Outside School Hours Care Policies & Procedures

OOSH Policies 1 - 35

Out of School Hours Care

Policies 1 - 35

Overview

These policies were initially based on those provided by Network of Community Activities and have been regularly reviewed and amended to be specific to our services, activities, educators, children and families.

They comply with Education and Care Services National Regulations and are to be complied with.

A policy review and development schedule is in place to ensure policies and procedures are reviewed, updated and added to, as required.

Document Control

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Changed History	28/2/14 – Fees policy including amendments to include direct debit policy introduction and process.
	21/03/14 - Policy No. CC 27: Staffing now includes that Students, visitors and required to sign in and out of the service. Visitor, Student, Volunteer Sign In Out sheet created and approved for this purpose.
	21/03/14 – Policy No. CC 12: Excursions now include a clear requirement for obtaining family's signed authorisation before any child is taken outside the service relating to Reg.102(4)
	28/04/14 - Policy No. CC 27: Responsible Person Policy added
	24/06/14 - Policy and Procedures document reviewed consistent with name change, to reference 3Bridges Community Inc
	24/09/14 - Policy No. CC 11: Enrolment and Orientation added conditions and form for child to be authorised for child to independently depart service. accidentally locked inside.
	01/12/2014 – Policy No. CC30 Responsible Person Policy and Procedure written
	15/12/14 – Policy No. CC 9: added (e) Before closing a centre- OOSH educators should look for visual cues that a child may still be on the premises (for example, a backpack left on a hook) and physically check each area, including toilets to ensure no child is accidentally locked inside
	12/5/2015 – Changed to Company Limited and font, formatting improved.
	22/03/2016 - Add Philosophy to front of 3Bridges Outside School Hours Care and Procedures
	17/11/2016 – Amended policy CC12 Excursion and added policy and supervision
	10/02/2017 – Updated policy CC 04 – Child Protection Policy to be consistent with MRG now located on the ChildStory Reporter website.
	20/04/2017 – Full Revision of Children Services Policies
	13/10/17- Review based on updated ECSNR Regs. and Law Oct 2017 included new policy ie Policy No. CC 31: Sleep and Rest for Children.
	3 April 2018 – Policy CC No. 32 – Supervision of Children included after release of example by Network of Community Activities on 23 March 2018.
	08/05/2018 – Changes to Policy CC 27 – Staffing. Amendment to educator: child ratios as outlined in the National Standards.
	04/06/2018 – Remove references to School Holiday Programs and Child Care Benefit (CCB and CCR) through various policies.
	29/08/2018 – Revision of all Outside School Hours Care Policies and Procedures
	04/01/2019 – Revision on Policies 1 and 2 to include Asthma and Anaphylaxis First Aid
	17/01/2019 – Revision of CC 28 Sun Protection and CC12 Excursion Policy
	24/12/2019 – Full revision of Outside School Hours Care Policy.
	25/02/2020 – Policy CC22 Food Safety and Nutrition – Reviewed and updated in collaboration with DoH nutritionist.
	03/03/2020 –Policy CC08 Dealing with Medical Conditions and Medication Administration – Reviewed December 2019 – Parent and Nominated Supervisor Responsibilities added - Risk Minimisation Plan added to 'Other Documentation' Page 29
	12/08/2020 Policy CC32 – Supervision of Children Planning for supervision including Ratios (risk assess) • Supervision zoning (supervision routine, can add zones to program with educator's names and mobiles for communication) • Team approaches (Refer to ACECQA Active Supervision: Ensuring Safety and promoting learning when developing approach) • Minimising risk (include transitions and new kindergarten children in service risk assessments)

	• Principles of active supervision (Risk Assessment of planned high risk activities) • Supervision outside the service (Toilet access guidelines further developed)
	11/11/2020 – Update of CC18 – Safe Transportation of Children
	27/01/21 Policy CC 04 – Changes relating to the Office of the Children's Guardian and contacting NSW Ombudsman for staff related issues
	27/01/21 Policy CC 10 – Revision of the frequency of emergency evacuation procedures
	27/01/21 Policy CC 11 – Change to the acceptance of children of pre-school age
	15/03/2021 Policy CC - Procedures added to manage medical conditions - diabetes and epilepsy Reference to communication plans added.
	8/03/2022 – Full revision (Version 3)
	27/01/23 – Revision of Policy 8 – Dealing with Medical Conditions & Medication Administration
	20/10/23 – Full revision of the following – Policy No. 4 Child Safety, Policy No. 9 Delivery & Collection of Children, Policy No. 24 Providing a Child Safe Environment & Policy No. 31 Supervision of Children.
	9/7/2024 Update to Policy No 11 – Enrolment & Orientation – changes to cancellation of enrolment Update to Policy No 13 – Fees – Introduction of new system for fee paying – update of methods of payment
	1/07/2025 Revision and update to all policies
	4/09/2025 – Update to Policy 21 – Management of Incident, Injury, Illness and Trauma – Specific reference to the change in notification timeframe to the Regulatory Authority regarding any incidents or allegations of physical or sexual abuse to a child while being educated and cared for. Update to Policy 24 – Additional references added to services to be free from vaping substances and vaping devices in addition to a smoke free environment. Full Revision of Policy 26.
	25/09/2025 – Full revision of Policy No. 13 Fees and Full revision of Policy No. 11 Enrolment and Orientation Policy.
	12/01/2026 – Update to Policy 7 – Dealing with Infectious Diseases – Specific references made that if there is an occurrence of infectious disease at the service that a notice will be displayed about this at the service. Update to Policy 12 – Excursions – Specific references made to what a risk assessment must consider when planning any excursion activity. Specific references added to what excursion authorisations must state when taking a child outside the education and care service premises by an educator. Update to Policy 15 – Governance and Management – Specific references added include: • That a record of the service's compliance will be kept and is able to be accessed by any person on request. • That prescribed information will be displayed at the service. • That notifications will be made, and prescribed information provided, in writing to the Regulatory Authority as required. • That 'Make-Safe' measures will be considered when circumstances arise that pose a risk to the health, safety and wellbeing of a child or children and the process to be followed when considering and implementing 'Make-Safe' measures. • That evidence will be kept of the current prescribed insurance at the service premises and the evidence will be made available for inspection by the Regulatory Authority or an authorised officer under the Law. Update to Policy 20 – Management of Complaints – Specific references added include: • Information showing the complaint handling system is child focused. • That the name and telephone number of the person at the service to whom complaints can be made be displayed at the service. Update to Policy 22 – Nutrition and Food Safety – Specific references added regarding ensuring that the food or beverages provided are chosen having regard to the dietary requirements of individual children taking into account each child's growth and development need. Update to Policy 27 – Staffing – Specific references added include: • That the person in day-to-day charge must consent to the appointment in writing. • That the Approved Provider will designate, in writing, a suitably qualified and experienced educator, co-ordinator or other individual as educational leader at the service to lead the development and implementation of educational programs in the service. • That any educator at the service who is under 18 years of age will not work alone at the service and will be adequately supervised at all times by an educator who has attained the age of 18 years. • That an additional child or additional children will not be permitted to be educated and cared for at the service in an emergency unless, on reasonable grounds, it is

	determined this will not affect the health, safety and wellbeing of all the children attending the service. • That a staff record will be kept for the service and will have all of the required information for each nominated supervisor, staff member, student and volunteer. • That a record will be kept of educators working directly with children that includes the following information; the name of each educator who works directly with children being educated and cared for by the service, and the hours that each educator works directly with children being educated and cared for by the service. Update to Policy 30 – Sleep and Rest for Children – Specific references to documenting sleep and rest periods.
	04/03/2026 – Update to policy 13 – Fees – Specific references added/modifications include: • Eligibility and Family Responsibilities • Complying Written Agreement (CWA) • Approved Service and Reporting • CCS Adjustments and Family Financial Responsibility • Attendance Requirements (CCS Compliance) • Allowable Absences • Issuing of Statement of Fees and Outstanding Balances
	12/06/2026 – Addition of Policy No. 34 – Staffing, Recruitment and Employment and Policy No. 35 – Protected Disclosures.
	22/10/2026 – Update to Policies No. 1, 9 and 11 to remove provisions for independent departure and attendance by children who have completed primary school, with related clarifications and corrections. – Update to Policy No. 24 to include child protection training, a confidential Child Protection Concerns Register, the Reporting Decision Tree, child protection risk assessments, and attendance and accountability procedures.

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Policy No. 1 – Acceptance and Refusal of Authorisations

POLICY STATEMENT

Our service will request authorisation from families when required to ensure the safety of the children and staff and may refuse a request unless the appropriate authorisation is provided. For example, if a child is to attend an extra-curricular activity for which authorisation is required, but has not been given, this will result in the child not being able to participate in the activity. Preferably, authorisation is required in written format, however, in some circumstances staff discretion may be used.

The Education and Care Services National Regulations require services to ensure that an authorisation (permission) is obtained from families in certain situations. For example, the Regulations stipulate an authorisation must be obtained for:

- Administering medication to children (Regulation 93);
- Children leaving the premises of a service with a person who is not a parent of the child (Regulation 99);
- Children being taken on excursions (Regulation 102 (1)(4)); and
- Access to personal records (Regulation 181).

Authorisation from families may also be required if a child is leaving the service to attend an extra-curricular activity away from the service, for example, attending a sporting activity, dance, drama, etc. that is run by a provider other than the OSHC service.

PROCEDURE

The Nominated Supervisor, or the person in day-to-day charge of the service will:

- Ensure documentation relating to authorisation (permission) from families contains:
    - The name of the child enrolled in the service;
    - The date;
    - Signature of the child's parent/guardian or nominated person who is on the enrolment form; and
    - The approximate time the child will return to the service if the child is leaving the service to attend an extra-curricular activity and the time they will return to the service (if applicable).
- Apply these authorisations to the collection of children, administration of medication, excursions and access to records.
- Keep these authorisations in the child's enrolment record.
- Ensure that children do not sign themselves out or leave the service independently. Written parental authorisation does not permit independent departure.
- Ensure that children are not permitted to leave the service to attend any extra-curricular activity until written authorisation is obtained on a CCF.15 - PERMISSION TO ATTEND EXTRA-CURRICULAR ACTIVITY form.

- Obtain written authorisation via email or ALTERNATE Pick Up Authority form (CC/F1), if a person other than the parents/guardian or other nominated person cannot collect the child. A person given authorisation by parent/ guardian to collect must be 13 years of age or over with a written authorisation.
- In certain circumstances email, fax or text message is suitable as written authorisation, and may be accepted at the discretion of the Nominated Supervisor or Responsible Person on duty. This would be relevant in situations where there has been an emergency situation and no one from the child's authorised list is able to collect the child. The Nominated Supervisor is responsible for keeping these communications on record.
- Exercise the right to refuse if email, fax or text authorisations do not comply with the requirements outlined above; or if deemed that the child's safety and wellbeing may be at risk.
- Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. The service can administer First Aid including Asthma or Anaphylaxis First Aid without authorisation. The family and emergency services are to be contacted as soon as practicable after the First Aid has been administered.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 93–94, 99, 102, 157–158, 161	QA2.3 – Child Protection QA7.3 – Administrative Systems	Family Handbook Staff Handbook Policy No. 8 – Dealing with Medical Conditions and Medication Administration Policy No. 11 – Enrolment and Orientation Policy No. 24 – Providing a Child Safe Environment	

Policy No. 2 – Administration of First Aid

POLICY STATEMENT

Our service will provide and maintain a high level of care for children attending the service. The service will ensure that necessary educators will be suitably qualified in emergency first aid management, and that first aid equipment and support will be available to all children, educators and visitors to the service and whilst on excursions. Ideally, all educators will undertake senior first aid, asthma management and anaphylaxis management training to ensure full and proper care of all is maintained (*My Time, Our Place* 3)

PROCEDURE

3Bridges will ensure that each of the following persons attend any place where children are being educated and cared for by the service, and immediately available in an emergency, at all times that children are being educated and cared for by the service —

- At least one staff member or one nominated supervisor of the service who holds a current approved first aid qualification.
- At least one staff member or one nominated supervisor of the service who has undertaken current approved anaphylaxis management training.
- At least one staff member or one nominated supervisor of the service who has undertaken current approved emergency asthma management training.
- A current First Aid Certification is an essential criteria for Nominated Supervisors, Responsible Persons, Educators and noted in the Position Descriptions.
- Casual Educators are required to provide a current first aid certificate prior to being rostered and must maintain currency of first aid certification.
- 3Bridges will arrange group First Aid Training to maintain current first aid qualifications. Educators are expected to attend in their own time
- A fully stocked and updated first aid kit is in a secure place in the centre. The first aid kit is to be easily accessible to all educators and volunteers.
- Travelling first aid kits will be maintained and taken on all excursions and outdoor activities.
- The first aid kit will contain the minimum equipment suggested by the Australian Red Cross or St John Ambulance Australia and that a first aid manual will be kept at the centre.
- Asthma Emergency Medication and Anaphylaxis Emergency Medication – within use by dates – will be included in first aid kits.
- Cold/ice pack will be kept in the freezer for treatment of bruises and swelling. Crush packs will be taken on excursion.
- An educator will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within use-by dates.

- First Aid kits will be audited by management and/ or First Aid Officer and may be inspected by Regulatory Authority.
- At orientation, educators and volunteers are made aware of the first aid kit, where it is kept and their responsibilities in relation to it.
- Qualified first aiders will only administer first aid in minor accidents or to stabilise the victim until expert assistance arrives in more serious accidents.
- Telephone numbers of emergency contacts, local doctor and poisons centre will be located in a prominent position at each service.
- In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls.

In the Case of a Minor Accident, the First Aid Attendant will:

1. Reassure the child.
2. Assess the injury.
3. Attend to the injured child and apply first aid as required.
4. Ensure that disposable gloves are used to administer first aid as a barrier to cross-infection.
5. Ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the infectious diseases policy.
6. Ensure that anyone who has encountered any blood or fluids washes their hands thoroughly in warm soapy water.
7. Record the incident and treatment given on the Incident Report Form, recording the following details:
    - Name and age of child;
    - Date, time and location of incident;
    - Description of injury and circumstances of how it occurred, including witnesses;
    - Treatment given, and name and signature of first aid attendant;
    - Details of any medical personnel contacted;
    - Name and details of any parent or emergency contact notified, or attempted to notify;
    - Time and date of report, and name and signature of a person making report; and
    - Name and signature of nominated supervisor.
8. Notify the parents by phone after the incident.
9. Parental signature confirming knowledge of the accident report form will be gained

when child collected. If not possible at that time, emailed to parents to sign and return at the soonest possible convenience.

Where the service has had to administer first aid and the incident is deemed serious as per Regulation 12, the Nominated Supervisor will ensure that the steps outlined in the "Management of Incident, Injury, Illness and Trauma" policy are followed and the Regulatory Authority is notified within 24 hours of either the incident or them becoming aware of the incident.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Law: 174 **Regulations:** 12, 87, 89	QA2.1 – Health	Family Handbook Staff Handbook Policy No. 12 – Excursions Policy No. 7 – Dealing with Infectious Diseases Policy No. 21 – Management of Incident, Injury, Illness and Trauma Policy No. 24 – Providing a Child Safe Environment	My Time, Our Place ACECQA Frequently Asked Questions (FAQ)

Policy No. 3 – Behaviour Guidance

POLICY STATEMENT

Our service believes that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and educators feel safe, cared for and relaxed and which encourages cooperation and positive interactions between all persons (*My Time, Our Place* Outcome 1).

This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care.

Basic rules will be established based on safety, respect for others, order and cleanliness, and will be communicated to all families, children and educators along with consequences for inappropriate behaviour. The service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (*My Time, Our Place* Outcome 2). Educators and children establish agreed behaviours and consequences with agreements displayed in services and positively reinforced during daily practice. Our service promotes a positive approach to managing the behaviour of all children. Children receive positive guidance and encouragement in resolving problems, defeats and frustrations where appropriate (Regulation 155). This can be achieved by exploring possible solutions, and helping children understand and deal with their emotions. This will depend on the child's age and level of development (My Time, Our Place Outcome 3).

The service will ensure no child being cared and educated for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

The service will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

PROCEDURES

(a) Guidelines:

- Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Where appropriate behaviour guidance systems will align with the frameworks set by partner schools to support a consistent whole-school community approach.
- Educators will act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour.
- Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- Whilst at the service, we expect that the children will comply with the following basic rules:
    - Respect each other;
    - Respect other people's property and that of the service;
    - Share with other children and be inclusive;

- Accept and respect individual needs and differences;
- Clean up after activities;
- Be polite to educators and to each other;
- Follow the instructions from educators;
- Play only in the allocated areas and as directed by educators and not enter areas that educators have designated as "out of bounds";
- Remain in the supervised area of the program until the authorised person collecting them has signed them out;
- Not participate in physical fighting (play or real), for example, spitting, throwing toys, stones or dangerous objects;
- Not bully or engage in any form of aggressive behaviour; and
- Use appropriate language at all times.

(b) Guiding Children's Behaviour:

- Steps that educators take towards establishing good behaviour management include:
  - Establishing positive relationships, which are the foundation for building children's self-respect, self-worth and feelings of security.
  - Look for meaning beyond children's behaviour to determine any underlying causes of misbehaviour. Collaborate with families and colleagues to act accordingly.
  - Observing children to identify triggers for challenging behaviours. Paying attention to the child's developmental level and any program issues that may be impacting on the behaviour;
  - Using positive approaches to behaviour guidance. Some of these include positive acknowledgement, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour;
  - Supporting children by providing acceptable alternative behaviours when challenging behaviour occurs;
  - Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits;
  - Involving the family and the child in appropriate ways in addressing challenging behaviour;
  - Using other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF);
  - Identifying children's strengths and building on them; and
  - Seeking support from other educators and management.

