



KEY POLICIES FOR FAMILIES

- This document is reviewed and updated regularly in response to national and state legislative changes, regulatory requirements, best practice guidelines, sector updates, feedback from families and staff, and the evolving needs of the children in our care.



Document Overview

Attached to this document is a selection of our most important policies, chosen to give families clear and convenient access to key information about our service. These policies outline the expectations, procedures, and commitments that ensure a safe, welcoming, and high-quality environment for all children. While this selection focuses on the areas most relevant to families, the full set of policies and procedures is available for review at our office or upon request.

We encourage families to familiarise themselves with these documents and to contact us for any clarification or additional information. Please feel free to speak with a team member or email us if you have questions about how the policies relate to your child's care.

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Policy 1.1.1 Play & Play-Based Learning – The Educational Program

POLICY STATEMENT

Coolum OSHC acknowledges the importance that Play and Play-Based Learning has in the growth and development of children. As such, Educators strive to maximise the opportunities and time children have to play and plan environments and provocations which offer a variety of experiences that assist in the various aspects of child development.



Education and Care Services National Law Act 2010

Section 168 Offense relating to required programs

Education and Care Services National Regulations 2011

Regulation 73 Educational program

Regulation 74 Documenting of child assessments or evaluations for delivery of educational program

Regulation 75 Information about educational program to be kept available

Regulation 76 Information about educational program to be given to parents

Regulation 84A Sleep and rest

Regulation 85 Incident, injury, trauma and illness policies and procedures

Regulation 97 Emergency and evacuation procedures

Regulation 118 Educational Leader

Regulation 148 Educational Leader

Regulation 155 Interactions with children

Regulation 156 Relationships in groups

Regulation 177 Prescribed enrolment and other documents to be kept by approved provider

Regulation 254 Declared approved learning frameworks

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PURPOSE

At Coolum OSHC, we believe that play:

- Promotes children's development and enables them to learn about themselves and about the world around them.
- Is intrinsically motivated, freely chosen and personally directed.
- Helps children make sense of their world; helps develop a sense of belonging and a positive sense of self.
- Allows the freedom for children to feel confident and competent as learners.

Whilst we recognize that true "Free Play" is free from adult agendas, we recognise that our role as Educators requires that our setting will have underlying adult agenda of play-based learning with specific outcomes in mind.

However, we believe that both Play and Play-Based Learning are important as they both foster development of the following:

Cognitive Development

- Play develops intellectual skills and intelligence
- Develops imagination and imitation
- Develops dispositions for learning such as curiosity and persistence
- Increases memory and thinking skills
- Builds language and literacy skills
- Fosters creativity and imagination
- Promotes problem solving skills

Social Development

- Through play children create and establish friendships and develop a sense of belonging to a group.
- Playing freely with others helps children learn how to see things from differing points of view through cooperating, sharing, helping and solving problems
- Intergenerational play is also important. Children of all ages need to interact with each other.
- Supports the development of positive relationships
- Promotes a sense of independence
- Develops understanding of other's feelings i.e. emotions, motivations, desires
- Promotes negotiation skills
- Helps build resilience

Emotional Development

- Play develops their understanding of their own feelings and those of others.
- Develops an understanding of relationships and establishing and building positive relationships
- Develops empathy for others
- Helps children build resilience
- Experience pleasure and satisfaction
- Extend their interests and creativity
- Experiencing the excitement and anxiety of trying new things helps children learn ways of reacting to unknown situations.
- Develops children's ability to regulate their own behaviour and make responsible decisions
- Helps children handle challenging situations constructively
- Develops leadership skills and how to work in a team

Health and Wellbeing

- Play assists in developing a strong positive wellbeing i.e. satisfaction, pleasure
- Develops a positive affect
- Encourages children to follow own interests
- Allows children the opportunity to explore their feelings and express themselves,

Physical Development

- Encounter boundaries
- Learning how to take risks and keep safe
- Develop fine and gross motor skills
- Increase health benefits through exertion



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Play & Play-Based Learning - The Educational Program

Risk, Challenge and Resilience

- Through play, children learn about risk and how to manage it.
- To experience failure and still try again.
- Experiencing the unexpected during play offers children the chance to challenge their physical, emotional and social boundaries, building the skills to understand risk.

SCOPE

This policy applies to the Nominated Supervisor, Educational Leader, Assistant Coordinators, Educators and children.

POLICY

Role of the Educator

Depending on the desired learning objective, Educators may take a range of roles:

- Set up and facilitate play,
- Observe and monitor
- Support or scaffold children's participation.
- Direct play or be a co-player.

Educators will consider how to support play by:

- Planning and providing adequate time and provocations to encourage exploration and investigation
- Positioning equipment and resources allowing the children to access them safely and easily
- Providing equipment and resources indoors and outdoors which children can use in multiple ways to promote exploration and creativity.
- Providing a safe physical, social and emotional environment so that children learn to take appropriate risks in learning and exploration.
- Engaging in play, interacting, discussing and questioning the children using appropriate tone and language
- Auditing play spaces to determine what is working well, requires improvement and promotes safety
- Ensuring access to natural materials
- Recognising potential hazards as children naturally create and seek risk and challenges
- Challenge unjust or unfair play

Educators will encourage children to participate in a variety of activities, including:

- Physical activity and adventure play
- Creative and expressive arts
- Sensory play
- Constructive play and deconstructive play
- Dramatic and imaginative play
- Exploratory and manipulative play
- Media and Technology
- Excursions/Incursions
- Clubs/Group Projects
- Quiet/Solitary play

Environments for Learning

Educators acknowledge:

- That children are more active when they are outdoors and that physical activity leads to better physical and mental health as well as improved cognitive function and concentration.
- The opportunity for children to play in an unstructured way in an outdoor environment, not only encourages creativity, it also improves social and emotional development as children develop self-regulation and executive function.
- That the opportunity to make decisions and take measured risks in an outdoor play environment develops resilience, confidence and competence.
- Play in natural areas encourages children to learn about the natural world and ecological systems. It helps build a sense of custodianship of the natural world.

Educators will:

- Provide environments where children can move about freely and safely to play.
- Ensure that children have access to a variety of equipment and resources.



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Play & Play-Based Learning - The Educational Program

- Ensure that children have access to free time and space for unstructured, child-directed play to allow for uncertainty, flexibility and creativity.
- Ensure that children are given opportunities to engage with nature and learn about the natural world.
- Ensure that children have opportunities to take care of and responsibility for the natural spaces at the service.

Risk and Challenge

Educators acknowledge that there is a difference between hazards and risks.

- Hazards are potentially dangerous situations/circumstances (eg broken equipment) which have the potential to cause harm.
- Hazards need to be dealt with immediately if the consequence is deemed too severe.
- Risk is a consequence of action taken in spite of uncertainty (eg the risk of failure when trying something new).
- Risk is inherent in daily life and children need to learn to assess and manage risk.

Educators will:

- Plan for play opportunities and play spaces which are stimulating and allow children to encounter and learn about risk.
- Plan to offer opportunities that allow children to build confidence, learn skills and develop resilience at their own pace.

Sustainability and Environmental Awareness

Educators will:

- Promote children's awareness of the environment through daily practices within the routine and program, resources and interactions;
- Discuss sustainable practices with the children as part of the program;
- Encourage the sharing of ideas on sustainability and how these ideas can be implemented into the program;
- Role model energy and water conservation practices (eg turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas, air drying laundry etc).
- Focus and attention will be on recycling, gardening, energy conservation, water conservation and sustainability, waste minimization, sustainable food practices and green play experiences.

Aboriginal and Torres Strait Islander and Other Cultural Awareness

Coolum OSHC is committed to the inclusion of all cultures, especially that of Aboriginal and Torres Strait Islander children and their families.

Educators will:

- Promote children's understanding of other cultures, especially Aboriginal and Torres Strait Islander culture through activities, experiences, discussions etc;
- Critically reflect on their views of different cultures and how this influences their professional practice;
- Build relationships and engage with the community.

Focus and attention will be on:

- Aboriginal and Torres Strait Islander culture;
- Cultures of the children and families of the service.
- Recognising and promoting cultural awareness;
- Promoting tolerance and diversity.

Use of Information & Digital Technologies

Coolum OSHC considers Information technologies to be a valuable learning tool for school age children attending the service and shall be included as a part of the overall program.



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Information technologies includes some or all of the following:

- Computer equipment (Computers, tablets etc.);
- Games – e.g. Wii games
- Internet access

Educators will:

- Develop rules of play and usage with the children.
- Take precautions to ensure computer games accessible to children are appropriate for the use of school age children and that government classifications are followed where appropriate.
- Ensure that the content of programs and games will be appropriate for all the children present and ensure the games and movies do not contain any inappropriate physical or verbal violence.

Life Skills

Educators will:

- 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;
- Provide opportunities for children to care for themselves and others through activities such as Cooking, Serving Food, Cleaning up;
- Promote healthy and safe lifestyles
- Promote Sun Safety

Rest and Relaxation

Coolum OSHC recognizes that all children need rest and sleep for their wellbeing and health.

Coolum OSHC defines rest as a period of inactivity, calmness, quiet time or solitude and if required can include the child being asleep.

Coolum OSHC has considered the busy and energetic nature of a child's play at school, so we place an importance on children being given the opportunity to participate in a quiet rest period after school if required to relax, rest or recharge their body

At Coolum OSHC we provide a space and time for children to unwind, particularly after a busy day at school. Catering for the individual children who requires a rest, or even a sleep.

Coolum OSHC aims to have each child's comfort provided for, with appropriate opportunities offered to children to meet each child's sleep rest and relaxation needs.

Educators will endeavour to provide:

- An atmosphere conducive to relaxation by providing a quiet space/s for children to unwind & rest
- Lounges, Bean Bags and Big Cushions are readily available for children to rest. These can be accessed any time in the day for children to rest.
- Physical spaces that are thoughtfully configured and made available that provide children with downtime, restful and quiet experiences to access away from main activity areas.
- Group children to minimise the risk of overcrowding and promote calming experiences and positive interactions.
- Flexibility will be demonstrated in the program with opportunities for children to engage in sleep, quiet and/or downtime experiences as needed
- Children who are unwell are able to rest in the sick bay area.
- Ensure Educators provide safe and adequate supervision for when children are resting.
- Ensure that the space for rest is well ventilated and has natural lighting.
- Educators will be observant of children's needs supporting them to communicate their need for rest and relaxation.

Staying Safe at OSHC

Educators will support children in learning about staying safe in the OSHC environment by:

- Explaining and enforcing the rules of the service.
- Explaining the boundaries of OSHC
- Assisting children in the practice of emergency drills
- Explaining to children what to do when they are injured or feel ill.



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Play & Play-Based Learning - The Educational Program

Legislative Requirements

National Regulations; National Quality Framework; My Time Our Place

- Coolum OSHC will adhere to National Regulations and the standards of the National Quality Framework.
- Coolum OSHC will use the approved learning framework, My Time Our Place for school age care as the basis of the Educational Program.

Program Delivery

- The program will be delivered in a manner which promotes the inclusion of all children.
- Educators will be provided with opportunities to plan and develop the program through planning time, professional development and training time;
- An Educational Leader will lead development of the program.
- The Responsible Person on Duty is in charge of ensuring that the Educational Program (or programs) is on display in an easily viewable location at every session. A copy of previous programs will be kept and made available upon request, in either paper or digital form.

DEFINITIONS

MTOP

- My Time, Our Place, Learning Framework for School Age Children 2022 V2.0

Play is defined as:

- Noun: "Activity engaged in for enjoyment and recreation, especially by children"
- Verb: "To engage in activity for enjoyment and recreation rather than a serious or practical purpose"

Play-based learning is defined by the School Age Care Learning Framework: "My Time, Our Place" as:

- "A context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations"
- My Time, Our Place (MTOP) also acknowledges that children have a right to play under the principles of the United Nations Convention on the Rights of the Child (UNICEF, 1989).

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



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Play & Play-Based Learning – The Educational Program



LINKS TO OTHER POLICIES

- 1.1.2 Planning for Play
- 1.1.3 Assessing Play – Wellbeing, Learning & the Educational Program
- 1.1.4 Play Environment – Nature, Resources & Equipment
- 1.1.5 Routines & Transitions
- 1.1.6 Arrivals & Departures of Children
- 1.1.7 Excursions
- 1.1.8 Homework
- 1.1.9 Evening Care
- 1.1.10 Extracurricular Activities
- 1.1.11 Use of Photographic Images of Children
- 1.1.12 Children's Property & Belongings
- 2.1.1 Child Safe Environment
- 2.1.2 Child Protection
- 2.2.1 Supervision & Ratios
- 2.3.2 Hand Hygiene
- 2.4.1 Sun Safety
- 2.4.2 Water Safety
- 2.5.1 Nutrition & Healthy Eating
- 2.6.1 Emergency Management
- 2.7.1 Medical Conditions
- 2.7.2 Accidents & Injuries
- 3.1.2 Risk Assessment & Hazard Minimisation
- 3.2.2 Provision of Equipment & Resources
- 3.2.3 Domestic Animals
- 4.1.1 Educator Recruitment, Induction & Retention
- 4.1.2 Educator Training and Development
- 4.1.3 Nominated Supervisors
- 4.1.5 Educational Leader
- 4.2.1 Educator Code of Conduct
- 4.2.2 Educator's Practice
- 5.1.1 Relationships with Children
- 5.1.2 Behaviour Support & Management
- 5.1.3 Exclusions for Behavioural Reasons
- 5.1.2 Inclusion
- 5.2.2 Anti-Bullying
- 6.1.2 Communication with Parents & Families
- 7.1.2 Reporting, Accountability & Compliance
- 7.1.3 Record Keeping, Information Handling & Confidentiality
- 7.1.4 Sustainability & Environmental Responsibility
- 7.3.1 Enrolment & Orientation



REFERENCES

- Education and Care Services National Law Act, 2010 and Regulations 2011
- National Quality Standards
- ACECQA. My Time, Our Place: Framework for school age care in Australia. V2.0 2022
- QCAN. A guide to educational program and practice in outside school hours care for educators.
- ACECQA. Information sheet. Supporting agency: Involving children in decision making. February 2018
- United Nation's Convention on the Rights of the Child
- Nature Play QLD
- playaustralia.org.au
- playscotland.org
- English Oxford living Dictionaries (www.en.oxforddictionaries.com)



Policy 2.1.1 Child Safe Environment

POLICY STATEMENT

At Coolum OSHC we believe that all children have a right to safety and protection from harm and we actively work to provide all children with a safe and suitable environment.

We believe that all children and their families who use the service have the right to insist on an environment which promotes all aspects of their health and safety.



Education and Care Services National Law Act 2010

- Section 162A Persons in day-to-day charge and nominated supervisors to have child protection training
- Section 165 Offense to inadequately supervise children
- Section 166 Offense to use inappropriate discipline
- Section 167 Offense relating to protection of children from harm and hazards
- Section 169 Offense relating to staffing arrangements
- Section 170 Offense relating to unauthorised persons on education and care service premises
- Section 171 Offense relating to direction to exclude inappropriate persons from education and care service premises
- Section 173 Offense to fail to notify certain circumstances to Regulatory Authority
- Section 174 Offense to fail to notify certain information to Regulatory Authority
- Section 188 Offense to engage person to whom prohibition notice applies

Education and Care Services National Regulations 2011

- Regulation 73 Educational program
- Regulation 77 Health, hygiene and safe food practices
- Regulation 78 Food and beverages
- Regulation 79 Service providing food and beverages
- Regulation 82 Tobacco, drug and alcohol-free environment
- Regulation 83 Staff members and family day care educators not to be affected by alcohol or drugs
- Regulation 84 Awareness of child protection law
- Regulation 85 Incident, injury, trauma and illness policies and procedures
- Regulation 88 Infectious diseases
- Regulation 89 First aid kits
- Regulation 90 Medical conditions
- Regulation 97 Emergency and evacuation procedures
- Regulation 98 Telephone or other communication equipment
- Regulation 99 Children leaving the education and care service premises
- Regulation 115 Premises designed to facilitate supervision
- Regulation 157 Access for parents
- Regulation 158 Children's attendance record to be kept by approved provider
- Regulation 161 Authorisations to be kept in enrolment record
- Regulation 162 Health information to be kept in enrolment record
- Regulation 168 Education and Care Services must have policies and procedures
- Regulation 172 Notification of change to policies or procedures
- Regulation 181 Confidentiality of records kept by approved provider

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POLICY 2.1.1

Child Safe Environment



Child Safe Organisations Act 2024

Section 9 Meaning of child safe standards

Section 11 Child safe entities must comply with child safe standards and universal principles

Standard 4 Equity is upheld and diverse needs are respected in policy and practice

Standard 8 Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed

Standard 10 Policies and procedures document how the entity is safe for children

PURPOSE

Children's health, comfort and wellbeing strongly impact on their learning, confidence and self-growth, as such knowledge of each child and their family, adequate supervision, effective management of incidents and emergencies and robust and informed policies and procedures are paramount at all times to support children's safety. This policy has been developed to ensure that Staff working at Coolum OSHC and the procedures and practices applied maintain each child's health and safety to a high standard.

