not located to see if the child was collected without being signed out
- contact the police if the child is missing
- immediately document an missing child incident using the Incident, Injury, Trauma and Illness Record template published by the national authority ACECQA at
 - <http://files.acecqa.gov.au/files/Templates/1-Incident,%20injury,%20trauma%20and%20illness%20record%20word%20version.pdf>

- notify the Regulatory Authority within 24 hours of the serious incident involving missing child using the notification form *SI01*

Notification of Serious Incident.

- Turn off lights and air-conditioning
- Shut blinds
- Ensure taps and any outdoor sprinklers, hoses etc are turned off
- Turn on alarm
- Lock premises

References:
National Quality Standard - QA2. 2.3.2 & 2.3.3
Education and Care Services National Regulations 2011. 12, 85, 168(2)(f)
Updated 23/8/18 M.M

8. Behaviour Management

8.1 Program Rules

The following rules were developed by the children & Educators. The Rules are displayed in our program room, for all children and parents to read. Educators are required to regularly remind children of the rules to ensure their behaviour remains acceptable at all times.

- We should always act in a safe way.
- We sit down when we eat and we always use our manners.
- We look after and share all of the equipment.
- We pack up after we have finished playing or making something.
- We play safely inside and outside.
- When moving around inside we always walk.
- We must go in 3's when going to the toilets or drinking taps.
- We do what we are asked the first time.

8.2 Maintenance of Acceptable Behaviour

Good Samaritan Care believes in the importance of Educators providing positive guidance to children that promotes respect and tolerance and helps to build a child's healthy wellbeing and positive sense of identity.

“Children have the right to be treated with affection and courtesy, positively and as individuals.” Our aim at Good Samaritan Care is to provide a safe, secure, caring and inclusive environment, which enhances children’s self esteem and encourages them to interact positively and respectfully with others.

We recognise, value and celebrate the differences and similarities that exist in all people. Educators are committed to a Behaviour Guidance Policy that fosters children, families and Educators working collaboratively to support each other when guiding children to express themselves in a positive productive and non threatening way.

Objectives:

1. To support children and young people to guide their own behaviour, consequences and choices thus recognising children as capable and competent learners.
2. To provide opportunities for children and young people to express their thoughts and feelings in an open and respectful environment.
3. To support children to build relationships that are caring, respectful and empathetic to each other.
4. To develop children feelings of happiness and satisfaction through successful engagement.

Procedures. Educators will...

- Encourage acceptable behaviour
- Ensure the environment and programs are stimulating and provide a balance of structured and unstructured activities as these factors are key influences on behaviour
- Deliver programs with enthusiasm and a positive attitude.
- Encourage Educators to use voice intonations, facial expressions and explanations as methods of guidance used to encourage desired behaviour.
- Provide consistent and age appropriate expectations and routines.
- Encourage children to settle their differences in a respectful manner and develop strategies to solve problems as they arise.
- Recognise and show appreciation for appropriate behaviour and build on each child’s strengths and achievements.
- Learn to recognise situations in which children’s behaviour is more likely to become inappropriate and take action to divert these situations before they arise.
- Ensure Educator expectations of behaviour are age appropriate and realistic.
- Express rules in a positive frame eg. We sit down while we are eating.
- Provide children with the opportunity to make choices.
- Nurture a safe and caring environment for Educators and children.
- Develop positive relationships with the children, be an active listener and communicator.
- Educators will contact parent/guardians on their child's behaviour.
- The Educators will inform the parent/guardian that if a 2nd incident occurs on the same day the parent will be telephoned and asked to collect their child immediately.
- Educators encourage positive behaviour and gives clear, consistent guidelines to children regarding the program’s expectation and code of conduct.
- Educators will encourage children be considerate and supportive of each other.
- Children & parents are involved in the development of behaviour plans when behaviour consistently conflicts with the program’s behavioural guidelines.
- If your child’s behaviour is more serious, the next step will be for an Educator’s to write a detailed report of the incident.
- The Behaviour Report Form will be given to the parent to read & sign. This is so parents are informed of their child’s incident.
- Director & Educators shall determine whether your child will be suspended or expelled from the program. In consultation with Management and School Principal when required.

Managing Inappropriate Behaviour:

1. Always remain calm and keep your voice at a speaking level, avoid shouting, use only acceptable and age appropriate language.
2. No child will receive any form of physical, shaming or humiliating punishment.
3. Children will be supervised by an Educator at all times.
4. Attend to the primary issue, the inappropriate behaviour, when deciding on the appropriate course of action to follow.
5. Avoid getting drawn into secondary issues (avoid the arguments).
6. Educator will contact parent by telephone or email.
7. If a child behaves inappropriately children will be asked to sit & think about what they have done & later discuss this with an Educator.

8. Child will be asked to complete a Behaviour Report Form. This form asks the child to write down & acknowledge what he/she has done, and why they should not have done what they have done.
9. The Behaviour Report Form will be given to the parent to read & sign. This is so parents are informed of their child's incident.
10. This form will then be filed away along with your child's enrolment form, for future reference if required.
11. Educator will contact parent and ask the parent to collect their child immediately, after a 2nd incident occurs on the same day.
12. If a child is involved in 3 written incidents in 1 week (5 working days), then that child will be suspended from the program for 3 days.
13. On his/her return, if the misbehaviour continues then the child will be suspended for 1 week.
14. A third recurrence will mean that the child is deemed unsuitable for the program and they will be expelled permanently.
15. Children & parents are involved in the development of behaviour plans when behaviour consistently conflicts with the program's behavioural guidelines.
16. If your child's behaviour is more serious, the next step will be for an Educator's to write a detailed report of the incident.
17. The detailed Incident Report will be given to the School Principal.
18. Program Director & Educators shall determine whether your child will be suspended or expelled from the program. In consultation with Management and School Principal when required.

If children consistently display unacceptable behaviour Educator's will ensure:

1. The expectations of the child's behaviour are realistic and appropriate to their developmental level
2. The child understands the limits being set
3. The child's needs are being met
4. The child has no impediments which may contribute to the unacceptable behaviour
5. The child isn't copying observed behaviour from others
6. Events at the centre have not encouraged the behaviour
7. Consequences of the behaviour encourage the child to modify their behaviour
8. All Educators follow consistent behavioural strategies with the child

- The Co-coordinator/Educators/Director are available to discuss and assist with any concern a parent or Educator may have in respect of a child's behaviour or participation in the program
- If the unacceptable behaviour persists the Coordinator will work with the parent/guardian to develop a strategy for managing the behaviour and assist the parent/guardian to seek advice from an appropriate agency or professional if required.

A behaviour guidance support plan will...

- Explain why the displayed behaviour is inappropriate in the OSHC environment
- Document inappropriate behaviours that occur consistently
- Identify any triggers that lead to the child engaging in inappropriate behaviours
- Define the context in which the inappropriate behaviour occurs
- Identify where the behaviour could possibly harm another child or adult
- Document the appropriate behaviours that are required to replace the inappropriate behaviours.
- Reflect a collaborative approach with the child's family or other relevant parties.
- The behaviour guidance support plan may also establish a code of signals between the child and the Educators, which act as a positive reminder for the child, when their behaviour is becoming unacceptable.
- If all methods fail to result in an improvement in behaviour, the Coordinator or Director will discuss alternative care with the parent/guardian, in consideration of the health and safety of the other children in care and Educators.

Families will...