(c) Correction Steps:

- When a child's behaviour is deemed inappropriate to either him/herself or others, or if a child's behaviour is intrusive to another person's enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation.
- Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules. In these instances, the following steps will be taken:
    - The educator will explain to the child that this type of behaviour is inappropriate;
    - The educator will re-direct the child to a different activity within the room (or outdoors);
    - If aggressive or inappropriate behaviour continues, the child will sit away from the group to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child with respect to their actions, and then
    - the child will return to play; and
    - A discussion will be held with the child's family when the child is collected.

(d) Persistent Inappropriate Behaviour:

- If inappropriate behaviour continues over a period of time, a meeting between educators, nominated supervisor, child and family will be arranged. The meeting agenda will cover:
    - Identifying key unacceptable behaviours, making it clear that these behaviours are not acceptable and the expectation that they will not be repeated as a condition of continuing in the service.
    - Approached to support the child to stop and think before acting and choosing other behaviour and support from staff;
    - The child's life outside the service and agreeing similar approach with family and school; and
    - Any problems that may be causing the behaviour.
    - As necessary, consent of the family to seek advice and assistance from relevant external specialists to support the service, child and family with strategies to address the matter.
    - If persistent inappropriate behaviour continues, then suspension or exclusion of care may be considered.

(e) Suspension of Care or Exclusion:

May be necessary in extreme cases, to protect other children and educators. The service reserves the right to suspend or exclude the child from the service; this may be a temporary or permanent measure. The following steps will be taken should this action be necessary -

- Nominated Supervisor will consult with Management about whether suspension or exclusion is a suitable course of action regarding the incident/s.

- Nominated Supervisor will provide the family with verbal & written confirmation of the decision.
- Written confirmation will state;
    - Summary of the inappropriate behaviour.
    - Dates of the suspension or exclusion period.
    - Meeting request with the child, parent/guardian & Nominated Supervisor to discuss expectations of returning to care.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 155	QA2 – Children's Health and Safety QA4 – Staffing Arrangements QA5 – Relationships with Children QA6 – Collaborative Partnerships with Families and Communities	Behaviour Incident Reports Policy No. 4 – Child Safety	My Time, Our Place

Policy No. 4 – Child Safety

POLICY STATEMENT

In accordance with the Child Safe Standards & the NSW Office of the Children's Guardian (OCG), 3Bridges Community is committed to making the community safer for children.

We believe that it is every child's right to be safe and protected from all forms of abuse, violence, or exploitation. It is the legal and moral obligation of all adults who work within our service to ensure the safety and wellbeing of all children in our care. All staff, including casual staff, volunteers and students have a duty of care to ensure the safety and protection to all children who access the service's facilities and/or programs.

The safety and welfare of all children is of paramount importance. Staff and management have a legal responsibility, as Mandatory Reporters, to take action to protect and support children they suspect may be at significant risk of harm.

Our service will carry out the responsibilities of Mandatory Reporters as indicated under legislation. This responsibility involves following the procedures as outlined by Department of Communities and Justice and the NSW Commission for Children and Young People.

PROCEDURES

(a) Mandatory Reporting:

- A Mandatory Reporter is anybody who delivers services to children as part of their paid for professional work.
- In OOSH services, Mandatory reporters are:
  - Staff that deliver services to children; and
  - Management, either paid or voluntary, whose duties include direct responsibility for direct supervision for the provision of these services.
- Staff are mandated to report to Department of Communities and Justice if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998
- Section 23 (1):
  - (a)-(b) Child is at significant risk of harm – Neglect;
  - (a) Basic physical or psychological needs not being met or are at risk of not being met;
  - (b) Families unwilling or unable to provide necessary medical care;
  - (b1) Families unwilling or unable to arrange for the child or young person to receive an education;
  - (c) Child is at significant risk of harm – Physical/Sexual abuse;
  - (d) Child is at significant risk of harm – Domestic violence;
  - (e) Child is at significant risk of harm – Serious Psychological harm; and

- (f) Child is at significant risk of harm – Prenatal report.

- Any staff that forms a belief based on reasonable grounds that a child is at risk of harm should ensure they record the details of the report in a clear objective format.
- Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- To support staff where they suspect a child is at risk of harm a "Guide to Child Protection" is provided to all new staff and available in the policy folder for ongoing reference.
- Any staff who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Nominated Supervisor/Responsible Person as he or she may have information the staff member is not aware of. The Nominated Supervisor will then assist staff in running the online Mandatory Reporters Guidelines tool (see point below for more information) to determine whether the report meets the threshold for significant risk of harm.
- If directed by MRG to report to Department of Communities and Justice, staff should report their concerns to the Child Protection Helpline:
  - Mandatory Reporters phone 132 111.
- When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child's information, family information, reporter details and outcomes of the MRG.
- If Nominated Supervisor/Responsible Person has been advised that a child is at risk of harm but has not reported it to the Department of Communities and Justice, you are legally responsible to do so.
- Once a report is made to the Child Protection Helpline no further report needs be made to the CS Helpline unless new information comes to hand. However, notification of Significant Risk of Harm relating to Physical Abuse and of Sexual Abuse are to be made by Notification to the Regulatory Authority.
- If the Nominated Supervisor reports that a child is at risk of harm then they are to communicate to this to the Quality and Operations Leader.

(b) Mandatory Reporting Guidance Tool:

- A Mandatory Reporting Guidance tool has been developed to help frontline mandatory reporters, including OOSH workers determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide reporter on what action should be taken. The MRG is an interactive tool and is available online at https://childstory.net.au/ An improved Mandatory Reporter Guide is now located on the ChildStory Reporter. See Decision Tree is at https://reporter.childstory.nsw.gov.au/s/mrg
- If still in doubt the Department of Communities and Justice Helpline will provide feedback about whether the report meets the new threshold for statutory intervention.
- If new information presents concerning the child or young person run the MRG tool again.

- Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
- The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether further action is recommended.

(c) Information Exchange:

To provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.

- The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange.
- Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people.
- Under Chapter 16A NSW Children and Young Persons (Care and Protection) Act 1998, Staff will exchange information that relates to a child or young person's safety, welfare, or wellbeing, whether the child or young person is known to Department of Communities & Justice and whether the child or young person consents to the information exchange.
- The information requested or provided must relate to the safety, welfare, or wellbeing of the child. Information includes:
    - A child or young person's history or circumstances.
    - A parent or other family member, significant or relevant relationship; and
    - The agency's work now and in the past.
- Where information is provided in good faith and according to legal provisions, under section 29 and section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

(d) Where a Complaint is Made about a Staff Member, or Someone in the Service:

- Should an incident occur that involves a child being put at risk of harm from a member of staff, volunteer, trainee, or person visiting the service, this is regarded as 'reportable conduct' and necessitates such conduct being reported to the Office of the Children's Guardian within 7 business days.
- Where the allegation is made to a staff member or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates,
- times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.

- If the Nominated Supervisor or person in charge is suspected, then the chairperson on management committee should be informed.
- The relevant information and assistance are available on line at https://ocg.nsw.gov.au/.
- The person making the report should follow the advice of the Office of the Children's Guardian.
- Management will also follow this advice.
- The matter will be treated with strict confidentiality.
- For the protection of both the children and the staff member involved, the staff member should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.

(e) Recruitment of Staff:

- All staff employed by the service including management, full time/part time carers, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People. Written approval from the prospective employee will be sought prior to this check being carried out.
- When the service engages a self-employed individual to provide services, the provider is required to provide a Certificate for Self Employed People. This certificate ensures verification that the person employed is not banned by law from working with children. These certificates are issued through the NSW Commission for Children and Young People. Application form and instructions are available on www.kids.nsw.gov.au.
- All staff will sign and abide by 3Bridge Child Safe Code of Conduct.

(f) Training and Support:

- Staff will undergo regular training in relation to child protection and reporting.
- Child protection is a permanent agenda item at staff meetings. Educators are encouraged to ask questions and contribute to the continuous improvement of child safe policies, procedures, and practices.
- Child safe practices is a permanent agenda item at children's meetings. Educators provide children with information on internal and external support services, promote children's empowerment, rights, and participation.
- We hold regular information sessions for staff, volunteers, and students**.**
- Our policy is discussed during induction sessions for all new staff, volunteers, and students.
- Staff will undergo training in relation to child protection and reporting as part of the training budget.

(g) Communication:

- All educators, volunteers & children will be made aware of the Child Safety policy during their induction.

- We have regular discussions with staff, volunteers & children about our child safety practices.
- We provide families information about our child safety policy, resources & practices relating to child safety.

(h) For Further Information:

- Child Story https://childstory.net.au/
- Human Services Network www.hsnet.nsw.gov.au;
- Department of Communities and Justice https://www.dcj.nsw.gov.au/
- NSW Commission for Children and Young People www.kids.nsw.gov.au; and
- Child Protection Helpline 13 21 11
- Child Safe Standards Guide
- Office of the Children's Guardian https://ocg.nsw.gov.au/

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 84, 117B, 117C	QA4 – Staffing Arrangements QA5 – Relationships with Children QA7 – Governance and Leadership	Policy No. 25 – Removal and Assumption of Care of a Child from the Service by Department of Communities & Justice	Children and Young Person's (Care and Protection) Act 1998 (NSW) Commission for Children and Young People Act 1998 Child Protection (Prohibited Employment) Act 1998 Office of the Children's Guardian NSW Department of Communities & Justice Mandatory Reporting Guidelines

			NSW Child Protection Interagency Guidelines (2006) Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 Child Story

Policy No. 5 – Confidentiality

POLICY STATEMENT

Our service will make every effort to protect the privacy and confidentiality of all individuals associated with the service by ensuring that all records and information about individual children, families, educators, staff and management are kept in a safe and secure place and is not divulged or communicated, directly or indirectly, to another person other than:

- To the extent necessary for the education and care of the child;
- To the extent necessary for medical treatment of the child;
- Family of the child to whom the information relates;
- The Regulatory Authority or an authorised officer as expressly authorised, permitted or required under the Education and Care Services National Law and Regulations; and
- With the written consent of the person who provided the information.

PROCEDURES

(a) Collection of Personal Information:

- Before collecting personal information, the service will inform individuals of the following:
  - The purpose for collecting the information;
  - What types of information will be disclosed to the public or other organisations;
  - When disclosure will happen;
  - Why disclosure needs to occur;
  - How information is stored;
  - The strategies used to keep information secure;
  - Who has access to the information;
  - The right of the individual to view their personal information
  - The length of time information needs to retained; and
  - How information will be disposed of.
- All information regarding the children and their families attending the service is to be used solely for the purposes of providing childcare and meeting the administration requirements of operating the service.
- All information regarding any child/family enrolled in the service will only be accessible to authorised persons. The Approved Provider and the Nominated Supervisor will determine who is authorised to access records.

(b) Retention and Storage of Records:

- The Service will ensure that documents set out in the Education and Care Services National Regulations (Regulation 177) are kept in a safe and secure place for the length of time outlined in Regulation 183 (2).
- The Approved Provider will develop a practice in relation to the retention and disposal of records.
- In the event that approval of the service is transferred, the requirements of Regulation 184 will be followed.

(c) Disclosure of Information:

- Personal information regarding the children and their families is not to be discussed with anyone outside the service, except in circumstances outlined in Regulation 181.
- Families may seek access to the personal information collected about them and their child by contacting the Nominated Supervisor at the service. Children may also seek access to personal information about themselves. However, access may be denied where access would impact on the privacy of others; where access may result in a breach of the service's duty of care to the child; or where the child has provided information in confidence.
- Lists of children's or families names, emails and phone numbers are deemed confidential and are not for public viewing and will not be issued to any other person or organisation without written consent.
- No personal information regarding a staff member is to be given to anyone without his/her written permission.

(d) Personal Conversations:

- Personal conversations with families about their children, or other matters that may impact on the child's enrolment, for example, fees, will take place in an area that affords them privacy.
- Personal conversations with educators and staff about matters relating to their performance will take place in an area that affords them privacy.

(e) Maintenance of Information:

- The Nominated Supervisor is responsible for maintaining all service records required under the Education and Care Services National Regulations (Regulation 168) and other relevant legislation, for example, Work, Health and Safety, Australian Taxation Office, Family Assistance Office, Department of Education, Employment and Workplace Relations (DEEWR) and for ensuring that information is updated regularly.
- The service takes all reasonable precautions to ensure personal information that is collected, used and disclosed is accurate, complete and up-to-date.
- Our Administration team will conduct a review of enrolment records at least twice a year to ensure information is up to date, complete and accurate.
- Individuals will be required to advise the service of any changes that may affect the initial information provided.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 145–152, 168, 174–177, 183	QA4.2 – Professionalism QA5.1 – Relationships Between Educators and Children QA7.3 – Administrative Systems	Enrolment Form Parent Handbook Staff Handbook Personnel Files Policy No. 15 – Governance and Management	My Time, Our Place Network OSHC Code of Professional Standards Network Record Keeping Factsheet Work Health and Safety Act 2011 Privacy Act 1988 Child Care Service Handbook (DEEWR)

Policy No. 6 – Cultural Relevance / Anti-Bias and Prejudice

POLICY STATEMENT

3Bridges recognises and values the diversity of cultures within Australia and our community. The service will provide a wide range of practices to actively counteract bias and prejudice. All children will be treated in the same manner and be provided with the same access to all materials and equipment.

The purpose of this policy is to clearly outline how al educators approach programming and experiences offered to children, with no bias in regard to race, cultural background, religion, ability, sexual preference of parents or family dynamics of the child or staff member.

3BC OSHC team aims to foster within each child, an awareness and acceptance for many cultures, their practices and their life. Experiences, activities, behaviour and signage in the centre will be considerate of the cultural, religious and linguistic diversity of the families within the community.

PROCEDURE

- Staff shall accept and value every parent/guardian and child regardless of race, cultural background, religion, ability, age, sex or sexual preference of parents/guardians or family dynamics.
- Staff will make themselves aware of the specific cultures represented in the families and general community of the centre.
- No prejudice will be made against any family, child or staff member due to their culture, race or sexual preference.
- Staff will not be judgmental towards the parents and respect any differences in childcare practices (with the exception of child protection concerns).
- Staff will ensure parents have confidence in the centre's quality of care for their child by seeking information regarding their cultural issues.
- Staff will encourage feedback and input from parents in relation to the program, policies or other issues in the centre, including those which are affected by the families' culture, race or religion.
- Parents will be invited and encouraged to contribute knowledge of their own culture to enhance the overall program.
- All staff will undertake training and sharing of information regarding the various cultures and multicultural programming.
- Staff are encouraged to share knowledge of their own cultures with other staff, parents and children and to incorporate this into the program.
- Staff will make themselves aware of any issues or behaviour, which may be offensive to the various cultures and avoid possible offensive behaviour.

- All activities and behaviour in the centre will be considerate of the cultural and linguistic diversity of the families within the community.
- Where possible, parent information will be translated into other languages.
- Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from prejudice, bias and harassment.
- Staff shall research and gain ideas regarding appropriate and relevant diverse experiences and activities to be incorporated in the program, where children are encouraged to explore and share in an environment free from prejudice, bias or harassment.
- Staff should be aware of and ensure that festivals and celebrations of many cultures are included in the program.
- Cultural awareness should be integrated throughout the entire program and reflect an attitude of respect and positive appreciation for the differences in our society.
- All activities in the centre will be checked to ensure that negative, discriminating or prejudicial images of particular cultures or life-styles are avoided.
- Every effort will be made to employ staff and relief staff from the diverse cultures in our society.

RESPONSIBILITIES

All 3Bridges OSHC staff have the responsibility for the identification of bias or prejudice and reporting of same.

DISTRIBUTION

General membership, all staff at 3Bridges Community.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 168	QA1 – Educational Program and Practice QA5 – Relationships with Children QA6 – Collaborative Partnerships with Families and Communities	People & Culture Handbook Code of Conduct Staff Handbook	Anti-Discrimination Act

Policy No. 7 – Dealing with Infectious Diseases

POLICY STATEMENT

Our service will provide a safe and hygienic environment that will promote the health and wellbeing of the children (*My Time, Our Place* Outcome 3). We will take all reasonable steps to prevent and manage the spread of infectious diseases through the implementation of procedures that are consistent with guidelines of State Health Authorities.

PROCEDURE

(a) Prevention:

- Universal precautions will be consistently applied across service practices to ensure prevention of the spread of infections is effective.
- A regularly updated copy of the Department of Health guidelines on infectious diseases will be kept at the service for reference by staff, management and families.
- If a child is showing symptoms of an infectious disease whilst at home, families are not permitted to bring the child to the service. Children who appear unwell when being signed in by their family will not be permitted to be left at the service.
- Hand washing will be practised by all educators and children upon entering the service, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal. In addition, educators will wash their hands before leaving the service.
- The service will be cleaned daily, and rosters maintained as evidence of the cleaning tasks being undertaken.
- All toilet facilities will have access to a basin or sink with running hot and cold water and soap and paper towel for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- All toilets, hand basins and kitchen facilities used by the service will be cleaned and disinfected daily. General surfaces will be cleaned with detergent after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.
- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing, educators should acknowledge children who are modelling hygiene practices.

- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by educators to support these practices.
- Educators will aim to provide a non-judgmental approach to differences in hygiene practices and standards between families in order to support children's developing sense of identity. Where practices differ to standards expected in the service remind children that these are practices to be followed in the service, but they may be different for them at home.
- All educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus and Hepatitis B through immunisation with their local health professional.