SCOPE

This policy applies to the Nominated Supervisor, Educational Leader, Assistant Coordinators, Educators, Volunteers and all others present at the service.

POLICY

In order to provide a Child Safe Environment, Coolum OSHC will ensure that policies and procedures are developed, implemented and regularly reviewed concerning, but not limited to:

- The Environment
 - Equipment, Resource and Furniture Maintenance and Cleaning
 - Weather provisions, eg extreme heat, storms
 - Risk Assessments and Checklists
- Prevention from harms and hazards
 - Emergency Procedures
 - First Aid Procedures
 - Cleaning and sanitising
 - Safety and cleaning checklists
 - Risk assessments
 - Medical conditions
 - Storage of hazardous substances
- Staffing and Supervision
 - Recruitment Practices
 - Working with Children check
 - Code of Conduct
 - Active Supervision
 - Relationships with Children
 - Professional Development
- Child Protection
 - Child Protection training
 - Arrival and departure authorisation
 - Information exchange, access and dissemination
- Compliance with all Laws and Regulations

Management Responsibilities

- Require Educators, Management and other staff to follow the Educator Code of Conduct.
- Ensuring that Educator employment and training procedures are used so that the Service employs suitable people and conducts adequate Educator induction, orientation and ongoing professional development.
- Ensuring that Educators, other staff and volunteers comply with the legal requirements to hold the appropriate child worker clearances (Blue Card) under the Commission for Children and Young People Act, 2002.
- Maintain up-to-date information on the Blue Card Services Portal.



POLICY 2.1.1

Child Safe Environment

- Ensure that the Service and its Educators are aware of all legislative requirements and changes relating to the protection of children, including under the National Regulations, National Law, Commission for Children and Young People Act and other relevant legislation and are aware of any obligations that they have under that law
- Ensure that policies and procedures are up to date and reflecting the National Regulations
- Ensure that all staff are aware of the policies and procedures of the service and that a copy of these are available for all visitors, families, students and staff of the service at all times
- Ensure that at least one person at the service holds asthma, anaphylaxis and first aid training at all times
- Ensure the service operates in line with the Education and Care Services National Law and National Regulations with regard to the delivery and collection of children at all times

Nominated Supervisor Responsibilities

- Ensuring Educators are directed to ensure the physical environment is as safe as far as reasonably possible.
- Ensuring enough Educators are rostered on to ensure adequate supervision.
- Ensuring Educators are supervising all areas available to children.
- Ensuring that the children are actively supervised to ensure that they are protected from harm caused by:
 - Physical injury.
 - Harassment.
 - Other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person.
- Provide all staff and educators working directly with children with a copy of reference material to assist them in their understanding of their reporting obligations.
- Ensuring screening and suitability processes are maintained to meet policy and legislative requirements.
- Identifying and providing appropriate resources and training to assist staff, contractors, visitors, volunteers and students to implement this policy.
- Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.
- Ensuring that families are made aware of support services available to them and of the assistance these services can provide.
- Ensuring that all staff who work with children are supported to implement this policy in the service.
- Protecting the rights of children and families, and encouraging their participation in decision making at the service.

Educator Responsibilities

- Act in accordance with the obligations outlined in this policy and all other policies and procedures.
- Adequately and diligently supervise the children at all times and inform the Nominated Supervisor or Responsible Person on Duty whenever supervision is inadequate in their area due to the movements of the children.
- Inform the Nominated Supervisor or Responsible Person on Duty of any repairs or maintenance which is required to maintain the safe environment.
- Report any risks or hazards to the Nominated Supervisor or Responsible Person on Duty as soon as possible.
- Organize outdoor and indoor spaces to ensure any potential risks are minimized.
- Ensuring daily risk assessments/safety checklists are completed.
- Raise concerns when barriers or threats to the protection of children and young people's safety and wellbeing are identified, including through the conduct of other adults at the site/service.
- Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.
- Follow all record keeping requirements.
- Undertaking appropriate training and education on child protection.
- Ensuring that no child is left alone (or is out of sight) with a contractor, visitor, volunteer or student at the service.
- Implementing the procedures for reporting suspected child abuse.



POLICY 2.1.1

Child Safe Environment

- Notifying the Nominated Supervisor or the approved provider immediately on becoming aware of any concerns, complaints or allegations regarding the health, safety and welfare of a child at the service.
- Provide a quiet place for children to rest when they are tired or stressed
- Maintaining confidentiality at all times

Family Responsibilities

- Reading and complying with this policy.
- Reporting any concerns, including in relation to potential for child abuse, to the Nominated Supervisor.

DEFINITIONS

Nil

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



LINKS TO OTHER POLICIES

- 1.1.6 Arrivals and Departures of Children
- 1.1.7 Excursions
- 1.1.11 Use of Photographic Images of Children
- 2.1.2 Child Protection
- 2.1.3 Suspected Abuse
- 2.2.1 Supervision and Ratios
- 2.2.2 Large Group Management
- 2.3.1 Cleaning and Sanitising
- 2.3.2 Hand Hygiene
- 2.3.3 Waste Disposal
- 2.4.1 Sun Safety
- 2.4.2 Water Safety
- 2.5.2 Food Safety
- 2.6.1 Emergency Management
- 2.7.1 Medical Conditions
- 2.7.2 Accident and Injuries
- 2.7.3 First Aid
- 2.7.4 Administration of Medication
- 2.7.5 Infectious Diseases
- 3.1.2 Risk Assessment & Hazard Minimisation
- 3.2.4 Tobacco, Drug and Alcohol Free Environment
- 3.2.5 Management of Poisonous or Dangerous Plants, Fungi and Wildlife
- 4.1.1 Educator Recruitment, Induction and Retention
- 4.1.2 Educator Training and Development
- 4.2.1 Educator Code of Conduct
- 4.2.2 Educators Practice
- 5.1.1 Relationships with children
- 5.1.2 Behaviour Support and Management
- 5.2.1 Inclusion
- 5.2.2 Anti-Bullying
- 6.1.1 Parent & Visitor Code of Conduct
- 7.3.1 Enrolment and Orientation



REFERENCES

- Education and Care Services National Law Act, 2010
- Education and Care Services Regulations 2011
- Child Safe Organisations Act 2024
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- Commission for Children and Young People Act 2002
- 'My Time, Our Place' Framework for School Age Care
- United Nations. Convention on the Rights of the Child
- Australian Human Rights Commission. National Principles for Child Safe Organisations
- Australian Human Rights Commission - Child Safe Organisations. Child Safety and Wellbeing Policy Template.
- Australian Government National Office for Child Safety. Keeping our kids safe: cultural safety and the national principles for child safe organisations. 2021
- ACECQA. Policy and procedure guidelines. Providing a Child Safe Environment. July 2023
- ACECQA. Information sheet. Embedding the national child safe principles. July 2023
- Australian Government National Office for Child Safety. Child safety risk identification checklist. Upholding the rights of children and young people. 2023
- Commission for Children and Young People. A Guide for Creating a Child Safe Organisation. 2018
- Department of Communities, Child Safety and Disabilities Services. Information Sheet 1 - Mandatory reporting by early childhood education and care professionals.
- Commission for Children and Young People VIC. A guide for creating a Child Café Organisation. 4th Edition, 2018
- Blue Care Services Portal



Policy 2.1.2 Child Protection – Suspensions of Abuse

POLICY STATEMENT

Coolum OSHC regards the welfare of the children in its care to be of the utmost importance and believes that all children, without exception, have the right to protection from abuse or neglect regardless of gender, ethnicity, disability, sexuality or beliefs.

Whilst recognising the complexity and sensitivity surrounding the issue of suspicion of child abuse, Coolum OSHC will develop procedures to ensure that any disclosures of information or allegations are managed appropriately and that all suspicions of harm are reported in accordance with relevant legislative requirements.



Education and Care Services National Law Act 2010

- Section 162A Persons in day-to-day charge and nominated supervisors to have child protection training
- Section 165 Offense to inadequately supervise children
- Section 166 Offense to use inappropriate discipline
- Section 167 Offense relating to protection of children from harm and hazards
- Section 173 Offense to fail to notify certain circumstances to Regulatory Authority
- Section 174 Offense to fail to notify certain information to Regulatory Authority
- Section 175 Offense relating to requirement to keep enrolment and other documents

Education and Care Services National Regulations 2011

- Regulation 84 Awareness of child protection law
- Regulation 175 Prescribed information to be notified
- Regulation 181 Confidentiality of records kept by approved provider
- Regulation 183 Storage of records and other documents

Child Safe Organisations Act 2024

Chapter 3 Reportable conduct scheme

- Standard 1 Child safety and wellbeing is embedded in organisational leadership, governance and culture
- Standard 6 Processes to respond to complaints and concerns are child-focused
- Standard 10 Policies and procedures document how the entity is safe for children

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POLICY 2.1.2

Child Protection – Suspicions of Abuse

PURPOSE

The causes of harm to children and young people are numerous and harm can have a detrimental effect on a child or young person's physical or emotional health, development and wellbeing. The Queensland Law Reform Commission found that the early childhood education and care sector is uniquely positioned to observe and report concerns about physical and sexual abuse of children. Therefore an important part of the Educators role is to protect children from harm and act immediately on any concerns in a timely way to prevent concerns becoming more serious.

SCOPE

This policy applies to the Nominated Supervisor, Educational Leader, Assistant Coordinator, Educators, other staff, Volunteers, students and families.

POLICY

Management Responsibilities

The Approved Provider and the Nominated Supervisor are committed to providing an environment that is safe and promotes the well-being of all children at all times by:

- Requiring educators, management and other staff to sign and follow the Educator Code of Conduct.
- Ensuring that Educator employment and training procedures are used so that the Service employs suitable people and conducts adequate staff orientation
- Ensuring that Educators, other staff and volunteers comply with the legal requirements to apply for and/or hold the appropriate child worker clearances under the Working with Children (Risk Management and Screening) Act 2000
- Keep a copy of the clearances and suitability notices referred to above; and
- Ensure that the Service and its staff are aware of all legislative requirements and changes relating to the protection of children, including under the National Regulations, National Law, Commission for Children and Young People Act and other relevant legislation.
- Obtaining written parental permission for children to be photographed at the service.

The Nominated Supervisor and the Responsible Person on Duty are committed to providing an environment that is safe and promotes the wellbeing of all children at all times by:

- Ensuring Educators are directed to ensure the physical environment is as safe as far as reasonably foreseeable.
- Educators are supervising all areas available to children.
- Ensuring that the children are actively supervised to ensure that they are protected from harm caused by physical injury or harassment or other non-physical harm to the child, whether caused by other children, staff, parents of other children or any other person.
- Ensure that Educators are monitoring people entering the premises.

Educator Responsibilities

Educators will:

- Abide by the Educator Code of Conduct
- Immediately report to the Nominated supervisor, or the Responsible person on Duty, any concerns about a child's safety or any disclosures a child makes.
- Complete any reports or records of concern when directed to and maintain the confidentiality of those records.
- Declare whether they are a prohibited person when requested to do so and to ensure that they cease employment if they become a prohibited person.
- Maintain their Working with Children Blue Card
- Participate in any required professional development or training
- Actively supervise the children in attendance

Child Protection Professional Development

All staff will participate in Child Protection training and during induction are informed of the Educator Code of Conduct in relation to the protection of children. They are also informed of the Service's moral



POLICY 2.1.2

Child Protection – Suspicions of Abuse

and legal duties to care for children associated with the Service whilst not in the care of their parents or other primary carers and each Educator's own Duty of Care.

Volunteers, Students and Visitors

Volunteers, Students and Visitors are expected to follow the Educator Code of Conduct and the above mentioned prohibited behaviours.

Volunteers, students and visitors are to comply with legal requirements to hold the appropriate child worker clearances under the Commission for Children and Young People Act, 2002 (see also Child Care Act, 2002, s.27) before commencing any voluntary work in the Service.

Supervision & the Physical Environment

Educators will ensure that when setting up for activities the physical environment is as safe as reasonably foreseeable.

Educators will also check all parts of the playground to ensure safety.

Educators will ensure that they are never in an area supervising a single child.

Educators will ensure they are visible to or in contact with another Educator/s at all times.

Staff will ensure that:

- The toilet area is supervised by an Educator close by and checked at regular intervals.
- After going to the toilet, the child has returned to play after a reasonable amount of time.
- If the child has not returned the staff member will check on their safety.

Allegations or Suspicions of Abuse

All concerns and allegations will be taken seriously by the Approved Provider, Nominated Supervisor, and Educators and are responded to appropriately.

Obligation to Report

Educators are mandated by law to report child safety concerns to the Department of Communities, Child Safety and Disability Services where there is a reasonable suspicion that the child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse.

The Nominated Supervisor will ensure that all Educators:

- Have appropriate and up to date information regarding their legal and moral obligations to report abuse.
- 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.
- Shall report all reasonably suspicious circumstances or allegations of abuse to the Nominated Supervisor or Responsible Person on Duty
- Are aware that they may obtain professional advice in regard to reporting the disclosure.

Action taken following a disclosure of Harm or Suspicion of Abuse

Before taking any action the Nominated Supervisor or Responsible Person on Duty will satisfy themselves that there are reasonable grounds for the suspicion/allegation and that the motives of those concerned are genuine. To do so the Nominated Supervisor or Responsible Person on Duty may ask the notifier clarifying questions but will not interview any child or other person. The Service also recognises that relying on any information that is false, exaggerated or unjust can in itself lead to a serious breach of the law.

If the Nominated Supervisor or Responsible Person on Duty is still concerned but is unsure they will discuss their concerns with a person skilled in dealing with these situations (eg Department of Child Safety, Qld Police Service).



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Child Protection – Suspicions of Abuse

Before making any final decision as to the appropriate steps, other possible avenues for information and support may be considered, such as the child's teacher, the School Principal or the School Guidance Officer.

All persons involved in a case of suspected child abuse will be treated with sensitivity and respect and all information pertaining to the case will remain confidential.

It is at the discretion of the Nominated Supervisor or Responsible Person on Duty and P&C Manager, on advice with the P&C Executive Committee, as to whether the Parents/Guardians are informed.

Reporting Suspicions of Physical or Sexual Abuse

The Nominated Supervisor and a representative of the Approved Provider will report to the Department of Communities, Child Safety and Disability Services or Queensland Police Services to formally lodge the disclosure using the appropriate reporting mechanisms:

- Regional Intake Phone Number
- Online form

Relevant Educators will record all details and objective observations immediately. This record will be kept separate from any incident book and is to remain confidential and will be forwarded to the appropriate department upon request.

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.

Handling Suspicions of Neglect or Emotional Abuse or Harm

If concerns about a family do not meet the legislative threshold for reporting to the department, the Nominated Supervisor and/or P&C Manager will refer families, with their consent, to support services, eg. Family and Child Connect.

Confidentiality

When dealing with allegations of child abuse, privacy is especially important.

