

GUMNUT HOUSE

SCHOOL AGE CARE

PARENT RELATED

POLICIES

BOOKLET PART C

POLICY GROUP: SERVICE PHILOSOPHY STATEMENT	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: PHILOSOPHY POLICY 1.1	REVIEWED: 2017 REVISED: 2017

RELEVANT LAWS & OTHER PROVISIONS

- [Education and Care Services National Law Act, 2010 and Regulations 2011](#)
- [NQS Area](#)
- [Policies](#)
- [My time our Place Framework for School Age Care.](#)

The Educators of Gumnut House aim to provide an environment where children feel safe, secure and have a deep sense of belonging. They and their families are strongly encouraged to be active participants in the on- going improvement and implementation of programs and projects within the service.

Each child and family is recognised as being unique and their cultures, ideas and traditions are greatly valued. Through collaboration with families, and in partnership with the school, positive relationships are developed and maintained. This allows ongoing communication and information sharing which leads to joint planning and common objectives so that children are provided with the best opportunities and experiences for their development. Diversity is embraced by our Educators and as such is reflected in our programs.

Through play, investigation, art and craft and leisure activities children are encouraged to extend themselves within their comfort zone and to succeed regardless of their abilities. Educators believe all children have abilities and innate curiosity. Our Educators foster these qualities along with children's independence and initiative thereby nurturing children's agency and leadership skills.

Sustainable practices are embedded into all aspects of the Service operation. Children are involved in developing and maintaining these practices through ongoing discussions and activities. Thus, they are encouraged to develop a respectful and caring attitude towards not only their immediate natural and built environment, but the Earth on which they live. Through our activities and discussions with children we endeavour to foster a genuine concern for the future of the Earth.

Our Educators recognise that there is room for their own personal growth and self-improvement and thus reflective practice is on-going. Through this self-evaluation and continual update of professional knowledge Educators remain informed of current theories, philosophies and practices. This encourages the on-going cycle of review which enables current practices to be examined, outcomes reviewed and new ideas generated. This culminates in a quality program, quality care and a quality service.

POLICY GROUP: SERVICE GOALS	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: GOALS POLICY 1.2	REVIEWED: 2017 REVISED: 2017

Gumnut House has several goals on which our service is based. These goals are based on the outcomes for children as outlined in The My Time Our Place Framework for school age care. Our goals are to encourage children to achieve the following outcomes;

RELEVANT LAWS & OTHER PROVISIONS

- [Education and Care Services National Law Act, 2010 and Regulations 2011](#)
- [NQS Area](#)
- [My time our Place Framework for School Age Care](#)

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 non-verbally 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 and communication technologies

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: RESPECT FOR CHILDREN POLICY 2.1	REVIEWED: 2017 REVISED: 2017

The children, and their well-being, health and safety, are the focus of the service. Children are to be treated by Educators always as unique and valued individuals with respect & dignity. Showing interest in and respect for the children makes them feel valued, capable and more confident in their ability to express themselves and work through differences. Above all it promotes self-esteem and enhances the children's enjoyment of the program. Respectful communication with children, role models effective and appropriate ways of relating to others.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1; 1.2; 2.1.1, 2.1.2; 2.3.4; 4.2.1; 4.3.2; 5; 7.1.1, 7.1.2; 7.2.1, 7.2.3, 7.3.5.*
- *Policies: 2.4 – Arrivals and Departures of Children, 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Management and Support, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 2.15 – Children's Property and Belonging, 3.3 – Educators Practice, 4.9 – Children's Toileting.*
- *United Nation's Convention on the Rights of the Child (article 12)*

PROCEDURES

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

- The Centre program and activities (see policy 3.1- Educational program planning)
- Rules of expected behaviour within the service (see policy 2.6- Behaviour support and management)
- The physical aesthetic environment of the service (NQS Area 3- Physical environment)
- The menu
- The maintenance of the garden and vegetable patch
- The care of the Centre's pets

Educators will:

- Foster all children's self-esteem and confidence, empowering them to make choices and guide their own play;
- Promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- Have reasonable expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements;
- Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of the child;

- Treat all children equitably and respond positively to all children who require their attention;
- Communicate with children respectfully, taking time to listen and value what they say;
- Ensure that all children feel safe, secure and supported always;
- Always abide by the United Nation's Convention on the Rights of the Child (article 12).

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: INTERACTION WITH CHILDREN POLICY 2.2	REVIEWED: 2017 REVISED: 2017

The service promotes trusting relationships with children, ensuring the children have a sense of belonging and feel secure and safe in their environment. Appropriate communication with all children is of paramount importance, whereby interactions support the acquisitions of skills for life and learning.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3; 4.1; 4.2.1; 5.1; 5.2; 6.1.1, 6.1.3; 6.2; 6.3.2, 6.3.3; 7.1.2, 7.1.4, 7.1.5; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *United Nation's Convention on the Rights of the Child (Article 13)*

Policies: 2.1 - Respect for Children, 2.3 – Educator Ratios, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 3.9 – Educators Practice, 3.10 – Observational Recording, 4.6 – Medication, 5.2 - Food and Nutrition, 9.3 – Communication with Families, 9.5 – Complaints Handling

PROCEDURES

- Educators are to be responsive and consistent in their interactions with children.
- Educators will show respect for children and always treat them with dignity
- Educators must always maintain a calm disposition when dealing with children under all circumstances.
- An appropriate tone of voice and volume suitable for the circumstance must be used.
- Educators will seek help if a situation with a child becomes too difficult for the educator to handle or if the educator feels as though they are losing their composure.
- Educators will never physically restrain a child unless it is to keep them away from a dangerous situation. If restraint is required then the Director, Co-ordinator or another educator must be called for backup.
- Interactions with ISS children must be modified to meet their specific needs.
- The program will be facilitated by the sharing of knowledge between educators and children.
- Educators will ensure they are accessible to all children for 1:1 and small group conversations, making sure supervision is not compromised.
- The division of age groups enables age appropriate discussions between children and educators.
- Children will be encouraged to discuss any current events or specific topics that may interest them.
- Children are given the opportunity to share experiences and stories with Educators and others within the group.
- Educators will observe children's interactions with peers and other Educators to ensure all interactions are appropriate.
- Children are encouraged to participate and be respectful during sharing times.
- Educators will model and encourage children to use problem solving skills, reasoning, predictive, reflective processes and appropriate language.

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: PROTECTION OF CHILDREN POLICY 2.3	REVIEWED: 2016 REVISED: 2016

The protection of children in the care of the service is of utmost importance. This includes the services moral and legal duties to care for children associated with the service.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Regulations 2000*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Commission for Children and Young People Amendment Regulation (No 1) 2006*
- *Duty of Care*
- *United Nation's Convention on the Rights of the Child (Article 4, 19)*
- *NQS Area: 2.3; 4.2.1; 7.1.1, 7.1.2, 7.1.5; 7.3.2, 7.3.5.*

Policies: 2.5 – Reporting of Child Abuse, 2.6 – Behaviour Support and Management, 2.8 – Anti-bullying, 2.9 – Inclusion and Anti-bias, 2.11 – Including Children with Special/Additional Needs, 2.13 – Use of Photographic and Video Images of Children, 3.3 – Educators Practice, 4.9 – Children's Toileting

PROCEDURES

- Employment and training procedures are used to ensure that the Centre employs suitable people.
- Educators are directed to ensure that when setting up for all activities, there is a safe environment.
- Children are always supervised in accordance with centre's child staff ratios. This ensures, all children, are protected from all forms of harm.
- Educators seek to ensure they are not alone at the service with a child/ren unless in the case of an emergency.
- Educators will instruct the children to inform them when going to the toilet and children will be required to go in groupings of at least 2 or 3 children at a time.
- Educators check the children have returned to their play environment within a reasonable period of time. If the children have not returned, Educators will inform the Responsible Person to check on the children's location.
- Educators and volunteers are to comply with legal requirements and apply for and maintain a current "Working with Children Check" blue card.
- The Licensee and other Executive will also be required to hold and maintain a current "Working with Children Check" blue card in accordance with the Commission.