(b) Management:

- In circumstances where there has been an occurrence of an infectious disease at the service a notice will be displayed about this in the service 'family sign in/out area' to inform families of the confirmed case of an infectious disease having attended the service.
- Children and staff with infectious diseases will be excluded from the service for the period recommended by the Department of Health.
- Where there is an outbreak of an infectious disease, each enrolled child's family/emergency contact will be notified within 24 hours under ordinary circumstances. The service will maintain confidentiality when issuing the notification and ensure it is not prejudicial or identify any children.
- In the event of an outbreak of vaccine-preventable disease at the service or school attended by children at service, parents of children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.
- If a child develops symptoms of a possible infectious disease whilst at the service, their family will be contacted to take the child home. Where they are not available, emergency contacts will be called to ensure the child is removed from the service promptly.
- All staff dealing with open sores, cuts and bodily fluids shall wear disposable gloves and practice universal precautions.
- Staff with cuts, open wounds or skin diseases such as dermatitis should cover their wounds and wear disposable gloves.
- Disposable gloves will be properly and safely discarded and staff are to wash their hands after doing so.
- If a child has an open wound it will be covered with a waterproof dressing and securely attached.
- If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.

- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. The staff person in charge of the first aid kit will ensure that a mask is always available in the kit.
- Staff will consider the resources they are using when assisting school age children when toileting to ensure they are age appropriate and ensure privacy for the child and ease of use by staff.
- Any soiled clothing shall be handled using disposable gloves and be placed in a sealed plastic bag for the parents to take home for laundering. The service will never rinse soiled clothing.
- Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.
- The Public Health Unit will be notified if any child contracts a vaccine-preventable disease.
- At all times the service will follow the recommendations as outlined in the Health Department document.
- The decision to exclude or re-admit a child or staff member will be the responsibility of the Nominated Supervisor based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The Nominated Supervisor or staff members have the right to refuse access if concerned about the child's health.
- Children and staff with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.
- A doctor's clearance certificate will be required for all infectious diseases such as measles, mumps diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before returning to the service.

(c) Management of HIV/AIDS/Hepatitis B and C:

- Under the Federal Disability Act and the Equal Opportunity Act, there will be no discrimination based on a child's/family/educators HIV status.
- A child with AIDS shall be treated as any other child and will have the same level of physical contact with educators as other children in the centre.
- Where educators are informed of a child, family member or another educator who has HIV/AIDS or Hepatitis B or C, this information will remain confidential at all times. The service has no obligation to advise other families attending the service of a child's or educators HIV status.
- Proper safe and hygienic practices will be followed at all times and implementation of procedures to prevent cross infection as identified in this policy will be consistently implemented.
- Educators and families will be encouraged to participate in AIDS and Hepatitis education.

(d) Management of Covid-19

Hygiene measures

- Encourage all children, staff & visitors to regularly wash their hands with soap and water for at least 20 seconds or use an alcohol-based hand sanitiser.
- A designated hand sanitiser station is set up at the entry to all OSHC services for staff, children and visitors to use upon entry to a service.
- Encourage all children, staff & visitors to sneeze or cough into their elbow or a tissue
- All OSHC sites to have tissues available at convenient locations within the service.
- Team members to wear face masks in accordance with NSW Health – Face Mask Rules.
- If required, face shields will be worn during activities where social distancing is not possible such as cooking, art & craft, or whilst supporting children with additional needs.
- Wherever possible staff will maintain 1.5 metre physical distancing & encourage families to do so.
- The use of mobile phones by staff should be discouraged unless necessary, and staff should be encouraged to clean their phones regularly. The service phone must be cleaned daily.
- Services will display health and hygiene promotional materials from the NSW Government in a variety of languages.

Vaccinations

- All 3Bridges employees are required to be fully vaccinated unless they have been given permission to work from home & are able to fulfil their duties off site.

Ventilation

- Use outdoor settings wherever possible. In most cases, outdoor settings have better natural airflow than indoor areas.
- Use large, well-ventilated indoor spaces. If you must use an indoor space, avoid crowded or noisy indoor spaces.
- Drop off and collection of OSHC children will occur in line with the current Department of Education guidance to schools.
- Avoid directing fans towards children's faces, aim them continuously towards the ceiling or floor. Limit oscillation and turbulence of fans.
- Regularly inspect, maintain, and clean heating, ventilation and air conditioning (HVAC) systems.

If services can't modify the ventilation or choose an outdoor location

Consider:

- Reducing the number of people in an indoor space at any one time by splitting children into groups and encouraging them to use different areas around the centre.
- Reducing the length of time that children spend indoors all together.

Contact Tracing

- Mandatory QR code check in at 3Bridges premises for all team members and visitors to allow appropriate contact tracing to occur.

Managing close contacts to a positive COVID case

- All staff deemed to be a close contact of a positive covid care will be required to get a RAT immediately & provide a negative result before returning to work in a service.
- 3Bridges will adhere to the NSW Health Guidelines in managing close contacts to a positive covid case.

Managing a positive case

- 3Bridges will adhere to the NSW Health Guidelines & the Department of Education recommendations for managing a positive covid case.
- All staff deemed to be a close contact will immediately get a RAT & only return to work once they provide a negative result.
- Management will contact Facilities & Fleet Manager to arrange a deep cleanse of the service to take place as soon as possible.
- Management will inform the relevant school principals, families & 3Bridges Executive Team as required, of the positive covid case.

Closing a service

- Management will determine if the service is required to close. Should the service close a notification of service closure must be made within 24 hours, or as soon as possible to the Early Childhood Directorate.
- Service must submit an I01 Notification of incident – Closure or reduction in number of children attending the service through the National Quality Agenda IT System (NQA ITS)External link.
- Admin to action service closure processes through our software provider.

Reopening a service

- Service will advise ECEC when the service reopens by:
    - logging into NQA ITSExternal link and add an additional information to our original notification of closure or emailing ececd@det.nsw.edu.au to say our service has reopened and when.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 85–88	QA2.1.2 – Health Practices and Procedures QA2.2.2 – Incident and Emergency Management QA7.1.2 – Management Systems	Family Handbook Staff Handbook Policy No. 11 – Enrolment and Orientation Policy No. 21 – Management of Incident, Injury, Illness and Trauma Policy No. 24 – Providing a Child Safe Environment	Disability Discrimination Act 1975 NSW Anti-Discrimination Act 1977 Work Health and Safety Act 2011 Staying Healthy in Child Care (5th Edition) NSW Health Guidelines

Policy No. 8 – Dealing with Medical Conditions and Medication Administration

POLICY STATEMENT

Our service will work closely with children, families and where relevant schools and other health professionals to manage medical conditions of children attending the service. We will support children with medical conditions to participate fully in the day to day program in order to promote their sense of wellbeing, connectedness and belonging to the service (*My Time, Our Place* 1.2, 3.1). Our educators will be fully aware of the nature and management of any child's medical condition and will respect the child and the family's confidentiality (*My Time, Our Place* 1.4). Medications will only be administered to children in accordance with the National Law and Regulations.

PROCEDURE

Dealing with Medical Conditions: Families will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded on the child's enrolment form.

- Upon notification of a child's medical condition, the Nominated Supervisor will ensure the family is provided with a copy of this policy in accordance with Regulation 91.

Parent/Guardian Responsibilities

- Provide a current medical management plan developed in consultation with the child's doctor and family for specific or long-term medical conditions.
- Where a child has an allergy, the family will be asked to supply information from their doctor explaining the effects if the child is exposed to whatever they are allergic to and to explain ways the educators can help the child if they do become exposed.
- Provide completed Medication authorisation form.
- Provide/Replace (within expiry) the necessary medication and equipment required to manage their child's medical condition. Children can NOT attend the service without medication.
- Prior to the child's attendance, consult relevant health professionals and meet with the Nominated Supervisor, to discuss risk minimisation strategies and develop a risk minimisation plan for their child's medical condition/s.
- Families of children with an allergy or intolerance may be asked to supply a safe alternative food if required (e.g. soy milk, gluten free bread).
- Where medication for treatment of long-term conditions such as asthma, epilepsy, anaphylaxis or diabetes is required, the service will require an individual Medical Management Plan from the child's medical practitioner or specialist detailing the medical condition of the child, correct dosage of any medication as prescribed and how the condition is to be managed in the service environment.

Nominated Supervisor Responsibilities

- The Nominated Supervisor will ensure a meeting is initiated with the family and
- relevant health professionals prior to the child's attendance, to discuss the content of the medical management plan and Risk minimisation plans. The Nominated Supervisor is required to ensure the child's medical condition and risk minimisation strategies are communicated to all educators, volunteers and administrative support.
- Content of the Risk Minimisation plan will include:
    - Identification of specific risks to the child or others by their attendance at the service;
    - Identification of any practices or procedures that need adjustment at the service to minimise risk e.g. food preparation procedures;
    - Process and timeline for orientation or training requirements of educators; and
    - Methods for communicating between the family and educators if there are any changes to the child's medical management plan.
    - Communication plan
- The medical management plan will be followed in the event of any incident relating to the child's specific health care need, allergy or relevant medical condition. All educators including volunteers and administrative support will be informed of any special medical conditions affecting children and orientated regarding the necessary management. In some cases, specific training will be provided to educators to ensure that they are able to effectively implement the medical management plan.
- Where possible the service will endeavour to not have that allergen accessible in the service.
- Services will develop a critical dates record to record expiry dates for medications of children with serious medication conditions. Services will check regularly to ensure all medications are in date and follow up with families to request medications are replaced 1 month before they are due to expire.
- All Medical Management Plans including for anaphylaxis/ severe food allergies will be placed in an area easily referenced by Educators and volunteers. It is deemed the responsibility of the nominated supervisor to communicate location of medical management plans and risk minimisation strategies to every educator at the service to encourage them to stay current with the displayed Medical Management Plans.

Communication Plan

- In relation to communication plans, relevant staff members and volunteers are informed about the medical conditions policy and the medical management plan and risk minimisation plan for the child; and
- A child's parent/guardian can communicate any changes to the medical management plan and risk minimisation plan for the child, setting out how that communication can occur.
- Parents/guardians can communicate any changes to the medical management plan via email, phone, verbally to Admin staff or during the annual review of the risk minimisation plans.

- A communication plan is discussed and incorporated into the Induction and Orientation of new and existing staff (as required), this includes the Medical conditions Policy, medical management plans and risk minimisation plans for children. The purpose of the communication plan is to ensure all educators and volunteers have access and are informed of each child's requirements or needs.
- Staff are kept informed about the medical conditions policy, medical management plan and risk minimisation plan as updates occur.

Diabetes

All families with children enrolled at the service with Diabetes must provide a Diabetes Care Plan and Emergency Medical Plan following enrolment and prior to the child starting at the service which should include:

  - When, how and how often the child is to have finger-prick or urinalysis glucose or ketone monitoring?
  - What meals and snacks are required including food content, amount and timing?
  - What activities and exercise the child can or cannot do?
  - Whether the child can go on excursions and what provisions are required?
  - What symptoms and signs to look for that might indicate hypoglycaemia (low blood glucose) or hyperglycaemia (high blood glucose)?
  - What action to take including emergency contacts and what first aid to implement? - An up-to-date photograph of the child.

- The family must supply all necessary glucose monitoring and management equipment.
- There is a staff member who is appropriately trained to perform finger-prick blood glucose or urinalysis monitoring and knows what action to take if these are abnormal.
- Ensure there are glucose foods or sweetened drinks readily available to treat hypoglycaemia at all times (low blood glucose), e.g. glucose tablets, glucose jellybeans, etc.
- Nominated Supervisor will follow the communicate plan, informing the team about strategies to manage the diabetes.

Epilepsy

- All families with children enrolled at the service with epilepsy must provide an Epilepsy Management Plan, seizure record and, where relevant, an Emergency Medical Management Plan, filed with their enrolment record.
- A Medical Conditions Risk Minimisation plan is completed for each child diagnosed, outlining procedures to minimise the incidence and effect of a child's epilepsy. The plan will cover the child's known triggers and where relevant other common triggers which may cause an epileptic seizure.
- Nominated Supervisor will follow the communicate plan, informing the team about strategies to manage the epilepsy.

- All staff members are trained to identify children displaying the symptoms of a seizure, and locate their personal medication and Epilepsy Management Plan
- Individual Epilepsy Management and Emergency Medical Management Plans will be displayed in key locations throughout the Service.

Asthma

- All families with children enrolled at the service with Asthma must provide an Asthma Action Plan completed in consultation with, and signed by, a medical practitioner and updated annually or as required.
- Families of all children with asthma provide reliever medication and a spacer (including a child's face mask, if required) at all times their child is attending the service.
- A Risk Minimisation Plan is developed for every child with asthma, in consultation with parents/guardians.
- All children with asthma have an Asthma Action Plan and Risk Minimisation Plan filed with their enrolment record.
- A medication record is kept for each child to whom medication is to be administered by the service.
- Nominated Supervisor will follow the communicate plan, informing the team about strategies to manage the epilepsy.
- Individual Asthma Action Plans will be displayed in key locations throughout the service.

Anaphylaxis

- All families with children enrolled at the service with Anaphylaxis must provide an anaphylaxis risk minimisation plan completed in consultation with, and signed by, a medical practitioner and updated annually or as required.
- Families will provide staff with an anaphylaxis medical management action plan signed by the Registered Medical Practitioner giving written consent to use the auto-injection device in line with this action plan.
- Where a child has a severe food allergy resulting in anaphylaxis, the service will have in place risk minimisation strategies that keep the children at risk separate from the particular food allergen. Where it is necessary for other children to consume the particular food allergen the child with a food allergy will be seated separately during mealtimes and all children will wash their hands before and after eating.
- Nominated Supervisor will follow the communicate plan, informing the team about strategies to manage the Anaphylaxis.
- Nominated Supervisor will ensure that the auto-injection device kit is stored in a location that is known to all staff, including relief staff; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat.

(a) Administration of Medication:

- Prescription medication will only be administered to the child for whom it is prescribed, from the original container bearing the child's name and with a current use by date. Non-prescription medication will not be administered at the service unless authorised by a doctor.
- Educators will only administer medication during services operating hours.
- Permission for a child to self-medicate will be administered with the families written permission only.
- An authorisation is not required in the event of asthma or an anaphylaxis emergency where First Aid will be applied, and parent notified; and emergency service notified.
- Families who wish for medication to be administered to their child or have their child self- administer the medication at the service must complete the Medication Authorisation Record and provide the following information:
    - Name of child
    - Name of medication
    - Details of the date, time and dosage to be administered. (General time, e.g. lunchtime will not be accepted.);
    - Method of Administration (including if the child is to take the medication themselves (self-administer); or have an educator give it; and ▪ Signature of family member.
- Medication must be given directly to an educator and not left in the child's bag. Educators will store the medication in a designated secure place, clearly labelled and ensure that medication is always kept out of reach of children.
- If anyone other than the parent is bringing the child to the service, a written permission note from the parent, including the above information, must accompany the medication.
- An exception to the procedure is applied for asthma medication for severe asthmatics in which case the child may carry their own medication on their person with parental permission. Where a child carries their own asthma medication, they should be encouraged to report to an educator their use of the puffer as soon as possible after administering and the service maintain a record of this medication administration including time, educator advised and if the symptoms were relieved.
- Before medication is given to a child, the educator (with current First Aid Certificate) who is administering the medication will verify the correct dosage for the correct child with another educator who will also witness the administration of the medication.
- After the medication is given, the educator will record the following details on the Medication Administration Record: Name of medication, date, time, dosage, name and signature of person who administered and name and signature of person who verified and witnessed.
- In the event of a child having permission to self-medicate this must be authorised on the Medication Authorisation Form and recorded overleaf on the Medication Administration Record.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Law: 167, 173 **Regulations:** 90–96, 178, 181–184	QA2.1 – Health QA6.2 – Collaborative Partnerships QA6.3 – Community Engagement	Parent Handbook Staff Handbook Risk Minimisation Plan Individual Medical Management Plans and Corresponding Resources Policy No. 2 – Administration of First Aid Policy No. 11 – Enrolment and Orientation Policy No. 21 – Management of Incident, Injury, Illness and Trauma Policy No. 24 – Providing a Child Safe Environment	Disability Discrimination Act 1975 NSW Anti-Discrimination Act 1977 Work Health and Safety Act 2011 My Time, Our Place Diabetes Australia Epilepsy Foundation

Policy No. 9 – Delivery and Collection of Children

POLICY STATEMENT

Our service will ensure that children arrive at and leave the service in a manner that safeguards their health, safety and wellbeing. Educators will manage this by adhering to clear procedures regarding the delivery and collection of children, ensuring that families understand their requirements and responsibilities and accounting for the whereabouts of children at all times whilst in the service's care.

PROCEDURES

(a) Delivery of Children:

- Children are not to be left at the service unattended at any time prior to the opening hours of the service.
- The child's parent, guardian or nominee delivering a child to the service must sign the attendance register and record the time of arrival and their signature. When collecting children from school, in the absence of a child's parent, guardian or nominee, the Nominated Supervisor or an Educator must sign the attendance register and record the time of arrival for each child.
- Educators will be aware of each child's arrival at the service and exchange information with the person delivering the child such as who will be collecting the child.
- If a child requires medication to be administered whilst at the service, the person delivering the child must complete the Medication Authorisation as per the services Management of Medical Conditions and Administration of Medication procedures.