All due care will be taken to ensure that the disclosure of names of children, families and adults involved is protected at all times.

Allegations against an Educator

In the event of an allegation of child abuse or misconduct against an Educator, they may be suspended from active employment subject to an investigation of the allegation.

Prior to taking any action which may have an industrial implication, advice will be sought from appropriate sources. Eg CMS, ECEC.

Procedures to protect Educators when working with children.

To offer the best safety for Educators and children and to ensure that the Educators who work with the children are not exposed to potential allegations of child abuse:

- A minimum of 2 Educators are to be on duty at all times the service is open.
- Educators are to ensure that when outside, they situate themselves in positions to provide the best opportunity for supervision and interaction with children.

If Educators have reason to examine a child who is injured on their torso or groin area they will ask another Educator to accompany them to validate any injury



POLICY 2.1.2

Child Protection – Suspicions of Abuse

Child Protection Information for Parents

Information and support material from appropriate sources will be made available to provide information for parents, staff and the general public on child protection issues. A range is kept in the service and contact details for the sources are passed on to parents as required.

Record Keeping

Records identified as relevant to child safety and wellbeing (including child sexual abuse) will be:

- Kept for 45 years
- Clear, objective, and thorough
- Maintained in an indexed, logical, and secure manner
- Retained and disposed of in a consistent manner.

DEFINITIONS

Harm

- The Child Protection Act 1999 defines harm to a child as any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.
- It is immaterial how the harm is caused.
- Harm may be categorized 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.
- Harm can be caused by a single act, omission or circumstance, or a series or combination of acts, omissions or circumstances.
- A child in need of protection is a child who:
 - Has suffered significant harm, is suffering significant harm, or is at unacceptable risk of suffering significant harm, and
 - Does not have a parent able and willing to protect the child from harm

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



POLICY 2.1.2

Child Protection – Suspicions of Abuse



LINKS TO OTHER POLICIES

- 2.1.1 Child Safe Environment
- 4.1.1 Educator Recruitment, Induction and Retention
- 4.2.1 Educator Code of Conduct
- 5.1.1 Relationships with Children
- 6.1.1 Parent & Visitor Code of Conduct



REFERENCES

- Education and Care Services National Law Act, 2010
- Education and Care Services Regulations 2011
- Child Protection Act 1999
- Child Safe Organisations Act 2024
- Commission for Children and Young People Act, 2002
- Commission for Children and Young People Amendment Regulation (No 1) 2006
- Working with Children (Risk Management and Screening) Act 2000
- ACECQA. National Quality Standard.
- ACECQA. Guide to the National Quality Framework. May 2022
- ACECQA. Information sheet. New record keeping requirements to support child protection. April 2024
- Australian Human Rights Commission. National Principles for Child Safe Organisations
- Australian Human Rights Commission. Child Safe Organisations. Child safety and wellbeing policy template.
- Department of Child Safety, Youth and Women. Understanding mandatory reporting. Roles and Responsibilities.
- Department of Child Safety, Youth and Women. Child Protection Guide:
<https://secure.communities.qld.gov.au/cpguide/engine.aspx>
- NAPCAN



Policy 2.6.1 Emergency Management

POLICY STATEMENT

This policy will provide a framework for:

- The development of specific emergency and evacuation procedures, practices and guidelines at Coolum OSHC
- Raising the awareness of everyone attending the service about potential emergency situations and appropriate responses.



Education and Care Services National Law Act 2010

Section 165 Offense to inadequately supervise children
 Section 167 Offense relating to protection of children from harm and hazards
 Section 173 Offense to fail to notify certain circumstances to Regulatory Authority
 Section 174 Offense to fail to notify certain information to Regulatory Authority
 Section 175 Offense relating to requirement to keep enrolment and other documents

Education and Care Services National Regulations 2011

Regulation 85 Incident, injury, trauma and illness policies and procedures
 Regulation 89 First aid kits
 Regulation 90 Medical conditions
 Regulation 97 Emergency and evacuation procedures
 Regulation 98 Telephone or other communication equipment
 Regulation 99 Children leaving the education and care service premises
 Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
 Regulation 105 Furniture, materials and equipment
 Regulation 158 Children's attendance record to be kept by approved provider
 Regulation 162 Health information to be kept in enrolment record
 Regulation 174 Time to notify certain circumstances to Regulatory Authority
 Regulation 175 Prescribed information to be notified to Regulatory Authority
 Regulation 176 Time to notify certain information to Regulatory Authority
 Regulation 183 Storage of records and other documents

DOCUMENT TITLE & NUMBER:	OA2-2.6.1 Emergency Management		
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POLICY 2.6.1

Emergency Management

PURPOSE

Coolum OSHC is committed to:

- Providing a safe environment for all children, staff and persons participating in programs at the service.
- Having plans to manage emergency situations in a way that reduces risk to those present on the premises.
- Ensuring effective procedures are in place to manage emergency incidents at the service
- Ensuring an appropriate response during and following emergency incidents to meet the needs of the children, their families, staff and others at the service.

SCOPE

This policy applies to the Nominated Supervisor, Educational Leader, Assistant Coordinators, Educators, Volunteers, Students, Children, Families and others attending the service, including during offsite excursions and activities.

POLICY

Management are responsible for:

- Appointing an Incident Management Team (IMT) to oversee safety at the service in the event of an emergency.
- Conducting a risk assessment to identify potential emergencies that the service may encounter.
- Developing procedures for what must be done in the event of an emergency.
- Regularly reviewing, evaluating and updating emergency management plans, manuals and procedures (at least annually or following an emergency incident)
- Ensuring that the emergency and evacuation floor plan is displayed in prominent positions and that all parents/guardians, volunteers, contract staff and relief staff, students and visitors are briefed and aware of the procedures
- Ensuring that the emergency and evacuation procedures are rehearsed at least once every 3 months by all at the service and drills are documented.
- Ensuring that those working at, or attending the service, have access to a phone or similar for immediate communication with parents/guardians and emergency services and that phone numbers of emergency services are displayed
- Ensuring all infrastructure and service equipment are regularly checked for condition and maintenance, including emergency exit lighting
- Ensuring the location of first aid kits, fire extinguishers and other emergency equipment are clearly signposted
- Providing fully-equipped portable first aid kit/s
- Ensuring there are induction procedures in place to inform new staff, including casual or relief staff, of the emergency and evacuation policy and procedures
- Providing training for staff to ensure that they are able to deal with emergency situations e.g. first aid, emergency management and OH&S training
- Ensuring that the Emergency Management Plan is followed in the event of an emergency
- Providing a debrief for staff following emergency incidents
- Reporting notifiable incidents in the workplace to ECEC and/or WorkSafe QLD
- Ensuring that emergency contact details are provided on each child's enrolment form and that these are kept up to date
- Ensuring that an attendance record is maintained to account for all children attending the service
- Ensuring that children are adequately supervised at all times and protected from hazards and harm.
- Keeping a written record of all visitors to the service, including time of arrival and departure

The Responsible Person on Duty, Educational Leader, Assistant Coordinators and other Educators are responsible for:

- Implementing the procedures and responsibilities in this policy and the service's Emergency Management Plan
- Checking that the emergency evacuation procedure is displayed in prominent positions and that all attending the service are made aware of these.



POLICY 2.6.1

Emergency Management

- Rehearsing emergency evacuation procedures with the children at least once every 3 months and ensuring that these are documented
- Providing feedback regarding the effectiveness of emergency and evacuation procedures to inform policy, procedures and manuals etc.
- Supervising the children in their care and protecting them from hazards and harm.
- Providing support to children before, during and after emergencies
- Checking that the attendance record is completed at the beginning, during and end of each session
- Completing the Incident / Injury / Trauma and Illness Record when required
- Attending first aid, emergency management and OH&S training as required
- Communicating with parents about emergency procedures
- Raising children's awareness about potential emergency situations and appropriate responses.

Parents/guardians are responsible for:

- Familiarizing themselves with the service's emergency and evacuation policy and procedures.
- Ensuring they sign their children in and out of care.
- Providing emergency contact details on their child's enrolment form and ensuring that this is kept up to date
- Reinforcing the service's emergency and evacuation procedures with their child
- Following the directions of staff in the event of an emergency or when rehearsing emergency procedures. Students, while at the service, are responsible for following this policy and its procedures.

Evaluation

In order to assess whether the values and purposes of the policy have been achieved, Management will:

- Review the policy to determine whether it adequately addresses a range of potential emergency situations
- Regularly seek feedback on the policy regarding its effectiveness particularly following an emergency
- Assess the ability of the Nominated Supervisor, Educational Leader, Educators, staff, children and others to follow the policy and procedures in the event of an emergency
- Review procedures, including evacuation procedures, to determine their effectiveness, including timing and processes

Emergency Management Plan

An Emergency Management Plan will be maintained and will include:

- Emergency contacts
- All relevant Risk Assessments
- General emergency response procedures, including, but not limited to:
 - Fire & Evacuation
 - Lock Down
- Response procedures for other specific local emergencies
- Area Maps
- Evacuation diagrams
- Post Emergency Procedures

Fire Safety Compliance

Management will ensure that the premises used for the service are compliant with Building Fire Safety Regulations 2008 (Queensland).

Management will be responsible to:

- Conduct a risk assessment to identify potential emergencies that are relevant to the service;
- Keep emergency exits clearly signed posted and kept clear and unlocked at all times while the service is operating;
- Ensure emergency and evacuation procedures are displayed prominently near each exit of premises occupied by the service, including a site map showing the position/location of the building on the grounds, the assembly points and the routes to them, and instructions for what must be done in the event of an emergency.



POLICY 2.6.1

Emergency Management

- Allocate tasks for educators during emergency and evacuation procedures;
- Conduct and document emergency and evacuation drills every 3 months; and
- Ensure fire safety equipment is maintained regularly

DEFINITIONS

ECEC

- Early Childhood Education and Care

Management

- Includes the Approved Provider, P&C Manager and Nominated Supervisor/s.

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



LINKS TO OTHER POLICIES

1.1.1 Play & Play –Based learning – the Educational Program
2.1.1 Child Safe Environment
2.2.1 Supervision and Ratios
2.2.2 Large Group Management
2.7.1 Medical Conditions
2.7.2 Accident and Injuries
2.7.3 First Aid
2.7.4 Administration of Medication
3.1.2 Safe Work Practices
3.1.2 Risk Assessment & Hazard Minimisation
3.2.1 Space and Facilities Requirements
4.2.1 Educator Training and Development
4.1.6 Volunteers and Students
7.1.6 Risk Management



REFERENCES

- Education and Care Services National Law Act, 2010 and Regulations 2011
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- Fire and Emergency Services Act 1990,
- Building Fire Safety Regulation 2008
- Occupational Health and Safety Act 2004
- Queensland Fire and Emergency Services: www.qfes.qld.gov.au
- Rural Fire Service Queensland: www.ruralfire.qld.gov.au
- State Emergency Service: www.ses.qld.gov.au
- WorkSafe Queensland: www.worksafe.qld.gov.au
- ACECQA. Policy and procedure guidelines. Emergency and evacuation. July 2023
- Safe Work Australia. Fact Sheet: Emergency plans. February 2012
- www.education.vic.gov.au – Emergency Management Plan Template
- www.getready.qld.gov.au
- Queensland Government. Workplace Health & safety Queensland. First Aid in the workplace. Code of practice. 2021



Policy 2.7.1 Medical Conditions

POLICY STATEMENT

At Coolum OSHC measures are taken, wherever possible, to include and meet the additional needs of children with medical conditions, whilst maintaining the safety of every child.



Education and Care Services National Law Act 2010

Section 165 Offence to inadequately supervise children
 Section 167 Offence relating to protection of children from harm and hazards
 Section 172 Offence to fail to display prescribed information
 Section 174 Offence to fail to notify certain information to Regulatory Authority

Education and Care Services National Regulations 2011

Regulation 85 Incident, injury, trauma and illness policies and procedures
 Regulation 86 Notification to parents of incident, injury, trauma and illness record
 Regulation 89 First aid kits
 Regulation 90 Medical conditions
 Regulation 91 Medical conditions policy to be provided to parents
 Regulation 92 Medication record
 Regulation 93 Administration of medication
 Regulation 94 Exception to authorization requirement- anaphylaxis or asthma emergency
 Regulation 95 Procedure for administration of medication
 Regulation 96 Self-administration of medication
 Regulation 97 Emergency and evacuation procedures
 Regulation 98 Telephone or other communication equipment
 Regulation 99 Children leaving the education and care service premises
 Regulation 109 Toilet and hygiene facilities
 Regulation 136 First aid qualifications
 Regulation 158 Children's attendance record to be kept by approved provider
 Regulation 162 Health information to be kept in enrolment record
 Regulation 168 Education and Care Services must have policies and procedures
 Regulation 170 Policies and procedures to be followed
 Regulation 173 Prescribed information to be displayed
 Regulation 175 Prescribed information to be notified to Regulatory Authority
 Regulation 177 Prescribed enrolment and other documents to be kept by approved provider
 Regulation 181 Confidentiality of records kept by approved provider
 Regulation 183 Storage of records and other documents

DOCUMENT TITLE & NUMBER: OA2.2.7.1 Medical Conditions			
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POLICY 2.7.1

Medical Conditions

PURPOSE

The purpose of this policy is to ensure the safety and well-being of children with medical conditions attending Coolum OSHC. It helps to ensure that all Educators are informed and trained on the procedures for managing medical conditions. Additionally, it ensures that parents and medical professionals are actively involved in the care process.

Considerations regarding medical conditions are important because:

- Children with medical conditions require special care and attention to ensure their safety. A medical conditions policy outlines the steps that Educators must take to keep these children safe and healthy.
- A medical conditions policy helps to ensure that parents, Educators, and medical professionals are all on the same page regarding the child's medical needs. This helps to prevent misunderstandings and ensures that everyone works together to provide the best care possible.
- A medical conditions policy outlines the steps that Educators must take in the event of an emergency related to a child's medical condition. This helps to ensure that Educators are prepared to handle any situation that may arise.

SCOPE

This policy applies to the Nominated Supervisor, Assistant Coordinators, Educators, Students, Volunteers, Families and Children.

POLICY

Medical Information

Parents must provide complete and accurate medical information about their child, including any medical conditions, allergies, medications, or other special needs. This information will be kept confidential and shared only with those who require it.

On enrolment, parents will be asked whether their child has any medical conditions. In particular, as required by the Regulations:

- Asthma
- Diabetes
- Allergies
- Risk of Anaphylaxis
- Or any other conditions

Individual Medical Management Plans

If a child has a medical condition that requires ongoing care, an Individual Medical Management Plan, developed by the child's parents and medical professionals, must be provided to the service. This care plan will outline the child's medical needs and the procedures that Educators must follow to ensure the child's safety and well-being.

Communication between Coolum OSHC and Parents

Upon Enrolment parents will be provided with the Medical Conditions Policy and the Administration of Medication Policy.

Parents will be reminded throughout the year (via newsletters, notices, etc.) to update the Service with current information about their child or to notify the service if their child develops a condition after enrolment.

Parents will be consulted during the year on ways to minimise the risk for their child while attending. Such information will be communicated to all Educators.

If a child is attending any session and is at risk of Anaphylaxis, a notice will be displayed in a position easily viewable by parents, staff and children. The notice will identify the risk (e.g. peanuts, egg etc.) while maintaining the child's privacy.



POLICY 2.7.1

Medical Conditions

Confidentiality

All medical information will be kept confidential and shared only with those who require it for the care of the child.

Medication Administration

Medication will be administered as outlined in the Policy 2.7.4 Administration of Medication:

- Only with written consent from the child's parent
- In accordance with the child's individualized care plan.
- All medications must be properly labelled with the child's name, dosage, and instructions for administration.

Medical Emergencies

The service is aware that emergency situations may arise where Educators may be required to administer medication or first aid to preserve the life, safety and health of a child.

These emergencies may occur for children with diabetes, epilepsy, anaphylaxis, asthma, or undiagnosed conditions. Possible first aid or medication requirements include administering inhaled medication for asthma and prescribed medications for epilepsy, diabetes and/or anaphylaxis.