- The Director will act as or designate a Workplace Quality Officer for the service. Within this capacity the officer will: ensure that Positive Notices are kept up to date, that Educators are aware of legislative requirements and changes relating to the protection of children, including the Child Care Act, Commission for Children and Young People.
- Educator: child ratios will be in keeping with, or where possible better than those guidelines set out in the National Quality Framework and the Child Care Act 2002. In setting Educators ratios, consideration will be given to the activities undertaken, ages and abilities of the children and any special requirements that children may have.

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EDUCATOR RATIOS 2.4	REVIEWED: 2016 REVISED: 2016

Educator / child ratios will be in keeping with, or where possible better than those guidelines set out in the National Quality Framework or the Education and Care Services National Regulations 2011. In setting ratios, consideration will be given to the activities undertaken, ages and abilities of children involved, along with any special requirements.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Family and Child Commission Act 2014*
- *Duty of Care*
- *NQS Area: 1.1.5; 2.1.1; 2.2.2; 2.3.1 2.3.2, 2.3.3; 3.1.3; 3.2.1; 3.3.2; 4.1; 4.2.1; 5.1.2; 5.1.3; 6.1.3; 6.3.3; 7.1; 7.2.2; 7.3.1, 7.3.2, 7.3.3, 7.3.5.*
- *Policies: 3.5 - Excursions, 3.6 - Transport for Excursions, 4.5 - Illness and Injury, 7.2 – Drills and Evacuations, 7.3 – Harassment and Lockdown.*

PROCEDURES

In setting Educator ratios, management will be guided by the Education and Care Services National Regulations 2011 so that:

- There will be a maximum of 15 school age children to every Educator. This may vary however depending on the activity/circumstances in the immediate area.
- There will be a maximum of 8 children to every Educator on excursions
- There will be a maximum of 5 children to every Educator when swimming with less competent swimmers. When swimming with more competent swimmers the ratios will be adjusted accordingly at the discretion of the Responsible Person on duty at that time.
- There shall be 1 Educator with First Aid, CPR, Anaphylaxis and Asthma qualifications in attendance at any place children are being cared for who must be immediately available.
- There will be at least one Responsible Person on site at all times.

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

Qualified volunteers or students working towards an equivalent qualification, may be counted towards the Educator to child ratios for the service. Volunteers under the age of 18 years must be fully supervise

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: ARRIVALS & DEPARTURES POLICY 2.5	REVIEWED: 2016 REVISED: 2016

The Service's responsibility for the children begins at 6.30am until 9.00am (BSC), 3.00pm until 6.00pm or until collected (ASC), and 6.30am until 6.00pm or until collected (VC). For the safety and protection of children, and in keeping with Duty of Care considerations, the service has strict procedures regarding the arrival and departure of children and particularly the persons who may collect children from the Centre.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *NQS Area: 2.3.1, 2.3.2; 4.1; 4.2.1; 6.1.1, 6.1.3; 6.3.2; 7.1.1, 7.1.2; 7.3.*
- *Policies; 2.3 – Educator Ratios, 2.12 - Managing Duty of Care – Non-Attending Children, 2.14 – Bookings and Cancellations*

PROCEDURES

- All children will be signed in and out by the parent/guardian or another person who the parent has nominated. The parent must however inform the Centre of another person collecting their child. This person will be asked to produce photo identification upon arrival at the Centre.
- The service takes responsibility for children once they have been signed in by a parent or guardian. This responsibility continues until the child is duly signed out by an authorized person.
- Educators will not allow children to leave the service unaccompanied, or be released to a person other than the parent or guardian of the child, or to an authorized person as permitted under the above procedure. If in doubt the Director or Coordinator will contact a parent or guardian immediately to discuss.
- No child will be granted permission to travel home or to another activity on their own unless permission has been obtained from a parent/guardian first.
- If a child is required to catch public or personal transport to the Centre for care, the Centre is not responsible for the child until the child arrives at the Centre. It is the

parent's responsibility to call the Centre to ensure their child has arrived; It is the child's responsibility to inform the Educators upon their arrival so they can be signed in and accounted for.

- Children will not be allowed to attend extra-curricular activities unless the Centre has been advised by parent or guardian. The Centre holds no responsibility for these children whilst they are at these activities.

LATE ARRIVALS & DEPARTURES

- If a child who is booked in for ASC has not arrived at the Centre within 15mins of school finishing the following procedure will be put into place:
- School will be contacted and asked to call child over the PA system
- Children from child's class will be asked about child's whereabouts whilst Director/Coordinator attempts to contact parents
- If parents cannot be notified emergency contacts will be called.
- If parents confirm that child should be at service, Director will inform school that a child is missing. Bus lines will be checked and all children asked again.
- If child is still not located the police will be contacted
- If Educator ratios can be maintained an Educator may leave the Centre to search for the missing child.
- If at closing time children have not been collected or parents have not arranged collection within 30min of normal closing time, the emergency contacts will be informed.
- If there is still no response from a contact or parent, Educators will stay up to 1 hour at the service with the child. If after 1hr there has still been no contact the police will be sought for advice.

CHILDREN LEAVING WITHOUT PERMISSION

- If a child leaves the service in any other circumstance and without permission, the Educators will assess the situation immediately. If ratios allow, an Educator will follow the child and encourage them to return to the Centre. The Director or Coordinator must be informed prior to any action and kept informed.
- If the child returns to Centre with the Educator, the parent or the guardian will be notified immediately of the child's actions.
- If ratios do not permit Educators to leave the Centre, the parents or police will be notified of missing child.
- Whilst Educators believe in their duty of care, consideration must be given to the children still at the service and their safety is always to be considered.
- No Educator will be exposed to an unacceptable risk of personal harm whilst pursuing a child who leaves without permission

CHILDREN UNACCOUNTED FOR DURING A SESSION OF CARE

- If a child is unaccounted for during the operating hours of the program, the Director or Coordinator will be notified immediately the disappearance is discovered. The Director/Coordinator will undertake a thorough search of the service's approved areas. If the child is not located, the child's parents/guardians will be notified and the police shall be called.
- An incident report will be completed and will include information such as;
 - Date, time and location of the child when they were last accounted for
 - Details of the supervising educator and the circumstances surrounding the disappearance
 - Details of actions instigated to locate the child
 - Details of the child's clothing and any distinguishing features
 - Time parent/guardians and other agencies were contacted

The Director will advise the Management committee immediately upon calling the Police and the Regulatory Authority will be notified using the appropriate forms.

- areas. If the child is not located, the child's parents/guardians will be notified and the police shall be called.
- An incident report will be completed and will include information such as;
 - Date, time and location of the child when they were last accounted for
 - Details of the supervising educator and the circumstances surrounding the disappearance
 - Details of actions instigated to locate the child
 - Details of the child's clothing and any distinguishing features
 - Time parent/guardians and other agencies were contacted

The Director will advise the Management committee immediately upon calling the Police and the Regulatory Authority will be notified using the appropriate forms.

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: BEHAVIOURAL SUPPORT & MANAGEMENT POLICY 2.7	REVIEWED: 2017 REVISED: 2017

This service recognizes the wide range of age groups that access School Age Care, as well as the differing developmental needs of individual children. Behaviour support and management is approached by:

- Applying appropriate measures in keeping with the individual child's developmental, emotional level
- Using consistency and compassion to the best of the individual's ability
- Having respect always for the individuality and dignity of children
- Encouraging all children to be nonjudgmental and display no bias or prejudice within their play environment
- Following the principles set out in the philosophy statement of the service, in regards to the needs of individual children
- Understanding and following the Centre rules

RELEVANT LAWS & OTHER PROVISIONS

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

PROCEDURES

Educators are trained in the developmental stages of the differing age groups of the children who attend the service. Educators will apply appropriate behavioural support and guidance techniques which will be consistent with the philosophy statement of the service.