(b) Collection of Children:

- Children must be collected by the closing time of the service.
- Children may only be collected by a parent/guardian who is legally entitled to collect the child, an authorised nominee recorded in the child's enrolment record, or another person authorised in writing by a parent or authorised nominee. Any applicable court orders must be observed. Collection authorisations and contact details must be kept current.
- The parent, guardian or authorised nominee who is collecting a child must sign the attendance register and record the time of collection. When taking children to school, in the absence of a child's parent, guardian or nominee, the Nominated Supervisor or an Educator must sign the child out on the attendance register and record the time of departure for each child.
- Children must not sign themselves out or leave the service independently, including with written parental authorisation. Children must be collected by a parent/guardian or an authorised person, except when leaving under educator supervision for school transitions, excursions or service transport, or in an emergency in accordance with the applicable procedures.
- Educators will be aware of each child's departure from the service to ensure children are only collected by an authorised nominee listed on their collection list.

- Educators should be notified as soon as possible if the authorised nominee will be later than expected and the child will be informed to avoid unnecessary anxiety.
- If a person who is not on the collection list arrives to collect a child, written authorisation will be sought from an authorised nominee before the child is able to leave the service. The person authorised to collect must be 13 years of age or over with written authorisation on the service record**.** The Nominated Supervisor will also request identification from the person collecting the child.
- In the case of an emergency where a child's authorised nominees cannot collect the child and someone not on the collection list will be collecting the child, the service must be notified by in writing via email or SMS by an authorised nominee. These written notifications via email, SMS or Fax are to be kept on record.
- In the event that the Police, DCJ, or another authorised authority is present to collect a child, the responsible person will record their name and contact details (and request a business card if available). The Responsible Person will contact management before allowing them to leave the site.
- Note: For further details regarding collection authorisations and the acceptance or refusal of authorisations, refer to Policy No. 1 – Acceptance and Refusal of Authorisations.

(c) Acknowledgement of Children's Arrival:

- Educators will acknowledge children's arrival at the service during After School Care by recording the child's name and arrival time at the service on the Electronic Sign In.
- If using transport to deliver children to the service, ensure procedures are in place to record that children have been collected and that educators address children by their name to ensure the correct children have been collected. This is particularly important when employing new or casual staff. Services will be notified of children newly booked into after school care to add to the roll.
- Should a child not arrive at the service or not be waiting in the designated area when expected, educators will follow the below *Step (d) - Absent and Missing Children procedure* of Policy No. 9 – Delivery and collection of children.

  *Individual services may have specific acknowledgement of children's arrival procedure if required.
- Children whose parents wish for their child to attend extra-curricular activities must complete the relevant form CC F15- Authority to Attend Extra-curricular Activity - giving authority to the service to release and sign-out the child from the care of the service.

(d) Absent and Missing Children:

- Families are required to notify educators as early as possible if children will be absent from the service. Educators will record the absences in an appropriate place where other educators will be aware of the information.
- Families will be informed of their notifying responsibilities upon enrolment and through the parent handbook.

- If a child only attends after school care the families must notify educators when a child has returned from an absence so they know to expect the child at the service.
- Should a child not arrive at the service or not be waiting in the designated area when expected, educators will:
    - Ask the other children of their knowledge of where the child might be;
    - Approach the school office and ask for information regarding the child's attendance at school.
    - If the child was absent from school, call the child's authorised nominees at a suitable time to remind them of their notifying responsibilities and find out when they should expect the child to return to the service;
    - If the child was present at school and the other children and school staff are unaware of their whereabouts, educators will ask the school staff for assistance in searching for the child in the school area. Ensure supervision is maintained for other children during this process;
    - If the child is still unable to be located, educators will return to the service and call the child's authorised nominees to gain further information. Continue to call the authorised nominees on the contact list until contact has been made. Maintain contact with the authorised nominees until the child has been located;
    - Continue to keep in contact with the school during this time;
    - Arrange for appropriate supervision of children at the service and send an educator back to the school area to continue looking for the child. Follow up on any leads regarding children going to a friend's home and check common places in the local area;
    - If the child remains missing, contact the police and keep the authorised nominees and school informed of the situation; and
    - The Approved Provider must notify the NSW Regulatory Authority through NQAITS of any serious incident involving a child who appears to be missing or cannot be accounted for while being educated and cared for by the service, within 24 hours of the incident.

(e) Procedure Prior to closing for the day:

- Before closing the service for the day, educators should look for visual cues that a child may still be on the premises (for example, a backpack left on a hook) and physically check each area, including sleeping areas, to ensure no child is accidentally locked inside**.**

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance

Regulations: 99, 158–161, 168, 176	QA2.3 – Child Protection QA7.3 – Administrative Systems	Family Handbook Staff Handbook Policy No. 1 – Acceptance and Refusal of Authorisations Policy No. 8 – Administration of Medication Policy No. 11 – Enrolment and Orientation Policy No. 24 – Providing a Child Safe Environment	

Policy No. 10 – Emergency and Evacuation

POLICY STATEMENT

Our service will provide an environment that always ensures the safety and wellbeing of the children (*My Time, Our Place* 1.1, 3.1). All children, educators and volunteers will be aware of, and practised in emergency and evacuation procedures. In the event of an emergency, natural disaster, or threats of violence these procedures will be immediately implemented. In implementing the practice sessions of emergency procedures with children, educators and volunteers will encourage children to discuss possible scenarios where emergency procedures may be required and support children to come up with solutions and ideas for improving on the procedures or discussing ways to avert emergency situations (*My Time, Our Place* 4.2).

Opportunities for older children to access and use the written emergency procedures to orientate new children prior to an emergency drill will be provided by educators on a regular basis prior to carrying out the emergency drill (*My Time, Our Place* 5.1 and 5.2).

PROCEDURE

- A risk assessment is conducted to identify potential emergencies that are relevant to each site/service**.** The risk assessment is reviewed annually or as required.
- Instructions for what must be done in the event of an emergency and an emergency and evacuation floor plan will be displayed in a prominent position near the main entrance and exit of each room used by the service.
- All educators, including relief staff, will be informed of the procedure and their specific duties identified in their orientation to the service. Nominated Supervisors will decide as to the delegation of leadership and duties in their absence.
- Emergency procedure, evacuation and assembly point will be displayed at each of the evacuation exits on the plan and educators made familiar with them.
- Educators will discuss the emergency procedures with the children and the reasons for practising the drills prior to each emergency drill being undertaken. Following each drill, children should be reassured, and their suggestions and comments welcomed for how the drill might be improved to provide them with a sense of control and understanding of the process.
- Evacuation procedures are rehearsed every 2 months by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal.
- Lockdown procedures are rehearsed every 2 months by the staff members, volunteers and children present at the service on the day of the rehearsal and the responsible person in relation to the service who is present at the time of the rehearsal.

- Evacuation and lockdown procedures will occur on alternate months e.g. January – Evacuation procedures, February – Lockdown procedures, March – Evacuation procedures, April – Lockdown procedures.
- Sites that provide Before, After and Vacation Care will rehearse procedures across all of those services within the month.

- Nominated Supervisors will be responsible for the scheduling of all emergency and evacuation procedures. The schedule will be communicated to children, families and educators.
- Services practice emergency procedures based on the potential emergencies identified through site risk assessments.
- All emergency drills will be recorded with date, time and length of time it took to leave building. Additional comments on recommendations for improvements can also be included in the record.
- Sign in sheets of the children and staff in attendance will be attached the record to ensure all children and staff rehearse emergency and evacuation procedures.
- No child or educator is to go to their bags to collect personal items during an emergency evacuation. This would lead to confusion and delays.
- The service will maintain a fire blanket and smoke detectors and have them checked regularly as per the manufacturer's instructions.
- Fire extinguishers will be installed and maintained in accordance with Australian Standard - AS 2444-2001 and educators will be instructed in their operation.
- Educators will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety, and they feel confident to use the fire blanket or operate the extinguisher and all the children have been evacuated from the room.
- Educators should be aware of bush fire danger and if relevant have appropriate training on the necessary procedures. Services in bushfire prone areas will have a plan.

Harassment and threats of violence

If a person/s known or unknown to the service harasses or makes threats to children or educators at the service, or on an excursion, educators will:

- Calmly and politely ask them to leave the service or the vicinity of the children.
- Be firm and clear and remember your primary duty is to the children in your care.
- If they refuse to leave, explain that it may be necessary to call the police to remove them.
- If they still do not leave, call the police.
- If the Nominated Supervisor is unable to make the call another educator should be directed to do so. Educators should liaise with team members in advance to determine a code phrase that will alert another

team member to a threat situation arising and prompt the police contact and children being moved to a safer area for possible lockdown.

- Educators will go into Lockdown where the threat is outside, and it is assessed to be safer for children and educators to remain inside. Phone calls will be made to families from the emergency contact list alerting them that the service is in lockdown, that Police have been called and to take directions from emergency personnel when they arrive to collect children.

Educating and Caring for Additional Children in the Event of an Emergency

- An additional child or additional children will not be permitted to be educated and cared for at the service in an emergency unless, on reasonable grounds, it is determined this will not affect the health, safety and wellbeing of all children attending the service.
- In the event of an emergency and an additional child or children are requested to attend the service it is the responsibility of the Responsible Person on Duty to assess if the additional children in attendance will/will not affect the health, safety and wellbeing of children attending the service.
- As soon as practicable the Responsible Person on Duty must notify via phone call the Nominated Supervisor and Primary Education Manager of the circumstances of the emergency and the request for an additional child or children to attend the service.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 97, 168	QA2.3 – Child Protection	Parent Handbook Staff Handbook Policy No. 1 – Acceptance and Refusal of Authorisations Policy No. 12 – Excursions Policy No. 24 – Providing a Child-Safe Environment	My Time, Our Place Network OSHC Code of Professional Standards Work Health and Safety Act 2011 Emergency Planning Workshop – NSW Government / Education

Policy No. 11 – Enrolment and Orientation

POLICY STATEMENT

Our service accepts enrolments to the service for primary school age children in accordance with funding priorities and guidelines. 3Bridges strives to embed clear and consistent enrolment procedures to ensure all families are supported in accessing 3Bridges outside school hours care.

3Bridges ensures all staff are equipped with skills to support a positive experience for both children and their families when commencing care with 3Bridges inclusive of developing close personal relationship with families and support from external agencies where appropriate.

3Bridges recognises the importance of accurate information regarding individual children's specific needs and implements a robust enrolment procedure to collect important information to both support children at the service and share necessary information with families and external agencies. 3Bridges enrolment procedures are designed to comply with the Education and Care National Regulations 160 – 162 which mandates the enrolment records that must be maintained by an approved provider of an education and care service.

3Bridges orientation process is in place for children and their families. The purpose of this process is to:

- Enable educators/staff to meet and greet children and their families;
- Support families from enrolment to be involved in the service and contribute to service decisions (NQS 6.1.1)
- Provide essential operational information;
- Form the foundation for a successful and caring partnership between home and the service; and
- To help children develop a sense of identity, feel accepted, develop attachments, and trust those who care for them (*My Time, Our Place*, Outcome 1).

PROCEDURES

(a) Eligibility:

- Access and eligibility will be subject to the Guidelines set down by the Australian Government Department of Education Child Care Provider Handbook, these are:
    - There are no requirements for filling vacancies. Providers can set their own rules for deciding who receives a place. Providers are asked to (but not legally obliged to) prioritise children who are in the two below areas:
    - Priority 1 – a child at risk of serious abuse or neglect;
    - Priority 2 – a child of a single parent who satisfies, or of parents who both satisfy, the activity test through paid employment. This meets the Australian government's aims of helping families who are most in need and supporting the safety and wellbeing of children at risk.
- Within these main categories priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families;
- Children in families which include a child with a disability;
- Children in families on low incomes;
- Children in families from culturally and linguistically diverse backgrounds;
- Children in socially isolated families; and
- Children of single parents.

- As well as the above, children must be enrolled in primary school to be eligible to attend the service. Children of preschool age will not be accepted into the program except for the January Vacation care period immediately prior to the child commencing primary school. This enrolment will be accepted upon evidence that the child is enrolled to commence primary school.

(b) Inclusion of Children with Additional Needs:

- The service Nominated Supervisor will work with individual families on determining a commencement of care date that supports a smooth transition into the service for children with additional needs including but not limited to learning, behavioural, diagnosed difficulty or medical conditions. This ensures that there is adequate time to apply for additional funding, recruit additional staff and remain best place to support your child.
- Provision of places for children with additional needs will be made wherever possible, with a regular review period. Access to care will focus on the needs of the child and the service's ability to meet these needs. Ongoing arrangements will be at the discretion of the Nominated Supervisor in consultation with parents/guardians and educators.
- Prior to accepting an enrolment, the Nominated Supervisor may request a meeting with the parent/guardians and child to discuss the following –
- Amount of support the child may require at the service and reasonable adjustments e.g. assistance with toileting/eating/social skills.
- Nominated Supervisor to provide the family with information about Inclusion supporting funding, the purpose of the funding and what is required for the service to apply.
- Discussion about the care environment. This may include how many children attend the service on average, atmosphere when all children are indoors (noise level), resources, boundaries.
- Families are asked specific questions about their child's interests, capabilities, social skills, behaviours.
- Nominated Supervisor will request copies of diagnoses, medical reports and any other documentation that will support the OOSH team in understanding the needs of the child.
- The Nominated Supervisor may consult with the OSHC Regional Manager whilst making a decision on the suitability of the care environment.

(c) Waiting List:

- Where demand for care exceeds the service's number of approved places, families will be placed on the service's waiting list. When completing waiting list details families will be advised of the access and eligibility Guidelines. Waiting lists will be refreshed annually.

(d) Enrolment:

- Enrolments will be created in line with the access and eligibility guidelines and the Child Care Subsidy System (CCSS). There are four enrolment types under the CCSS:
  - Complying Written Arragnement (CWA)
  - Relevant Arrangement (RA)
  - Arrangement with an organisation (OA)
  - Additional Child Care Subsidy (ACCS)
- All child enrolments are to be completed online which is accessible via the 3Bridges OOSH website - https://3bridgesafterschool.org.au/how-to-enrol/. Families who do not have access to a device capable of completing an online enrolment form or experience challenges with language, literacy or numeracy concepts can be supported by a service Nominated Supervisor or 3Bridges Education Engagement Team to complete the enrolment process.
- During the enrolment process families are strongly encouraged to provide additional information about their child which will support the continuity of care between the home, school and service environment.
- An enrolment is not approved until a confirmation is received by the applicant advising that the enrolment has been approved and accepted by 3Bridges.
- Enrolments will not be accepted from families without full completion of the enrolment form.

(e) Supporting custody arrangements:

- Our services maintain up to date records of custodial and access arrangements for children attending the service in line with Education and Care National Regulation 160.
- 3Bridges ensures that relevant staff are informed and have access to information about custody arrangements and implement effective practices to support custody arrangements.
- It is a legal requirement that a full copy of any court order or parenting order that exists is provided to the service and kept with the services compliance records. The enrolment record must also contain the details of both parents of the child (if known) – National Regulation 160.
- Family members completing enrolment application forms hold responsibility for advising the service Nominated Supervisor of custody and access arrangements and any changes which occur to these arrangements.
- The service Nominated Supervisor is responsible for informing relevant team members of custody arrangements for children attending the service.

- All legal documentation relating custody arrangements are stored and maintained in line with 3Bridges OOSH Confidentiality Policy.
- Children must not leave the service independently, including with written parental authorisation. Collection and other permitted departures must comply with the 3Bridges Delivery and Collection of Children Policy.

(f) Attendance and Enrolment Records:

- Accurate attendance records will be kept, which:
  - Records the full name of each child attending the service;
  - Records the date and time each child arrives and departs;
  - Is signed into and out of the service on the child's arrival and departure by either:
    - The person who delivers or collects the child;
    - The Nominated Supervisor or an educator (Regulation 158); and
  - Meet the requirements of the Child Care Subsidy System (CCSS).
- An enrolment record for each child will be kept at the service which includes all details outlined in Regulations 160, 161 and 162.

(g) Child's Attendance once Enrolled:

- The service's responsibility for the child begins when placed in the staff's care by parent or guardian, or when they arrive from school for the afternoon session. If a child is to be absent on a day they are normally booked, the family must notify the service as soon as possible but no later than 9:00am on the day of an absence to avoid incurring a Non-Notification Fee (Refer to section I – Non-Notification Fee). The rules for Allowable Absences under CCSS will be followed in relation to all absences.
- If a child who is enrolled with the service but is not on the roll for a particular day, arrives at the service, the Nominated Supervisor, or other relevant staff member will be contacted immediately to see if the child has been booked in for the day.
- If a child does not have an approved enrolment the child will not be taken into care under any circumstances. In circumstances where a child arrives at the service collection/sign in area and does not have an approved enrolment the partner school and/or child's parents (if possible) will be advised immediately.

(h) Bookings and Cancellations:

- Causal bookings for Before and After School Care can be made on the day. Bookings can be made on the OWNA Application one hour prior to the session beginning. Any bookings required after that can be done via calling the service mobile phone.
- Adding or swapping permanent bookings for Before and After School Care requires 24 hours' notice.

- Vacation Care bookings can be made on the OWNA Application up until 5:00pm on the day prior. Same day bookings for Vacation Care require a phone call to the service mobile phone number.
- If families intend to reduce their child's enrolled days or withdraw from the service a 48-hour notice period is required. This notice must be provided in writing via email. Please note that fees are payable during the notice period.
- For cancelling a permanent booking 3Bridges requires 48 hours written notice otherwise full fees will apply.
- For cancelling a casual or vacation care day booking 3Bridges requires 48 hours written notice otherwise full fees will apply.
- Child Care Subsidy (CCS) will not be received by families for absences before the first session the child physically attends the service and for any absences after the last session the child physically attends a session of care. For example, a family has permanent bookings for their child Monday to Friday and provides 3Bridges with 48 hours' notice of cancellation on a Wednesday. If the child does not attend the service on the Thursday or Friday following cancellation notice period, the family will be charged full fees for the bookings for these two days.
- After cancelling a permanent booking re-enrolment will be subject to availability and service capacity.