Management will ensure:

- All Educators have access to information about the children's medical conditions, medication and management procedures.
- Written procedures (management plan) are clearly displayed for managing emergency situations.
- At least one educator with a current first-aid and CPR qualification, anaphylaxis management, and emergency asthma management training is in attendance at any place children are being cared for and is immediately available in an emergency, at all times care is provided by the Service.
- Educators are provided with the appropriate training to deal with emergency situations, as far as reasonably practicable.
- Emergency life-saving medications, a spare asthma puffer, and an EpiPen are available at the service.
- Written reports are lodged with relevant authorities within the required time frame post-emergency
- A debrief is held with staff to review the incident.

Educators

The Nominated Supervisor or the Supervisor on Duty will ensure that all Educators and others present are aware of any medical conditions of children in attendance during each session.

Educators will follow all Medical Management Plans.

Educators will receive training on the procedures for managing medical conditions and emergencies. This includes training on the administration of medication, including proper dosage, storage, and disposal.

Medical Conditions Management Folder

A Medical Conditions Management folder will be maintained for all Educators and staff to access. It will include:

- Individual Medical Management Plans
- Risk Minimisation Plans
- Risk Assessments
- Communication Plans
- Procedures for common medical emergencies, including:
 - Asthma attack
 - Allergic reaction
 - Anaphylactic reaction
 - Diabetes
 - Other potential emergencies determined by a risk assessment.



POLICY 2.7.1

Medical Conditions

Refusal of Attendance

If a child's medical condition has the potential to become life-threatening (e.g., an anaphylactic reaction to an allergen), it is essential that they have their required medication with them. Without this medication, the child may be unable to attend the centre. This policy will be discussed with families on a case-by-case basis to ensure the safety and well-being of each child.

DEFINITIONS

Nil

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



LINKS TO OTHER POLICIES

2.1.1 Child Safe Environment
2.6.1 Emergency Management
2.7.3 First Aid
2.7.4 Administration of Medication
3.1.2 Risk Assessment and Hazard Minimisation
4.1.2 Educator Training and Development
5.2.3 Including Children with Additional Needs
6.1.2 Communication with Parents and Families
7.1.3 Record Keeping, Information Handling & Confidentiality



REFERENCES

- Education and Care Services National Law Act, 2010 and Regulations 2011
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- ACECQA. Policy and procedure guidelines. Dealing with medical conditions in children. June 2021
- Queensland Government. Early Childhood Education and Care. Medical Conditions.
- (<https://earlychildhood.qld.gov.au/legislation-and-guidelines/health-and-safety/medical-conditions>)
- Queensland Government. Workplace Health & safety Queensland. First Aid in the workplace. Code of practice. 2021
- Allergy and Anaphylaxis Australia. allergyfacts.org.au
- Diabetes Australia. diabetesaustralia.com.au
- Asthma Australia. asthma.org.au
- Asthma Australia. Asthma guidelines for Australian schools. 2022



Policy 2.7.2 Accidents and Injuries

POLICY STATEMENT

Coolum OSHC proactively strives to avoid injuries occurring at the Service, and to minimise the impact of injuries and illnesses by responding appropriately and as quickly as possible to all injuries and illnesses. The rights and responsibilities of parents with respect to injuries to and illnesses of their child is acknowledged and will be taken into account in administering all procedures.



Education and Care Services National Law Act 2010

Section 165 Offense to inadequately supervise children
 Section 167 Offense relating to protection of children from harm and hazards
 Section 174 Offense to fail to notify certain information to regulatory authority

Education and Care Services National Regulations 2011

Regulation 85 Incident, injury, trauma and illness policies and procedures
 Regulation 86 Notification to parents of incident, injury, trauma and illness record
 Regulation 89 First aid kits
 Regulation 97 Emergency and evacuation procedures
 Regulation 136 First aid qualifications
 Regulation 158 Children's attendance record to be kept by approved provider
 Regulation 161 Authorisations to be kept in enrolment record
 Regulation 168 Education and Care Services must have policies and procedures
 Regulation 170 Policies and procedures to be followed
 Regulation 174 Time to notify certain circumstances to Regulatory Authority
 Regulation 175 Prescribed information to be notified to Regulatory Authority
 Regulation 176 Time to notify certain information to Regulatory Authority
 Regulation 181 Confidentiality of records kept by approved provider
 Regulation 183 Storage of records and other documents

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POLICY 2.7.2

Accidents and Injuries

PURPOSE

In order to ensure the safety and wellbeing of children, the Service recognises the need to ensure that systems, resources and equipment are in place to minimise and manage child injuries.

SCOPE

This policy applies to the Nominated Supervisor, Assistant Coordinators and Educators.

POLICY

Procedure upon Physical Injury

If a child becomes injured while attending the Service:

- Educators will comfort and calm the child.
- For all head injuries, the parent/guardian will be informed of the incident, including:
 - The treatment administered.
 - Whether the child has returned to normal activities.
- A qualified first aid Educator will administer appropriate first aid and assess the child's condition in collaboration with the Responsible Person on Duty
- Medications will only be administered in accordance with the Medication Administration Policy.
- If necessary, the Responsible Person on Duty or a qualified first aid Educator will move the child to a quiet, well-ventilated area to ensure their comfort.
- If necessary, the Responsible Person on Duty, or Educator under the request of the Responsible Person on Duty, will contact the parents/guardians to collect their child as soon as possible;
- If necessary, the child will remain under supervision indoors, with their condition monitored until the parent/guardian arrives, if deemed necessary.

If the child's condition is assessed as serious or deteriorates, requiring emergency medical attention:

- If a child with an unknown medical condition requires emergency medication (e.g., EpiPen, Ventolin) and no Action Plan is available, the Responsible Person on Duty will call an ambulance and a parent/guardian.
- The Responsible Person on Duty, or qualified educator, will call an ambulance.
- All attempts will be made to notify the parents.
- If parents are unable to accompany the child to the hospital, an Educator may do so, ensuring that at least one first aid-qualified Educator remains at the Service and that the required staff-to-child ratios are maintained.

The service provides Student Personal Accident and Injury Insurance for all enrolled children. This policy offers compensation benefits if a child is injured in an accident. Parents are responsible for managing each case directly with the insurance company.

Recording of Injuries and Illness

An accident/incident report will be completed as soon as reasonably possible after a child suffers an injury or illness.

The information which is included on the Accident Form after a child suffers an injury at the Service is:

- The child's name and date of birth;
- Date and time of accident/incident;
- Precise details of accident/incident;
- Whether Parents/guardians or Medical Professionals were contacted;
- Treatment and outcome of accident/incident;
- Educator's signature and/or signature of Responsible Person on Duty;
- Parent's signature confirming knowledge of accident.

All Accident and Illness forms will be kept as long as legally required.



POLICY 2.7.2

Accidents and Injuries

Notification to Parents/Guardians of an Injury or Illness

The Responsible Person on Duty will determine if a parent needs to be notified immediately of an injury or illness or upon pick up.

Parents/Guardians will be notified as soon as reasonably practicable if an injury or illness is deemed serious.

Reporting of Injuries or other Serious Incidents

The Nominated Supervisor or Responsible Person on Duty is responsible for the obligation under section 174 (4) of the Education and Care Services National Law Act 2010 to report to the relevant Regulatory Authority if a child dies, or suffers an injury at the Service for which treatment from a medical practitioner was obtained, or ought reasonably to have been sought.

A serious incident is defined as:

- An incident where the attention of a registered medical practitioner was sought or ought to have been sought or the child attended or ought reasonably to have attended a hospital.
- Emergency services were sought.

Minimising Accidents & Injuries

In order to minimise accidents and injuries the service will consider:

- Risk Assessment:
 - Regular risk assessments will be conducted in all environments to identify potential hazards and reduce the risk of accidents and injuries. This includes assessing the indoor and outdoor environment, equipment, and activities.
- Supervision:
 - Adequate supervision will be provided at all times to ensure the safety and well-being of all children. The ratio of Educators to children will meet or exceed regulatory requirements, and Educators will be trained to identify and respond to potential hazards.
- Childproofing:
 - Childproofing measures will be implemented to minimize hazards in the environment, including the use of safety gates, outlet covers, cabinet locks, and other childproofing devices where necessary.
- Equipment:
 - All equipment used at the service will be regularly inspected, maintained, and replaced as needed to ensure that it is safe and in good condition. All equipment will be age-appropriate and meet or exceed regulatory standards.
- First Aid:
 - First aid supplies will be readily available and Educators will be trained in basic first aid and emergency response procedures.
- Communication:
 - Parents/guardians will be informed of any accidents or injuries that occur while their child is in care, and appropriate documentation will be maintained in accordance with regulatory requirements.
- Training:
 - Educators will receive ongoing training in accident and injury prevention, including but not limited to, first aid and emergency response procedures, childproofing, and supervision.
- Emergency Procedures:
 - Emergency procedures will be in place for various scenarios, including but not limited to, natural disasters, medical emergencies, and intruders. Educators will be trained in these procedures and will conduct regular drills to ensure that they are prepared to respond appropriately in the event of an emergency.
- Incident Reporting:
 - All accidents and injuries will be promptly reported to the appropriate regulatory agency in accordance with regulatory requirements.
- Continuous Improvement:
 - This policy will be reviewed periodically and revised as necessary to ensure that it remains effective in minimizing accidents and injuries.



POLICY 2.7.2

Accidents and Injuries

DEFINITIONS

Nil

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



LINKS TO OTHER POLICIES

2.1.1 Child Safe Environment
2.2.1 Supervision and Ratios
2.2.2 Large Group Management
2.6.1 Emergency Management
2.7.3 First Aid
3.1.4 Risk Assessment
4.1.2 Educator Training and Development
6.1.2 Communication with Parents and Families
7.1.3 Record Keeping, Information Handling & Confidentiality



REFERENCES

- Education and Care Services National Law Act, 2010 and Regulations 2011
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- ACECQA. Information sheet. Managing and responding to injury, trauma and illness incidents. March 2023.
- ACECQA. Information sheet. Managing and responding to injury, trauma and illness incidents. March 2025
- ACECQA. Policy and procedure guidelines. Incident, injury, trauma and illness. June 2021
- Queensland Government. Workplace Health & safety Queensland. First Aid in the workplace. Code of practice. 2021



Policy 2.7.4 Administration of Medication

POLICY STATEMENT

Coolum OSHC is committed to providing a safe and healthy environment for all children. This policy ensures that medication administration is carried out safely and effectively, with Educators trained and prepared to provide appropriate care for children requiring medication.

These procedures will ensure that medication is administered with the utmost care and in compliance with all National Laws and Regulations.



Education and Care Services National Law Act 2010

Section 165 Offense to inadequately supervise children
 Section 167 Offense relating to protection of children from harm and hazards
 Section 174 Offense to fail to notify certain information to regulatory authority

Education and Care Services National Regulations 2011

Regulation 90 Medical conditions policy
 Regulation 92 Medication record
 Regulation 93 Administration of medication
 Regulation 94 Exception to authorisation requirement – anaphylaxis or asthma emergency
 Regulation 162 Health information to be kept in enrolment record
 Regulation 183 Storage of records and other documents

DOCUMENT TITLE & NUMBER: 0A2.2.7.4 Administration of Medication			
DATE PUBLISHED:	March 2025	REVISION DUE DATE:	March 2026
APPROVED BY:	DANIELLE GREENHALGH		



PURPOSE

To ensure the safety and wellbeing of children, the Service is committed to implementing procedures for medication administration. This policy aims to promote transparency, open communication, and proper training while ensuring accurate medication administration and record-keeping.

Importance of the Administration of Medication Policy:

- Safety and Effectiveness:
 - Medication can have serious side effects, and incorrect administration or dosage can be hazardous. This policy ensures that medication is administered safely and effectively by trained Educators.
- Transparency:
 - A written consent form ensures parents are aware of any medication their child is receiving while at the Service, fostering transparency and open communication between parents and the Service.
- Documentation:
 - Recording medication administration helps track potential side effects or adverse reactions and provides accurate information to parents and medical professionals if needed.
- Training:
 - Proper training in medication administration ensures that all Educators are knowledgeable and prepared to provide safe and effective care.

SCOPE

This policy applies to the Nominated Supervisor, Assistant Coordinators, Educators, Parents and Children.

POLICY

Medication

Medication (including prescription, over-the-counter and homeopathic medications) will not be administered to a child at the service without pre-authorisation by a parent or person with the authority to consent to the administration of medication to the child.

Any medication will be administered only:

- From its original container before the expiry or use-by date
- In accordance with instructions attached to the medication or by a registered medical practitioner
- For prescribed medications, from a container that bears the original label with the name of the child to whom it is prescribed
- With a second person verifying the dosage witnessing its administration
- Details of the administration will be recorded in the medication record.

Medication stored at the Service will be managed as follows:

- In accordance with the storage requirements for the specific type of medication (e.g., refrigerated).
- In a manner that is inaccessible to children (e.g., locked in a secure box)

In the case of severe asthma, anaphylaxis, or any other life-threatening condition requiring medication, if a child/parent forgets to bring the required medication (e.g. Asthma Inhalers, EpiPens), the child may be refused entry to the service until the medication is provided. This will be discussed with parents/guardians on a case-by-case basis.

Persons approved to Authorise Medication

- The account holder listed (i.e., a legal guardian such as a parent, carer, or relative) is authorised to approve medication administration.
- The other parent
- An addition person (e.g., step-parent or carer) may authorise medication if indicated by the account holder, either on the enrolment form or in writing.



POLICY 2.7.4

Administration of Medication

In an emergency:

- Verbal consent from a parent is acceptable to authorise medication
- If the child's parent cannot be contacted, registered medical practitioner or medical emergency services personnel (e.g., 000) may authorise medication
- In the case of Anaphylaxis or Asthma emergencies, medication may be administered to a child without prior authorisation. In this circumstance, the child's parent and emergency services will be contacted as soon as possible.

Medication Record

The details to be recorded are:

- The name of the child;
- The authorisation to administer medication (including, if applicable, self-administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication;
- The name of the medication to be administered;
- The time and date the medication was last administered;
- The time and date, or the circumstances under which, the medication should be next administered;
- The dosage of the medication to be administered;
- The manner in which the medication is to be administered;
- If the medication is administered to the child—
- The dosage that was administered; and
- The manner in which the medication was administered; and
- The time and date the medication was administered; and
- The name and signature of the person who administered the medication; and
- The name and signature of a witness.

Self-Administration

A child may self-administer medication only under the following circumstances:

- After a consultation between the Service and the Parent
- With written authorisation provided by a person with the authority to consent to the administration of medication

Communication

Parents will be informed of any medication administration, including the name of the medication, the dosage, the time of administration, and any adverse reactions or side effects.

Parents are required to inform the service of any changes in their child's medication or dosage as soon as possible.

Medication Storage

All medication must be stored in a secure location that is inaccessible to children. Medication must be stored in its original container with the label intact, and separate from food and other supplies. If medication is required to be kept cool, it will be kept in a lockable box in a fridge.

Training

All Educators will receive training on the proper administration of medication, including dosage, storage, and documentation.

Emergency Procedures

In the event of a medical emergency related to medication administration, Educators will follow the procedures outlined in the child's Individual Medical Management Plan or contact emergency services.