- Educators will involve the children as far as reasonably possible in the developing the rules of behaviour
- The rules will be clear, child focused, based on acceptable wider expectations and easy to understand. These will be displayed throughout the centre.
- Educators are required to discuss the rules of behaviour with the children on a regular basis, enforcing why they are necessary.
- Educators are required to model appropriate behaviours to children
- Educators will assist the children to focus on the consequences of the child's actions and to make suitable choices regarding actions and behaviour, ensure the outcome for the child is being met where possible.
- Acknowledge when children behave positively and strive to solve problems in keeping within the rules of behaviour.
- Educators will use behaviour management techniques that are age appropriate for children.
- Educators are not permitted at any time to humiliate or physically punish children for inappropriate behaviour.
- Timeout will not be used but rather children will be encouraged to have a 'cooling off period"

Expected behaviours for all children

Speak nicely to other children and Educators

Use manners (please and thankyou)

Listen if someone else is talking

Wait for your turn to speak, do not interrupt

Remain seated when eating

Walk on concrete

Stay in sight of Educators

Keep hands and feet to yourself

Clean up after yourself

Rules are to be negotiated and revised with children at the beginning of each term.

PREP AND YEAR ONE:

REWARD SYSTEM:

Children are rewarded with Gumnut gotcha rewards for displaying behaviours in keeping with the agreed rules. The children's gotchas are placed in a box and at the end of the week one name is drawn from the box. This child will receive a prize from the P-1 prize box and a school gotcha. 4 additional names will be drawn from the box and these children will also receive a school gotcha.

The five weekly winners will then have their Gumnut gotchas placed into a term gotcha box. At the end of the term a name will be picked from the term box and this child will win a prize to the value of \$50.

Children displaying exceptional behaviour may receive a prize from the group prize box immediately.

MINOR BEHAVIOURAL ISSUES:

PROCEDURE:

- **The child will be reminded of the expected behavior**
- **If the behaviour continues a warning will be issued**
- **If the behaviour continues, the child will be removed from the situation to another area within the group**

SERIOUS BEHAVIOUR ISSUES:

Includes swearing at people, hitting, kicking, disrespect to educators, deliberately breaking Centre equipment, running away from group, bullying, stealing

PROCEDURE: Depending on the severity of the behaviour

- **Warning**
- **Reflection/ Cooling of time**
- **Child is moved to a different location within the group**
- **Child is sent to office for extreme behaviour**
- **Parent is contacted**

GRADES 2 AND 3:

REWARD SYSTEM: Children are rewarded with Gumnut gotcha rewards for displaying behaviours in keeping with the agreed rules. The children's gotchas are placed in a box and at the end of the week one name is drawn from the box. This child will receive a prize from the grade 2-3 prize box and a school gotcha. 4 additional names will be drawn from the box and these children will also receive a school gotcha.

The five weekly winners will then have their Gumnut gotchas placed into a term gotcha box. At the end of the term a name will be picked from the term box and this child will win a prize to the value of \$50.

Children displaying exceptional behaviour may receive a prize from the group prize box immediately.

MINOR BEHAVIOURAL ISSUES:

PROCEDURE:

- **The child will be given a verbal warning and reminded that if the behaviour was to continue they may lose their reward points. An educator will discuss the behaviour with the child to try to ascertain the trigger for the behaviour**

A second verbal warning will be given if the behaviour continues and the child will be moved away from the situation to another area within the group. This will be communicated to the other Educators.

- **A child may be referred to the Director/Co-ordinator if the behaviour continues**

MAJOR BEHAVIOURAL ISSUES

Includes swearing at people, hitting, kicking, disrespect to educators, deliberately breaking Centre equipment, running away from group, bullying, stealing

PROCEDURE:

- **Where a child exhibits behaviour which puts themselves or others in danger, the child will receive one warning**
- **If the behaviour is repeated the child will be removed from the group and sent to the office.**
- **If a child's behaviour is extreme, no warning will be issued but the child will be referred directly to the Director or Co-ordinator who might need to collect the child from the group.**
- **Major behavioural issues will be discussed with parent's /caregivers and their input into behaviour management will be sought**

GRADES 4 -6 REWARD SYSTEM

Children are rewarded with Gumnut gotcha rewards for displaying behaviours in keeping with the agreed rules. The children's gotchas are placed in a box and at the end of the week one name is drawn from the box. This child will receive a prize from the 4-6 prize box and a school gotcha. 4 additional names will be drawn from the box and these children will also receive a school gotcha.

The five weekly winners will then have their Gumnut gotchas placed into a term gotcha box. At the end of the term a name will be picked from the term box and this child will win a prize to the value of \$50.

Children displaying exceptional behaviour may receive a prize from the group prize box immediately.

MINOR BEHAVIOURAL ISSUES:

PROCEDURE:

- **The child will be given a verbal warning**
- **A second verbal warning will be given if the behaviour continues and if necessary the child will be moved away from the situation to another area within the group. This will be communicated to the other Educators**
- **A child may be referred to the Director/Co-ordinator if the behaviour continues**

MAJOR BEHAVIOURAL ISSUES:

Includes swearing at people, hitting, kicking, disrespect to educators, deliberately breaking Centre equipment, running away from group, bullying, stealing

PROCEDURE:

- **Where a child exhibits behaviour which puts themselves or others in danger, the child will receive one warning**
- **If the behaviour is repeated the child will be removed from the group and sent to the office**
- **If a child's behaviour is extreme, no warning will be issued but the child will be referred directly to the Director or Co-ordinator who might need to collect the child from the group**
- **Major behavioural issues will be discussed with parent's /caregivers and their input into behaviour management will be sought**

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EXCLUSION FOR BEHAVIOURAL REASONS POLICY 2.8	REVIEWED: 2016 REVISED:2016

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

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.1; 2.3.2; 4.2.1; 5.2.2, 5.2.3; 6.1.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 – Complaints Handling.*
-

Exclusion from the service can occur either temporarily or in some instances permanently if;

- a child exhibits inappropriate behaviour, or behaviour which threatens the safety or wellbeing of any child or other person in the Service;
- in the Director's reasonable opinion, the behaviour amounts, or may amount, to a threat to the safety or wellbeing of any child or other person in Service; and the behaviour support and management procedures (see Policy 2.7) have been properly applied first but without success, or the behaviour presents such an immediate potential threat that it is not reasonably possible to apply those procedures,
- If a child with additional needs demonstrates the above mentioned behaviours the Director will converse with parents and committee to come to some resolution. If permission is granted in writing by the parent, the Director, classroom teacher and school Special Ed Director will discuss strategies. If the child's behaviour continues and the Educator's duty of care appears to be jeopardised the same rulings will apply.

Where possible prior to the exclusion of a child all elements of policy 2.7 will be exhausted first. If after following procedures from the Behaviour Support and Management policy, the unacceptable behaviours continue;

- The management committee will be notified and;
- A letter will be sent to the parents/guardians detailing the child's behaviours, exclusion time and expected return date

Prior to the child's return, a meeting will be held between the Director, Coordinators, parent and child to discuss possible strategies. A behaviour support plan may be developed to assist the child assimilate back into the program. If the same behaviours continue upon the child's return, the child will be permanently excluded from the Service.

Physical danger to child or others:

- If a child's behaviour causes or may reasonably cause physical danger to other children, Educators or the child himself or herself, the parent/guardian of that child will be contacted immediately and asked to collect the child.
- The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Director and Management Committee.