(i) Non-Notification Fee:

- Families who do not advise 3Bridges prior to 9:00am on the day of an absence that their child/children will not be attending a Before School Care session previously booked will incur a Non-Notification fee of $10.00 in each instance.
- Families who do not advise 3Bridges with a minimum of one hours' notice on the day of an absence that their child/children will not be attending an After School Care session previously booked will incur a Non-Notification fee of $10.00 in each instance.

(j) Confidentiality and Storage of Records:

- Enrolment information will be kept in strict confidence according to the services Confidentiality Policy. All enrolment records will be kept in a safe and secure place and kept for the period specified in the Regulations (Regulations 158, 160, 183).
- In accordance with the Family Assistance Law the following records will be securely stored for 7 years from the end of the financial year in which the care was provided:
    - Complaints relating to compliance with Family Assistance Law.
    - A record of attendance for each child for whom care is provided (regardless of eligibility for Child Care Subsidy), including records of any absences from care.
    - Statements or documents demonstrating that additional absence days more than the initial 42 absence days satisfy requirements.

- Copies of invoices and receipts issued for the payment of childcare fees.
- Copies of all Statements of Entitlement issued and any statements issued to advise that there was a change of entitlement.
- Any notice given to a state or territory body about a child at risk of abuse or neglect.
- All evidence and information supplied in a Child Care Subsidy approval application.
- All mandatory background checks and any evidence or information produced to obtain the checks.
- All records of prescribed third-party and provider-funded discounts.

(k) Orientation:

- Families who are enrolling their child for the first time have access to the 3Bridges Outside School Hours Care Family Handbook and 3Bridges Outside School Hours Care Policies and Procedures from 3Bridges website https://3bridgesafterschool.org.au/policies-and-forms/
- Families will be invited to Orientation sessions leading up to or during Term 1 of the new school year.
- Families should advise educators when they are greeted that it is their child's first day at the service and the educator will introduce themselves and guide them through the sign-in/out process, check that all relevant forms and authorisations have been signed and show the child and family around the service.
- Educators will introduce the child to other children and engage them in an activity. The educator will remain with the child until they are settled and comfortable in the new environment. Educators will carefully monitor the child whilst in the service to ensure they are settling in.

REVIEW AND EVALUATION

The policy will be regularly reviewed as part of 3Bridges quality assurance processes. It will be evaluated against the organisation mission, values and results framework, relevant state and/or federal standards and in consideration of client feedback and consultation.

3Bridges Continuous Improvement Register will be used to record identified improvements and monitor the progress of their implementation. Where relevant, this information will be fed into 3Bridges service planning and delivery processes.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 158–162, 168, 177, 183	QA6.1 – Supportive Relationships with Families QA7.3 – Administrative Systems	Enrolment Form Family Handbook	Network Record Keeping Factsheet Department of Education

		Policy No. 1 – Acceptance and Refusal of Authorisations Policy No. 5 – Confidentiality Policy No. 9 – Delivery and Collection of Children Policy No. 13 – Fees Policy No. 15 – Governance and Management	Childcare Provider Handbook A New Tax System (Family Assistance) Act 1999 Child Care Subsidy System (CCSS)

Policy No. 12 – Excursions

POLICY STATEMENT

Our service will plan excursions and incursions to extend the educational programming at the service. These are designed to allow children to explore their physical and social environment, participate in skills and educational workshops, play and entertainment both in-centre and on excursion to and beyond their local community (*My Time, Our Place* Outcome 2.1). Parental permission is required for all excursions. Each excursion is carefully planned, potential risks assessed, and controls put in place.

When planning excursions and incursions, educators will take into consideration experiences that encourage children to investigate ideas, solve problems and use complex concepts and thinking, reasoning and hypothesising and to transfer and adapt what they have learned from one context to another (*My Time, Our Place* Outcomes 4.2, 4.3).

PROCEDURES

Planned excursions and incursions will consider the following:

- Children's ages, abilities and interests;
- The season
- Ways to maximise the children's developmental experiences and opportunities to practice new skills;
- Suitability of the venue;
- Clothing and equipment required; and
- Travel arrangements.

(a) Risk Management - Identification, Assessment and Control:

A Risk Assessment will be for each excursion and potentially hazardous incursions.

Through a process of risk identification, level and probability of risk and actions to control, educators will be prepared and understand the behaviours and actions essential to minimise hazards to children's safety and wellbeing.

In line with Education and Care National Regulation 101 (2) Risk Assessments are completed and communicated by Nominated Supervisors or delegated Responsible Persons and must consider:

- Any risks associated with water-based activities.
- Any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported.
- The process for entering and exiting;
    - The education and care service premises; and
    - The pick-up location or destination as required; and

- Procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking; and
- Given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required.

- Any relevant environmental factors such as the season and whether it may be hot, cool or peak tourist season;
- The proposed destination and distance to/ from the excursion;
- The mode/s of transport, transport routes and suitability;
- Children's ages and abilities;
- The number of children on excursion;
- The number of educators required to ensure adequate risk management and supervision. Minimum 1 educator:15 children ratio on excursion; and higher for higher level risks e.g. proximity to water, children with additional needs.
- The proposed activities;
- The suitable length of time of the excursion;
- The items to be taken on the excursion i.e. first aid kit, mobile phone, attendance roll and family contact numbers; key emergency and management contact numbers; and
- The Risk Assessment to verbally brief educators and children on potential risks and expected behaviours to minimise those risks whilst on excursions.

(b) Policies:

- Nominated Supervisors will refer to Water Safety, First Aid, Sun Protection, Behaviour Management, Supervision and Child Protection Policies when completing risk assessments and controls. Risk managing behaviours will be communicated to educators and children, monitored, and expected on excursion.

(c) Authorisation/Permission:

Children being educated and cared for by 3Bridges are not to be taken outside of the education and care service premises on an excursion unless written authorisation has been provided in line with Education and Care National Regulation 102(4).

In line with Regulation 102(4) authorisation must be given by a parent or other person named in the child's record as having authority, given by a parent, to authorise the taking of the child outside the education and care service premises by an educator and must state:

- The child's name; and
- The reason the child is to be taken outside the premises; and
- If the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings; and

- If the authorisation is for an excursion that is not a regular outing, the date the child is to be taken on the excursion; and
- A description of the proposed destination for the excursion; and
- If the excursion involves transporting children;
    - The means of transport; and
    - Any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
    - The proposed activities to be undertaken by the child during the excursion; and
    - The period the child will be away from the premises; and
    - The anticipated number of children likely to be attending the excursion; and
    - The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion; and
    - The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion; and
    - That a risk assessment has been prepared and is available at the service.
- The Nominated Supervision must ensure compliance with Reg. 102 (4) Families' permission must be obtained on the Excursion Permission Form (prepared to include details of the excursion as required by Reg. 102 (4) before any child is taken outside of the service. By signing the excursion permission form, the family member is authorising their child to attend the excursion stated.
- Any diversion from a planned, approved excursion must be approved by the Primary Education Manager and communicated to and approved by the family of each child booked before leaving on excursion.
- Once an initial risk assessment is completed for excursion, incursion, workshop, it can be used for up to 12 months. All risk assessments are updated every 12 months; when there is a change to the excursion's venue, activities or location; when there is learning from incidents, changes to National Law or Regulations, etc.

(d) Supervision:

- Educators and children will be orientated to the risk elements and procedures prior to attending any excursion or participating in incursion activities/ workshops. For example, what to do if separated from the group, toilet procedures, talking to strangers, sun safe behaviours. Educators will monitor, remind and redirected throughout.
- Minimum 1 educator to 15 children will be rostered for excursions; and higher based on risk assessment.
- Head counts are conducted regularly throughout the duration of the excursion.

- Children will carry identification on excursions that clearly states the name of the service and the contact phone number.
- An educator must inspect all public toilets before children use them. An educator and at least one other child must accompany any child when using a public toilet.
- When walking the children, one educator must lead the group, another to follow at the back, and the remaining educators spaced along the group, walking on the roadside of the footpath.
- When crossing a road, pedestrian crossings are used where available. If there is no pedestrian crossing, the safest way to cross the road is determined. One educator must step out onto the road, and if necessary, stop traffic from both directions. The remaining educators then lead children across the road.

(e) Information and Equipment:

Information and equipment taken on excursions includes:

- A list of all children with relevant personal details and family contact phone numbers;
- A list of key management and emergency contact numbers;
- A first aid kit, asthma and anaphylaxis first aid kits;
- SPF 50+ broad-spectrum water resistant sunscreen;
- Any medication for children attending the excursion;
- A fully charged mobile phone; and
- Other information/equipment noted on the Risk Management Plan.

(f) Lost Child:

In the event that a child is lost during an excursion the well-being and safety of the other children in the group will be considered and at least one educator will remain with the group.

- Inform other educators in your group;
- Ask the children if they have seen the missing child recently;
- Reassure any child who may be upset;
- Search the premises;
- Check the meeting points;
- Ask the venue staff to begin a search and make an announcement over a loudspeaker if possible; and
- Once initial checks have been undertaken and if the lost child is not yet found, the Nominated Supervisor or another educator will call the Police and the family and management.
- Nominated Supervisor will notify the regulatory authority within 24 hours of the serious incident

(g) Transporting Children to/from an Excursion:

- Children are only permitted to travel to an excursion on any form of transport with written permission from their families.
- In some circumstances where the site of the excursion is close to the service, it will be appropriate for children and educators to walk to the site.
- The decision to walk should be preceded by a risk assessment and the route should be determined consistent with the objective of ensuring the safety of educators and children.
- Public transport can be used for excursions, wherever appropriate.
- When using public or private transport it is important that each journey is risk assessed i.e.
    - Ensure adequate adult supervision; and children never left unattended;
    - Ensure RP has clear instructions as to transport route, changes and destination;
    - Ensure sufficient seats/ seat belts where relevant for each child and educator;
    - Ensure children display appropriate behaviour;
    - Ensure changes of transport are minimised e.g. maximum one change to or from venue;
    - Ensure all community bus operators hold appropriate licenses and insurance;
    - Ensure wheelchair access, if applicable.

(h) Water Safety:

- The service conducts risk assessment for water excursions.
- Water Excursions are to be to aquatic centres and pools supervised by lifeguards.
- Beach play will only be on sand, grass and play equipment areas. Children and Educators are NOT to enter the water other than at lifeguard staff pools.
- While the Regulations do not specify supervision ratios related to water excursions, it is noted that in the Education and Care Services National Law there are clear statements about adequate supervision.
    - Sections 165 - The nominated supervisor of an education and care service must ensure that all children being educated and cared for by the service are adequately
    - Section 167 - A nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury; and
    - Section 169 - The nominated supervisor of the education and care service must ensure that an unauthorised person does not remain at the education and care service premises while children are being educated and cared for at the premises unless the person is under the direct supervision of an educator or other staff member of the service.

- Nominated Supervisors are responsible for planning excursions, incursions and activities. This includes identifying in advance any potential risks, assessing risk levels and planning safe excursions, incursions and activities accordingly.
- In conducting risk assessments, risks relating to incursion and excursions are to be Identified, the level and probability of each risk assessed and adequate controls in place to ensure the safety and wellbeing of children and educators.
- Nominated Supervisors and delegated Responsible Persons will communicate to educators and children, in advance, the risks and risk management behaviours required to manage identified risks.
- A range of factors shall determine the adequacy of supervision, including:
    - Numbers, ages and abilities of the children;
    - Areas where children are playing, in particular the visibility and accessibility of these areas;
    - Adequacy of Educator: Child supervision ratios to manage the level of risk in the environment and experiences
- Adequacy of Educator skill and knowledge to manage risks in environment and experiences.
- Position of educators to maintain oversight:
    - Of each child's location and
    - Of the presence of unauthorised persons and other potential hazards;
    - Within proximity to anticipate, prevent or respond to and address risks that present
- Educators' knowledge of each child and each group of children
- Other supervising personnel and their roles and responsibilities e.g. Lifeguards supervising swimming pools and reducing water safety risk level.

Definition of a body of water:

- Swimming pools
- Water fun parks;
- Wading pools;
- Lakes;
- Ponds;
- The sea/ocean;
- Creeks;
- Dams; and
- Rivers.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Law: 165, 167, 169, 174(2)(a) **Regulations:** 100–102, 168, 176(2)(a)	QA2.3 – Child Protection	Health and Safety Policies	My Time, Our Place

Policy No. 13 – Fees

POLICY STATEMENT

Our service sets fees in accordance with its annual budget in order to meet the income required to develop and maintain quality services for children and families. We strive for affordability and high quality while ensuring viability. The Approved Provider ratifies the budget and fees annually or as necessary and monitors it carefully throughout the year.

3Bridges Fees policy is designed to educate families of their expected costs and responsibilities in relation to payment methods. This policy also details procedures in place when fees remain outstanding.

Eligible families can access fee relief through Child Care Subsidy (CCS). Any questions relating to Centrelink or Family Assistance Office benefits or entitlements can be emailed through a families MyGov account or by contacting Services Australia – Family Assistance Office on 13 61 50.

PROCEDURES

(a) Child Care Subsidy (CCS):

Eligibility and Family Responsibilities

- Families intending to claim the Child Care Subsidy (CCS) for 3Bridges services must provide accurate Customer Reference Numbers (CRNs) for the primary parent/guardian and each child, along with each child's full name and date of birth, through the 3Bridges enrolment process.
- The information provided to 3Bridges must match the details recorded with Centrelink/Family Assistance. All information relating to CCS eligibility must be accurate, current, and consistent with the information supplied to Centrelink.
- All required CCS information must be provided prior to a child's commencement at the service.
- Until 3Bridges is able to verify CCS eligibility and entitlement, families are responsible for payment of the full session fees.

Complying Written Agreement (CWA)

- To receive CCS payments, families must confirm their Complying Written Agreement (CWA) after bookings have been made with 3Bridges.
- Confirmation of the CWA must be completed via the family's myGov account.
- CCS cannot be applied to fees until the CWA has been confirmed.

Approved Service and Reporting

- 3Bridges services are approved child care services under the Australian Government Child Care Subsidy system.
- Attendance records are submitted to Centrelink in accordance with CCS reporting requirements.

- 3Bridges can only submit or amend attendance records within legislated timeframes (generally up to 28 days from the attendance date unless otherwise permitted under Family Assistance Law).

CCS Adjustments and Family Financial Responsibility

- CCS entitlements are assessed and determined by Centrelink.
- If Centrelink reassesses or alters a family's CCS entitlement (including changes to income estimates, activity test hours, eligibility, backdated cancellations, or debt recovery), any resulting fee adjustments will be applied to the family's account.
- Families are responsible for payment of any outstanding fees arising from:
  - changes to CCS eligibility;
  - reassessment or reduction of CCS entitlement;
  - rejected or withdrawn CCS payments; or
  - failure to meet CCS requirements.
- Any CCS overpayment or debt raised by Centrelink remains the responsibility of the family.

Attendance Requirements (CCS Compliance)

- In accordance with Child Care Subsidy legislation and Family Assistance Law, families (or an authorised nominee) must sign their child in and out of the service for every session of care attended.
- Sign in and sign out must:
  - be completed at the time of arrival and departure;
  - accurately reflect the child's actual attendance times; and
  - be completed using the service's approved attendance recording system.
- Attendance records form part of the official evidence required to claim CCS.
- Failure to correctly sign a child in or out may result in:
  - CCS not being payable for that session; and
  - full fees being charged.
- 3Bridges may request families to complete or correct missing attendance records. Families are responsible for ensuring attendance records are accurate and completed promptly.
- False, misleading or retrospective attendance entries may constitute a breach of CCS legislation.

(b) Bookings and Cancellations:

- Causal bookings for Before and After School Care can be made on the day. Bookings can be made on the OWNA Application one hour prior to the session beginning. Any bookings required after that can be done via calling the service mobile phone.

- Adding or swapping permanent bookings for Before and After School Care requires 24 hours' notice.
- Vacation Care bookings can be made on the OWNA Application up until 5:00pm on the day prior. Same day bookings for Vacation Care require a phone call to the service mobile phone number.
- If families intend to reduce their child's enrolled days or withdraw from the service a 48 hour notice period is required. This notice must be provided in writing via email. Please note that fees are payable during the notice period.
- For cancelling a permanent booking 3Bridges requires 48 hours written notice otherwise full fees will apply.
- For cancelling a casual or vacation care day booking 3Bridges requires 48 hours written notice otherwise full fees will apply.
- Child Care Subsidy (CCS) will not be received by families for absences before the first session the child physically attends the service and for any absences after the last session the child physically attends a session of care. For example, a family has permanent bookings for their child Monday to Friday and provides 3Bridges with 48 hours' notice of cancellation on a Wednesday. If the child does not attend the service on the Thursday or Friday following cancellation notice period, the family will be charged full fees for the bookings for these two days.
- After cancelling a permanent booking re-enrolment will be subject to availability and service capacity.