- Work proactively with Educators to develop a plan for managing behaviour of their child/ren.
- Parents who wish to discipline their own children whilst in the centre will at all times use acceptable language and not, at any time, use any form of physical or humiliating punishment.
- Not be allowed to discipline any child/ren other than their own whilst in the centre.
- Ensure if they have Non-enrolled children (younger or older siblings) in the company of the parent, they will be required to conform to the services policies on acceptable behaviour. If a parent is not able to control their non-enrolled child's behaviour they will be asked to remove the child from the service premise.
- Be required to sign an Incident report on collection of the child.
- Immediately collect your child from the service if a serious incident occurs.

Guidelines to Levels of Inappropriate Behaviour and required Educator actions;

Low Level

- Swearing
- Running inside
- Not following directions from Educators
- Spitting in general
- Not sharing equipment
- Deliberately annoying other children or Educators
- Leaving the group without permission

Educators will:

1. If a pattern of repeated incidents appears to be occurring, commence logging the incidents.
2. Speak to the child's parent upon arrival or collection of child.
3. May call/email parent immediately.
4. Consult with the Coordinator/Director for support on management of behaviour.

Medium Level

- Disrespectful disobedience
- Teasing
- Biting/physical aggression
- Spitting on someone
- Swearing at others
- "Dakking"
- Going out of bounds
- Deliberate exclusion of other children

Educators will:

1. Educator will call/email parent.
2. Educator will inform the parent/guardian that if a 2nd incident occurs on the same day parent will be telephoned and asked to collect their child immediately.
3. Complete and log an incident report.
4. Ensure parent signs the completed incident report on collection of the child.
5. Talk to your Coordinator/ Director where there are repeated incidents from one child.
6. Consult with the Coordinator/Director for support on management of behaviour.
7. Determination of suspension or exclusion with consultation with parent, depending on frequency and severity of incidents will be discussed.
8. A Behaviour Support Plan will probably be put in place.
9. Director will notify child's teacher and or School Principal.

High Level

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

Educators will:

1. Call parents immediately.
2. Educators will inform the parent/guardian to collect their child immediately.
3. Complete and log incident report.
4. Ensure parents signed the completed incident report on collection of the child.
5. Notify Coordinator and Director immediately.
6. Submit Incident report to Director.
7. Determination of suspension or exclusion with consultation with parent and Program Director.
8. A behaviour support plan must be put in place if a child is to continue at the service.
9. Immediate Suspension for 3 days or
10. Exclusion from the program will be determined.

11. On return of the 3 days Suspension, if the misbehaviour continues then the child will be suspended for 1 week.
12. On a third recurrence will mean that the child is deemed unsuitable for the program and they will be expelled permanently.
13. The Director &/or Principal/ or Management Committee shall make the final decision regarding permanent exclusion from the Program.
14. Parent will be given/mailed a termination of the service letter.

References:

**National Quality Standard - QA5 Relationships with Children
My Time Our Place Frameworks LO 1 & 2
Education and Care Services National Regulations 2011, Reg 155 & 156
Children Youth & Women's Health Service: Parenting and Child Health
<http://www.cyh.com/SubDefault.aspx?p=98> Accessed January 2014
Updated 20/10/2009, 24/7/2012, 10/11/2013, 4/5/14, 4/9/18 M.M**

8.3 Exclusion from Program

1. It may be necessary to remove a child from the Program immediately where the child is involved in a serious matter, or
2. When Educators have record of continuous written Behaviour Reports of your child.
3. Behaves in such a way as to constitute a danger to the physical and emotional health of any Educator or child.
4. Consistently and deliberately fails to follow instructions by a Educator
5. Deliberately fails to follow program rules.
6. Deliberately damages the Program's or school's facilities and equipment.
7. Educators feel the actions of the child are so serious and dangerous to either; other children or service Educators, immediate suspension is necessary.
8. If a child is involved in 3 written incidents in 1 week (5 working days), then that child will be suspended from the program for 3 days.
9. On the child's return, if the misbehaviour continues then the child will be suspended for 1 week.
10. On a third recurrence will mean that the child is deemed unsuitable for the program and they will be expelled permanently.
11. The Director &/or Principal/ or Management Committee shall make the final decision regarding exclusion from the Program.
12. Parent will be given/mailed a termination of the service letter.

References:

**National Quality Standard - 5
My Time Our Place Frameworks LO 1 & 2
Education and Care Services National Regulations 155 & 156
Updated 24/7/2012,4/5/14, 31/8/18. M.M**

8.4 Grievance Policy

All parents/guardians and children have the right to have their concerns heard. All parents & guardians who have serious concerns about the program, procedures or Educators can express the concerns in writing to the Management team. Any person who has a grievance or complaint relating to any aspect of the Program are encouraged to discuss their concerns first with the Director, at an appropriate time, not in front of children who are attending the program. Any complaints which are not resolved to the families' satisfaction will be referred to Management/ Parish Priest/Principal.

The Director will address all complaints & concerns promptly & respectfully. All complaints are dealt with in a confidential manner.

Procedure for Families

- Families are encouraged to discuss their concerns with the Director first.
- The Director can be contacted on 9305 7024.
- The Director will address all complaints & concerns promptly & respectfully.
- All complaints are dealt with in a confidential manner.
- Educators will endeavor to respond to families verbally within 24 hours & in writing as soon as possible.
- Complaints which are not resolved to the families' satisfaction will be referred to the Management/ Parish Priest/Principal.
- Families can submit their written concern to the Director.
- The Director will pass the letter onto Management, Parish Priest &/or Principal.
- Complaints will be tabled on the agenda, to be discussed at the next committee meeting. (An urgent meeting will be called if necessary).
- Complaints which cannot be resolved by Management/ Parish Priest/Principal will be referred to an outside independent person.
- All Complaints will be logged in a Complaints File which tracks complaints made, progress on outcome and final resolution.

Procedure for Children

- Children are encouraged to undertake their own problem solving & negotiation skills.
- If the child's concerns are not resolved with the other child then the child can ask for assistance & support from Educators.
- Educators will listen to both sides of the events and try to come to some sort of resolution.
- Children will have the chance to explain what occurred.
- Educators will ensure the children are happy and in agreement with the resolution.
- Complaints which are not resolved to the Educator's satisfaction will be referred onto the child's parent/guardian.
- All complaints/concerns are dealt with by Educators in a professional manner.
- All complaints are dealt with in a confidential manner.

Legislation

All Educators must comply with:

- Education and Care Services National Law Act 2011
- Education and Care Services National Regulations
- Health Act 1958
- Health Records Act 2001
- Occupational Health and Safety Act 2011
- Privacy Act 1988

References:

National Quality Standard - 5

National Regulations: Reg. 155; 156

My Time Our Place Frameworks LO 1 & 2

Updated 19/10/2004, 26/10/2005, 13/11/2006, and 20/10/2009, 23/8/14, 27/3/17, 3/8/18 M.M

8.5 Interactions with Children Policy

PURPOSE

In Our Ladys Care aims to build positive relationships with children, families and educators through collaboration and interactions, which is reflective in our service philosophy and the My Time Our Place Framework. Educators will encourage positive relationships between children and their peers as well as with educators and families at the service, ensuring children feel safe and supported.

SCOPE

This policy applies to children, management & Educators

IMPLEMENTATION

In order to build and maintain positive and respectful relationships with children, families and Educators our service will adhere to our philosophy and code of ethics.

Children need positive relationships with Educators that are trusting and responsive to their needs.