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: BEHAVIOUR MANAGEMENT OF CHILDREN WHILST ON CENTRE GROUNDS AND IN THE CARE OF PARENTS POLICY 2.9	REVIEWED: 2017 REVISED: 2017

Gumnut House endeavors to provide an environment where both physical and harsh verbal recriminations are considered inappropriate.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.3.2, 2.3.3; 6.1.3; 6.3.2; 7.3.2, 7.3.5.*
-

Policies: 2.3 - Educator Ratios, 2.4 – Arrivals and Departures of Children, 9.2 – Enrolment, 9.3 – Communication with Families, 9.11- Parent/Care Code of Conduct

PROCEDURES

- Parents will be reminded that it is inappropriate to physically or verbally (in tones that may be considered harsh) reprimand their children or other children whilst on Centre grounds
- Educators do not permit violence of any kind and endeavor to teach children to deal with problems in a logical, passive and constructive manner. (Please see behaviour management policy.)
- Specialised services such as Triple P (Positive parenting Program) are available. See Director for contact numbers.
- The Director has a duty of care obligation under the Child Care Act, to ask any parent to leave the premises if the Director believes a child is being harassed or victimised by another parent from the service.
- No parent has the right to approach another child whilst on Centre grounds in regards to their behavior.
- When children are in the care of parents on Centre grounds, it is expected that parents ensure that their child still follows the Centre rules

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: ANTI-BIAS AND INCLUSION POLICY 2.10	REVIEWED: 2017 REVISED: 2017

Educators endeavor to treat all children, families and Educators equally regardless of gender, race, religion, culture, ability, family structure and barriers to learning.

Educators encourage children to explore areas of bias and to treat all children as equals regarding gender, race, religion, culture, ability and family structure.

At our Centre, Educators and management endorse the concept of a multicultural and anti-bias curriculum and believe that children are encouraged to explore areas of bias in an environment that offers diversity.

Enrolment packages for parents will be available in at least 4 other languages and can be translated to alternate languages if required. Other avenues of communication for parents/ caregivers with additional needs such as vision and hearing impairment will be provided as required

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *QLD Anti-Discrimination Act 1991*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1.1.1, 1.1.2, 1.1.5, 1.1.6; 2.2.2; 3.1.3; 3.2.1; 4.2; 5.1; 5.2; 6.1.1; 6.2.2; 6.3.3; 7.1.2, 7.1.3, 7.1.5; 7.2.1, 7.2.3; 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 8.3 – Recruitment and Employment of Educators, 8.10 – Employee Orientation and Induction, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling.*

PROCEDURES

- Educators will provide opportunities to help children gain an understanding of the diversity in children and families
- Consideration will always be given to the following
 - a) Cultural beliefs
 - b) Religious beliefs and family backgrounds

- c) Jehovah witness
 - d) Same sex relationships
 - e) Single parent families
 - f) Children with English as a second language
 - g) Children with additional needs
 - h) Child rearing practices
-
- Educators will endeavor to include all children throughout the program and no child will be isolated due to their beliefs. Alternative activities will be provided for any child that cannot participate in the mainstream activity
 - Where possible the program will be modified to ensure group participation and individual interactions whilst ensuring that Educators are sensitive and attentive to all children.
 - Educators will provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds
 - Educators where possible will obtain and use resources that reflect the diversity of children, families and the community.
 - Educators will encourage children to recognise discrimination and prejudice and will model appropriate ways to challenge any discrimination or prejudice against them.
 - Educators ensure that their language and daily practices are inclusive and non-discriminatory.
 - Educators endeavor to provide an environment for experimenting broad learning which allows children to discover differences and similarities in clear ways
 - All Educators will have the opportunity to develop their understanding of areas they may not fully understand to seek support or advice i.e.: multicultural services e.g., interpreters, support workers for children with additional needs
 - Diverse dietary requirements are catered for within the Centre menu.

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: INCLUSION OF CHILDREN WITH ADDITIONAL NEEDS POLICY 2.11	REVIEWED: 2016 REVISED: 2016

Gumnut House Greenbank in collaboration with Greenbank State School is a service that includes and encourages children of all gender, race and ability to be united in their approach together against discrimination. Children of all individual needs will be respected and their needs and abilities will be accommodated for as far as possible.

Our aims are to ensure that children with additional needs are integrated into the Centre in such a way as to ensure minimal distress to the child. Educators will be briefed on the needs of each child with additional needs and as far as possible these needs will be met whilst the safety and well-being of other children in the Centre are not adversely affected in anyway.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Disability Discrimination Act 1999*
- *Inclusion and Professional Support Program Guidelines (2009-2012)*
- *NQS Area: 1.1, 1.2; 2.1.1, 2.1.2; 2.2; 2.3.1, 2.3.2; 3.1.3, 3.2; 4.1; 4.2.1; 5.1; 5.2; 6.1; 6.2; 6.3; 7.1.1, 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 2.3 - Educator Ratios, 2.9 – Inclusion and Anti-bias, 4..9 - Children’s Toileting, 9.1 - Access, 9.2 – Enrolment, 9.3 – Communicating with Families.*

PROCEDURES

- Educators will provide an environment that consistently values diversity
- Educators actively encourage all children to have positive attitudes to the different backgrounds of others,
- Children will be encouraged to interact with and accept children with additional needs. Educators will role model appropriate interactions. Resources that reflect the diversity of the children, families and the community will be made available to children and families

- Educators will monitor their interactions with children for bias or prejudice and will assess the program, materials and equipment for evidence of discrimination, gender and other bias.
- Management will where possible offer training in the area of inclusion, anti-bias and prejudice to all Educators.
- Where possible and if required, an appropriate health professional or therapist is to be engaged to address / in-service all the Centre Educators on the needs and handling techniques necessary prior to the child's commencement.
- The Director in consultation with parent and Educators will discuss whether an ISS worker is required to assist child to be integrated into the program.
- The Centre will apply for funding of ISS educators
- The Centre will fund additional ISS training as required
- The Centre's Behaviour Management Policy also applies to children with additional needs.
- Educators will familiarise themselves with the plans for inclusion of children with additional needs.
- Any individual plans that are developed for children with additional needs, will be regularly assessed to ensure outcomes are being met.
- An activity will be modified to include a child with additional needs as required

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: ANTI-BULLYING POLICY 2.12	REVIEWED: 2016 REVISED:2016

The safety and well-being of the children is of paramount importance. As a school community, we regard bullying as a major incident.

Bullying is the ongoing, intentional, hurtful and controlling behaviour that creates destructive conflict for everyone involved. At Gumnut House we aim to enforce anti bullying procedures, thus ensuring all children, staff and families feel safe and secure in their environment. This includes but is not limited to physical, emotional, racial, sexual and social bullying (including cyber bullying).

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *Child Protection Act 1999 and Child Protection Regulations 2000*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3.1, 2.3.2, 2.3.4; 4.2.1; 5.1.3, 5.2; 6.1.1, 6.1.3; 6.2.1, 6.2.2; 6.3.2, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 – Complaints Handling.*

PROCEDURES

CHILDREN

The children, Educators and families will be actively involved in promoting the services Anti-bullying Policy.

- We will not accept clientele being violent towards others as a form of power.
- Educators will encourage children to follow the Centre motto of “I am stronger” by chanting the motto daily at group time.
- Educators will encourage children to follow the list of acceptance statements
 - a) We don't all have to be the same
 - b) We don't all have to act the same
 - c) We don't all have to talk the same
 - d) We don't all believe in the same things
 - e) We have a right to be ourselves
 - f) We like it that people are different
 - g) We know that our differences make us interesting and unique

- h) We do our best to solve problems peacefully
- i) We speak up if we see others being treated unfairly
- j) We treat each other the way we would like to be treated
- k) We treat each other with respect

- We have involved children and parents in the anti-bullying process.
- Educators will role model appropriate behaviour and always intervene if bullying is occurring.
- We will encourage children to find acceptable ways to resolve disputes such as the Centre's high five procedure.
- We will encourage children to follow the Centre's High Five Visual.
- No parent should feel intimidated or bullied by any Educators member within the service.
- All parents regardless of race, religion or cultural background will be recognized as members of the service.
- No parent will be bullied by another parent whilst on the grounds of Gumnut House.
- No child will be bullied by a parent of another child whilst on the Centre grounds.
- No parent will be degraded or spoken to in a manner that is not appropriate.
- No parent will be spoken to in regards to their child, in the view of other clientele or Educators.
- All parents with grievances in relation to bullying will be asked to place grievance in writing for the Director to address with the Educators.
- Remember you are your child's most important teacher and role model.
- Anyone in breach of this policy will be directed to the Behaviour Management Policy.