(c) Absences:

- Fees are payable for family holidays if those days fall on a day that a child is booked into the service unless 48 hours notice to cancel care is provided prior to the holiday period.
- Fees are payable for sick days if those days fall on a day that a child is booked into the service. If a medical certificate or evidence can be provided to 3Bridges for an illness then a family may be eligible for additional allowable absences.
- For further information about approved and allowable absences contact our team on 1300 327 434 or oshc@3bridges.org.au.3Bridges will adhere to the Child Care Management System (CCMS) in relation to absences.
- Child Care Subsidy (CCS) Allowable Absences, Families are entitled to **42 allowable absence days per child per financial year**. In shared care arrangements, the allocation of absence days applies to the child, not each individual claimant.
- CCS may be claimed for an absence where:
    - the child was booked to attend, and
    - CCS would otherwise have been payable for that session.
- Absences Beyond 42 Days - Once the 42 allowable absences have been used, CCS is not payable and full fees apply unless the absence qualifies as an **additional absence** under Family Assistance Law.

(d) Service closure:

- No fees are charged while the service is closed over the Christmas/New Year period.
- 3Bridges services are non-operational on public holidays. No fees are charged while the service is closed for public holidays.
- Minimum enrolment numbers are required to operate sessions of care. On occasions where services are closed due to low enrolment numbers 3Bridges will notify families in advance of the closure. An alternative venue may be offered or booking cancellation notice period waived in these circumstances.
- Where unsuitable weather conditions impact the safety of children, families or staff a service will be temporarily closed. In such events an alternative venue may be offered or booking cancellation notice period waived.

(e) Payment of Fees:

- Fees are paid via direct debit, either from a bank account or a credit card. All provided information is kept confidential in accordance with our Confidentiality Policy.
-
- 3Bridges absorbs the cost of Direct Debit payments made by a bank account. However, Direct Debit payments made via Card Payments will be charged at 1.75% (Visa/Mastercard) or 2.65% (Amex).
- Families receive a weekly statement of fees charged by the service/s (Regulation 168).
- 3Bridges encourages families to contact our Administration team to discuss any difficulties they may be having in meeting payments and make suitable arrangements to pay, including the option of a payment plan.
- The Administration team reviews account payments on a weekly basis and issues payment reminders at 7 and 14 days for any outstanding balances. Accounts that remain unpaid for 30 days, and where no satisfactory payment plan has been established, will receive a termination notice. Continued non-payment may result in the discontinuation of care for the child and the commencement of debt recovery action if the account remains unpaid. All communications regarding unpaid fees, including reminders, discussions with families, and agreed payment plans, are documented in the family's account within OWNA.
- Families undergoing financial hardship are encouraged to alert the office early to agree a catch up payment schedule; or determine eligibility for Additional Child Care Subsidy with the Outside School Hours Care Administration Team in consultation with the Primary Education Manager.

(f) Debt recovery:

- 3Bridges reserves the right to take action to recover debts owing to the service. This can include the engagement of debt collectors to recover the monies owed.

- 3Bridges reserves the right to employ the services of a debt collector and the family will be responsible for all fees associated with recovering the debt.

(g) Late collection fee:

- Our services are approved to operate during the session times displayed onsite. Educators are unable to accept children in the service outside of these hours. Should children be present after the closing time, a late fee will apply according to the OOSH Parent Handbook. The late fees help pay for the extra time our Educators work to ensure children's safety and wellbeing.
- The hours and days of operation of the service are displayed prominently within the service (Regulation 173).
- In circumstances that are beyond the control of families, for example, weather and traffic accidents, parents are required to contact the service to alert Educators of this possibility and estimated time of arrival.
- Families who are continually late collecting their children, without a valid reason, may risk their child's place at the service. Should this be the case, the Nominated Supervisor will meet with the family to discuss.

(h) Non-Notification Fee:

- Families who do not advise 3Bridges prior to 9:00am on the day of an absence that their child/children will not be attending a Before School Care session previously booked will incur a Non-Notification fee of $10.00 in each instance.
- Families who do not advise 3Bridges with a minimum of one hours' notice on the day of an absence that their child/children will not be attending an After School Care session previously booked will incur a Non-Notification fee of $10.00 in each instance.

(i) Excursion and Additional Fees:

- All additional costs for incursions or excursion activities are determined prior to the experience and communicated to families on the educational program. It is not always possible for 3Bridges to absorb such costs and consideration to family and community circumstances as well as the licence agreement will be considered.

(j) Confidentiality:

- All information in relation to fees are kept in strict confidence. Members of staff, management or the Approved Provider will not discuss individual names and details openly. Information will only be available to the nominated persons required to act, for example, to initiate debt recovery.
- Families may access their own account records at any time online via OWNA CRM or particulars of fees will be available in writing to families upon request.

(k) Increase of fees:

- The fees are set by the Approved Provider to meet the cost of education and care service operations for each financial year. There will be ongoing monitoring of the financial performance and should it be necessary to amend fees, families receive a minimum of fourteen days' notice of any fee increase (Regulation 172).

REVIEW AND EVALUATION

The policy will be regularly reviewed as part of 3Bridges quality assurance processes. It will be evaluated against the organisation mission, values and results framework, relevant state and/or federal standards and in consideration of client feedback and consultation.

3Bridges Continuous Improvement Register will be used to record identified improvements and monitor the progress of their implementation. Where relevant, this information will be fed into 3Bridges service planning and delivery processes.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 168, 172–173	QA7.3 – Administrative Systems	Enrolment Form Policy No. 5 – Confidentiality Policy No. 9 – Delivery and Collection of Children Policy No. 11 – Enrolment and Orientation Policy No. 15 – Governance and Management Parent Handbook	Childcare Management System

Policy No. 14 – Gender Equity

INTRODUCTION

3Bridges is committed to help children develop to their full potential by fostering development in all domains, regardless of their gender. The service will provide a wide range of practices to actively counteract bias and prejudice. All children will be treated in the same manner and be provided with the same access to all materials and equipment.

PURPOSE

The purpose of this policy is to clearly outline how all educators approach programming and experiences offered to children, with no bias regarding the sex of the child or staff member.

POLICY

3Bridges will ensure that all programs, experiences and resources offered to children will be varied with no stereo-typical material in regard to gender. The OSHC team will provide a wide range of choices in experiences to actively counteract bias and prejudice.

PROCEDURES

- Staff shall accept and value every parent and child regardless of sex or ability.
- Staff are to be aware of the way in which they treat individual children in regard to language, attitudes, assumption and expectation, and will treat all children in the same manner regardless of sex.
- Staff are to be aware of the way in which they treat individual parents and each other regarding language, attitudes, assumption and expectation, and will treat all people in the same manner regardless of gender or lifestyle.
- The program will present positive experiences for the children, which are not based on sex role stereotypes.
- All children will be encouraged to try a variety of activities regardless of sex.
- Resource materials used in the centre will as far as possible be non-stereotyped.
- Staff will provide a range of equipment, which is non-sexist and meets the needs of the children.
- Staff should act as positive role models encouraging children to be involved in activities commonly stereotyped for the opposite sex.
- Staff will be actively involved in a variety of activities regardless of sex.
- Every effort will be made to employ staff, relief staff and volunteers from both sexes.

RESPONSIBILITIES

All 3Bridges OSHC staff have the responsibility for the identification of gender bias and reporting of same.

DISTRIBUTION

General membership, all staff at 3Bridges

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 73, 105	QA1.1 – Approved Learning Framework QA1.2 – Practice QA3.2 – Service Environment QA4.1 – Professional Collaboration QA5.1 – Relationships Between Educators and Children QA6.1 – Supportive Relationships with Families QA6.2 – Collaborative Partnerships	Policy No. 6 – Cultural Relevance / Anti-Bias and Prejudice	Anti-Discrimination Act

Policy No. 15 – Governance and Management

POLICY STATEMENT

Our service aims to provide a quality education and care service and will operate according to all legal requirements and recognised best practice in service management. We will ensure there are appropriate governance arrangements in place at all times (as per Quality Area 7.1.1). There will be ongoing process of review and evaluation and all relevant information will be readily available to stakeholders.

The governing document of the organisation will be the constitution that deals with the key legal requirements for running the organisation. A copy of the constitution will be readily available to all committee members to consult. New members will be given a copy of the constitution as part of their orientation.

For the purpose of Regulations the Management Committee is the Approved Provider. The Management Committee as the Approved Provider will ensure that all aspects of governance and management are clearly articulated. The Management Committee as Approved Provider will ensure that copies of the current policies and procedures required under Regulation 168 are available for inspection at the service at all times (as per Regulation 171).

RESPONSIBILITIES

- The responsibilities of the Approved Provider that cannot be delegated to any other person or body include:
    - Compliance monitoring – ensuring compliance with the objects, purposes and values of the service, and with its constitution;
    - Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them;
    - Strategic planning – reviewing and approving strategic direction and initiatives;
    - Regulatory monitoring – ensuring that the service complies with all relevant laws, Regulations and regulatory requirements;
    - Financial monitoring – establishing and maintaining systems of financial control, internal control, and performance reporting; reviewing the service's budget; monitoring management and financial performance to ensure the solvency, financial strength and good performance of the service;
    - Financial reporting – considering and approving annual financial statements and required reports to government;
    - Organisational structure – setting and maintaining a framework of delegation and internal control;
    - Staff selection and monitoring – selecting, evaluating the performance of, rewarding and, if necessary, dismissing the staff. Delegate the functions of sub-committees, the Nominated Supervisor, and other staff;

- Risk management – reviewing and monitoring the effectiveness of risk management and compliance in the service; agreeing or ratifying all policies and decisions on matters which might create significant risk to the service, financial or otherwise; and
- Dispute management – dealing with and managing conflicts that may arise within the organisation, including conflicts arising between committee members, staff, members, or volunteers.

- The **Nominated Supervisor** is responsible for the day-to-day management of the service and to address key management and operational issues under the direction of, and the policies laid down by the Approved Provider, including:
  - Developing and implementing organisational strategies and making recommendations to the Approved Provider on significant strategic initiatives;
  - Making recommendations for the appointment of staff, determining terms of appointment, evaluating performance, and developing and maintaining succession plans for staff;
  - Having input into the annual budget and managing day-to-day operations within the budget;
  - Maintaining an effective risk management framework; and
  - Keeping the Approved Provider and Regulators informed about any developments that may impact on the organisation's performance.

PROCEDURES

(a) Vision, Philosophies and Policies:

- The development and review of the OOSH vision, philosophy statements and policies will be an ongoing process.
- There will be a collaborative and consultative process to support the development of the vision & philosophy statements that will include children, families and Educators. The statement of philosophy will be included in the Self-Assessment document for each service.
- Policies and procedures will provide clear documentation that will define agreed and consistent ways of doing things to achieve the stated outcomes.
- The Management Committee as Approved Provider will ratify the Philosophy and the policies. The Approved Provider can only alter policies and the changes minuted as a record.
- All documents will be dated and include nominated review dates.
- There will be a comprehensive index for the service policies as it is likely that some policies may address several aspects of operational practice.
- The OOSH vision, service philosophy and policies will be available for all stakeholders and there will be reference to this in family and staff handbooks and general service information.

(b) Financial Management:

- The Approved Provider will be responsible for developing and overseeing the budget of the service and for ensuring that the service operates within a responsible, sustainable financial framework.
- In line with this responsibility the Management Committee will conduct a budget planning meeting each year as part of its annual business planning. The details of budgeting and fee setting are set out under the Fee Policy.
- Financial reporting including an income and expenditure statement and balance sheet will be presented to the Management Committee on a regular basis and the opportunity provided to ask questions or seek further advice from any Management Committee member.

(c) Facilities and Environment:

- The Management Committee will ensure Regulations 103–115 relating to the physical environment required for an WHS service are maintained at all times.
- In the event of the relocation of the site the Management Committee will ensure that the requirements of the Regulations are considered if and when site re-arrangements are proposed.
- Work, Health and Safety implications will be considered by the Management committee in relation to educators locking up and leaving the service at the end of the day and risk assessments of the practices will be undertaken.

(d) Equipment and Maintenance:

- Appropriate equipment and furniture, to meet the needs of the children and educators, will be well maintained and safe.
- Processes will be in place for routine cleaning of toys and equipment.

(e) Review and Evaluation of the Service:

- Ongoing review and evaluation will underpin the continuing development of the service. The Management Committee will ensure that the evaluation involves all stakeholders, especially families, children and educators.
- The development of a Self-Assessment will form part of the review process. Reflection on what works well and what aspects of the service need further development will be included in the QIP and discussed at meetings of the Management Committee.

(f) Confidentiality:

- All members of the Management Committee will maintain confidentiality. This is addressed in the Confidentiality Policy.

(g) Maintenance of Records:

- The 3Bridges Quality Assurance Team (Approved Provider) maintains a record of service compliance in line with the External Audit Register which is maintained under 3Bridges Quality Management System ISO 9001 Certified Accreditation.

- Any person on request are able to access information about a services compliance history by requesting this information from the 3Bridges Quality Assurance Team via email at quality.assurance@3bridges.org.au, calling 1300 327 434 and requesting to speak with a Quality Assurance representative or by lodging a request with the Responsible Person on Duty at the service.
- Regulation 177 outlines requirements and includes references to records that services must keep. Regulations 183–184 detail storage of records.
- The service has a duty to keep adequate records about staff, families and children in order to operate responsibly and legally. The service will protect the interests of the children and their families and the staff, using procedures to ensure appropriate privacy and confidentiality.
- The Approved Provider assists in determining the process, storage place and timeline for storage of records.
- The service's orientation and induction processes will include the provision of relevant information to educators, children and families.
- Clear guidelines on who will have access to which particular records will be given to committee members, educators and families. These will be available at all times at the service.
- The Approved Provider will need to ensure that the record retention process meets the requirements of the following government departments:
    - Australian Tax Office (ATO);
    - Family Assistance Office (FAO); and
    - Department for Education, Employment and Workplace Relations (DEEWR).
- In the event of ceasing to operate, the service Management Committee will identify where the records will be kept and seek professional advice on the winding up of the service.
- A list of nominated contacts for Child Care Management System, Australian Taxation office and Superannuation funds, as well as any other accounts, will be maintained and available to all members of the Management Committee. These contacts will be reviewed annually and updated as contacts change to ensure currency in communication for effective governance.

(h) Work, Health and Safety:

- Policies and procedures will be in place to address the legal requirements relating to safety in the workplace and this information should underpin any service specific requirements, including grievance/complaints procedures.
- The nominated supervisor will report back to the Management Committee on any Work, Health and Safety issues as they arise.
- All committee members will be provided with information to assist them in meeting their obligations under the legislation.

(i) Prescribed Information for Display at a Service:

- The Nominated Supervisor is responsible for ensuring the prescribed information will be displayed at the service in line with Education and Care National Regulation 173.
- For the purpose of prescribed information this is defined as the following information:
  - In relation to the Provider Approval –
    - The name of the approved provider;
    - The provider approval number;
    - Any conditions on the provider approval
  - In relation to the Service Approval –
    - The name of the education and care service;
    - The service approval number;
    - Any conditions on the service approval
  - The name of each Nominated Supervisor.
  - In relation to the rating of the service –
    - The current rating levels for each quality area stated in the National Quality Standard;
    - The overall rating of the service
  - In relation to any service waivers or temporary waivers held by the service, the details of the waivers including –
    - The regulations that have been waived; and
    - The duration of the waiver; and
    - Whether the waiver is a service waiver or a temporary waiver
  - The hours and days of operation of the education and care service;
  - The name and telephone number of the person at the education and care service whom complaints may be addressed;
  - The name and position of the responsible person in charge of the education and care service at any given time;
  - The name of the educational leader at the service;
  - The contact details of the Regulatory Authority;
  - If applicable –
    - A notice stating that a child has been diagnosed as at risk of anaphylaxis is enrolled at the service; and

- A notice stating that there has been an occurrence of infectious disease at the service premises.

- The certificate issued to 3Bridges by the Regulatory Authority about –
  - The current rating levels for each quality area stated in the National Quality Standard; and
  - The overall rating of the service.
- If the National Authority has given the service the highest rating level – the certificate about the overall rating of the service issued to 3Bridges by the National Authority.

(j) Notifications and prescribed information to be provided in writing to the Regulatory Authority as required:

- The Primary Education Manager (Approved Provider) is responsible for ensuring that all notifications are made in line with the Education and Care National Regulations 174, 175 and 176 and all prescribed information is provided in writing to the Regulatory Authority as required.
- Time to notify certain circumstances to Regulatory Authority;
  - For the purposes of section 173(4) of the Law, a notice must be provided within 14 days of the relevant event or within 14 days of the approved provider becoming aware of the relevant event.
  - For the purposes of section 173(5) of the Law, a notice must be provided —
    - In the case of a notice under section 173(2)(e), at least 14 days before the change in the location of the principal office takes place; or
    - In the case of a notice under section 173(2)(f), within the period referred to in section 59 of the Law;
    - In any other case, within 7 days of the relevant event or within 7 days of the approved provider becoming aware of the relevant event.
- Prescribed information to be notified to Regulatory Authority;
  - For the purposes of section 174(1)(b) of the Law, the following matters are prescribed —
    - any change to the address of the approved provider or the principal office of the approved provider, or the contact details of the approved provider;
    - the appointment of receivers or liquidators or administrators to the approved provider or any other matters that affect the financial viability and ongoing operation of the education and care service.
  - For the purposes of section 174(2)(c) of the Law, the following matters are prescribed —
    - any change to the hours and days of operation of the education and care service;
    - in the case of a centre-based service, any change to the ages of children being educated or cared for by the service;

- in the case of a centre-based service, any change to the nature of education and care offered by the service;
- any incident that requires the approved provider to close, or reduce the number of children attending, the education and care service for a period;
- any circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children attending the service. This may include but is not limited to 'Localised Issues' such as a tree falling doing and damaging a licenced area within the service or a risk a flooding onsite leading to a service closure. In the event that a circumstance arises at the service that poses a risk to the health, safety or wellbeing of a child or children at the service 'make-safe' measures must be considered and implemented which must include:
    - Identifying and informing the Primary Education manager of the risk as soon as practicable but no longer than within four hours of becoming aware of the circumstance posing a risk.
    - Primary Education Manager informs the 3Bridges Quality Assurance Team of the risk as soon as practicable but no longer that 12 hours of becoming aware of the risk.
    - Nominated Supervisor assesses the risk through completing a risk assessment which considers controls to mitigate potential risk.
    - Nominated Supervisor consults the Primary Education Manager and Quality Assurance Team to determine if effective controls can be implemented or whether a service closure is required.
    - If the service remains open the Nominated Supervisor will educate all service staff in the risk assessment and risk mitigation strategies implemented.
    - Primary Education Manager is responsible for lodging a Notification to the Regulatory Authority as soon as practicable but no longer that the prescribed reporting timeframe stated in the below section.
    - When lodging a notification to the Regulatory Authority, all 'make-safe' measures will be communicated/uploaded to the notification including the risk assessment completed by the service.
- the attendance at the approved education and care service of any additional child or children being educated and cared for in an emergency in the circumstances set out in regulation 123(5), including —

    (i) a description of the emergency; and

    (ii) a statement by the approved provider that the approved provider had taken into account the safety, health and wellbeing of all the children attending the education and care service when deciding to provide education and care to the additional child or children.