Management and Educators will:

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all Educators
- Use appropriate language and behaviour will be role modelled by Educators
- Support children to be aware of their own feelings as well as the feelings of others
- Encourage children to treat all children with respect as their friend
- Provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- Assist the children to build resilience and self-assurance through positive interactions
- Guide children's behaviour positively
- Respect the rights of children
- Support children in the early childhood environments
- Speak to children in a positive manner at all times, promoting respect, tolerance and empathy; this includes children using non-verbal cues.
- Engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- Respect each child's uniqueness, are attuned to and respond sensitively and appropriately to children's efforts to communicate and will use the child's own language, communication styles and culture to enhance their interactions
- Listen to children and take them seriously; they will support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend on children's interests and ideas through questions and discussions, supported in observations, reflections and programming
- Communicate with children by getting down to their level, showing respect to the child whilst promoting effective communication and eye contact.

- Show empathy to children
- Ensure that the values, beliefs and cultural practices of the child and family are considered and respected
- No child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time they will be under adult supervision
- Regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- Management will train Educators and budget to sustain this; support from relevant agencies and professionals to make appropriate decisions in the best interests of the individual child and other children in the child care setting.

Educators will encourage children to:

- Verbalise feelings and ideas.
- Be self-reliant and develop self-esteem.
- Listen to other children.
- Show respect for others.
- Develop appropriate social skills.
- Accept others of different culture, race and religion.
- Be involved in appropriate experiences given their family and cultural values, age and physical development.
- Be co-operative.
- Have positive relationships with each other.
- Have positive relationships with Educators.
- Share experiences.
- Show acceptance of routines.
- Seek help when frustrated.
- Interact with other children.
- Be relaxed and happy with each other.
- Contribute to group activities and participate.
- Accept guidance in behaviour and respond to positive discipline practice. (see Behaviour Support Policy)
- Feel comfortable with themselves.
- Respect other children's space and privacy.

References:

National Quality Standards 4,5,6.
 Education & Care National Regulations: Reg. 155; 156; 73; 74; 162 (2, j)
 Code of Ethics
 MTOP Framework
 Respectful Relationships
<http://www.cscentral.org.au/Resources/Publications/respectful-relationships.pdf>
 Updated 15/03/16, 7/9/18. M.M

8.6 Anti Bullying Policy

As part of In Our Lady's Care OSHC behaviour management policy, specific details in regard to In Our Lady's Care OSHC approach to issues of bullying are described in the anti-bullying policy. In Our Lady's Care OSHC has a Duty of Care to all children who attend and Educators who work within In Our Lady's Care OSHC. In Our Lady's Care OSHC is committed to providing a safe and caring environment, which fosters respect for others. This service will not tolerate bullying. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.

PROCEDURES

Educators will:

- Model caring and tolerant behaviour towards children, parents and other Educators.
- Manage all observed or reported incidences of bullying.
- Carefully monitor children's behaviour while participating in any of In Our Lady's Care OSHC 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 her/his behaviour.
- Keep a record of bullying behaviour.

Children will:

- 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.
- Use the strategies that they have been encouraged to use to deal with a bullying incident.

Parents will:

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

Responding To A Bullying Incident

In Our Lady's Care OSHC 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. The following steps will be followed.

Procedures

STEP ONE: Reported incident of bullying (either by witness, victim or third party e.g parent).

STEP TWO: Incident recorded and appropriate response sought.

STEP THREE: Educator intervention. Discussion with children involved and witnesses. Mediation 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.

STEP FOUR: Agreed solution implemented. Back up plan implemented if necessary.

STEP FIVE: Report of repeat occurrence of incident (either by witness, victim or third party.)

STEP SIX: Interview with coordinator. Parent's notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented.

STEP SEVEN: Monitoring of Implementation of Consequences.

STEP EIGHT: Further offences may result in suspension from In Our Lady's Care OSHC followed by intervention/mediation involving School Principal Mr Paul McEntee. Re-entry into program may require agreed behaviour contract.

References:

National Quality Standards 1,2,4,5,6,7
Education & Care Services National Regulations
Education and Care Services National Law Act, 2010
Duty of Care Child Protection Act 1999 and Child Protection Regulations 2000
Commission for Children and Young People and Child Guardian Act 2000
Updated 16/6/16. M.M

8.7 Child Running Away Policy

- If a child is upset or is threatening to leave the service on their own, Educators will try to calm him/her down and find out why they want to leave.
- If Educators feel it is necessary they will contact the Education and Care Services Coordinator, who will decide whether to contact you.
- Educators are not allowed to physically restrain the child to keep them on the premises.
- If the child feels they need time alone away from the group and remain within the boundary of the service, educators will not try to approach the child but will continue to supervise and assess their emotional needs.
- This means if the child prefers to stay outside, Educators will keep a constant eye of the child to ensure he/she is safe.
- Educators will contact parent guardian of the situation occurring.
- If educators feel the child is very distressed and may try to run further away, they will remain at a distance from the child and not approach them in case the child runs into danger.
- If the child does not return to the service play area, educators will contact you or your child's emergency contacts to come and collect the child.
- If the child leaves the boundary of the school, Educators are unable to follow them as this will leave an inadequate adult to child ratio at the service.
- Educators will try to note in which direction the child runs and then will immediately contact the parent/guardian or your emergency contacts and the Education and Care Services Coordinator.
- If we are unable to reach the parent/guardian, or your child's emergency contacts, and the child does not return to the service within 15 minutes the Craigieburn Police Station will be notified on 9303 4433.
- Once the situation is resolved a Child Support Plan will be completed.
- Parent/guardian will be informed and discussion will occur regarding your child's continued attendance at the service.
- If your child continues to run away their enrolment at the service will cease.

Updated 6/8/18. M.M

9. Program/Activities

9.1 The Children's Program

In Our Lady's Care is committed to nurturing and extending each child's social, physical, emotional and intellectual development in a child, supportive and fun environment.

Policy

In Our Lady's Care will offer a planned, flexible and balanced program which will respond to children's interests, needs and stages of development.

The program will be developed in collaboration with children, parents and Educators. The OSHC coordinator is employed to organise the day-to-day operations of the Before & After School Care Programs.

BEFORE SCHOOL CARE

The Before School care Program operates for 2 hours before each weekday during the school terms. A nutritious breakfast is provided between 6.30am to 8am each morning as part of the Program. The program also provides an extensive program creative, educational, leisure and recreational experiences for the children in accordance with National Quality Standard Quality Area 1 - Educational Program and Practice.

In Our Lady's Care - Before School Care Program is funded by the Commonwealth Government to provide Child Care Subsidy CCS to families.

AFTER SCHOOL CARE

The After School Care Program operates for 3 hours before each weekday during the school terms. A nutritious snack is provided between 6.30am to 8am each morning as part of the Program. The program also provides an extensive program creative, educational, leisure and recreational experiences for the children in accordance with National Quality Standard Quality Area 1 - Educational Program and Practice.

In Our Lady's Care - After School Care Program is funded by the Commonwealth Government to provide Child Care Subsidy CCS to families.

PUPIL FREE DAY

On a Pupil Free Day may operate from 6.30am to 6.30pm, when the demand is sufficient to cover staffing and running costs and if requested by the school. A nutritious breakfast is provided till 8am. The child will need to bring lunch and snacks unless stated. The program also provides an extensive program creative, educational, leisure and recreational experiences for the children in accordance with National Quality Standard Quality Area 1 - Educational Program and Practice.

In Our Lady's Care - Pupil Free days is funded by the Commonwealth Government to provide Child Care Subsidy CCS to families.