EDUCATORS

- No Educator should feel bullied by another Educator or an employer whilst employed at Gumnut House.
- Gumnut House will ensure there is a haven for Educators to go to if they are feeling insecure with a parent or a physically demanding child.
- No Educator will be spoken to in a derogatory manner by a parent or another Educator or employer.
- No Educator will be isolated by other Educators.
- All Educators deserve the same respect; no Educator will be discussed in relation to a concern or complaint near other Educators or clientele.
- Educators will implement the high 5 policy and encourage the children to follow the following guidelines:
 - a) IGNORE
 - b) WALK AWAY
 - c) SAY STOP IT
 - d) I DONT LIKE THAT
 - e) TELL THE TEACHER

POLICY GROUP: CHILDREN	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: USE OF PHOTOGRAPHIC AND VIDEO IMAGES OF CHILDREN POLICY 2.13	REVIEWED: 2016 REVISED: 2016

Gumnut House encourages the appropriate use of photographic and video images of children attending the service to support and promote their involvement in relevant programs and activities.

RELEVANT LAWS & OTHER PROVISIONS

- *Commission for Children, Young People and Child Guardian Act 2000*
- *NQS Area: 1.1.4; 4.2.1; 5.2.3; 6.1.1, 6.1.2; 6.2.1; 7.1.2; 7.3.1, 7.3.2, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 3.2 - Program and Documentation Evaluation, 3.10 - Observational Recording, 9.2 - Enrolment, 10.8 - Information Handling (Privacy and Confidentiality), 10.12 - Information Technology.*

PROCEDURES

- Parents shall be required to authorize on relevant enrolment forms and documentation that images of their children be taken and used by the service. Images may be used on such media as Facebook, ipads and cameras
- Such permission shall explicitly include local community and in-service activities and events.
- Parents shall be asked for special permission to be granted for photographs taken which are intended to be used for promotional purposes and which may be viewed by persons outside of the local community in which the service resides
- Employees of Gumnut House shall only be permitted to photograph children on personal mobiles with the understanding that all pictures are to be emailed to the Centre, then deleted from educator's phones. Otherwise photos are to be taken using equipment owned solely by the OSHC service. Processing of photographs shall be conducted at professional photographic laboratories or within the service using the printing equipment available.
- No photos of the Centre or photos of Educators or children from the Centre are to be used on facebook or any other internet website unless for service promotion. Permission for this must be given from all parties in the photo, unless families have signed the facebook or website waivers.

POLICY GROUP: CHILDREN	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: Reporting Guidelines and directions for handling disclosures and suspicions of harm policy 2.14	REVIEWED: 2017 REVISED: 2017

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

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

Harm may be categorised in the following types:

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

RELEVANT LAWS & OTHER PROVISIONS

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

PROCEDURES

- Management will ensure that educators receive appropriate child protection training and regular updates on child protection matters.
- Management will ensure that educators receive information and support on how to handle situations where information is disclosed to them by a child or by a member of the child’s family or other person.

- Management will ensure that educators have access to Gumnut's policy and be knowledgeable about how to respond appropriately
- For Educators - If you have suspicions that a child is being abused, the following procedures should be followed:
 - Obtain a copy of your organisation's internal policy and be knowledgeable about how to respond appropriately;
 - Be alert to any warning signs that may indicate the child is being abused;
 - Observe the child and make written notes as soon as you begin to have concerns. Pay attention to body cues such as changes in the child's behaviour, ideas, feelings and the words they use;
 - Have gentle, non-judgmental discussions with the child. Expressing your concern that the child looks sad or unwell can result in disclosures. Do not pressure the child to respond and do not ask leading questions that put words into a child's mouth
- Assure the child they can come and talk to you when they need to, and listen carefully to a child when he/she does;
- Promptly advise the Director of your concerns. If Director is absent contact her/him immediately

All Educators have an obligation to report suspicion of harm of a child. It is a mandatory requirement and Educators may report directly to the Department of Child safety without first informing members of the management committee

If an Educator reports suspicion of harm to the Director, Coordinator or Executive Member of Management, then that person may take the required action:

- Ensure that the disclosure/suspicion of harm is documented by the educator involved as soon as possible;
- Report to the Department of Child Safety, Queensland Police Services and/or the Office for Early Childhood Education and Care to formally lodge the disclosure using the appropriate reporting mechanisms;

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

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

POLICY GROUP: CHILDREN	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: MANAGING DUTY OF CARE NON-ATTENDING CHILDREN POLICY 2.15	REVIEWED: 2016 REVISED: 2016

The service recognises that on the rare occasion, children not enrolled into Gumnut House or booked in for a session may seek assistance from the OSHC educators or management. For whatever reason the children seek assistance from the OSHC to ensure their safety and wellbeing, the OSHC employees shall always be required to observe both their duty of care and statutory obligations to the best of their knowledge and capacity.

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

RELEVANT LAWS & OTHER PROVISIONS

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

PROCEDURES

- The service shall endeavour to establish a mutually beneficial relationship coexistent policy with Greenbank State School to ensure that the duty of care is upheld by all parties involved. To this extent the service will:

For children not enrolled at Gumnut House;

- Follow school procedure by sending children to the office if they are not enrolled into Gumnut House.
- Communicate with the office by telephone or in person that the child has been referred to the office for collection by parents or guardians.
- If the school office is unattended the Director shall observe the following procedure when observing their duty of care for children in the OSHC service:
 - Ensure the children are safe and secure but not participating in the licensed activities of the service;
 - Make reasonable attempts to call parents or authorised persons (including the School Principal or Administration) known to the child;
 - Call the police for support when a reasonable time has passed without any notification.

- **For children enrolled at Gumnut House but not booked in for the session;**
- Make reasonable attempts to call parents or authorised persons; If such person is contacted permission is sought for child to remain at the Service. If no contact is made the child will be kept at Gumnut whilst attempts to contact parents are made
- Ensure strict adherence to ratios and other legislative guidelines.
- Advise the school office that the child is at the Centre and that attempts have been made to contact the parent/caregiver
- If the school office is unattended the Director shall observe the above procedure when recording children as attending the service:

POLICY GROUP: CHILDREN	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: BOOKINGS AND CANCELLATIONS POLICY 2.16	REVIEWED: 2016 REVISED: 2016

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

RELEVANT LAWS & OTHER PROVISIONS

- *Child Care Service Handbook 2010- 2011*
- *NQS Area: 4.1; 6.1.1, 6.1.3; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.4 - Educator Ratios, 2.5 - Arrivals and Departures of Children, 3.4 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families, 10.4 - Fees.*

PROCEDURES

Before and After School Care

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

- The priority of access requirements is followed;
- A completed enrolment form is received for that child prior to their attendance at the service;
- Parents are made aware of the service policies and procedures and have been provided with appropriate information in respect of the booking processes
- All Educators shall be trained in the taking and management of bookings and these shall be recorded on appropriate forms and lists.
- All fees associated with permanent bookings, should the child not attend care due to illness or for any other reason, shall be required to be paid in full. CCB will apply in accordance with allowable and approved absence provisions.
- Casual bookings shall only be available to families where the service has approved places available.
- The service shall comply with reporting of bookings requirements as described by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- Bookings are required by all families who seek to use the service on a permanent or casual basis.