POLICY 2.7.4

Administration of Medication

DEFINITIONS

Nil

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



LINKS TO OTHER POLICIES

2.1.1 Child Safe Environment
2.6.1 Emergency Management
2.7.1 Medical Conditions
3.1.2 Risk Assessment and Hazard Minimisation
4.1.2 Educator Training and Development
6.1.2 Communication with Parents & Families
7.3.1 Record Keeping, Information Handling & Confidentiality



REFERENCES

- Education and Care Services National Law Act, 2010 and Regulations 2011
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- Education and Care Services National Law Act, 2010 and Regulations 2011
- National Quality Standards
- Duty of Care
- ACECQA. Policy and procedure guidelines. Dealing with medical conditions in children. June 2021
- ACECQA. Policy and procedure guidelines. The administration of first aid. August 2021
- Queensland Government. Early Childhood Education and Care. Medical Conditions.
(<https://earlychildhood.qld.gov.au/legislation-and-guidelines/health-and-safety/medical-conditions>)



Policy 5.1.1 Relationships with Children

POLICY STATEMENT

At Coolum OSHC we believe that building positive and meaningful relationships with children is essential to providing high-quality care. We recognise that building positive relationships with children requires ongoing effort and commitment and we are committed to creating an environment where every child feels safe, supported, and valued, and where their relationships with educators help them to thrive and develop. We strive to create an environment where every child feels safe, valued, and supported, where every child is treated by educators at all times with respect and dignity.



Education and Care Services National Law Act 2010

Section 165 Offense to inadequately supervise children

Section 166 Offense to use inappropriate discipline

Section 167 Offense relating to protection of children from harm and hazards

Education and Care Services National Regulations 2011

Regulation 73 Educational program

Regulation 84 Awareness of child protection law

Regulation 151 Record of educators working directly with children

Regulation 155 Interactions with children

Regulation 156 Relationships in groups

Child Safe Organisations Act 2024

Chapter 2 Child safe standards

Standard 2 Children are informed about their rights, participate in decisions affecting them and are taken seriously

DOCUMENT TITLE & NUMBER:	OA5_5.1.1 Relationships with Children		
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APPROVED BY:	DANIELLE GREENHALGH		



POLICY 5.1.1

Relationships with Children

PURPOSE

Coolum OSHC acknowledges that the foundation of building trusting relationships is based upon interactions where Educators and the children collaborate in positive environments.

Children who feel comfortable and secure with their educators are more likely to feel confident and safe in their environment. By building strong relationships with children, educators can help children trust that they are in good hands and feel secure in their care.

When educators have positive relationships with children, they can use those relationships to encourage positive behaviour. Children are more likely to listen to and follow directions from educators they trust and feel connected to.

By building relationships with children, educators can better understand their needs, including physical, emotional, and social needs. This understanding allows educators to tailor their care to meet each child's specific needs.

Children who have positive relationships with educators are more likely to engage in activities and experiences that promote their development. Educators who have a strong relationship with a child can provide guidance and support as the child learns and grows.

When children feel connected to their educators, they are more likely to engage in activities and participate in learning opportunities. This engagement can help children develop a love of learning and a curiosity about the world around them.

SCOPE

This policy applies to the Nominated Supervisor, Educational Leader, Assistant Coordinators, Educators and children.

POLICY

Our relationships with children are based on the following principles:

- Respect
 - We believe that every child is unique and deserving of respect.
 - Educators will listen to children, take their opinions and feelings seriously, and treat them with dignity and kindness at all times.
- Trust
 - Educators understand that trust is the foundation of any positive relationship.
 - Educators will build trust by being consistent, reliable, and transparent with their actions and words.
- Communication
 - We believe that open and effective communication is key to building strong relationships with children.
 - Educators will communicate with children in a clear and age-appropriate manner, actively listen to them, and provide them with opportunities to express themselves.
 - Each child is encouraged to express themselves and is respected for their points of view with the freedom to express themselves appropriately & safely.
 - In listening to the children and their ideas, suggestions and needs, the children will be considered and, as far as reasonably possible, actively involved in the ongoing development of the Educational Program, the Rules of Behaviour of the Service and the physical aesthetic of the environment of the Service
- Play
 - We recognise that play is a vital part of a child's development and an important way to build relationships.
 - Educators will engage in play with children, respect their choices, and support them in exploring their interests and creativity.
 - Educators will give positive guidance and encouragement to each child
- Learning
 - We acknowledge that every interaction with a child is an opportunity for learning.



POLICY 5.1.1

Relationships with Children

- Educators will create opportunities for children to learn and develop, providing them with guidance, encouragement, and support.
- Each child is encouraged to undertake experiences that develop self-reliance and self-esteem

To ensure that we provide high-quality care and build positive relationships with children, Educators will:

- Maintain the dignity and rights of each child at all times
- Create a welcoming and inclusive environment that respects each child's culture, language, and background.
- Foster positive interactions between children and educators, encouraging laughter, affection, and positive reinforcement.
- Encourage parents to communicate regularly, sharing information about the child's needs, interests, and progress.
- Consider the family and cultural values, age, and physical and intellectual development and abilities of each child

Educators understand the varying dynamics and needs of different group compositions and will therefore:

- Provide opportunities for the children to interact and develop respectful and positive relationships with each other and with the Educators
- Will consider the size and composition of the groups and the activities they are undertaking
- At times, reduce the amount of time where children are required to be part of a very large group, where the environment can become too noisy or too crowded
- Provide activities for smaller groups, to facilitate the development of trusting relationships, learning and development
- If ratios allow educators will engage small groups of children in activities away from the whole group.

At all times Educators will follow the Educator Code of Conduct (4.2.1) and Educators will not:

- Use physical punishment
 - Educators will never use physical punishment to discipline children. Physical punishment can be harmful and traumatic for children and can damage the relationship between the child and educator.
- Ignore children
 - Educators will never ignore children or withhold attention as a form of punishment. This can be harmful to the child's emotional wellbeing and can damage the relationship between the child and educator.
- Use negative language
 - Educators will avoid using negative language when communicating with children. This includes using words that can hurt or undermine a child's confidence or self-esteem.
- Invade personal space
 - Educators will always respect a child's personal space and avoid invading it without permission.
- Be inconsistent
 - Educators will strive to be consistent in their interactions with children. Inconsistency can create confusion and anxiety for children and can damage the relationship between the child and educator.
- Not listen to children
 - Educators will always listen to children and take their opinions and feelings seriously. Failing to listen to a child can make them feel unheard and unimportant.
- Favour certain children
 - Educators will avoid showing favouritism towards certain children. This can create resentment among children and damage the relationship between the child and educator.



POLICY 5.1.1

Relationships with Children

Educators will be instructed in the safe use and storage of electrical equipment associated with their work

CONTRACTORS ON SITE

Visits for maintenance

Where possible all maintenance work will be carried out between 9:00am and 2:00pm, when children are not present.

In an emergency situation when something needs to be repaired as soon as possible, the contractor will be signed in as a visitor, and an Educator will ensure they stay in the area requiring work. (eg. Situation requiring a plumber or electrician)

During School Hours

Contractors will be required to sign in at the school office, as required by the school's policy.

Outside School Hours

The service will keep on file any required paper work, normally completed at the school's office, to be filed out before any work begins.

This will be forwarded to the School when the School Office next opens.

Code of Conduct

All contractors will be supervised if children are present and are expected to conduct themselves in an appropriate manner as outlined in the Parent & Visitor Code of Conduct. See 6.1.1

DEFINITIONS

Sharps:

- refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass.

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



Policy 5.1.2 Behaviour Support and Management

POLICY STATEMENT

Coolum OSHC will provide a safe and nurturing environment for all children in our care. Our aim is to promote positive behaviour while addressing any challenging behaviours in a respectful, positive and proactive manner.

Behaviour support and management is approached by Educators at the Service through:

- Applying appropriate measures (in keeping with community standards that support our Philosophy)
- Using consistency and compassion
- Having regard at all times to the respect, dignity and individual uniqueness of the child
- Providing an effective means of organising and managing a safe environment to maintain a pleasant and comfortable atmosphere for children and adults.

Our goals are to:

- Provide positive behaviour support and management strategies that promote positive behaviour and prevent challenging behaviours.
- Establish clear and consistent behaviour expectations and consequences that are developmentally appropriate and communicated to children, families, and staff.
- Provide ongoing training and support for staff in effective behaviour support and management strategies.
- Collaborate with families and external agencies when necessary to develop and implement behaviour support plans for children who require additional support.



Education and Care Services National Law Act 2010

Section 165 Offense to inadequately supervise children

Section 166 Offense to use inappropriate discipline

Section 167 Offense relating to protection of children from harm and hazards

DOCUMENT TITLE & NUMBER:	OA5_5.1.2 Behaviour Support and Management		
DATE PUBLISHED:	May 2025	REVISION DUE DATE:	May 2026
APPROVED BY:	DANIELLE GREENHALGH		



POLICY 5.1.2

Behaviour Support and Management



Education and Care Services National Regulations 2011

Regulation 73 Educational program

Regulation 74 Documenting child assessments or evaluations

Regulation 84 Awareness of child protection law

Regulation 155 Interactions with children

Regulation 156 Relationships in groups

Regulation 175 Prescribed information to be notified to Regulatory Authority

PURPOSE

Behaviour support and management are critical components of quality child care. They help promote a safe and positive environment, address underlying issues, encourage positive behaviours, improve social and emotional development, and enhance learning opportunities. By promoting effective behaviour support and management practices, Educators can provide high-quality care that supports the growth and development of the children in their care.

Effective behaviour support and management promotes a safe and positive environment for children. By establishing clear expectations for behaviour, Educators can help prevent negative or harmful behaviours and create an environment that is conducive to learning and development.

Behaviour support and management can help Educators identify and address underlying issues that may be contributing to challenging behaviours. By understanding the reasons behind a child's behaviour, Educators can develop targeted interventions to help address the root cause.

By promoting positive behaviours, Educators can help children develop a sense of self-control and self-regulation. This can improve their ability to manage their emotions and interact positively with others.

Behaviour support and management can also help promote social and emotional development in children. By teaching children appropriate social behaviours, Educators can help children develop positive relationships and improve their ability to communicate effectively.

Effective behaviour support and management can help create a calm and supportive environment that is conducive to learning. This can enhance learning opportunities for children and improve their overall wellbeing and development.

SCOPE

This policy applies to the Nominated Supervisor, Educational Leader, Assistant Coordinators, Educators and children.

POLICY

Positive Behaviour Expectations and Guidance

Coolum OSHC will promote positive behaviour by setting clear and developmentally appropriate expectations for children. These expectations will be communicated to both children and their parents/guardians, and will be reinforced through positive reinforcement, praise, recognition, modelling appropriate behaviour, and problem-solving with the child.

Positive guidance involves using positive reinforcement, praise, and encouragement to reinforce desirable behaviours. This can involve providing positive feedback to children when they exhibit appropriate behaviour and using rewards to encourage positive behaviour. This approach helps children to develop positive associations with appropriate behaviours and encourages them to repeat those behaviours in the future.

Educators will use positive reinforcement, such as verbal praise, stickers, or other rewards, to reinforce positive behaviour and encourage children to continue to exhibit these



POLICY 5.1.1 Relationships with Children

Educators will be instructed in the safe use and storage of electrical equipment associated with their work

CONTRACTORS ON SITE

Visits for maintenance

Where possible all maintenance work will be carried out between 9:00am and 2:00pm, when children are not present.

In an emergency situation when something needs to be repaired as soon as possible, the contractor will be signed in as a visitor, and an Educator will ensure they stay in the area requiring work. (eg. Situation requiring a plumber or electrician)

During School Hours

Contractors will be required to sign in at the school office, as required by the school's policy.

Outside School Hours

The service will keep on file any required paper work, normally completed at the school's office, to be filed out before any work begins.

This will be forwarded to the School when the School Office next opens.

Code of Conduct

All contractors will be supervised if children are present and are expected to conduct themselves in an appropriate manner as outlined in the Parent & Visitor Code of Conduct. See 6.1.1

DEFINITIONS

Sharps:

- refers to any object that can pierce or penetrate the skin easily, including needles and/or broken glass.

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



POLICY 5.1.2

Behaviour Support and Management

General Guidelines for Behaviour

- Children are only to play in areas as directed and supervised by Educators.
- Children are not to leave OSHC grounds until they have been signed out by an authorised person collecting them.
- Children are to be polite to Educators, other adults and to each other.
- Children are to use appropriate language at all times (no swearing, put downs or racist language).
- Physical contact sports/games are discouraged, unless supervised.
- Verbal, physical or emotional abuse will not be tolerated by any child or adult.
- Children are to use manners; play fairly; be gentle to themselves and others; take care of toys and equipment; and clean up after themselves.

Proactive and Responsive Behaviour Management

Coolum OSHC will adopt a proactive approach to behaviour management by implementing strategies that prevent challenging behaviour before it occurs. This may include, but is not limited to:

- Providing a safe and engaging learning environment
- Providing clear routines and transitions
- Providing opportunities for physical activity and positive social interactions.
- Identifying potential triggers for negative behaviours and taking steps to prevent them
- Applying for Inclusion Support funding for extra Educators in the environment to support children.

Responsive strategies involve addressing challenging behaviour when it occurs. This can involve using time-out or redirection strategies, providing positive reinforcement for desirable behaviour, and teaching children coping strategies to manage their emotions.

Consistency and Fairness

Consistency is important in behaviour support and management. This involves setting clear and consistent expectations for behaviour, using consistent consequences for inappropriate behaviour, and providing consistent rewards for desirable behaviour.

Educators will ensure that behaviour expectations, consequences, and rewards are consistently applied to all children in a fair and equitable manner. Educators will communicate these expectations to children and parents/guardians, and will regularly review and revise policies and procedures to ensure they are effective and appropriate.

Communication

Clear communication is essential in behaviour support and management. Educators will:

- Use age-appropriate language and communication strategies to help children understand expectations for behaviour
- Provide clear and consistent feedback
- And involve children in problem-solving and decision-making.

Active listening and communication are important aspects of behaviour support and management. Educators will listen carefully to children's concerns and communicate clearly and respectfully with children and their families.

Collaborative Approach

Behaviour support and management involves collaboration between the service, parents, and other professionals. Management will work closely with parents to understand each child's needs and develop effective strategies for managing challenging behaviour.

Individualized Support

Challenging behaviours in children can be a sign of underlying issues such as anxiety, trauma, or developmental delays. Educators will strive to understand and address these underlying issues in order



POLICY 5.1.2

Behaviour Support and Management

to provide effective behaviour support and management.

Educators will identify and respond to children's individual needs through individualized support plans, including strategies to support positive behaviour. This will be done in consultation with parents/guardians, and will take into account any additional needs or considerations, such as cultural or linguistic differences.

Behaviour Support Plans

- Behaviour support plans will be implemented if deemed necessary by management. Support plans will be developed collaboratively with the Coordinator, Educational Leader, the parent/guardian, child and other health/educational professionals as required.
- These plans will include the behavioural issues, any known triggers, strategies for how to deal with an incident/unacceptable behaviour or and other relevant information. Eg: Current medications, family living situations etc.

Professional Development

Effective behaviour support and management require ongoing professional development and training for Educators.

This will include training on positive discipline strategies, effective communication, and understanding childhood development.

Restraint

Occasionally, there may be circumstances where a child becomes a risk to themselves or others and may need to be removed from the situation or physically restrained to prevent harm to themselves or others. Children will only be physically restrained in emergency situations.

Examples of emergency situations include when a child is:

- In a clearly unsafe situation, for example, attempting to scale a fence or about to run onto a road;
- Physically threatening other children or adults;
- Behaving in ways that are destructive to themselves, other people or the environment.

These situations may require the supportive holding of children. Children will only be held long enough to be removed from the situation, and the emergency situation has been addressed or subsided. This approach will only be used when there is an immediate danger of the child being hurt or hurting others and when other strategies to guide the child's behaviour have not worked.

If Educators have taken a child away from other children to help them cool down or physically restrained the child in any way, the child's parent or guardian will be informed of the circumstances of the event and educators will make a record of the incident.

General Behaviour Guidance

Educators will:

- Model appropriate behaviour to children
- Constantly and consistently enforce the Behaviour Guidelines and Rules of Behaviour of the Service.
- Monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;
- Assist the children to make suitable choices regarding their actions and behaviour
- Acknowledge when children behave positively or manage their own behaviour
- Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;
- Direct children towards appropriate behaviour, using acceptable behaviour management techniques.

Educators are not permitted at any time to humiliate or physically punish children (including by withdrawing food or water) for inappropriate behaviour.



POLICY 5.1.2

Behaviour Support and Management

Educators will follow the Educator Code of Conduct (4.2.1) at all times.