Procedure

All Educators' has the responsibility to ensure that:

- To provide staffing
- To administer accounts and report the CCS
- To provide the equipment and resources to operate a program.
- To develop necessary policies and Procedures required.
- To develop the program and practice which take place at the program
- To take care off the safety and wellbeing of children.
- To ensure staff abide by their duty of care.
- Set the fees on an yearly basis.
- To abide by the Education & Care Services National regulations and the Act/Law.
- To abide by the National Quality Standards
- Overall planning for In Our Lady's Care involving the children & parents occurs.
- The overall program is written and distributed to parents & guardians via the Parent Handbook.
- The children's program is displayed at the program.
- Children are encouraged to respect individual differences & respond by providing play experiences which recognize the importance of peer group relationships.
- Children have ample opportunity to do things on their own, to accept appropriate responsibility & to use their free time creatively.
- Children are offered both active & quiet experiences & areas within the indoor & outdoor program.
- Children are provided with choices in their play and recreation.
- Planning is undertaken for both individuals and the whole group.
- Children are provided with opportunities to work on and complete individual & group projects over a period of time.
- Experiences provided are developed to suit the age and developmental ranges of all children attending the program.
- Games & activities are altered where appropriate to ensure all children are able to participate fully.
- Children are provided with opportunities for independent self-directed play.

- The program is evaluated by parents, children and Educators on a regular basis.

Procedure

The school has the responsibility to ensure that:

- Promote the program within the school and the community
- Have a telephone connection, electricity, water, cooling and heating including the maintenance and upkeep, broadband internet connection and cleaning.
- To provide and care for the key buildings, their maintenance in good repair, to meet regularly.
- To provide an Occupational Health & Safety Officer who has jurisdiction over the OSHC area.
- To assist to transfer any emergency information that comes to the school, to the OSHC Educators re bookings, cancellation, concerns.
- To have regular meeting with an OSHC representative to discuss the program.
- To give the support to OSHC Educators and relay any information via school staff meetings.
- Allow the placement of articles in the school newsletter and relay information at school assembly.

References:
National Quality Standards
Education & Care Services National Regulations
Updated 30/8/17, 7/2/18, 3/8/18. M.M

9.2 Activities

In Our Lady's Care OSHC aims to provide all children with appropriate, frequent and varied physical activity opportunities, focusing on enjoyment and participation, thereby encouraging positive physical activity habits in all children.

Procedures

When planning physical activity games and experiences, individual children's needs, interests, ages and capabilities will be taken into consideration.

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

- Promote safe physical play for children of different age groups and capabilities.
- Stimulate children's interest and curiosity by being creative in their use of equipment and materials.
- Offer a range of challenges and experiences, inviting children to explore, discover and experiment.
- Facilitate the inclusion of children with special/additional needs.
- Support children to create their own games and experiences.
- Educators will encourage children to help plan and set up physical play activities and equipment.
- Educators will encourage children to play safely while negotiating indoor and/or outdoor play spaces to ensure the safety and wellbeing of themselves and others.
- Educators will encourage and provide appropriate support to children to participate in new or unfamiliar physical experiences.
- Educators will act as good role models by becoming involved in and enjoying children's physical activities.
- Activities include: indoor group games, outdoor sports and games, cooking, art/craft, music, dance, dramatic play, construction activities, regular competitions, movie nights, and board games.
- Special activities are also planned on days such as, Pupil Free Day, Early Finish Day (last day of each term).
- Free play will be offered throughout each program.
- Children have a chance to play with toys, games, dress ups, Electronic Donkey Kong & Frogger games, I pads, Nintendo and sporting equipment.
- Quiet time is encouraged daily, children can choose to do a coloring sheet or drawing, listen to music or just relax with a book on cushions.

Participation

- Enjoyment of physically active games is encouraged.
- Varying levels of ability are catered for.
- Every child is provided with equal encouragement to allow them to acquire skills and develop confidence.
- Gender, cultural, age and individual differences are considered when planning activities.
- A sense of fair play and courtesy among children is encouraged to promote a friendly playing environment.
- Educators act as good role models of physically active behaviour.

Amount and Types of Physical Activity

- In Our Lady’s Care OSHC contributes to the recommended daily physical activity for children in accordance with the physical activity recommendations for 5-12 year olds as published by the Australian Government Department of Health and Ageing.
- Children are actively encouraged to participate in a combination of moderate and vigorous physical activities every day, as part of play and games.
- To encourage children to play outdoors, television, computer and/or game consoles will be restricted to certain times of the day.
- The service will vary activity sessions to provide opportunities for children to participate in a variety of activities that are fun, suit their interests, skills and abilities and help to build their confidence.
- Educators may incorporate water-based play activities into the outdoor environment ensuring risk assessments have been conducted prior to implementation.

Safe and Supportive Environments

- Playgrounds, indoor and outdoor environments are checked regularly to ensure they are safe to use.
- All physical activity sessions will be adequately supervised by an educator/s.
- In adverse weather conditions, outdoor playing time is substituted with equivalent indoor activities.
- Educators and children wear broad-brimmed hats and apply a 30+ sunscreen on exposed skin at regular intervals when involved in outdoor activities (see Policy 7.11 – Sun Care Policy).
- During outdoor play, children will be encouraged to play in shaded areas.
- Drinking water is readily available with Educators encouraging children to access it.
- A well maintained first aid kit is on hand at each activity session.

Equipment

- A wide range of safe, adequate and appropriate equipment for physical activity is available for children and, there are a variety of facilities available for children to use.
- All play equipment is regularly maintained and cleaned with broken items identified and removed.
- Equipment provided is flexible enough to allow children to move resources and equipment inside and/or outside to extend their learning opportunities.

Learning about physical activity

- Educators inform children about the importance of physical activity for future health and wellbeing.
- There is allowance in the service budget for Educators to attend training in relation to physical activity for children.
- Appropriate physical activity manuals and other resources are available at the service.

References:
Education and Care Services National Law Act, 2010 and Regulations 2011
Physical Activity and Sedentary Behaviour Guidelines for Children 5-12 Years
‘My Time, Our Place’ Framework for School Age Care
Duty of Care
NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 1.2;
2.1.1; 2.2; 2.3.1, 2.3.2;
3.1; 3.2; 4.1; 5.1; 5.2; 6.2.1, 6.3.3;
7.1.2; 7.2.1, 7.3.5.
Updated 7/6/18. M.M

9.3 Excursion Policy

In Our Lady’s Care acknowledges the value of relevant excursions in allowing children to gain greater insight of the society in which they live, and learn from these experiences. Our program will actively seek to minimise any risks associated with excursions, and respond promptly and appropriately to any emergency whilst on an excursion. Educators will educate children and families regarding safe road (or other transport) and play practices.

The Nominated Supervisor will ensure that:

For all excursions parents or legal guardians will be given an excursion permission form with full details of the excursion including:

- child’s name;
- date, description, duration and destination of proposed excursion;
- method of transport to be used;
- reason for the excursion ,
- and proposed activities to be conducted on the excursion;
- the anticipated adult: child ratio – outlining number of educators and other adults attending;
- a statement that a risk assessment has been prepared and is available at the service for parents to view.

All parents or legal guardians will be asked to sign permission forms for all excursions, an excursion form will be given to parent/guardian to sign prior. No child will be taken on any excursion unless written permission from parents or legal guardian has been received.