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

- from a parent/authorised person;
- verbally, in writing or by text message.
- If a message is received via the child, the parent/guardian will be contacted to confirm the change of arrangements.
-

Vacation Care

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

- Be completed on an appropriate booking form distributed with the program;
- Cancellation of bookings for vacation care must be made with 7 working days' notice or a fee, equal to the fee for that session will be charged.
- Cancellations for vacation care excursions must be made with 7 working days' notice or a fee, equal to the fee for that session will be charged and any money paid will be forfeited.
- Cancellations on the day of the excursion will be charged the full fee for the session and the full excursion cost.

Allowable Absences

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

POLICY GROUP: CHILDREN	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: CHILDRENS PROPERTY AND BELONGINGS POLICY 2.17	REVIEWED: 2016 REVISED: 2016

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

RELEVANT LAWS & OTHER PROVISIONS

- *Duty of Care*
- *NQS Area: 1.2.1; 6.1.1,*
- *Policies: 2.1 - Respect for Children, 2.9 - Inclusion and Anti-bias, 3.5 - Excursions, 9.2 - Enrolment, 9.3 - Communication with Families.*

PROCEDURES

- The family shall be responsible for providing the child with appropriate belongings and property required for active participation in the service. Such property may include (but is not limited to):
 - Footwear;
 - Clothing;
 - Hats;
 - Bags and Lunch boxes.

- All personal property and belongings shall be clearly named or labelled.
- The service shall inform the family through relevant newsletters and publications such as the family handbook of appropriate personal belongings required at the service.
- The service shall not take responsibility for any of the children's personal property or belongings, but will endeavour to:
 - Actively encourage children to care for their belongings;
 - Remind children appropriately when belongings need to be placed in storage e.g. Lunch box into bag;
 - Provide suitable storage to keep safe (at parent/family or child request) any item of personal belonging which is either special, expensive or at risk of being damaged.

- Throughout special program times i.e. Vacation Care or Pupil Free days, the children may (on occasion) can bring with them personal belongings other than day to day necessities e.g. games, toys and electronic devices. This shall be done solely at the discretion and responsibility of the family. No responsibility shall be taken whatsoever for any items brought to the service which become lost or damaged.
- Gumnut House shall provide appropriate storage for lost property which shall be available to children and families always.
- Any grievances or concerns relating to lost, damaged or stolen property of the children shall be documented and followed up, in accordance with the grievance and complaints procedure.

POLICY GROUP: CHILDREN	FORMULATED: 2014 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: SUPERVISION OF CHILDREN POLICY 2.18	REVIEWED: 2016 REVISED: 2016

The service acknowledges that the safety of children is of paramount importance. The Service takes a proactive approach, through the implementation of specific policies and procedures, to ensure the adequate and appropriate supervision of children whilst enrolled and attending the service program.

Supervision means “knowing and accounting for the whereabouts and activities of children in care at all times.” This ensures immediate intervention of educators to safeguard a child from risk of harm.

Supervision is provided by Gumnut House educators during the service operating hours and once children are signed in to the program. Educators are no longer responsible for children once they have been signed out by a parent/ caregiver. If a child is still on the Centre premises and observed displaying inappropriate behaviour whilst in the care of parents, then the educator may still apply the service behaviour management guidelines.

Supervision of children by OSHC educators is not provided in the OSHC carpark.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 1.1.5, 1.1.6, 2.3, 4.1, 4.2.1, 5.1.1, 5.2, 6.3.3, 7.1.2, 7.3.5*
- *Policies: 2.2- Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children From Harm, 2.3 Protection of Children, 2.4- Educator Ratios, 2.5- Arrivals and Departures of Children, 2.7- Behavioural Support and Management, 2.11 Inclusion off Children with Additional needs, 2.12-Anti Bullying Policy, 2.14- Reporting Guidelines and directions for handling disclosures and suspicions of harm,2.15- Managing Duty of Care- Non attending children,*

PROCEDURES

- The service adheres to the educator ratios as prescribed in the *Education and Care Services National Law Act 2010 and Regulations 2011*, ensuring that educators counted in the educator/child ratios are directly working with children.
- To ensure the safety and wellbeing of children and educators, there will be sufficient educators on the premises whilst children are in care. At least one educator will be a delegated responsible person for the service
- The service is committed to ensuring that children are supervised always, therefore programmed activities, must meet supervision requirements. The Director or responsible person in charge will ensure consideration is given to the design and arrangement of the indoor and outdoor environments to ensure they support active and effective supervision by educators.

- Whilst educators may carry mobile phones to take photos for programs, they may not use them for personal calls or messaging whilst supervising children.
- Children will be actively supervised whilst accessing toilet facilities. Children will be required to inform an educator that they need to access the toilet and educators will use appropriate communication methods to monitor children accessing toilets. The Director/ Coordinator/ responsible person in charge will ensure that educators receive regular instruction in effective supervision techniques including:
 - Scanning- regularly looking around the whole area to observe the maximum area possible;
 - Positioning- physically positioning themselves to observe the maximum area possible;
 - Listening- will assist in supervising areas where children may be playing in corners, behind trees or play equipment;
 - Being aware- ensuring they are aware of the children in their area as well as the children's skills and the dynamics of the group
- Educators will be required to perform regular head counts and communicate via walkie talkie
- The number of supervising educators for activities will be determined through a risk assessment and will be based on
 - The type of activity (eg excursion, swimming); and
 - The age and capabilities of the children undertaking the activity; and
 - The area where the activity will be conducted; and
 - The experience and skill of educators supervising.

POLICY GROUP: PROGRAM	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: EDUCATIONAL PROGRAM POLICY 3.1	REVIEWED: 2016 REVISED:2016

Using an approved learning framework, the Educational Leader, in consultation and collaboration with educators, children and families, oversees the planning, designing and implementation of programs which cater for the diverse ages, developmental needs, skills, interests and abilities. The programs utilise a variety of resources and equipment to provide challenging and recreational activities. By providing opportunities for children, Gumnut House recognises the importance of play, relationships, collaborative decision making and respect for diversity.

RELEVANT LAWS & OTHER PROVISIONS

- *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, 1.1.5, 1.1.6; 1.2; 2.1.2, 2.1.3; 2.2; 3.1.1, 3.1.3; 3.2; 3.3; 4.1.1; 5.1.2, 5.1.3; 5.2.1, 5.2.3; 6.1.2, 6.1.3; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2, 7.1.4, 7.2.1, 7.2.3.*
- *Policies: 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.7 – Physical Activity, 3.9 – Creative and Expressive Arts, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader.*

PROCEDURES

- A suitably qualified and experienced educator will be identified as the Educational Leader for the service. The Educational Leader is responsible for ensuring that a written program/ plan is prepared for each aspect of the Service.
- This program/ plan will be on display for all stakeholders.