- any incident where the approved provider reasonably believes that physical abuse or sexual abuse of a child or children has occurred or is occurring while the child is or the children are being educated and cared for by the education and care service;
- allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child is or the children are being educated and cared for by the education and care service (other than an allegation that has been notified under section 174(2)(b) of the Law);
- for a centre-based service that starts providing, or arranging for, regular transportation of children—the first time the service provides, or arranges for, the transportation of children;
- for a centre-based service that stops providing, or arranging for, regular transportation of children—the final time the service provides, or arranges for, the transportation of children.

- Time to notify certain information to Regulatory Authority;
  - For the purposes of section 174(3) of the Law, a notice must be provided within 7 days of the relevant event or within 7 days of the approved provider becoming aware of the relevant information.
  - For the purposes of section 174(4) of the Law, a notice must be provided —
    - in the case of a notice under section 174(2)(a) —
    - in the case of the death of a child, as soon as practicable but within 24 hours of the death, or the time that the person becomes aware of the death; and
    - in the case of any other serious incident, within 24 hours of the incident or the time that the person becomes aware of the incident;
    - In case of a notice under section 174(2)(b) or a notice of a matter referred to in regulation 175(2)(b), within 24 hours of the complaint or incident;
    - In the case of a notice under regulation 175(2)(ca), within 24 hours of the commencement of the attendance of the child or children at the education and care service;
    - In the case of a notice under regulation 175(2)(d), within 24 hours of the incident or within 24 hours of the approved provider becoming aware of the incident;
    - In the case of a notice under regulation 175(2)(e), within 24 hours of the allegation being made or within 24 hours of the approved provider becoming aware of the allegation;
    - In any other case, within 7 days of the relevant event or within 7 days of the approved provider becoming aware of the relevant information.

(k) Prescribed Insurance at Service Premises:

- The 3Bridges Quality Assurance Team are responsible for maintaining up to date insurance policies which meet the prescribed insurance limits for education and care providers.
- The 3Bridges Quality Assurance Team will make a copy of the current insurance policies available to all 3Bridges employees via the 'Document Library' on 'The Bridge'.

- The Nominated Supervisor is responsible for ensuring that all staff are aware of how to locate prescribed insurance policies through training in navigating the 'Document Library' on 'The Bridge'.
- The Nominated Supervisor will ensure that evidence is kept of the current prescribed insurance at service premises and evidence can be made available for inspection by the Regulatory Authority or an Authorised Officer under the National Law.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 103, 168, 171–173, 177, 183–185	QA7.3 – Administrative Systems	Constitution Service Philosophy Quality Improvement Plan Family Handbook Staff Handbook Policy No. 5 – Confidentiality Policy No. 13 – Fees	Food Safety Standards Network Record Keeping Factsheet Child Care Service Handbook (DEEWR) Work Health and Safety Act 2011 Child Care Subsidy Legislation

Policy No. 16 – Inclusion

POLICY STATEMENT

Our service prides itself on effective partnerships that support children's access, inclusion and participation in the program (NQS 6.2.2). We aim to provide an environment that is free from bias and prejudice in which children learn the principles of fairness and respect for the uniqueness of each person. Children are encouraged to develop their own sense of identity and educators will facilitate this in a way that embraces the needs and abilities of each child (*My Time, Our Place* Outcome 1).

Educators will ensure that children become aware of fairness and equity and have opportunities to practice challenging bias in their play (*My Time, Our Place* Outcome 2). The service involves the community to assist educators and children to understand and accept the range of cultures and abilities of members of the local community.

Differences in backgrounds, culture and abilities are valued and families are actively encouraged to share their experiences with educators and other families and cultural competence in children will be fostered. The service will ensure that appropriate inclusion support services are accessed and families are referred to them in order to support children's well-being and full access to the program.

PROCEDURES

(a) Inclusive Practices:

- Educators will actively seek information from children, families and the community about their cultural traditions, customs and beliefs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.
- Educators will obtain and use resources that reflect the diversity of children, families and the community and increase awareness and appreciation of Australia's Aboriginal and Torres Strait Islander and multicultural heritage.
- Educators will be sensitive and attentive to all children and respect their backgrounds, gender, unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and the cultural diversity of the broader community and ensure children's individual needs are accommodated at the service.
- Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child's family.
- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.

- Educators will act as positive role models by encouraging all children to be involved in a variety of activities, regardless of gender.
- Educators will role model appropriate ways to challenge discrimination and prejudice, and
- actively promote inclusive behaviours in children.
- Children will never be singled out or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.
- The program will include experiences for the children that are not based on sex role stereotypes.
- Resource materials and equipment used in the service will, as far as possible, be non- stereotyped.
- Families will be consulted in the development of holistic programs that are responsive to children's lives, interests, learning styles, genders and reflect children's family, culture and community.
- Educators will create opportunities for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community by:
    - Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs;
    - Inviting community members to the service to share their stories, songs, experiences, skills, cultures and beliefs; and
    - Accessing and using a range of resources (including multi-cultural and multi-lingual resources) that reflect the diversity of children and families in the service and in the broader community.

(b) Educator Recruitment and Professional Development:

- Wherever possible, our service will aim to recruit educators from diverse cultural and linguistic backgrounds that reflect the cultural diversity of our community and to employ staff from both genders.
- The nominated supervisor and educators will attend professional development that builds awareness of their own cultural beliefs and values, increases their cultural competence and helps them to challenge discrimination and prejudice.
- All educators will be provided with a copy of the Outside School Hours Care Code of Professional Standards.

(c) Inclusion Support Agencies:

- The service will access bicultural support workers when necessary and/or telephone translation services and provide information on aspects of the service in languages that are spoken in the local community to assist in communicating with families from diverse cultural backgrounds.
- The service will access additional support, assistance and resources for children with additional needs including children from diverse cultural backgrounds, children with high ongoing support needs and Aboriginal and Torres Strait Islander children.

- Educators will talk to children's families about any concerns they have and offer the family links to other support services within the community such as Inclusion Support Agencies; Community Health Services etc.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 73–76, 155–156, 168	QA1.1 – Approved Learning Framework QA1.2 – Practice QA4.2 – Professionalism QA5.1 – Relationships Between Educators and Children QA5.2 – Collaborative Learning QA6.1 – Supportive Relationships with Families QA6.3 – Community Engagement	Policy No. 5 – Confidentiality Policy No. 11 – Enrolment and Orientation Policy No. 15 – Governance and Management Policy No. 17 – Interactions with Children Policy No. 24 – Providing a Child-Safe Environment	NSW Anti-Discrimination Act 1977 United Nations Convention on the Rights of the Child My Time, Our Place

Policy No. 17 – Interactions with Children

POLICY STATEMENT

Our service will provide an environment that reflects the principles in "*My Time, Our Place*." The development of secure, respectful and reciprocal relationships with children are fostered and encouraged. Genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

Through our interactions with children we will nurture their optimism, happiness and sense of fun. We will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identify.

Educators will use opportunities in their interactions with children to support and develop mutual recognition of each other's expectations.

This will lead to:

- Respect for others;
- A deeper understanding of each other;
- The negotiation of clear boundaries regarding safety; and
- Procedures for creating a caring environment.

PROCEDURES

(a) The Educators Will:

- Educators will always treat children with respect, courtesy and understanding.
- Maintain a positive attitude in all interactions with children.
- Listen carefully to children's experiences and perspectives and show interest in their ideas and perspectives.
- Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from shame.
- Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs.
- Treat children equally by appreciating their individual identities, race, cultural background, religion, sex or ability and ensure interactions between children and educators exhibit this.
- Sensitively manage children who are having difficulty conveying their message or managing their emotions.
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.

- Engage in one on one conversations with all children and develop an understanding of their likes, dislikes and interests.
- Collaborate regularly with children regarding their program, daily routines and practices within the service. Planning and program development will provide experience which meet individual needs, interests and abilities of all children.
- Organise environments and spaces that promote small and large group interactions through meaningful play and leisure.
- Collaborate with children to develop an agreed set boundaries and behaviours to guide their conduct in the service, discussing clear expectations and consequences of inappropriate behaviours.
- Keep expectations simple and only have a small number of concise guiding statements and consequences that children easily understand. Focus for these will be on appreciating and caring for each other and the environment. All staff, families and children will be made aware of the statements and the related consequences. The statements will be clearly displayed.
- Ensure that all educators enforce the expectations and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning.
- Follow up all issues that arise by discussing the situation with the child and strategising for better solutions in future.
- Collaborate with family members and schools regarding guiding positive behaviour.
- Access professional development and resources related to guiding positive behaviour and include this in professional development planning.
- Act as a positive role model for expected behaviours and positive conduct in the service. Be mindful of respectful language, tone and nonverbal expression.
- Encourage and reward positive behaviour by giving praise and specific, meaningful feedback to children as often as possible. This will reinforce their understanding and enhance their motivation.
- Focus on the behaviours being displayed and not the child displaying them.
- Assist children in regulating their own behaviours. Use simple conflict resolution skills. Practice self-reliance and promote self-esteem, role modelling and positive direction.
- Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and visitors to the service.
- Ensure that appropriate physical contact is maintained in regards to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- Identify any interactions which are not appropriate and refer to the services 'Providing a Child Safe Environment' policy to address these concerns.

- Maintain defined boundaries and clear expectations regarding agreed behaviour with all children and their families.

(b) The Children Will:

- Be treated with respect, courtesy and understanding which embraces race, cultural background, religion, gender and ability.
- Be encouraged to listen to others with respect, courtesy and understanding which embraces race, cultural background, religion, gender and ability.
- Be encouraged to share humour and express themselves in a variety of ways.
- Practice strategies for problem solving, debating, negotiating and interacting with others in a mutually agreeable way, with the guidance of educators.
- Have opportunities to use and share their home language with other children and educators.
- Collaborate with staff in developing service routines and procedures including expectations and boundaries and the consequences they should expect if these are not followed.
- Encourage their peers to act according to agreed expectations and consequences.
- Participate in experiences that will build relationships and promote interactions between each other, educators and visitors to the service.
- Assist educators in developing programs and routines for the service that reflect their individual needs, interests and abilities.
- Have their need for space, solitude and quiet time supported and respected by educators and children.
- Develop an understanding of the choices they make and the responsibility they have to manage their own behaviours in conjunction with educators.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 73–74, 76, 155–156, 168	QA1 – Educational Program and Practice QA5 – Relationships with Children QA6 – Collaborative Partnerships with Families and Communities	Parent Handbook Staff Handbook Programming and Evaluation Records Policy No. 3 – Behaviour Guidance	My Time, Our Place Child Safe Standards

		Policy No. 20 – Management of Complaints Policy No. 24 – Providing a Child-Safe Environment	

Policy No. 18 – Safe Transportation of Children

POLICY STATEMENT

Transportation forms part of our services, and we are committed to ensuring that children and educators are transported in a way that the safety and wellbeing of all involved is maintained at all times that children are in our care.

We see transport as not only a means of travelling to or from venues but an opportunity to teach children life skills, have meaningful interactions, and engage with the community. Our aim is to ensure our duty of care and support all children while they use and access all modes of transport and extend on their learning by providing them with opportunities to be socially responsible, take increasing responsibility for their own health and wellbeing and feel safe and secure.

We believe that transportation must not place at risk the safety, health or wellbeing of children, educators, families or visitors at the service (*My Time, Our Place* Outcome 1).

Note Regulations for new transport provisions 102B, 102C, 102D, and 168(2)(ga) and existing regulation amendments 100, 101(2)(d), and 102(4) for excursion provisions.

DEFINITION

Regular Transportation

Means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are substantially the same for each occasion on which the child is transported. [An example of a change in circumstances that are substantially different might be when the means of transport or the transportation route or destination(s) have altered, or the provider of the transportation service has changed].

Transportation that is not Regular

Means the transportation by the service or arranged by the service, as part of an excursion, of a child being educated and cared for by the service.

PROCEDURES

Requirements for the safe transportation of children include procedures that address all the same requirements that must be addressed for written authorisations and risk assessments for transporting children.

Risk Assessments

A risk assessment will be conducted before authorisation of any transportation is requested. Risk assessments needs to be developed in accordance with Education and Care Service National Regulation 102C. Services will use the *Transportation Risk Assessment (CCT07)*. The risk assessment will identify and assess risks that transportation may pose to the safety, health and wellbeing of children and specify how the identified risks will be managed and minimised.

For 'regular transportation' school collection and delivery of children, the following will be taken into consideration:

- Waiting times for children at different schools.

- All-weather meeting places will be utilised where possible.
- Vehicle park close to school gate and on same side of the road where possible.

For 'regular transportation' a risk assessment must be conducted every 12 months or when circumstances relating to transportation significantly change (e.g. when the route, provider of the transportation, collection or delivery location changes). When transport is not regular, a risk assessment will be undertaken each time transportation is proposed.

The Nominated Supervisor will be responsible for a "transportation kit" that will include the following:

- Charged mobile phone that has contact details for the service, management and Responsible Persons
- Sign in/out sheet relevant to the activity, service and/or school being transported.
- Emergency contact numbers for the children being transported
- Emergency response information including Emergency and Incident, Injury, Trauma and Illness policies.
- Safe Transportation of Children Policy and procedures.
- Relevant transportation risk assessment.
- Fully stocked first aid kit including emergency asthma and anaphylaxis.
- Individual children's medication, medical action and risk minimisation plans.
- Where applicable supply of sunscreen, spare hats, drinking water and high vis vests for educators and children.

Authorisation for Transportation

Authorisation for a child to be transported must be given by a parent or other person named in the child's enrolment record as having authority to authorise transportation of a child. Written authorisation will be obtained, using 3BC excursion and regular transportation authorisation forms. If the transportation is 'regular transportation', the authorisation is only required to be obtained once in a 12-month period or when the risk assessment is amended. For transport that is not regular, authorisation will be obtained each time transport is to be used.

An authorisation for transportation form is developed in accordance with Education and Care Services National Regulations 102D – "Authorisation for service to transport children".

Planning Transportation

The new staff induction process will involve educators being made aware of the relevant risk management strategies, policies and procedures around transportation.

The Nominated Supervisor or responsible person will appoint a responsible person or suitable responsible educator to be in charge when transportation of children is undertaken. All educators will implement the risk management strategies outlined in the transport risk assessment to ensure children's safety and wellbeing.

The number of educators needed while transporting children will be determined as part of the risk assessment process. To determine the number of adults consideration is to be given to the following:

- Number, age and ability of children

- Number and physical positioning of educators
- Each child's activity
- Visibility and accessibility in the vehicle
- Risks related to the mode of transportation and when travelling on foot
- Risks in the environment, location or while travelling
- Any previous risk assessment
- The experience, knowledge and skill of each educator
- Compliance with National Law and National Regulations

Where required additional responsible adults, such as parent/carer or volunteer, will provide extra supervision. Increasing the adult to child ratio improves supervision, minimises risk and allows for better quality interactions between adults and children, however the service's duty of care, cannot be delegated to other adults or volunteers.

The Nominated Supervisor or Responsible Person will be responsible for volunteers, parents or carers supporting the transportation of children, and provide an induction that includes risk minimisation strategies, supervision requirements and any other relevant procedures relating to the safe transportation of children.

The Nominated Supervisor will engage children in discussion about safe transport practices and establish and implement travel behaviour guidelines at a developmentally appropriate level. Guidelines will be focused on safety and respectful, courteous behaviour to others and will reflect the *Behaviour Guidance policy* and *3BC Client Transport Safety Policy (RM 12)*

When Providing 3Bridges Transport

Requirements for Drivers

Unless approval is given by the Facilities & Fleet Manager all drivers of 3BC vehicles must be over 25 years old, capable of driving the vehicle and provide the following prior to driving 3BC vehicles:

- Current unrestricted minimum C class driver's licence (no probationary drivers) and must hold the relevant licence for the vehicle classification.
- Criminal history check – fit for work.
- Current Working with Children Check (WWCC).
- Driver Declaration (OM/F12).

All staff members including drivers have a responsibility for the safe transport of children in line with *Policy No. RM 12: Client Transport Safety and OM28: Vehicle Management*. Drivers are to ensure the following procedures are followed:

- Wear a high visibility vest.
- Complete a vehicle inspection checklist.