The Director has a responsibility to ensure that:

- Parents will be notified in advance of any additional charges.
- These additional charges do not attract CCS.
- Parents will be charged for these additional activities within the normal billing period.
- Parents/guardians are required to fill out a Excursion permission form to allow their children to leave the school grounds, if a permission form is not filled out your children will not be permitted to leave the school.
- Some of our interesting and enjoyable things that will be offered regularly during the program are, Indoor Play Centres, Zoos, Roller-skating, Bowling, Fishing, Swimming, Museum, Ice Skating & Laser Tags.

Excursion Risk assessment and Planning Process

- In Our lady's Care must conduct a risk assessment prior to an excursion taking place.
 - Risk assessments must be recorded using the Excursion Risk Assessment Form. Parents will be notified on the Excursion Permission Form that is needed to be completed prior to going on any excursions.
 - Parents can access the Risk Assessment form upon request.
 - Our program must comply with these requests and make all information available to parents if requested.
 - The Excursion Risk Assessment Form attached to this policy must take into consideration the following –
- ❖ Any risks that the excursion may pose to the safety, health and wellbeing of any child and identify how these risks will be managed and minimized.
 - ❖ Any water hazards.
 - ❖ Any risks associated with water based activities.
 - ❖ Transportation (to and from).
 - ❖ The ratio of adults and children which must comply with the ratios in staffing arrangements

References:

National Quality Standards - Quality Area 2
National Quality Standards - Quality Area 3
National Quality Standards - Quality Area 4

Education & Care Services National Regulations

Updated 16/4/2007, 25/8/2009, 13/11/2011 and 11/12/12, 30/10/14, 3/8/18. M.M

9.4 In House Workshop Policy

In order to meet the developmental needs & interests of school aged children workshops will form part of the Program.

Procedure: The Director has a responsibility to ensure that:

- Parents will be notified in advance of any additional charges.
- These additional charges do not attract CCS.
- Parents will be charged for these additional activities within the normal billing period.
- Some of our interesting and enjoyable incursions our service offers regularly are, Electric Go Karts, Farm Animals, Magician, Ventriloquist, Craft Workshops, Bowling, Adventure Playgrounds, Inflatable Jumping Castles & Slides, Sporting Workshops, Karaoke.
- **Advise parents that all children must bring on all In House/Workshop days:**
 - **Drink bottle**
 - **Snacks**
 - **Lunch - please ensure you provide an adequate amount for your child.**
 - **Hat when a planned outdoor activities is offered during Term 1 & 4.**

References:

National Quality Standards - Quality Area 2
National Quality Standards - Quality Area 3
National Quality Standards - Quality Area 4

Updated 7/10/2009, 8/10/13, 30/10/14, 3/8/18. M.M.

9.5 Newsletter

Program newsletter will be sent to families via the Compass, which is the school mobile app, email or an hard copy is available at the program on the parents sign in/out desk. The newsletter advertises activities, fun sessions, committee meetings, and special breakfasts, upcoming events and upcoming Pupil free days, and program policy updates

9.6 Homework

Aim:

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

In addition to home work time, children will be provided an allocated time out in the afternoon (between 5:00pm – 6:30pm). at In Our Lady's Care OSHC we strive for all children in our care to master the fundamental skills involved in reading and encourage children to experience the joy of reading.

Children who attend the program may find it difficult to undertake homework tasks at home, after arriving home late from childcare. In Our Lady's Care supports positive relationship between parents & children and therefore understands that the time and place for homework to be undertaken within the oshc program is critical. It is also important that children are able to make choices about whether they undertake their work and when they plan to get it done.

Procedures:

- Educators will attempt to provide a quiet, safe area for children to undertake homework tasks.
- The program will not take responsibility for completion of homework; this is the responsibility of the child and parent,
- Parents/caregivers can request to educators they would like their child/children to do their homework on certain days.
- Parent requests can be done verbally, text or email.
- Children doing homework will be supervised in a quiet environment, away from the other children if possible.
- Educators will assist children with projects and homework to the extent possible, taking into consideration supervision and duty of care issues in relation to the other children in care.
- Educators will not be responsible for monitoring and signing off on homework.

References:

National Quality Standards - Quality Area 6
Education and Care Services National Regulations 155
My Time Our Place Framework LO 1 & 4

Updated 7/11/2006, 13/11/11, 8/10/13, 2/11/14 Lisa Pringle 21/8/18 M.M

9.7 Toys and Personal Belongings Brought from Home

In Our Lady's Care has a wide range of toys and activities to choose from. Educators allow children to bring their own IPADS, IPODS, NINTENDO DS games, and personal belongings into the service to make them feel like our service is an extension of their home. **Educators will take no responsibility for children's electronics, toys or items brought into the service if they are lost, stolen or broken whilst in the program.** . Our service does not offer personal lockers to store children's items but we recommend children hand in their electronic devices to a educators to hold throughout the day if they are using before & after School Care. During Pupil Free days children can use their own electronic devices in our program room but there will be limited times of use. Educators and other children must have full view of the iPad's screen at all times. This rule is to ensure children are not looking at inappropriate websites. NOTE: Children's back and iPad screen will be in full view of parents coming to sign their children in/out, and also in full view of educators and other children.. Make sure there are 3 chairs placed under the table for the children to sit on whilst playing the iPad's.

Any child hiding the iPad's screen will be asked to finish playing on the device and move onto another activity to play.

References:

National Quality Standards - Quality Area 1 & 4
Education and Care Services National Regulations
Early Years Learning Framework

Updated 16/7/2012, 22/10/14. M.M.

9.8 Television and Electronic Games

Aim

In Our Lady's Care will provide an extension to the daily program assisting in development of social, physical, emotional, cognitive, language and creative potential of each child. In Our Lady's Care attempts to operate as an extension of home and children's leisure time. In Our Lady's Care endeavours to reflect children's interests, therefore activities such as watching movies and television and playing electronics games will be offered in a balanced program of activities.

Implementation

Computer and Related Technology Usage

- Computers at the service may only be used for work relevant to the operations and activities of the service. Examples of these activities include administration, research, programming and professional development.
- Children have permission to use IPADS, IPODS, NINTENDO DS games at our service. Educators and other children must have full view of the iPad's screen at all times.
- iPad's can only be used by children who will be sitting at the tables in the program room.
- No children can take ipads outside at any time.
- If relevant to the children's learning, child appropriate websites may be accessed. However, children will only access the computers when directly supervised by appropriate educators.
- Similarly, music, videos etc may be streamed from the computer if it is relevant to the children's learning or relevant to research or professional development undertaken by educators. However, streaming of this kind will only take place from websites where this can legally take place such as iTunes or YouTube.
- If an educator has brought in their own laptop to complete work, educators will follow the premise that what they are doing whilst on their laptop is relevant to their job roles at the service.
- For those educators who can access the internet from their mobile phone, it is preferred that educators do not access the internet (whether they are using the service's Wi-Fi or their personal data plans) via their mobile phones but rather use the service's computers for work relating to their job role.
- Any educator found to be using the computers inappropriately will face an enquiry by management and other relevant parties to decide a course of action based on the severity of their misconduct.
- This policy is also incorporative of state and federal laws regarding computer usage. Should a educator or other relevant individual use the service's computers in a way that breaks a law, the service will take the appropriate required action (e.g. Reporting to the police). Furthermore, the educator or individual will face an enquiry held by management and other relevant parties to assess whether this conduct will affect their role within the service's operations.
- Families can make request for children not to participate watching movies or playing electronic games or to be limited.
- Educators will evaluate how long your child is staying on electronic games and redirect him/her on to another activity to participate in if necessary.