The Educational Leader shall monitor staff in the planning, development and implementation of programs and experiences for the children consistent with this Policy and which:

- Demonstrate that the five learning outcomes provide a focus for the activities and experiences planned for individuals and groups of children
- Take an holistic view of children's learning, focusing on their physical, personal, social, emotional and spiritual wellbeing
- Are built around routines, i.e. arrival, hand washing, eating etc; (transitions)
- Include a variety of activities and experiences that promote effective hygiene practices, good nutrition and healthy lifestyles
- Include activities which would normally be a part of the children's home culture (this is particularly relevant during Vacation Care where excursions become an important part of the program)

- *Demonstrate flexibility in program delivery by incorporating children's ideas, culture and interests to ensure the experiences are relevant and engaging. Learning stories, observations and conversations are used in the formation of the programs*
- *Promote the children's sense of belonging, connectedness and wellbeing by taking an interest in the individual needs, interests, diversity, views and abilities of the children*
- *Provide a variety of indoor and outdoor experiences, open ended resources, natural elements and materials suited to the age, developmental ranges and diversity of all children attending the Service*
- *Provide appropriate opportunities for children as individuals and small groups to follow and extend their interests*
- *Provide appropriate opportunities for children to participate in physical play, accepting and acknowledging each child's level of participation according to their abilities and interest*
- *Provide appropriate opportunities for children to express themselves through creative and imaginative play, including elements of music, dance, drama, etc*
- *Provide appropriate opportunities for children to develop a range of life skills such as establishing and maintaining meaningful relationships, working collaboratively with others and self-regulating their own behaviour*

- *Takes account of necessary modification and enhancements identified through the Program and Documentation Evaluation Policy (see Policy 3.2), as well as spontaneous child-initiated opportunities and moments of intentionality when required*
- *Provide appropriate opportunities for children to broaden their understanding of the world in which they live by reflecting the broad multicultural and multilingual nature of the local community and demonstrating a positive approach towards diversity and Australia's Aboriginal and Torres Strait Islander heritage*
- *Encourage and provide appropriate opportunities for families to participate in shared decision making and give feedback about the program and their child's learning*
- *The principle of equal opportunity will be applied in this Service's program. Children, regardless of gender, cultural, racial, religious or other background, will be encouraged to participate in a wide range of activities.*
-
- *The Educational Leader is responsible, in consultation with educators, to continually recreate and adapt the indoor and outdoor environments to:*
- *Facilitate the inclusion of children with special needs;*
- *Respond to the developing abilities and interests of all children;*
- *Ensure that all children in a multi-age group have positive experiences.*
- *Encourage children to participate in decision making, with their ideas and opinions listened to and wherever possible, acted upon. This allows children to share ideas and question what happens at their service.*
- *Where possible, the programs allow and encourage children to complete projects they have commenced over several sessions.*

The Director is responsible, in consultation with Educators, to ensure that the environment of the Service allows children a choice of being engaged in activities with others or withdrawing to quiet areas. Furthermore, the environment should cater for children's respective physical abilities and any cultural barriers which may exist and otherwise respond to the needs of each child as far as reasonably possible.

- Children will have input into the weekly program and their ideas and suggestions will be considered when programming.
- Children will have opportunity to reflect on their day and input evaluations on the programs
- Educators will observe children through learning stories and gauge their development.

POLICY GROUP: PROGRAM	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: PROGRAM EVALUATION POLICY 3.2	REVIEWED: 2016 REVISED: 2016

To ensure the Service programs are effective in delivering the objectives and learning outcomes as reflected in these policies and procedures, the Service regularly reflects on, and evaluates the structure, process and content of its programs.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *'My Time, Our Place' Framework for School Age Care*
- *NQS Area: 1; 2.1.1, 2.1.2, 2.1.3; 2.2; 2.3.1; 3; 4.2.1, 4.2.2; 5.1.3; 5.2.1; 6.1; 6.2.1; 6.3.2, 6.3.3, 6.3.4; 7.1.2; 7.2.1, 7.2.3; 7.3.1, 7.3.5.*
- *Policies: 2.13 – Use of Photographic and Video Images of Children, 3.1 – Educational Program Planning, 3.3 – Educators Practice, 3.10 – Observational Recording, 8.1 – Role and Expectations of Educators, 8.2 – Educational Leader, 9.3 – Communication with Families.*

PROCEDURES

- Educators will regularly seek feedback from the children, including their responses to the programs delivered by the Service. The feedback will be recorded in the children's evaluation of the program in their handwriting wherever possible and depending on the writing ability of the children.
- Families are invited to make suggestions for the programs via the communication books, email, facebook or other means of communication. Through written, electronic correspondence or verbal communication, parents can contact the Director at any time with any comments, complaints or suggestions relating to the programs provided by the Service.
- The Educational leader will review all programs monthly and provide feedback to the educators in regards to the preparation, completion and evaluation of programs. Educators will be invited to comment on the effectiveness of the programs delivered by the Service during that month and discuss with the educational leader ways in which programs should be modified or enhanced because of any feedback or experience encountered in the delivery of the program during that month.
- The Director will report to the executive and the community at P & C meetings about the evaluation of the Vacation Care program at the beginning of each term. Educators will evaluate the vacation care program daily.
- Considering all feedback received through these procedures, the Director will if necessary report in writing to the Management Committee every six months on the evaluation of the effectiveness of the Service programs and the ways in which they have been modified or enhanced thus.
- Educators will ensure that from each program evaluation, successful activities will be acknowledged and used for future extension activities.
- In seeking feedback from parents or Educators, the Director will treat all complaints relating to programs respectfully and in accordance with the Complaints Handling Policy and, where necessary, will take appropriate steps to seek to address genuine complaints quickly and effectively.

POLICY GROUP: PROGRAM	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: OBSERVATIONAL RECORDING POLICY 3.11	REVIEWED: 2016 REVISED:2016

The Service acknowledges the need to document 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. We acknowledge that children’s participation and experiences may be documented in different ways, depending on the context of the observation

RELEVANT LAWS & OTHER PROVISIONS

- Education and Care Services National Law Act, 2010 and Regulations 2011
- “My Time Our Place” Framework for School Age Care in Australia
- Privacy Act 1988 and Regulations 2013
- 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
- Policies:2.1-Respect for Children, 2.6-Reporting of Child Abuse, 2.7- Behavioural Support and Management, 2.11- Inclusion of Children with Special Needs, 2.13-Use of Photographic and Video Images of Children, 3.1- Educational Program Policy, 3.2-Program Evaluation Policy, 8.1- Roles and Expectations of Educators

PROCEDURES

- The service 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.
- The service 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:
 - Photographs;
 - Journals;
 - Learning stories;
 - Program evaluations
 - Programming notes
 - Minutes of meetings where discussion regarding observations of children has occurred
- 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 Service’s 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 Service’s identified goals are met.
- The Service may from time to time require Educators to document long records of observations, particularly in respect to behaviour incidents or issues relating to child protection matters.
- The records and observations, if appropriate, may be made available to families upon request but shall under no circumstances breach confidentiality or privacy of another child or family in the sharing of such information.
- Educators shall receive appropriate training and support to develop their observational recording skills.

POLICY GROUP: PROGRAM	FORMULATED: 2012 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: WATER ACTIVITIES & SAFETY 3.14	REVIEWED: 2016 REVISED: 2016

The service acknowledges that water activities are a significant part of our Queensland culture therefore we aim to provide children with experiences that are safe and fun. Children will be closely supervised when in and around water as their safety is of paramount importance to the service. This policy refers to swimming activities, water play, excursions near water, hot water and drinking water within the service environment.

RELEVANT LAWS & OTHER PROVISIONS

- **Education and Care Services National Law Act, 2010 and Regulations 2011**
- **Family and Child Guardian Act 2014**
- **Duty of Care**
- **NQS Area: 2.3.1, 2.3.2, 4.1.1**
- **Policies: 2.4- Educator ratios, 2.3- Protection of Children from Harm, 2.10-Anti Bias and Inclusion Policy, 2.11-Inclusion of Children with additional needs, 3.1- Educational Program planning, 3.3- educator Practices, 3.4- excursions policy, 3.10- Physical activity policy, 4.8- Sun safety, 9.3- Communication with Families, 10.9- Risk Management and Compliance.**

PROCEDURES

- Nominated Supervisor/ Director 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 always
 - Conduct a comprehensive risk assessment prior to any water activities taking place. The risk assessment shall identify educator to child ratios required to ensure children’s safety
 - Ensure that at least one educator completes a pool bronze qualification
- Educators will:
 - Encourage children to play safely in or near water, giving appropriate instructions and guidance
 - Ensure water troughs, portable swimming pools or 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 or placed in an inaccessible area

Water tanks will be labelled with “do not drink signage” and children are not permitted to access water from the tanks for handwashing or drinking

Hot water will be maintained at an appropriate temperature (43.5 degrees Celsius or less).