Service Rules

Educators will involve the children as far as reasonably possible in developing Rules of Behaviour for the Service.

The Rules will be clear, child focused, based on acceptable wider community expectations, easy to understand and will be on display within the Service.

Educators will discuss the rules with the children when necessary, reinforcing why they are necessary.

Dealing with Teasing & Unwanted Behaviour

Educators will encourage children to follow the following steps:

1. Ignore the person
2. Ask the person to stop
3. Tell the person to stop
4. Move away
5. Tell an educator

Parental Responsibility

Before being signed in and after being signed out, the parent or guardian is responsible for their child's behaviour while the parent is on the premises.

Parents are also responsible for the behaviour of any sibling brought into the Services premises.

Purposeful/wilful damage to property or equipment will be required to be repaired at the responsibility of the child's parents. The Nominated Supervisor and the P&C Manager will distinguish between accidental and deliberate damage.

Parents/guardians are not permitted to approach other children attending the service regarding behaviour incidents and/or issues.

Dealing with Unacceptable Behaviour

Children who behave unacceptably (eg swearing, not following instructions, unacceptable physical harm to other children, staff, themselves etc) will be managed through the Behaviour Management Strategy Steps and the Behaviour Management Flow Chart (on the following pages).

Any child who is found through their behaviour to be endangering the safety of anyone involved at the Service may be refused admittance until the P&C Manager and Coordinator are satisfied there is not likely to be any further danger.

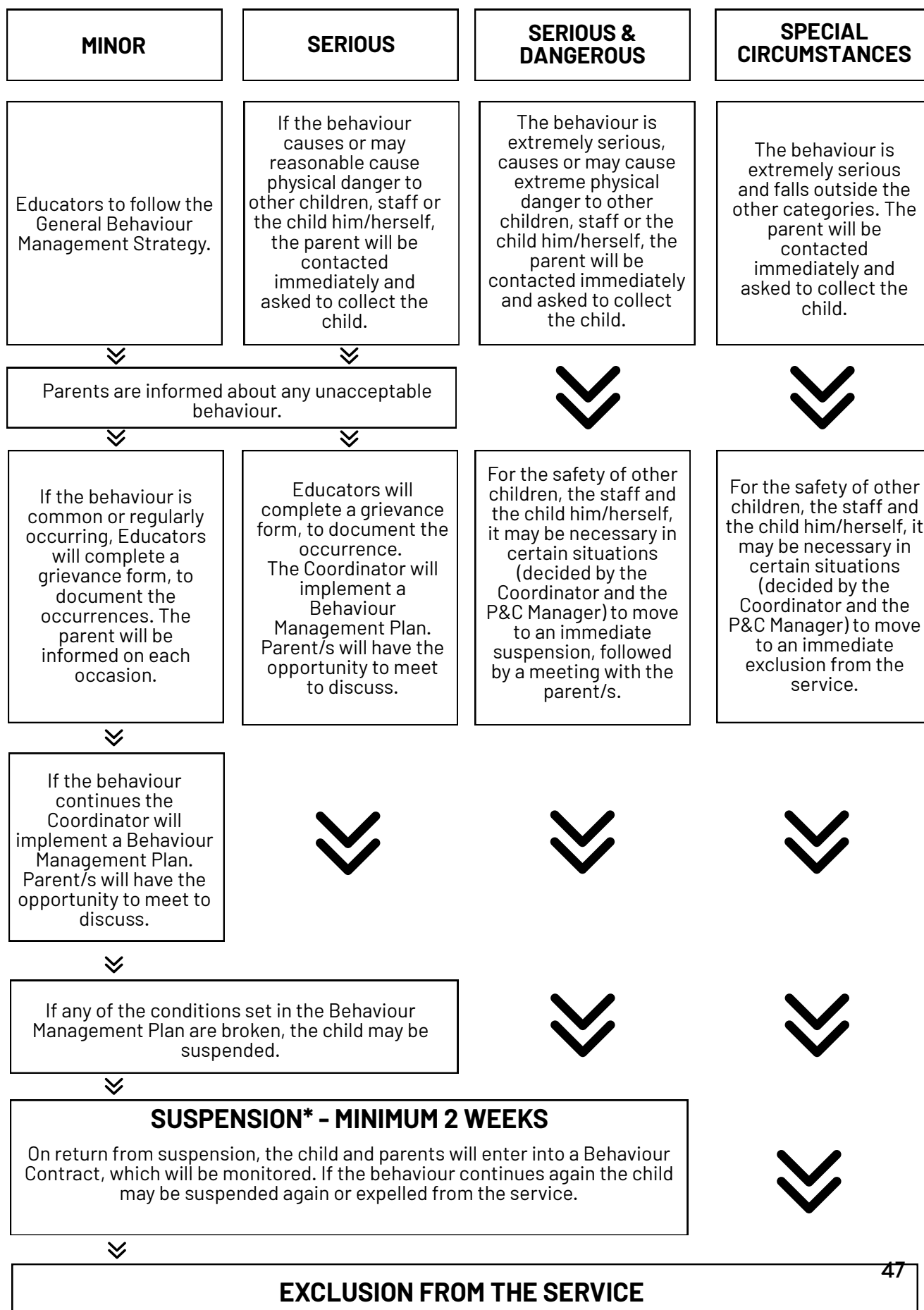
In cases of persistent unacceptable behaviour, the Nominated Supervisor will approach the parents/guardians of the child/ren involved to discuss the problem and provide the parent/s with a copy of the Behaviour Management Policy and the Exclusion for Behavioural Reasons Policy.

Behaviour Management Strategy Steps

1. Clarify the rules of the activity
2. Verbal warning
3. 5 minutes away from the activity
4. Redirection to another activity
5. Send the child to the Responsible Person on Duty
6. Staff-Child Grievance Form
7. Parent is notified of the behaviour



BEHAVIOUR MANAGEMENT FLOW CHART



DEFINITIONS

Nil.

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.

**LINKS TO OTHER POLICIES**

- 1.1.1 Play & Play-Based Learning – the Educational Program
- 2.1.1 Child Safe Environment
- 2.1.2 Child Protection
- 2.2.1 Supervision & Ratios
- 2.6.1 Emergency Management
- 3.1.1 Workplace Health & Safety
- 4.1.1 Educator Recruitment, Induction & Retention
- 4.1.2 Educator Training and Development
- 5.1.1 Relationships with Children
- 5.1.2 Behaviour Support & Management
- 5.2.2 Anti-Bullying
- 6.1.2 Communication with Parents & Families
- 7.3.1 Enrolment & Orientation

**REFERENCES**

- Education and Care Services National Law Act, 2010
- Education and Care Services Regulations 2011
- Child Safe Organisations Act 2024
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- 'My Time, Our Place' Framework for School Age Care. V2.0 2022
- The United Nations. Convention on the rights of the child.
- The United Nations. Convention on the rights of persons with disabilities.
- ACECQA. Information Sheet. Inappropriate discipline. July 2023
- ACECQA. Policy and procedure guidelines. Interactions with children. August 2021
- ACECQA. Information sheet. Inappropriate discipline. April 2020
- ACECQA. Information sheet. Relationships with children. February 2018
- ACECQA. Information sheet. Supporting children to regulate their own behaviour. February 2018
- Children's Services Central NSW (IPSP). Self-Regulation. A foundation for wellbeing and involved learning.



Policy 5.1.3 Exclusion

POLICY STATEMENT

Coolum OSHC is committed to providing a safe and supportive environment for all children and staff members. We acknowledge that some children may exhibit challenging behaviours that can impact the safety and well-being of other children and staff members. In such cases, exclusion may be necessary to ensure the safety and well-being of everyone in our care.

Coolum OSHC understands that there may also be other situations where a child or families enrolment may be required to be cancelled. The service does not make these decisions lightly or until all other avenues have been tried.



Education and Care Services National Law Act 2010

Section 165 Offense to inadequately supervise children

Section 166 Offense to use inappropriate discipline

Section 167 Offense relating to protection of children from harm and hazards

Education and Care Services National Regulations 2011

Regulation 73 Educational program

Regulation 74 Documenting child assessments or evaluations

Regulation 155 Interactions with children

Regulation 156 Relationships in groups

Regulation 175 Prescribed information to be notified to Regulatory Authority

DOCUMENT TITLE & NUMBER:	OA5_5.1.3 Exclusion		
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APPROVED BY:	DANIELLE GREENHALGH		



POLICY 5.1.2 Exclusion

PURPOSE

Coolum OSHC has a duty of care to all who attend the service, Educators and Children. At times children's behaviour may exceed the typical behaviour management steps and require further steps.

SCOPE

This policy applies to the Nominated Supervisor, Educational Leader, Assistant Coordinators, Educators, Children and Families

POLICY

Decision to Exclude for Behavioural Reasons

If, after following the Behaviour Support and Management Policy, the unacceptable behaviour/s continue a suspension will be implemented and;

The P&C Manager will be notified and a letter will be sent to the parent/guardian detailing the child's behaviours, suspension time and expected return date.

Prior to the child's return, a meeting will be held between the Coordinator, Parent/s and a P&C Executive Member or their representative, the P&C Manager to discuss the child's return. A behaviour contract will be developed for including the child back into the program. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from the Service.

The decision to exclude a child permanently from Coolum OSHC will be made by the Coordinator and the P&C Executive or their representative, the P&C Manager.

Permanent exclusion for behavioural reasons will only be considered after all other options for managing the child's behaviour have been exhausted, including appropriate interventions and support.

Permanent exclusion will only be considered in cases where the child's behaviour poses a significant risk to the safety and well-being of other children or staff members.

The child's parents/guardians will be informed of the decision to permanently exclude their child and the reasons for the exclusion.

Coolum OSHC will maintain confidentiality and respect the privacy of the child and their family throughout the process.

Behavioural Reasons for Exclusion

Physical Violence or Physical Danger

- If a child is consistently physically aggressive towards other children or staff members, and their behaviour cannot be managed through behavioural interventions, exclusion may be considered.
- Physical aggression includes, but is not limited to:
 - Acts of physical harm causing injury, eg hitting, kicking, throwing objects
 - Physically threatening behaviours causing emotional trauma
- If a child's behaviour causes or may reasonably cause physical danger to other children, educators or the child themselves, the parent/guardian of that child will be contacted immediately and asked to collect the child.
- The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Coordinator and P & C Manager after the completion of a risk assessment.

Inappropriate and Unacceptable Language

- If a child regularly uses inappropriate language towards other children or educator or in general, the parent/guardian of that child will be notified. This behaviour will be treated the same as if it were physical danger, outlined above.

POLICY 5.1.2 Exclusion

Uncontrollable behaviour

- If a child is unable to follow basic rules and routines, leaves the service's premises without permission, disrupts the learning environment, and their behaviour cannot be managed through behavioural interventions, exclusion may be considered.

Exclusion from School

If the service becomes aware of any child, who usually attends the service, being suspended or excluded from the school, they will:

- Contact the school to confirm exclusion.
- Contact the parent to confirm exclusion from the service for the period of the School suspension or exclusion.
- Other Reasons for Exclusion

Failure to comply with Policies and Procedures

- If a child and/or their family repeatedly fail to comply with the centre's policies and procedures, expulsion may be considered. Eg a parent not following the Parent and Visitor Code of Conduct (6.1.1)

Failure to pay OSHC account

- See Fees Policy (7.3.3)

Other Reasons

- Will be determined by the P&C Executive on a case by case basis

DEFINITIONS

Nil.

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



LINKS TO OTHER POLICIES

- 1.1.1 Play & Play-Based Learning - the Educational Program
- 2.1.1 Child Safe Environment
- 2.1.2 Child Protection
- 2.2.1 Supervision & Ratios
- 2.6.1 Emergency Management
- 3.1.1 Workplace Health & Safety
- 4.1.1 Educator Recruitment, Induction & Retention
- 4.1.2 Educator Training and Development
- 5.1.1 Relationships with Children
- 5.1.2 Behaviour Support & Management
- 5.2.2 Anti-Bullying
- 6.1.2 Communication with Parents & Families
- 7.3.1 Enrolment & Orientation



REFERENCES

- Education and Care Services National Law Act, 2010
- Education and Care Services Regulations 2011
- Child Safe Organisations Act 2024
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- 'My Time, Our Place' Framework for School Age Care. V2.0 2022
- Anti-Discrimination Act QLD 1991
- The United Nations. Convention on the rights of the child.
- The United Nations. Convention on the rights of persons with disabilities.



Policy 5.2.1 Inclusion

POLICY STATEMENT

At Coolum OSHC, we believe that every child has the right to be included, respected, and valued for who they are. We are committed to creating an inclusive environment that embraces diversity, promotes equality, and celebrates differences.

Our policy aims to:

- Provide a safe and welcoming environment for all children, families, and staff members.
- Promote understanding, tolerance, and acceptance of diversity in all its forms.
- Ensure that every child is supported to reach their full potential, regardless of their abilities, needs, or backgrounds.
- Collaborate with families and external support services to provide appropriate support and resources for children with additional needs.
- Provide ongoing professional development for our staff to promote inclusive practices and cultural competence.



Education and Care Services National Law Act 2010

Section 165 Offense to inadequately supervise children

Section 166 Offense to use inappropriate discipline

Section 167 Offense relating to protection of children from harm and hazards

Education and Care Services National Regulations 2011

Regulation 73 Educational program

Regulation 74 Documenting child assessments or evaluations

Regulation 155 Interactions with children

Regulation 156 Relationships in groups

Regulation 175 Prescribed information to be notified to Regulatory Authority

Child Safe Organisations Act 2024

Standard 4 Equity is upheld and diverse needs are respected in policy and practice

DOCUMENT TITLE & NUMBER:	OA5_5.2.1 Inclusion		
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APPROVED BY:	DANIELLE GREENHALGH		



POLICY 5.2.1 Inclusion

PURPOSE

Inclusion is important at our service because it promotes a sense of belonging, acceptance, and respect for all children, regardless of their abilities, ethnicity, culture, religion, gender, or socio-economic background.

Inclusion is crucial in our setting because:

- Children learn social skills such as empathy, kindness, and acceptance when they interact with peers who have different abilities or backgrounds. Inclusion provides opportunities for children to interact with others who may have different perspectives and experiences.
- Inclusion teaches children to appreciate differences and to be more accepting of others. This understanding and tolerance helps to create a more harmonious environment, and also helps to prepare children for a diverse and inclusive society.
- Children who experience an inclusive environment are more likely to develop their cognitive, emotional, and physical skills, as they learn from others who may have different abilities and strengths.
- Inclusion creates a sense of belonging for all children, which can enhance their self-esteem and confidence. This feeling of belonging can also promote positive behaviour and reduce the likelihood of exclusion or bullying.
- It can help families feel supported and valued, regardless of their child's abilities or needs.

At Coolum OSHC, the aim in equitable opportunities is:

- To achieve equal relations between nationalities, races, religions, genders and special needs.
- To cultivate each child's ability to stand up for him/herself and for others and act to promote equity and justice.
- To develop programs which support the goals of an anti-bias program.
- For each child to be able to recognise and challenge bias.
- To regularly assess the physical environment for inclusiveness and undertake to plan changes in the environment where appropriate.

SCOPE

This policy applies to the Nominated Supervisor, Educational Leader, Assistant Coordinators, Educators and children.

POLICY

Our commitment to inclusion means that Coolum OSHC will:

- Provide a welcoming environment that respects diversity.
 - We will ensure that our physical space, resources, and practices are inclusive and welcoming to all children and families, regardless of their cultural, linguistic, or socio-economic backgrounds.
- Foster positive relationships and interactions.
 - We will encourage positive relationships and interactions between children, families, and staff members, and provide opportunities for children to learn about and appreciate different cultures and backgrounds.
- Provide support and accommodations for children with additional needs.
 - We will work with families and external support services to provide appropriate support and accommodations for children with additional needs, to ensure that they can participate fully in all aspects of the program.
- Promote cultural competence.
 - We will provide ongoing professional development for our staff members to promote cultural competence and inclusive practices, to ensure that we can effectively support the diverse needs of our children and families.
- Foster open communication and collaboration with families.
 - We will foster open communication and collaboration with families, to ensure that we are responsive to their needs and provide appropriate support and resources.