Television and DVD Player Usage

The T.V will be an additional tool to enhance curriculum activities, not a substitution.

Guidelines for use would be:

- To assist in expanding the content of the daily program and current affairs.
- Be suitable to the needs and development levels of each child watching.
- Chosen programs should hold the interests of the children
- Pupil Free Days and free activity times can be assisted when inclement weather keeps children indoors.

Programs will be carefully selected with suitable content. Programs depicting violence e.g. graphic news reports should not be shown. Children are to view '**G or PG**' rated videos only.

Educators will sit with the children to monitor and discuss any aspects of the video or television program they are viewing.

References:
National Quality Standards - Quality Area 1 & 4
Education and Care Services National Regulations
Early Years Learning Framework
Updated 16/7/2012, 22/7/14. M.M.

9.9 Environmental Sustainability Policy

Aim In Our Lady's Care aims to help children learn about and implement sustainable practices and foster respect and care for the living and non-living environment.

Implementation

Children develop positive attitudes and values about sustainable practices by engaging in learning experiences, joining in discussions that explore solutions to environmental issues, and watching adult's model sustainable practices. Children learn to live interdependently with the environment.

Environmental Sustainability and our Curriculum

Our educators will promote a holistic, open ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

i. Connecting children to nature through art and play and allowing children to experience the natural environment through natural materials like wood, stone sand and recycled materials, plants including native vegetation, nesting boxes, a vegetable garden with gardening tools and watering cans.

- Connecting children to nature through art & craft and play allowing children to experience the natural environment through natural materials like wood, stone, sand and recycled materials, plants including natural vegetation, recycling water to water garden.
- Developing educational programs for water conservation, energy efficiency and waste reduction.
- Engaging children to recycle any uneaten food scraps.
- Engaging children in learning about the food cycle by cooking food with home grown vegetables.
- Acknowledging and celebrating environmental awareness events like clean up Australia day and walk to School day.

The Role of Educators

Our educators will model sustainable practices by embedding sustainability into all aspects of the daily running of our service operations including:

- i. Recycling materials for curriculum and learning activities.
- ii. Minimising waste and effectively using service resources.
- iii. Turning off equipment and lights when not in use.
- iv. Using the least hazardous cleaning substance appropriate for the situation, for example, ordinary detergent for cleaning dirt from tables and other surfaces.
- v. Composting.
- vi. Using appropriate waste bins for: general rubbish, paper,& recyclable water bucket

Partnerships with Families and the Community

- 1) Our educators will facilitate collaborative partnerships with local community groups, government agencies and private companies to enhance and support children's learning about sustainable practices.
- 2) We will share their brochures and fact sheets on sustainable practices like recycling, saving water and power and green cleaning with our children and their families.
- 3) Families will be encouraged to participate in decision making and information sharing about environmental sustainability through our newsletters, parent survey forms, wall displays, meetings.

References:
National Quality Standards - Quality Area 3 & 6
Education and Care Services National Regulations
Early Years Learning Framework
Environmental Education in Early Childhood (Victoria) Inc.
Updated 27/11/12, 8/8/14. M.M

9.10 Education, Curriculum and Learning Policy

Aim

Educators aim to create positive learning environments and guide experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individualised portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Implementation

Our Educational Leader is - Nicole McPhee

The role of the educational leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.

In Our Lady's Care is committed to the My Time Our Place Frameworks for School aged children

Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through use of portfolios. Children's portfolios will be available for a child's family members to look at but remains the property of the Service for the duration of the child's enrolment. Portfolios will be added to regularly by educators, families and children and reflected upon by educators to ensure programming for each child remains relevant to their interests and developmental stage.

My Time Our Place Framework

- Each child's learning will be based on their interests and strengths and guided by our educators.

- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued and their achievements and learning celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to generate ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred. The curriculum must not be pre-programmed to match specific Learning Outcomes.
- The curriculum will be based on the children's interests, educators extending children's interests, spontaneous experiences and family input.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and achievements.
- The curriculum will be evaluated and reflected upon each week by educators.

Learning and Play

- Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor activities.
- Children's fine and gross motor skills are strengthened and developed through a wide variety of both indoor and outdoor activities including manipulative play, block play, sensory play, dramatic play, drawing and other physical activities such as running and skipping.
- Mathematics and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, water play, sensory play, collecting natural materials such as leaves and rocks and gardening.
- Language development is encouraged through educators modelling language, show and tell, story time, games, poems and dramatic play experiences.
- Social/emotional and independence skills are strengthened through activities such as role-play, dramatic play, group games and self-help tasks.
- Music and movement activities encourage physical, social and creative areas of a child's development.
- Road safety, hygiene, dental care and nutrition will all be built into the weekly program.

These activities will be supervised and guided by educators to find out how child responds as an individual and also as part of a group. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs. A child's home language, culture and religious practices will be accepted and included in the program. From this, educators will assess the child's needs and plan ways to meet these needs. We evaluate this program every week in order to make sure we stay on target and help each child to reach their full potential. The weekly program will be displayed in the room it takes place in. We welcome any suggestions and are happy to answer questions from family members at any time.

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure and supported
- Children develop their autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

- Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity

- Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators

- Children interact verbally and nonverbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children collaborate with others, express ideas and make meaning using a range of media

References:
National Quality Standards - Quality Area 1
Education and Care Services National Regulations
My Time Our Place Framework
Updated 8/8/14. M.M

9.11 Supporting Children's Individual Needs Policy

Purpose

Child care professionals and families share a common goal to provide positive outcomes for children. Partnerships between stakeholders are characterised by communication and consultation between children, families, educators, and management. Each partnership is unique and is dependent upon the specific needs, interests and communication styles of the participants.

The relationship between the child's family and the service is crucial to a child's wellbeing, health, development and progress. Children benefit most when this is a trusting and mutually supportive partnership.

When families, educators and management work together and communicate openly, the transition of a child and their family into the service is positive and meaningful. Having extensive knowledge of each child and their family can assist educators to develop strategies that are consistent with home, reflect common values and provide learning opportunities.

In Our Lady's Care Supporting Children's Individual Needs Policy should assist our service to understand the needs of each child and assist in implementing caregiving strategies and experiences that are child-focused, strengths based and inclusive.

In Our Lady's Care recognises that the individual needs of children are important factors in their development and overall wellbeing.

In Our Lady's Care understands that the individual needs of children can, at times, affect their play and learning, which affects how educators plan for children's experiences. In Our Lady's Care is committed to maintaining positive lines of communication when collaborating with children, families, educators and external agencies. For the purpose of this policy, 'external agencies' can include the child's medical practitioner (or doctor of medicine); allied health professional, such as a speech therapist, nutritionist or child psychologist; school teachers, inclusion and support facilitators to meet the individual needs of children.

It is understood by educators, children and families that there is a shared responsibility between our service and other stakeholders that the Supporting Children's Individual Needs Policy is accepted as a high priority.