Water for pets at the service must be changed regularly and only accessible to children when educators are present.

SWIMMING ACTIVITIES:

As all bodies of water present a significant risk to children, the service will ensure the following procedures are implemented:

- A comprehensive risk assessment of the venue and activity will be conducted and the educator/child ratio will be determined
- At least one Educator qualified with a pool bronze medallion will be rostered on for activities in or near bodies of water
- Parents/Guardians must complete a "Swimming ability form" for each child attending the activity. This information will be used to assist Educators to manage the safety of children in the water
- Educators will be positioned both in and out of the water away from each other to allow them to directly and actively supervise all children
- Prep and Year One children will not be involved in swimming activities but will be provided with water play activities

ACTIVITIES NEAR WATER:

- A comprehensive risk assessment of the venue will be conducted and the educator/child ratio will be determined
- At least one educator with a pool bronze qualification will be in attendance. In addition, at least one Educator with First Aid, CPR, Asthma and Anaphylaxis qualifications will be in attendance.
- Educators will be positioned in such a way as to be able to effectively supervise all children within their care

POLICY GROUP: HEALTH & WELL- BEING	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: MEDICATION POLICY 4.6	REVIEWED: 2016 REVISED: 2016

In the interests of health and wellbeing of the children, the Service will only permit medicines to be given to a child if a medical practitioner has prescribed the medicine, and it is directed in writing by the medical practitioner to be administered during operational hours.

RELEVANT LAWS & OTHER PROVISIONS

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.1, 2.1.4; 2.3.3; 4.2.1; 6.1.1; 6.2.1; 6.3.2; 7.1.2; 7.3.1, 7.3.2; 7.3.3, 7.3.5.*

Policies: 4.1 - General Health and Safety, 4.10 – Anaphylaxis Management, 4.11 – Emergency Health and Medical Procedure Management, 4.15 – Asthma, 9.2 - Enrolment, 10.8 – Information Handling (Privacy and Confidentiality).

Procedures

- See procedures under Policy 4.1 regarding obligation for parents to advise the Service of health needs, including medication, for their children.
- Educators will only be permitted to administer medication to a child if it is:
 - A prescribed oral medication; in its original package with a pharmacist's label which clearly states the child's name, dosage, frequency of administration, date of dispensing and expiry date. Parents/ caregivers must complete a medication form giving these details
- Part tablets must be provided in webster packs (see below)
- Parents may give permission for panadol/nurofen or antihistamine use either verbally or via electronic means.
- If Panadol, nurofen or antihistamines are given to a child, a medication form must be completed
- All medication will be kept by the Director (or her/his nominee) and stored in a locked cupboard or similar storage receptacle. Storage should prevent unsupervised access and damage to medicines e.g. some may require refrigeration.
- All medication will be administered by the Director, Co-ordinator or an Educator who is duly qualified in first aid. The administration of medication must be witnessed by another Educator.
- All unused medication will be returned to the parent upon collection of the child.
- For asthma, diabetes or other similar ongoing medications parents will be required to advise the Director in writing whether their child will be responsible for administering their own medication or will require supervision. Families must give details of how, when (i.e. at what intervals) and by whom all such treatment is to be administered.
- All staff are to be made aware of children's allergies along with treatment and procedures required.
- Individual procedures are developed in regards to each child who has an allergy.

The following rule applies in regards to all Part Tablet Medications.

To eliminate the risk of educators providing the incorrect dosage of medication to children

requiring **PART TABLET** doses ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ tablet), families are required to provide these in pre-prepared Webster packs. Webster packs can be purchased from chemists where pharmacists will prepare the correct individual dosage of medication in a sealed and labelled package. (Parents/carers will need to speak with their doctor and pharmacist to obtain further details).

This does not affect medications that are currently provided in pharmacy labelled original packaging that are administered as **WHOLE** tablets.

Families failing to comply with this amended policy will be required to attend Gumnut House to administer medications to their child/ren as prescribed.

POLICY GROUP: HEALTH & WELL- BEING	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: SUNSAFETY POLICY 4.9	REVIEWED: 2016 REVISED: 2016

Gumnut House Greenbank in collaboration with Greenbank State School is a sun safe centre. We endeavour to ensure the children always wear hats whilst outdoors. We have strict policies on the wearing of hats and the application of sunscreen during Vacation Care and hot summer afternoons.

RELEVANT LAWS & OTHER PROVISIONS

- [Work Health and Safety Act 2011](#)
- [Duty of Care](#)
- [Qld Cancer Fund 'Sun Smart Policy Guidelines'](#)
- [Cancer Council Australia](#)

Procedures

When using the pool during vacation care;

- Educators will role model to children by applying sunscreen at least 30 minutes prior to children entering the pool.
- Educators will enforce that all children must wear sunscreen when going to pool or they will not be allowed to attend. If children have allergies or sensitive skin, then parents must supply appropriate sunscreen.
- Educators will enforce the policy of NO HAT NO PLAY always
- Children will **not** be allowed to apply their own sunscreen due to the Educators duty of care.
- It is the parent's responsibility to ensure their child arrives sun screened at the beginning of each day over the vacation care period.
- Educators will re-apply sunscreen every 2 hours during the vacation care period.
- Educators are to ensure they role model sun safety whilst near water, by wearing a rash shirt, hat and sunscreen.
- Children will be taught sun safe ideas from Educators
- Educators will do their utmost to ensure children are kept out of the sun during the most dangerous time of the day.
- Educators will monitor the heat of the day and the decision will be made by the nominated supervisor on the day as to the time limit for outdoor activities.
- Children involved in pool play are not to spend more than 2 hours at any one time in the pool or direct sun.
- Educators are to ensure after 2 hours of swimming that children are removed from the pool, towel dried and sunscreen reapplied. Children must wait at least 30 minutes after sunscreen reapplication before returning to water activities.
- Sunscreen to be used on children is SPF 50+ and where possible is to contain titanium or zinc ingredients. Children with allergies are requested to supply their own sunscreen for Educators to apply.
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POLICY GROUP: PARENT & COMMUNITY RELATIONSHIPS	FORMULATED: 2005 COMPILED BY: STAFF, PARENTS & MANAGEMENT
TITLE: PARENT/CARERS CODE OF CONDUCT 9.11	REVIEWED: 2017 REVISED: 2017

The Service Strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families. The Service expectations of parent conduct whilst attending the service are clearly explained in the parent information package and are further supported by this policy.

RELEVANT LAWS & OTHER PROVISIONS

- Education and Care Services National Law Act, 2010 and Regulations 2011
- Child Protection Act 1999 and Regulations 2003
- Duty of Care
- NQS Area 6.1.1, 7.1.1, 7.3.2, 7.3.4
- Policies; 2.3 Protection of Children Policy, 2.5 Arrivals and Departures of Children, 7.3 Harassment and Lockdown, 8.7 Employee Orientation and Induction, 9.3 Communication with Parents, 9.4 Communication with Community, 9.10 Management of Intoxicated or drug affected Persons

Parents/Guardians shall be expected to communicate appropriately with all educators whilst dropping off or collecting their children, or other children as per authorisation.

Appropriate communication shall include, but not be limited to:

- Appropriate Language
- Calm and considerate tone.

Parents shall not be permitted to discipline verbally or in any other way the children of other families. Should a parent have an issue or concern regarding the conduct of another child, family, employee, incident or procedure, they shall follow appropriate grievance procedures as outlined in this manual.

Parents/ Guardians who consistently breach the conduct expected of them whilst engaging with the service may be exposed to appropriate consequences which may result in the suspension of their family's enrolment with the Service.

The Police may be notified if Parent/Guardian conduct within the service is threatening or violent.