POLICY 5.2.1 Inclusion

The Children

Children who may require or benefit from additional supports or adaptations to participate fully include, but are not limited to:

- Children with disability or developmental delay
- Children experiencing physical, medical or mental health conditions
- Aboriginal and/or Torres Strait Islander children
- Children from culturally and linguistically diverse backgrounds
- Refugees
- Gender-diverse or gender-fluid children, and children from lesbian, gay, bisexual, transgender or intersex (LGBTI) families
- Children with complex social, emotional or behavioural needs
- Children who are gifted
- Children experiencing social, economic or geographic disadvantage
- Children at risk of abuse, neglect or family violence
- Children in institutional settings, including residential care, foster care, hospitals or migration detention.

Access

On enrolment parents will be asked to provide relevant information or notification about their child/ren which pertains to the child's special/additional need.

Access for children with any additional needs, including any physical or psychological needs, will be assessed on a case-by-case basis. The assessment will take into account the centre's resources, staff training and appropriate program delivery. A risk assessment will be conducted if necessary.

Management will:

- Employ an equal opportunity enrolment process for all children, collecting only appropriate information about children which may impact on their ability to participate in the program.
- Have the right to request any information in regard to the child's needs so far as it may impact on their ability to participate in the program and be appropriately cared for within the service.
- Maintain the right to make a decision regarding the suitable placement of children with additional needs in the service based on the information, support and advice available.

Participation

Our aim at Coolum OSHC is that:

- All children participate meaningfully while learning, playing and interacting together
- All children are supported to be active members of our community
- Our Educational Programs acknowledge each child's strengths, interests and individuality.

Participation during Vacation Care - Excursions

Child with additional needs and children included in the Service's Inclusion Support Plan will be able to request Vacation Care days and sessions during the week before all other families can make bookings.

The Service will conduct an assessment in specific regard to Excursion requests, to determine if the service has the necessary resources and/or Inclusion Support funded Educators to meet their needs. The assessment may involve a meeting with the child's parents/guardians.

The service also recognizes that the needs of the group as a whole are important and may impact a child's participation. Therefore, we will consider the impact of the child's needs on the group dynamics and make decisions based on the best interests of all children

If the service determines that we can meet the child's needs on a specific excursion, they may attend. If necessary the service will work with the parents/guardians and any relevant professionals to develop a plan for the child for that day. The plan will outline the child's specific needs, accommodations, and any additional support they require.



POLICY 5.2.1 Inclusion

If the service determines that a child's needs pose a safety risk to themselves or others or an Inclusion Support Educator is not available, we will offer the parent the option of a stay at home vacation care day.

The Environment

Educators will:

- Provide flexible environments that support meaningful, positive relationships and friendships with peers and adults.
- Provide inclusive resources, experiences and materials;
- Display posters and materials that are representative of a variety of social, cultural, linguistic and ability backgrounds; and
- Ensure the physical environment reflects an inclusive and anti-bias approach.

Inclusive Practice

Educators will:

- Ensure that every child has equitable and genuine opportunities to participate in the educational program and OSHC environment
- Be considerate of diverse perspectives and social inclusion
- Express inclusive values in their daily practice
- Commit to addressing attitudes that can be barriers to inclusion
- Actively support and include all children in play and recognise and address when unfair play is occurring
- Adapt the educational program to respond to each child's strengths, interests and individuality
- Recognise and respond to barriers preventing children from participating in the educational program

Anti-Bias

Educators will:

- Ensure that their language and daily practices are inclusive and non-discriminatory
- Self-evaluate and monitor their biases concerning gender, stereotypes or other differences between children
- Show respect for the various ways that families care for their children and be aware of different child-rearing practices and beliefs
- Ensure their behaviours comply with the service's policies and code of conduct;
- Promote gender equality
- Promote equality regardless of race, culture or differences;
- Encourage children to develop to their full potential regardless of different abilities or needs
- Acknowledge and value children's unique and individual differences.
- Implement a range of practices to actively counteract bias or prejudice such as:
 - Providing children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds;
 - Using anti-bias language when communicating with children and families;
 - Talking to children about differences in positive ways;
 - Celebrating occasions that are relevant to a variety of cultures;
 - Sharing information with children about different cultures and ability backgrounds;
 - Providing inclusive models when discussing family structures with all children;

Communication with Families

Communication with families is open and honest and ensures that families are involved in and contribute to decisions about their child.

Trust and relationships with families are developed, recognising and supporting parents' advocacy for their child.

Service collaboration with community agencies and other early childhood education and care professionals supports the inclusion of all children.



POLICY 5.2.1 Inclusion

To enable children to participate in the range of activities at Coolum OSHC, the Co-ordinator will invite and encourage all parents/guardians and their child to meet with staff regularly to discuss how the Service can adequately meet the needs of the particular child.

Parents will:

- Inform staff of the family and child's cultural and/or language requirements at the time of enrolment.
- Inform staff of the family and child's additional needs and the time of enrolment or whenever identified.
- Inform staff on how they deal with certain situations
- Be encouraged to contribute to the program and operation of the service by sharing information about their individual needs.
- Be informed via newsletter, noticeboard or other appropriate forms of communication about the service's policies and practices.

Educators will:

- Respect the expertise of the parents and families
- Use information received by parents to provide appropriate care for children with special/additional needs

Communication with External Support Services

If beneficial to the child's experience at the Service, Coolum OSHC will, with parent's permission, contact relevant Government and Community Organisations (eg Inclusion Support) to request assistance in the child's care.

Inclusion Support Agencies:

- The current IS Agency will be contacted when necessary to obtain general information about various conditions and special needs.
- Management will request parent permission should the service wish to make contact with the Inclusion Support Agency specifically about their child. This shall be in the format as required by the ISA.
- Management will contact the Inclusion Support Agency to obtain advice and information about the inclusion process as required.
- The processes outlined in the Inclusion and Professional Support Program Guidelines shall be followed to establish a service support plan. This may involve professional support from the ISA

Educator Recruitment and Training

Management will:

- Include in the staff selection criteria the applicant's ability to accept and implement inclusive practices and an anti-bias approach.
- Include in the staff orientation information in regard to the service's commitment to inclusive practices and anti-bias.
- Provide appropriate training and support shall for all educators to ensure continuity of care and commitment to inclusion.
- Support Educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs.
- Provide access to resources on inclusive practice

DEFINITIONS

Nil.

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



POLICY 5.2.1 Inclusion



LINKS TO OTHER POLICIES

- 1.1.1 Play & Play-Based Learning – the Educational Program
- 1.1.2 Planning for Play
- 1.1.3 Assessing Play – Wellbeing, Learning & the Educational Program
- 1.1.4 Play Environment – Nature, Resources & Equipment
- 1.1.5 Routines & Transitions
- 1.1.6 Arrivals & Departures of Children
- 2.1.1 Child Safe Environment
- 2.1.2 Child Protection
- 2.2.1 Supervision & Ratios
- 2.5.1 Nutrition & Healthy Eating
- 2.6.1 Emergency Management
- 2.7.1 Medical Conditions
- 3.1.2 Risk Assessment & Hazard Minimisation
- 3.2.1 Space & Facilities Requirements
- 3.2.2 Provision of Equipment & Resources
- 4.1.1 Educator Recruitment, Induction & Retention
- 4.1.2 Educator Training and Development
- 4.2.1 Educator Code of Conduct
- 4.2.2 Educator's Practice
- 5.1.1 Relationships with Children
- 5.2.2 Anti-Bullying
- 6.1.2 Communication with Parents & Families
- 6.1.3 Parent & Family Participation
- 7.1.1 Management Code of Conduct
- 7.3.1 Enrolment & Orientation



REFERENCES

- Education and Care Services National Law Act, 2010
- Education and Care Services Regulations 2011
- Child Safe Organisations Act 2024
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- 'My Time, Our Place' Framework for School Age Care. V2.0 2022
- Anti-Discrimination Act QLD 1991
- The United Nations. Convention on the rights of the child.
- The United Nations. Convention on the rights of persons with disabilities.
- Australian Government National Office for Child Safety. Keeping our kids safe: cultural safety and the national principles for child safe organisations. 2021
- ACECQA. Approve providers and service staff. Information sheet. The disability discrimination act: What do children's education and care services need to know? 2022
- ACECQA. Creating inclusive environments. 6 tips for making reasonable adjustments in OSHC settings. 2022
- ACECQA. Information sheet. Inclusive environments. January 2022
- ACECQA. Policy and procedure guidelines. Interactions with children. August 2021
- Early Childhood Australia. Statement on the inclusion of every child in early childhood education and care.
- Early Childhood Australia. NQSPLP. Curriculum decision making for inclusive practice. 2012
- Australian Government. Be You. Disability inclusion guide. 2021



Policy 5.2.2 Anti-Bullying

POLICY STATEMENT

Coolum OSHC is committed to providing a safe and respectful environment for all children and staff members. We recognize that bullying behaviour can cause harm to children and staff members and can have long-term effects on their well-being. We are committed to preventing bullying behaviour and providing support to those affected by it.



Education and Care Services National Law Act 2010

Section 165 Offense to inadequately supervise children
Section 166 Offense to use inappropriate discipline
Section 167 Offense relating to protection of children from harm and hazards


Education and Care Services National Regulations 2011

Regulation 73 Educational program
Regulation 74 Documenting child assessments or evaluations
Regulation 155 Interactions with children
Regulation 156 Relationships in groups
Regulation 175 Prescribed information to be notified to Regulatory Authority

Child Safe Organisations Act 2024

Standard 4 Equity is upheld and diverse needs are respected in policy and practice

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APPROVED BY:	DANIELLE GREENHALGH		



POLICY 5.2.2 Anti-Bullying

PURPOSE

Bullying is an interpersonal behaviour that can create or contribute to negative social environments. Addressing bullying is important for children for several reasons:

- Children who are bullied can experience negative psychological effects such as anxiety, depression, low self-esteem, and increased risk of suicide. Addressing bullying can help prevent these negative effects and promote positive mental health.
- Children who are bullied can experience physical effects such as headaches, stomach aches, and sleep disturbances. Addressing bullying can help prevent these physical effects and promote overall physical well-being.
- Children who are bullied can experience difficulties in forming positive relationships with peers and can develop social isolation. Addressing bullying can help promote positive social development and healthy peer relationships.
- Children who are bullied can experience long-term effects such as decreased employment opportunities, increased mental health issues, and decreased social functioning. Addressing bullying can help prevent these long-term effects and promote positive outcomes for children in the future.

SCOPE

This policy applies to the Nominated Supervisor, Educational Leader, Assistant Coordinators, Educators and children.

POLICY

Coolum OSHC adopts a zero-tolerance policy towards bullying behaviour. Management will provide clear guidelines to all children, staff members, and families on what constitutes bullying behaviour and the consequences of engaging in such behaviour.

Management will provide training and resources to educators to help them identify and respond to bullying behaviour. Educators will be trained to intervene promptly and appropriately in situations where bullying behaviour is observed.

Educators will:

- Model caring and tolerant behaviour towards children, parents and other staff members
- Manage all observed or reported incidences of bullying as set out in this policy
- Carefully monitor children's behaviour while participating in any of the Service's programs or activities
- Encourage children to report any incidents of bullying that they are either involved in or witness
- Protect the target from further harm and support children who are affected by bullying behaviour.
- Show the child ways to counteract the bullying.
- Assist the bully to change his/her behaviour
- Keep a record of bullying behaviour


Dealing with Teasing & Unwanted Behaviour

Educators will encourage children to implement the following steps:

1. Ignore the person
2. Ask the person to stop
3. Tell the person to stop
4. Move away
5. Tell an educator

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



POLICY 5.2.2 Anti-Bullying

Parents will:

- Encourage their child to report if they are bullied
- Watch for signs of bullying
- Speak to the Coordinator if their child is being bullied or they suspect bullying
- Work with the OSHC in seeking a permanent solution
- Model caring and tolerant behaviour when interacting with children, staff 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 at the Service

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

All reports of bullying behaviour will be investigated promptly and thoroughly. Management will maintain confidentiality and respect the privacy of all individuals involved in the investigation.

The following steps will be followed:

- Report of bullying is made or observed (by witness, victim or other party)
- Educator will intervene. They will discuss with the children involved the situation and aim to find an appropriate solution.
- Report or observation of a repeat occurrence of incident
- Child meets with Responsible Person on Duty and parents are notified. A report on the incident is made and appropriate consequences are discussed and implemented.
- Monitoring of implementation of consequences
- Further incidents will result in a meeting between the Coordinator and the parents and the Behaviour Management Flow Chart will be implemented (5.1.2 Behaviour Support and Management Policy)
- A return to the service will involve a Behaviour Contract and a period of probation, during which the child's behaviour is closely monitored
- Further incidents will result in a meeting between the Nominated Supervisor, the parents and the P&C Manager and may result in suspension or permanent exclusion.

Communication with Families

Management will communicate regularly with families to inform them of any incidents of bullying behaviour that involve their child. The service will work with families to develop a plan to address the bullying behaviour and provide appropriate support.

DEFINITIONS

Bullying

- Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Types of Bullying

- Physical
- Verbal
- Social
- Direct - Occurs between the people involved, whereas indirect actions involve others, for example passing on insults or spreading rumours.
- Indirect - mostly inflicts harm by damaging another's social reputation, peer relationships and self-esteem.
- Overt - Involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting. Overt, direct, physical bullying is a common depiction of bullying

POLICY 5.2.2 Anti-Bullying

- Covert - Can be almost impossible for people outside the interpersonal interaction to identify. Covert bullying can include repeatedly using hand gestures and weird or threatening looks, whispering, excluding or turning your back on a person, restricting where a person can sit and who they can talk with. Covert social or verbal bullying can be subtle and even sometimes denied by a person who claims they were joking or 'just having fun'.

Behaviours not considered to be Bullying:

- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.
- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence.

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



LINKS TO OTHER POLICIES

1.1.1 Play & Play-Based Learning – the Educational Program
2.1.1 Child Safe Environment
2.1.2 Child Protection
4.1.2 Educator Training and Development
4.2.1 Educator Code of Conduct
4.2.2 Educator's Practice
5.1.1 Relationships with Children
5.1.2 Behaviour Support & Management
5.1.3 Exclusion
5.1.2 Inclusion
6.1.2 Communication with Parents & Families
7.3.1 Enrolment & Orientation



REFERENCES

- Education and Care Services National Law Act, 2010
- Education and Care Services Regulations 2011
- Child Safe Organisations Act 2024
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- 'My Time, Our Place' Framework for School Age Care. V2.0 2022
- Australian Government. Bullying. No Way! Definitions of bullying, harassment, discrimination and violence.
- Australian Government. Bullying. No Way! Signs of bullying.
- Australian Government. Bullying. No Way! Types of bullying
- Anti-Discrimination Commission Queensland. Fact Sheet. Bullying. June 2014

Policy 6.1.1 Parent and Visitor Code of Conduct

POLICY STATEMENT

The Service strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families.

The service's expectations of parent and visitor conduct whilst attending the service are clearly explained and supported by this policy.



Education and Care Services National Law Act 2010

Section 165 Offense to inadequately supervise children

Section 167 Offense relating to protection of children from harm and hazards

Section 170 Offense relating to unauthorised persons on education and care service premises

Section 171 Offense relating to direction to exclude inappropriate persons from education and care service premises

Education and Care Services National Regulations 2011

Regulation 82 Tobacco, drug and alcohol-free environment

Regulation 97 Emergency and evacuation procedures

Regulation 99 Children leaving the education and care service premises

Regulation 157 Access for parents

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APPROVED BY:	DANIELLE GREENHALGH		

PURPOSE

A Parent and Visitor code of conduct is an important tool for creating a safe, respectful, and consistent environment for children. It helps to ensure that parents and Educators are on the same page when it comes to behaviour, communication, and other aspects of our OSHC, and it promotes a positive partnership between parents and Educators.