Procedures:

Children's Individual health needs:

- Children's Individual health needs are detailed on their enrolment form and documentation obtained by their general practitioner and/or specialist. For example, an individual health need can include: a medical condition, such as asthma, diabetes or Attention-Deficit Hyperactivity Disorder (ADHD); an allergy, such as bee stings or hay fever; or a food allergy, such as nuts or lactose.
- Prior to enrolment or soon as an allergy or medical condition is diagnosed, In Our Lady's Care will develop an individual medical arrangement care plan for the child in consultation with the child's parents/guardians and appropriate health professionals. The medical management plan must be signed by a medical practitioner who is treating the child.
- In our Lady's Care meals are prepared and served in accordance with children's individual allergies, religious food requirements, likes and dislikes and eating abilities.
- Children with allergies please refer to In Our Lady's Care Anaphylaxis Policy.
- For any child needing medication or medical assistance, In Our lady's Care will follow instructions given by general practitioner with clear instructions and signed by a general practitioner.
- Children are not to self-administer medications. Two qualified educators are to administer medication that has been trained in an accredited level two first aid training course. The first aid course must be recognised by the secretary of the Department of Education and Early childhood development and includes strategies for anaphylaxis management, recognition

of allergic reactions, risk minimisation strategies, emergency treatment and practice using a trainer Adrenaline auto-injection device every three years. (*Refer to Medication Policy*).

- There must be a communication plan where all educators including relief staff, volunteers, parents/guardians are informed about the child's individual health management plan and anaphylaxis policy through updated enrolment forms, communication books, formal and informal meetings, Educators and Parent Handbooks outlining our services policies and procedures. Educators are to encourage ongoing communication between parents/guardians regarding the current status of the child's medical conditions on a regular basis.
- Parents/guardians are required to bring, and leave at our service any relevant medications that may be needed e.g. Epipen, ventolin, spacer or other medication that is required.

Children's individual development plan:

- Educators, parents/guardians and children will be included in the development of the curriculum. The Early Years Framework is based around family input and participation to extend and enhance children's learning and development. therefore family participation in developing our curriculum is vital.
- Educators are to provide feedback to families through written or verbal observations on children's learning outcomes and give information about how families can further advance children's learning and development at home and in the wider community.
- Educators are to ensure that every child experiences success in their learning and development. Educators are to recognise that each child is an individual and that they can learn, but some children require different opportunities and support to achieve this.
- Educators will include children's views of their own learning and development.
- With collaboration with parents/guardians children's learning and development are nurtured by exposure to a variety of experiences and interactions. Children's individual needs must be considered when implementing a program which should support children's; physical; emotional; social; well being and cognitive needs.
- Educators will spend time observing all children in all areas of development. this is achieved while providing stress-free, success orientated and familiar activities. E.g. block play, dramatic play, arts and crafts, and physical activities including outdoor play. This allows for an initial assessment of needs to be established, while children become comfortable in their new environment. Programs will then be formulated based on these individual needs.

Play and learning experiences

- Children learn at different rates, in different ways and at different times. Their development is not always easy or straightforward. For some children and families, learning and development involves considerable struggle and requires much perseverance. Therefore, different kinds of support and engagement will be required. Educators and volunteers will use the practice principles (Victorian Early Years learning and Development Frameworks) for learning and development to provide the support necessary for every child to learn and develop.
- Educators will encourage children to explore, solve problems, communicate, think, create and construct to support children's learning and development through a combination of child led and play based learning, as well as active teacher led learning.
- Educators will offer children a variety of open-ended learning environments to expand on children's conversations during play and learning experiences. educators, and volunteers will prompt and use open ended questions to initiate conversation to investigate play opportunities.
- Educators will form warm and respectful relationships with children to provide a secure base that helps children to feel safe and confident to try new things to learn. Positive interactions with children will give educators and staff knowledge of children's distinctive interests, skills, cultures and abilities and this will enable educators to provide children with positive experiences and a safe and stimulating environment that will encourage children to expand their capacities and deepen their knowledge and understandings and to develop a sense of place, identity and connection to their world.
- Educators and children must share decision, respect and trust each other to learn together. The program must be child orientated and flexible enough to be unstructured as we possibly can within the bounds of reason. This will enable children to make decisions, make changes to their environment and to meet each child's individual needs and interests. This will give children opportunity to have a say in what happens to them in our service.

Respect the diversity of some parenting practices

- Educators are to encourage open discussion with parents/guardians to learn from their perspectives regarding the child's individual needs and interests.
- Through open discussion with families educators discover differences in cultural and language backgrounds, life experiences, temperament, interests, skills and talents. This will give educators opportunities to nurture a families' culture.
- Educators are to engage in family-centered practice by respecting the pivotal role of families in children's lives. Educators will support shared decision -making about each child's learning and development.
- Educators have created a welcoming and culturally inclusive environment where all families are encouraged to participate in and contribute to children's learning and development experiences.
- Educators and volunteers will respect and follow some parenting practices, requested by the parent/guardian remembering that educators and volunteers have a duty of care to the children in their care, Educators and volunteers must ensure that parenting practice requests are compliant with regulatory requirements. Child's health, wellbeing and safety is of high priority. Educators and volunteers must adapt a professional and sensitive approach avoiding making negative judgements

about families, and recognise that there may be a range of factors that have led the family to request a practice that our service cannot accommodate.

Healthy Eating

Educators will try to sit and eat with the children, rather than standing back and supervising. This is a wonderful Time for informal conversation between children and educators on nutrition, meal experiences of families of various cultures and general chat. Food and beverages will be offered to children at frequent and regular intervals to meet children's individual mealtimes routines.

Most children are capable of running the entire meal time by themselves and really enjoy doing so. Children must be introduced to the routines building new skills. Tasks that may be performed at this time could be;

- Serving meals
- Pouring and serving drinks.
- Collecting used implements.
- Wiping tables.
- Washing and drying dishes.
- Food Preparation.
- Putting away dishes.
- Sweeping kitchen floor.

Toileting

- Children's toileting independence is encouraged when using the toilet.
- Children are offered frequent opportunities for toileting particularly after meal times.
- No child will be spoken to harshly yelled at or belittled because they have had an accident.
- Educators will be very discreet about the accident. Some children will become very emotional over the accidents and frustrated. Children will be handled with dignity as they are cleaned up and their clothing changed.
- Children are required to change their own clothes, bath/wipe themselves dry in the event of an accident.
- Children are offered toileting wipes or a wet flannel for bathing. educators will assist children with guidance ensuring children's privacy has been respected at all times and ensuring hygiene practices are followed.
- Toileting is part of the daily routines and is always a positive experience.
- Correct use of the bathroom is discussed to children just like other areas of our program the bathroom have rules and guidelines for children.
- In Our Lady's Care will teach these rules, by having regular discussion, involving children in developing rules such as no running in the toilets, no playing in the toilets, always wash your hands, going to the toilet in 3's, and In Our Lady's Care displays hygiene posters to encourage children to follow the steps of using the bathroom appropriately.
- For adequate supervision educators are aware of children going to the toilet and taking note of length of time the children have been in the toilet. Educators will ensure that children's privacy is respected at all times.
- If educators enter the toilet for any reason there will be two educators. (please refer to ***In Our Lady's Care Supervision Policy'*** and ***"Hygiene and Infectious Control Policy"***).

Protective Behaviours and Practices

Educators, carers, students and volunteers as role models. Children learn through example and modelling is an important way to teach children about behaviours and practices.

Educators, students and volunteers must comply with the Supporting Children's Individual Needs Policy.

Educators/Carer Professional Development Opportunities

Educators will undertake professional development on how to meet children's individual needs through training courses, information from the internet and discussions at staff meetings.

Communication with different stakeholders Children

Children can contribute to the program in so many ways their ideas and thoughts need to be documented and put into practice with their day.

- Children can complete surveys
- Children can write on our weekly planning sheet
- Children choose what activities they would like to participate in

Families/Guardians

In Our Lady's Care uses a variety of methods to communicate with parents about their child's learning within the centre they include;

- Orientation.
- Programming portfolio book.
- Communication books.
- Noticeboards.
- Newsletters.
- Letters.
- Weekly reflections.

- Informal and formal meetings with educators and families.
- Digital photo frames of children's play and interactions.
- Photos displayed.

Management, Educators and Volunteers

Management, Educators and Volunteers shall receive communication via;

- Email.
- Newsletter
- Staff meetings
- Telephone
- Educator Appraisal.
- Professional Development.
- Informal and Formal Meetings.
- Memos.
- Noticeboards.
- Orientation.
- Employee induction procedure.
- Facebook.

References:

National Quality Standards - Quality Area 1 & 2
 Education and Care Services National Regulations - 78,79,81,90,160
 My Time our Place Framework for School Age Children
 Occupational Health & Safety Act 2004
 United Nations Convention on the Rights of the Child.
 Shared Vision for Outside School hours Care fact sheet 2
 Victorian Early Years Learning & Development Framework
 Extract from putting Children First NCAC
 Updated Dec 2006, 19/8/14, 27/3/17. M.M.

9.12 Mobile Phone Policy

Rationale:

Mobile phones have become an important and invaluable part of our modern lifestyle. Our school understands that there are times when possession of a mobile phone can provide a sense of safety and security for parents knowing their child has arrived safely to ASC, however children should not use mobile phones whilst at OSHC unless there is a genuine and urgent need to do so.

Mobile phones are unnecessary during OSHC hours as a method of communicating with children. There are also concerns about the misuse of mobile phones in a school environment e.g. bullying, interruptions in play time, distraction, inappropriate photography.

Aims:

The school aims to provide a happy, safe and stimulating learning environment for all children. The purpose of this policy is to ensure that mobile phone usage does not disrupt the OSHC environment. The policy seeks to clarify the responsibilities of Educators and children with regard to mobile phones.

Implementation:

In general, children should not bring their mobile to school – as they can be easily lost or stolen, which is often distressing for a child. Parents and children are advised that in bringing mobile phones to school, they are doing so at their own risk and must comply with this Mobile Phone policy. . It has always been the school's practice to pass on important messages to students throughout the day. This can be done by phoning the School Office or an Educator at the OSHC program and requesting that a message be given to the child. We encourage children not to take mobile phones on excursions, but understand children do like to take photos of exciting places we visit. All children found to be using the mobile phone in an inappropriate manner e.g. bullying, inappropriate photography or texts, will have the phone confiscated and returned to the parent. The child would also be subject to disciplinary action.

Mobile Phone Code of Practice:

1. I agree to abide by the following rules when I bring my mobile phone to OSHC.
2. When I bring my mobile phone to OSHC, I will turn it off and hand it to an Educator/Coordinator to hold until my parent arrives. The mobile phone will be locked away securely and returned to me at the end of the day.
3. All mobile phones must be clearly labelled with the child's name to ensure the correct phone is returned to the child when leaving the program.
4. I will not have access to my mobile phone during OSHC hours and any phone calls that needs to be made to me are to be made through to In Our Lady's Care.
5. If anyone needs to contact me during any OSHC sessions they are to phone the program number on 9305 7024 or mobile phone 0409 010 423 and leave a message.

9.13 Rest & Relaxation Policy

Resting is an important part of the day. An atmosphere conducive to relaxation is provided during our Before & After School Care Program to allow children to 'recharge'. Children's individual rest habits will be respected and catered for.

Our program provides cushions in our quiet room where children can relax in front of the TV, read a book, play puzzles, drawings or just prefer to lay down and rest.

Children who have the need to sleep will be observed for signs of illness.(Refer to Infectious Disease Policy) Our service has a portable bed that children can use. If children need to sleep children are given the opportunity to do so, educators will ensure that children are made as comfortable as possible for rest.

Our service provides Outdoor cushions for children to relax on. Our service will ensure that every child is provided with the opportunity to feel comfortable, safe, relaxed and rested while in our Education & Care Program.

References:
National Quality Standards - Quality Area 2
National Regulations - 81
Updated 30/11/15, 23/3/17 M.M

9.14 Child Safe Environment Policy

Purpose:

In Our Lady's Care will provide a safe and caring environment for children. Children will be provided with appropriate care in the event of an accident and protection from injury or disasters. Parents will feel confident that their child's safety is assured. Educators will be provided with a safe work environment, appropriate training, well planned and practised emergency/ evacuation procedures.

Rationale:

In Our Lady's Care aims to promote a healthy and safe environment in which children will explore, grow and learn free from harm or danger. If an accident, incident, emergency or natural disaster occurs at our Service, the children and educators will be well practised in the required procedures to ensure as far as possible the safety and well being of each person present.

Scope:

The Education and Care Services National Regulations requires Our Lady's PS to implements policy that includes a management policy, practices, procedure, education and training to ensure the health and safety of children accessing the Out School Hours Care Program.

Protocol/Procedure:

In Our Lady's Care program follows the Emergency Procedures laid out in the Our Lady's Primary School OSHC Emergency Management Plan.. This document contains a detailed description of the procedures for different types of emergencies and responses. Action Plans are located at the exit doors.

An emergency management drill shall be carried out once a term.

- Once alerted of an emergency or aware of an emergency:
- Evacuate the room or rooms with all children taking the roll, with you, closing the door as you go.
- Children outside, in the multi purpose room are to make their way straight to the designated meeting point.- the playground area (near the Pirate Ship or school oval).
- Once evacuated outside areas and ensure that everyone is accounted for.
- Leave all bags books etc. Notify office of emergency
- When all children have been accounted for, walk to the assigned meeting point.

ALL EDUCATORS MUST ENSURE THEY ARE FAMILIARISED THOROUGHLY WITH THE EMERGENCY MANAGEMENT PLAN

In some instances it may be decided to instigate a lockdown rather than an evacuation. This may be for a variety of reasons including but not limited to bee swarm, rioting, snake, threatening person.

If there is an ongoing external threat, or it is felt that there is an additional risk in evacuating, a lockdown will be instigated, meaning that all children and Educators are kept secure within the school building. In this case, a lockdown instruction will be given over P.A. system. On hearing this instruction, all children and Educators must immediately return to the OSHC room. Roll should be checked by the Coordinator and all doors and windows should be closed and secured, lights turned off and children asked to remain quiet until further instructions.

The coordinator will then contact the office and, if deemed necessary, the police, to advise them on the situation.

Please read this policy in conjunction with the:

- **Infection Control Policy**
- **Health and Safety Policy**
- **Child Protection Policy**

References:

National Quality Standards - Quality Area 2
National Regulations - 168
Staying Healthy in Child Care by National Health and Medical Research Council
Standards Australia website – www.standards.com.au
National Privacy Principles – www.privacy.gov.au/act/index.html

10. Appendices

10.1 Enrolment Form Is attached separately, please ensure one enrolment form is completed per child annually.

Whether you are just starting at this school or have been here for a few years we welcome you and know that you will have the peace of mind that when the time comes that you need to use our service, that In Our Lady's Care - Before & After School Care Program and Educators will be here to assist you. If you have any questions, please come and speak to our Educators or call 03 9305 7024.

Thank-you for taking the time to read the Parent Information. We know you and your child will thoroughly enjoy your time at In Our Ladys Care and we look forward to sharing many special moments with you and your family.

IN OUR LADY'S CARE