A code of conduct:

- Ensures that parents are aware of the safety protocols and are expected to follow them. This helps to create a safe environment for all children.
- Helps to create a consistent approach to behaviour, communication, and other aspects of the OSHC environment. This consistency can help children feel secure and provide them with a stable environment.
- Helps to promote respect among parents, Educators, and children. When parents are aware of the expectations for their behaviour, they are more likely to treat others with respect.
- Promotes open communication between parents and Educators. This can help to identify and address any issues or concerns before they become larger problems.
- Helps to create a partnership between parents and Educators. By working together, parents and Educators can create the best possible environment for all the children at the centre.

SCOPE

This policy applies to all Parents, Family members, those authorized to collect children and any other person visiting the premises, eg contractors.

POLICY

The Coolum OSHC Parent & Visitor Code of Conduct states that you will:

- Address all staff, children and others in a respectful manner
- Inform staff if the behaviour of others is negatively impacting them or their family
- Communicate positively with all children
- Refrain from the intimidation or harassment of staff, including text, email, phone-call, and face-to-face interactions, with consideration for verbal and non-verbal language.
- Be a positive role model to children at all times when at the centre
- Encourage your children to accept the service's Rules of Behaviour
- Refrain from smoking within 5m of the school's boundary
- Refrain from swearing or shouting
- Refrain from approaching any child within the service in a threatening or accusing manner
- Respect the centre's property, and other people's property, privacy and confidentiality
- Work collaboratively with educators to resolve any behavioural issues your child may have
- Come to the centre unaffected by drugs or alcohol
- Not use the children's toilets.
- Report any observed hazard in the building or playground that may cause injury

Educators have a right to:

- Ask a person to leave the premises if they feel intimidated in any way or are concerned about the children's health and safety.
- Call Police if an individual fails to comply with a request to vacate the premises

Parents, Guardians & Visitors have a right to:

- Be respected and recognised as the major influence upon their child's development
- Express themselves on matters of service policy and provide feedback or express concerns about their child's experiences at the centre.
- Meet with service staff at a mutually convenient time
- Be offered the same courtesy and respect within the service as the service staff.

Parents, Guardians or Visitors may be excluded from the service if staff feel threatened either physically or verbally.

Failures to comply with the Parent & Visitor Code of Conduct or other Policies & Procedures will be reported to the P&C and may affect access to the Service.

- If inappropriate behaviour is witnessed, parent/carers may be asked to leave the service and may result in a suspension from the Service.
- A suspension may stay in place for any amount of time deemed necessary or desirable for the purpose of guaranteeing the welfare or minimising danger to any educator, child or children attending the service.

Management of Intoxicated or Persons under the Influence

Should the Nominated Supervisor or Responsible Person on Duty reasonably suspect that a parent, guardian or person authorised to collect the child is under the immediate influence of alcohol, drug or other substance, they shall:

- Make attempt to discuss concerns with parent, guardian or authorised person;
- If not parent, then make attempt to contact parent to discuss concerns;
- Only release the child if required to by law;
- Call the police if an immediate threat to the welfare and wellbeing of children/and or family exists.

DEFINITIONS

Nil

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



LINKS TO OTHER POLICIES

1.1.6 Arrivals & Departures of Children
 2.1.1 Child Safe Environment
 2.1.2 Child Protection
 3.1.1 Workplace Health & Safety
 3.2.4 Tobacco, Drug & Alcohol-Free Environment
 6.1.2 Communication with Parents & Families
 6.1.3 Parent & Family Participation
 6.1.4 Family & Community Complaints Management
 6.2.1 Communication with the Community
 7.3.1 Enrolment & Orientation



REFERENCES

- Education and Care Services National Law Act, 2010
- Education and Care Services Regulations 2011
- Child Safe Organisations Act 2024
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- Education and Care Services National Law Act, 2010 and Regulations 2011.
- National Quality Standards
- ACECQA. Information sheet. Building partnerships with families. February 2018
- QLD Department of Education. Parent and Community Code of Conduct.

Policy 6.1.2 Communication with Parents and Families

POLICY STATEMENT

Coolum OSHC believes that communication between the service and parents is important for building a positive partnership, supporting each child's learning and development, and identifying and addressing issues early.



Education and Care Services National Law Act 2010

Section 172 Offense to fail to display prescribed information

Section 174 Offense to fail to notify certain information to Regulatory Authority

Education and Care Services National Regulations 2011

Regulation 75 Information about educational program to be kept available

Regulation 76 Information about educational program to be given to parents

Regulation 86 Notification to parents of incident, injury, trauma and illness record

Regulation 87 Incident, injury, trauma and illness record

Regulation 91 Medical conditions policy to be provided to parents

Regulation 171 Policies and procedures to be kept available

Regulation 174 Time to notify certain circumstances to Regulatory Authority

Regulation 175 Prescribed information to be notified to Regulatory Authority

Regulation 181 Confidentiality of records kept by approved provider

Child Safe Organisations Act 2024

Standard 2 Children are informed about their rights, participate in decisions affecting them and are taken seriously

DOCUMENT TITLE & NUMBER:	OA6_6.1.2 Communication with Parents and Families		
DATE PUBLISHED:	May 2025	REVISION DUE DATE:	May 2026
APPROVED BY:	DANIELLE GREENHALGH		

PURPOSE

Coolum OSHC believes that open communication with parents and families is important to assist the service and educators in providing a quality service to their child/ren.

Effective communication creates a partnership between the service and parents, where they work together to support the child's learning and development. When parents and Educators have a positive relationship, they can collaborate on strategies to support the child's needs and ensure consistency between home and school.

Educators and parents possess unique insights into the child's behaviour, interests, and abilities. Sharing this information through communication can help both parties better understand the child, identify potential challenges, and develop strategies to support their growth and development.

Regular communication between the service and parents can also help to

- Monitor the child's progress and identify any areas where additional support may be required, ensuring they receive the appropriate levels of challenge and support in their learning.
- Early identification of any issues or concerns before they escalate, enabling more effective intervention and preventing negative impacts on the child's learning and development.

SCOPE

This policy applies to the Nominated Supervisor, Educational Leader, Assistant Coordinators, Educators, Parents and Families.

POLICYNew Families

The first point of contact will be with a member of staff, who will meet with the parents/guardians to discuss the Service and their child's needs and to answer any questions about the Service.

A copy of the Parent Handbook is available on the website, based on the policies and procedures, to all parents/guardians on the first meeting or as soon as reasonably possible after it. The handbook will detail the Service's essential information including, but not limited to:

- Opening hours
- Fees
- How to enrol
- Bookings and Cancellations
- How to make a complaint
- Service's contact details
- Direction to the full Policies and Procedures.

General Communication with Families

The service values regular communication with families and will offer a variety of means of communication, including:

- Verbal
- Signs
- Newsletters
- Emails
- Pin Boards
- Xplor

When communicating with Parents and Families, staff will:

- Consider the purpose of the conversation and the most effective way to raise issues or concerns.
- Actively listen to parents and family members to show that they value their knowledge.
- Consider the family's point of view
- Carefully decide on the time and place for the conversation

Communication with Families about their child

The service values regular communication with families about their child/ren's participation in the educational program. The Coordinator or Responsible person on duty will discuss with parent's information including, but not limited to their child's:

- Participation in the program
- Wellbeing
- Behaviour
- Growth and development
- Achievements
- Accidents, injuries or illness

This communication may occur:

- During pick up or drop off
- In person, by phone, SMS or email.
- Immediately, in an emergency

Feedback

Parents are offered many opportunities throughout the year to provide feedback on the operation of the Service, through:

- Surveys
- Questionnaires
- Parent Suggestion Book
- Verbal inquiries by the Educators

This feedback is highly valued and used to improve the Service's provision of care through the development or modification of the Service's Policies and Procedures and changes to daily practices.

Communication during Session Times

Whilst parents are welcome to talk with Educators when they are collecting their children, parents will understand that the Educators are still in ratio and only short conversations are appropriate.

The Coordinator or Responsible Person on Duty will be available for parents to discuss more involved issues, ratios permitting. If the Coordinator or Responsible Person on Duty is unable to sufficiently discuss a matter, the parent will be invited to meet with the Coordinator or P&C Manager during non-contact hours, at a time convenient to the Parent.

During their time on the premises, educators will encourage parents/visitors to give feedback on their visit or views of the Service either through discussion or in the completion of a online survey.

The Nominated Supervisor or Responsible Person on Duty will:

- Treat all concerns, and the persons making them, seriously and with respect
- And endeavour wherever possible to answer questions and provide required information.

Answering the Telephone during Session Times

The Responsible Person on Duty or other Educators will answer the telephone during session times whenever possible if it does not leave children unattended or insufficiently supervised.

When the telephone cannot be answered, the message bank will be checked regularly and all immediately important messages responded to.

Other sources of Information

The Service will provide information relating to appropriate community support and resource agencies that are accessible and available at the parent sign in/notice board area.

Information for parents will also be communicated through:

- Regular newsletters; and/or

- Parent sign in and notice board area; and/or
- Regular meetings between Nominated Supervisor/Educators and parents/guardians; and/or
- Notices written by the Co-ordinator, and approved by the P&C Manager or P&C Association Committee, being given to parents/guardians when there are matters of changed policy and it is important for the changes to be communicated before the next newsletter or monthly meeting
- Website
- Comms Centre on XPLOR

DEFINITIONS

Nil

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



LINKS TO OTHER POLICIES

- 2.1.1 Child Safe Environment
- 2.1.2 Child Protection
- 6.1.1 Parent & Visitor Code of Conduct
- 6.1.3 Parent & Family Participation
- 6.1.4 Family & Community Complaints Management
- 6.2.1 Communication with the Community
- 7.3.1 Enrolment & Orientation



REFERENCES

- Education and Care Services National Law Act, 2010
- Education and Care Services Regulations 2011
- Child Safe Organisations Act 2024
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- Education and Care Services National Law Act, 2010 and Regulations 2011
- National Quality Standards
- ACECQA. Making Conversations Count. 6 tips for supporting conversations with families and carers. 2022
- ACECQA. Information sheet. Building partnerships with families. February 2018
- Early Childhood Australia. NQS PLP. Collaborative partnerships with families. 2012

Policy 6.1.4 Family & Community Complaints Management

POLICY STATEMENT

Coolum OSHC respects and considers all complaints seriously and attempts to find a satisfactory resolution wherever possible.

We welcome comments, feedback and complaints as an opportunity to enhance the quality of our education and are practices. We reflect on each complaint received, identifying any issues or areas of improvement for our service.



Education and Care Services National Law Act 2010

Section 172 Offense to fail to display prescribed information

Section 174 Offense to fail to notify certain information to Regulatory Authority

Education and Care Services National Regulations 2011

Regulation 168 Education and Care Services must have policies and procedures

Regulation 170 Policies and procedures to be followed

Regulation 171 Policies and procedures to be kept available

Regulation 172 Notification of change to policies or procedures

Regulation 173 Prescribed information to be displayed

Regulation 176 Time to notify certain information to Regulatory Authority

DOCUMENT TITLE & NUMBER:	OA6_6.1.4 Family & Community Complaints Management		
DATE PUBLISHED:	May 2025	REVISION DUE DATE:	May 2026
APPROVED BY:	DANIELLE GREENHALGH		

PURPOSE

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for dealing with complaints.

A complaints policy provides a clear process for families and stakeholders to make complaints and provides the service with guidelines for addressing and resolving complaints. This ensures that the service is accountable for its actions and behaviours.

A complaints policy helps the service identify areas where we may need to improve our services or practices. Addressing complaints can lead to changes that benefit children, families, and the broader community.

Coolum OSHC strives to have a well-designed complaints policy which can help to build trust and confidence between families and the service. When families know that there is a process in place for addressing complaints, they are more likely to feel comfortable sharing concerns and issues that arise.

To ensure service provision is in keeping with these Policies and Procedures and other applicable requirements, the Service invites comments and feedback from children and parents/guardians.

SCOPE

This policy applies to all Parents, Family members, those authorized to collect children and any other person visiting the premises, eg contractors.

POLICY

The names and contact numbers of the Coordinator and the P&C Manager to whom complaints can be made will be clearly displayed at the service.

The phone number and email address of Early Childhood Education and Care, the Queensland regulatory authority, to whom complaints can be made will also be clearly displayed at the service.

Making a complaint

Families or stakeholders who have a complaint are encouraged to discuss the matter with the Coordinator as soon as possible.

However, the complainant will have direct access to the P&C Manager and/or P&C Executive Committee, and the Coordinator will permit and, if appropriate, encourage the complainant to do so, if:

- The complainant is not comfortable to take the complaint to the Coordinator;
- The complainant is not satisfied with the Coordinator's handling of the complaint;
- The complaint is about a matter of Management and Administration Policy.

If the issue cannot be resolved through informal discussions, the person making the complaint may submit a formal complaint in writing to the Coordinator.

The written complaint should include:

- Details of the concern or complaint
- Any relevant information or documentation
- The desired outcome

All written complaints will also be forwarded to the P&C Manager.

All complaints will be handled confidentially and in accordance with privacy legislation. The service will acknowledge receipt of the complaint.

Investigating and resolving a complaint

The Coordinator and/or P&C Manager will investigate the complaint and may involve other staff members or external parties if necessary. Any discussions will not be conducted in the presence of the children, other Educators or parents.

The Coordinator and/or P&C Manager will record all details of the complaint, any relevant discussions, and if appropriate, the resolution of the complaint.

The Coordinator and/or P&C Manager will seek to resolve all genuine and reasonable complaints in the most appropriate manner possible in consultation with the complaint.

The Coordinator and/or P&C Manager will provide a written response to the complaint, which will include the outcome of the investigation and any actions that will be taken to address the complaint.

If the complainant is not satisfied with the outcome of the complaint, they may escalate the matter to the P&C Executive Committee or the regulatory authority.

Records of complaints

All complaints and their resolutions will be documented and kept on file. The service will use this information to identify areas where improvements can be made to enhance the quality of our services.

To protect the privacy of all individuals, and encourage openness and honesty in the handling of complaints, the grievance form is a confidential document, which will not be accessible to any person. Coordinator or P&C Manager will provide copies of relevant entries only to a complainant on request.

Notifying the Regulatory Authority

The service will notify the regulatory authority in writing within 24 hours of any complaints alleging that a serious incident has occurred at the service or that the Education and Care Services National Law has been breached (section 174).

DEFINITIONS

Complaint

- An expression of dissatisfaction about a matter that is within the control of Coolum OSHC. This includes, but is not limited to, concerns about health and safety, programming, communication, billing, or interactions with staff members.

Regulatory Authority for Queensland

- Early Childhood Education & Care
07 5352 9910
maroocyhdore.ecec@qed.qld.gov.au

QUESTIONS

Any questions about this Policy should be directed to the Nominated Supervisor, Educational Leader or Assistant Coordinators.



LINKS TO OTHER POLICIES

- 3.1.1 Workplace Health & Safety
- 4.2.1 Educator Code of Conduct
- 6.1.1 Parent & Visitor Code of Conduct
- 6.1.2 Communication with Parents & Families
- 6.2.1 Communication with the Community
- 7.1.1 Management Code of Conduct
- 7.1.2 Reporting, Accountability & Compliance
- 7.1.3 Record Keeping, Information Handling & Confidentiality
- 7.3.1 Enrolment & Orientation



REFERENCES

- Education and Care Services National Law Act, 2010
- Education and Care Services Regulations 2011
- Child Safe Organisations Act 2024
- National Quality Standards
- Guide to the National Quality Framework. May 2022
- ACECQA. Policy and procedure guidelines. Dealing with complaints. July 2023
- ACECQA. Policy and procedure guidelines. Dealing with complaints. June 2021
- Early Childhood Australia. NQS PLP. Collaborative partnerships with families. 2012
- Queensland Government. Department of Education. Parents and Citizens (P&C) Associations and Schools – Managing conflict. 10 February 2023

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