- Follow safety procedures (e.g. number of passengers does not exceed available seatbelts and the driver will stop the vehicle if necessary, in a safe place, if children do not comply with safety instructions or behaviour expectations).
- Conduct a check of the vehicle after every transport run to ensure no child remains in or near the vehicle.

3 Bridges Vehicles - General Conditions and Usage Guidelines

All bus transportation will take place in vehicles with at minimum capacity of 16 seats. At least one educator and a bus driver will be required to transport children. Staff will not use their personal vehicle to transport children.

3Bridges Facilities & Fleet Manager will ensure 3BC buses used to transport children will be checked to ensure they are:

- Registered current and CTP insured
- Comprehensively insured
- Audit driver's licence
- Seatbelts must meet Australian Standards (AS/NZS1754)
- Regularly maintained and serviced including safety equipment (e.g. emergency hammer)
- First Aid Kit maintained

When using Public or Contracted Transport

- Transport via public buses, trams, trains or ferries journeys will be carefully planned to ensure the safety and wellbeing of children and adults. The risk assessment will consider the additional risks posed by sharing transport with members of the public. Journeys using public transport should be planned outside of peak travel hours to minimise crowding and maximise comfort and safety.
- Based upon the risk minimisation strategies the Nominated Supervisor may arrange the following:
  - Contact the transport provider to inform them of the route, times and estimated number of children and adults that plan to use the transport.
  - Notify the transport staff upon arrival at the station/ terminal so the vehicle operators can be informed and prepared for the group of children to board.
- Supervision of children on public transport will be in accordance with the Outside School Hours Care *Excursion* and *Supervision* policies and procedures and as determined by the transport risk assessment. Educators will ensure that children remain seated and constant supervision of all children is maintained whilst on the mode of transport.
- Groups will be organised so that children are walking in two lines with all children having a partner. For those younger children requiring support an older child will be paired with them to provide assistance.
- When using public transport, the responsible educator will mark the transport attendance record and educators will conduct head counts to ensure all children are present.
- An educator will be the last person to embark and disembark all modes of transportation to ensure all children are accounted for.

- Attendance checks and headcounts will be conducted at times including, but not limited to:
  - prior to embarking
  - when embarking
  - when on board
  - when disembarking
  - after disembarking

Moving Children to and From a Vehicle

- The Responsible educator will request that the driver park the vehicle as close as possible to the pickup or destination to avoid children having to cross roads, walk through traffic areas, including car parks and driveways.
- Educators will use the route as determined by the risk assessment and actively supervise children while moving to and from the vehicle. Supervision will take into consideration children's age, development and their capacity to recognise and react to risks.

Walking:

In addition to the above transportation risk assessment requirements the following must also be considered:

- Nominated Supervisor will decide the safest walking route and include in the risk assessment.
- group size for three educators – approx. 30 children. One educator to be positioned at the front, middle and behind of the group whilst walking.
- group size for two educators – approx. 24 children. One educator to be positioned at the front and behind of the group whilst walking.
- Group size for one educator – approx. 12 children. Educator to be positioned at the back of the group and two responsible children to lead the group. Responsible children determined by educators prior to leaving and briefed on their responsibilities as leaders of the group.
- Where possible traffic lights and pedestrian crossings will be used.
- Hi Viz vests are worn by educators and children at all times.
- The educator at the front of the group will ask for children's full attention before checking to see if clear to cross. If all is clear the educator will stop in the middle of the road and say very clearly "it's safe to cross".
- Other educators will then encourage children to walk across the road in a safe manner.
- Always one educator stays at the front of the group and one remains at the back of the group.
- In cases of extreme weather (heat, rain, wind, smoke) alternate transport options will be considered by the Nominated Supervisor or Responsible Person

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 100, 101(2)(d), 102(4), 102B, 102C, 102D, 168(2)(ga)	QA1.1 – Program QA2.3 – Child Protection QA4.2 – Professionalism QA5.1 – Relationships Between Educators and Children QA6.2 – Collaborative Partnerships QA7.3 – Administrative Systems	Policy No. 5 – Confidentiality Policy No. 12 – Excursions Policy No. 24 – Providing a Child-Safe Environment Policy No. 27 – Staffing	My Time, Our Place NSW Government Sample Safe Transportation of Children Policy and Procedures

Policy No. 19 – Management of Animals

POLICY STATEMENT

Our service acknowledges that whilst animals are not a necessary part of the program, they can be a great source of enjoyment and stimulation for children. The opportunity for children to engage with animals offers children experiences that will enrich their understanding and appreciation of the natural environment and promote the development of their skills in caring for others. While pets and other animals can prove an effective inclusion into the children's experiences whilst in care, they may also be a risk to children, therefore any animals that enter the service must be housed appropriately to minimise the risk of danger to the children. Strict supervision will be maintained to ensure the health and safety of the children and educators. Staff will ensure that everyone in the service treats all animals humanely and with respect.

PROCEDURES

The decision to keep a pet or have an animal (or animals) visit the service will be made by the Nominated Supervisor, based on an observed need or value to the children. The Nominated Supervisor will inform families of the benefits and potential risks associated with animals in the service and the procedures relating to pets and children. The Nominated Supervisor will consult with parents to determine special considerations needed for children whose immunity is compromised, or who have allergies or asthma.

(a) Educators Will:

- Wash hands after contact with animals, animal products or feed, or animal environments.
- Supervise human-animal contact, particularly involving the younger children.
- Display animals in enclosed cages or under appropriate restraints.
- Not allow animals to roam, fly free, or have contact with wild animals/birds.
- Designate a specific area for contact with animals.
- Not allow food in animal contact areas; do not allow animals in areas where food and drink are prepared or consumed.
- Clean and disinfect all areas where animals have been present. Children should only perform this task under adult supervision.
- Not clean animal cages or enclosures in sinks or other areas used to prepare food and drinks.
- Obtain appropriate veterinary care if and when necessary and ensure the animals are kept immunised, clean and free of intestinal parasites, fleas, ticks, mites, and lice.
- Ensure any bedding, toys, litter tray, food feeding container or water container used or consumed by animals is inaccessible to children.
- Prepare a weekly roster to ensure the animal is appropriately fed and cared for.
- Ensure that a procedure is in place for the care of animals over the weekend, public holidays, and school development days and/or during Vacation care - particularly if the service does not operate on these

days. In this instance, it may be necessary for a staff member to take the animal home with them, or alternatively a family enrolled at the service may agree to care for the animal on these days.

- Remind children about the hygiene practices required for handling an animal and ensure the practices are followed.
- Maintain adequate supervision of the children and animals at all times.
- Follow the service's policies in relation to risk assessment, providing a child safe environment and/or any incidents or injuries sustained as a result of an interaction with an animal.

(b) Minimising Risk to Health and Safety:

- The mouths and claws of all animals carry bacteria that can cause infections in flesh around a bite, and eventually, if untreated, may spread into the bloodstream. The following preventative measures will be followed to help minimise risk to health and safety from contact with animals:
  - A Vet should promptly treat animals that are ill, or thought to be ill. An animal that is irritable because of pain or illness is more likely to bite or scratch.
  - All children will be supervised when they have contact with animals. Children should be discouraged from putting their face close to animals or playing with animals while animals are eating.
  - Do not allow animals to contaminate sandpits, soil, pot plants and vegetable gardens.
  - Gloves will be worn when handling animal faeces, emptying litter trays and cleaning cages.
  - Dispose of animal faeces and litter daily. Faeces and litter will be placed in a plastic bag, sealed and put out with the garbage.
  - Pregnant women in particular should avoid contact with cat faeces.
  - If the animal is a bird, wet the floor of the cage before cleaning it to avoid inhalation of powdered, dry bird faeces.
  - Avoid bringing in or keeping ferrets, turtles, iguanas, lizards or other reptiles, birds of the parrot family, or any wild or dangerous animals.
  - Children and educators must **wash their hands thoroughly** after touching animals and cleaning their cage/litter trays.

In addition to the above, the following must be noted:

- **Bat bites.** Australian bats harbour a Lyssavirus, which is very similar to the rabies virus. If you are scratched or bitten by a bat, immediately clean the wound with soap and running water for 5 minutes and contact your doctor or a public health unit.
- **Fish and other marine organisms.** Scratches from fish and other marine organisms such as coral can cause unusual infections. If an injury caused by a fish, or a wound contaminated by sea, pond, or aquarium water, becomes infected, it is important to see a doctor and explain how the injury occurred.

- **Fleas.** Fleas can infect both animals and humans, causing irritation and inflammation of the skin. Treat animals, their bedding and their immediate environment (that is, where they usually rest) to destroy adult and immature fleas.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Not applicable	QA1.1 – Program QA2.1 – Health QA2.2 – Safety QA2.3 – Child Protection QA6.1 – Supportive Relationships with Families	Policy No. 2 – Administration of First Aid Policy No. 7 – Dealing with Infectious Diseases Policy No. 21 – Management of Incident, Injury, Illness and Trauma Policy No. 24 – Providing a Child Safe Environment	Staying Healthy in Child Care Companion Animals Act 1998 Prevention of Cruelty to Animals Act 1979

Policy No. 20 – Management of Complaints

POLICY STATEMENT

Our service will maintain a complaints and grievance management system to ensure that all educators, families and community members know that complaints and grievances will be taken seriously and investigated promptly and fairly. Complaints and grievances will be investigated and documented in a timely manner. Our complaints and grievance management system will be promoted in the parent handbook, staff handbook and on our website. We will identify complaints and grievances as opportunities to improve the quality of our service.

PROCEDURE

- The Service will support an individual's right to complain and will help them to make their complaints clear and try to resolve them.
- A complaint can be informal or formal. It can be anything an individual thinks is unfair or which makes them unhappy with the service.
- 3Bridges OOSH services have a Prescribed Information for Display template in the service sign in/out area which includes the name and telephone number of the person at the service to whom complaints can be made. This is a requirement under National Regulation 173 that this information must be displayed at the service.
- Families will be provided with clear written guidelines detailing the grievance procedure, in the parent handbook.
- All confidential conversations with individuals who have a complaint or grievance will take place in a quiet place away from children, other families or staff that are not involved.
- The Nominated Supervisor or Management will respond to a complaint within 24hrs and take necessary action where required.
- If an individual has a complaint or comment about the service, they will be encouraged to talk to the Nominated Supervisor who will arrange a time to discuss their concern and come to a resolution to address the issue.
- If the complaint is not handled at this level to the satisfaction of the person making the complaint, they should discuss the issue with the Nominated Supervisor (if different from the Nominated Supervisor) or management liaison person, either in writing or verbally.
- Management will discuss the issue with the Nominated Supervisor and develop a strategy for resolving the problem, this would be discussed further with the individual or if necessary a meeting will be organised with the Nominated Supervisor and individual to resolve the problem.

- All complaints will be recorded and dated indicating the issue of concern and how it was resolved. All information on complaints and grievances will include evidence that complaints are investigated within satisfactory timeframes and adherence to 3Bridges OOSH Policies and Procedures.
- The Nominated Supervisor, OOSH Management or Quality Assurance Team will inform the person making the complaint of what has been decided regarding the issue. Staff will also be informed of any relevant issues that they need to address or be aware of. This could be done verbally or if the issue has been dealt with on a more formal basis, then the Nominated Supervisor, OOSH Management or the Quality Assurance Team will write personally to the individual making the complaint.
- If any complaint cannot be resolved internally to the person's satisfaction, external options will be offered such as an unbiased third party.
- OOSH Management will notify the regulatory authority within 24 hours of any complaint alleging that a serious incident has occurred while a child is educated and care for by 3Bridges or for any complaints alleging that 3Bridges has contravened the National Law (Section 174 (2) (b)).

CHILD FOCUSED COMPLAINTS HANDLING SYSTEM

At 3Bridges child focused complaints processes support and encourage all children to speak up about their worries, whether it is happening to them or someone else.

At 3Bridges we implement child focused complaints handling through:

- A focus on children and their safety needs including using infographics, flowcharts and other images to support the reporting of complaints.
- Complaints are taken seriously and responded to promptly and thoroughly.
- Cover all kinds of concerns including – alleged abuse by adults against children and by children against other children.
- Easy for everyone to understand this includes supporting families with diverse language and backgrounds and people with low literacy.
- Priorities child safety complaints.
- Are easy to find in all 3Bridges OOSH services and age appropriate through Office of the Children's Guardian poster templates which includes information about who children can speak to.
- Children's meetings are utilised to educate children about how they can make a complaint about any kind of harm.
- Complete detailed, independent and fair investigations with support of the 3Bridges Quality Assurance team.
- Protect children from any risk while the investigation process is carried out (Complete a careful risk assessment).

- Feed into the 3Bridges Continuous Improvement Register feedback from children, families and employees.
- Child focused complaint handling policies and procedures are clear, well documented and accessible for all stakeholders to view. Policies clearly outline the roles and responsibilities of leadership, staff and volunteers approaches to dealing with different types of complaints.
- At 3Bridges a feedback culture is encouraged for everyone including children and staff engage in regular professional development opportunities to support a feedback and reporting culture. 3Bridges recognises that if people feel safe raising low level concerns with the service then they are more likely to make a disclosure or report abuse.

Everyone has a role in keeping children and young people safe. Any person whether a child, young person, parent, carer, staff member, volunteer, contractor, student or member of the public can raise a concern or make a complaint if they believe a child or young person has been harmed, is at risk of harm, or has experienced inappropriate behaviour. Reports can be made about incidents witnessed, suspected, or disclosed and can relate to the conduct of anyone involved with 3Bridges. Our organisation is committed to ensuring that all reports are taken seriously, responded to promptly, and handled with sensitivity, confidentiality, and respect.

Everyone involved with our organisation has the right to make a genuine complaint or allegation and won't be punished if they do. This includes children and young people, staff members and volunteers. Reporting abuse is mandatory and encouraged it is never obstructed or prevented.

At 3Bridges, a complaint or allegation can be lodged through the following methods:

- Raising your concerns with a team member, team leader or manager.
- Write to 3Bridges through the 'Tell Us' box located at specific 3Bridges locations.
- Providing feedback via 3Bridges website for review by the 3Bridges Quality Assurance team - https://3bridges.org.au/feedback/.
- Calling the 3Bridges Quality Assurance Team on 1300 327 434.
- Emailing the 3Bridges Quality Assurance Team at quality.assurance@3bridges.org.au
- Completing an 'Incident Report' or 'Disclosure' report through eco Portal – https://live.ecoportal.com/users/sign_in (3Bridges employee login)
- Completing an 'Incident Report' through eco Portal – https://live.ecoportal.com/pf_url/mHI6xbGeldN_hzr6PxPLUA (3Bridges volunteer, student, contractor or public login).
- Report any concerns to the 3Bridges Chief Quality and Compliance Officer ('Head of Entity' at 3Bridges) on 1300 327 434 or via email at quality&compliance@3bridges.org.au

MANAGEMENT OF A COMPLAINT FOR A CHILD EXHIBITING HARMFUL SEXUALISED BEHAVIOURS

Complaints relating to a child at the service exhibiting harmful sexual behaviors will be investigated thoroughly with appropriate action taken to protect the child exhibiting harmful sexual behaviours and other children in the care of the service. All stakeholders concerned have a right to feel that their complaint can be heard and

is processed promptly.

3Bridges staff have obligations as Mandatory Reporters and should refer to Policy 4 (Child Safety) to ensure an appropriate response occurs for all stakeholders concerned. If a complaint is received alleging that a child is exhibiting harmful sexual behaviours the following procedure will occur:

- The Nominated Supervisor or management will acknowledge receipt of the complaint within 24hrs and advise the complainant of the next steps.
- OOSH Management are responsible for notifying the Regulatory Authority within 24 hours of receipt of the complaint under the 'Complaints' reporting threshold via the NQAITS Portal if the complaint alleges that a serious incident has occurred while a child is educated and care for by 3Bridges or for any complaint alleging that the National Law has been contravened (Section 174 (2) (b)).
- The Nominated Supervisor will inform management and the Quality Assurance Team that a complaint has been received. Management and Quality Assurance to provide guidance to Nominated Supervisor as required.
- Confidential conversations will occur with individuals who have made a complaint which will take place in a quiet place away from children, other families or staff that are not involved. Alleged harmful sexual behaviours and other key information during the conversation will be documented.
- An investigation will be conducted in the first instance by the Nominated Supervisor into the allegations. Investigation to include statements from all key stakeholders or witnesses into the alleged incident.
- The Nominated Supervisor will discuss investigation findings with management and Quality Assurance Team. Management, Quality Assurance Team and Nominated Supervisor to develop a strategy for resolving the problem.
- Complainant advised of investigation outcome (where appropriate) and follow up actions implemented by 3Bridges in response to the complaint.
- All complaints will be recorded and dated, indicating the issue of concern and how it was resolved. All information on complaints will include evidence that complaints are investigated within satisfactory timeframes and adherence to 3Bridges OOSH Policies and Procedures.
- If the complaint is not handled at this level to the satisfaction of the person making the complaint, they should discuss the issue with the 3Bridges Quality Assurance Team either in writing or verbally.
- At the conclusion of the investigation the Nominated Supervisor and OOSH Management are responsible for determining and completing all relevant external reporting requirements (e.g. Department of Communities and Justice, Early Childhood Education and Care Directorate, Office of the Children's Guardian and/or Police).
- OOSH Management are responsible for updating the notification to the Regulatory Authority via the NQAITS Portal as additional information regarding the complaint if additional information becomes available and at the conclusion of the investigation.

REVIEW AND EVALUATION

The policy will be regularly reviewed as part of 3Bridges quality assurance processes. It will be evaluated against the organisation mission, values and results framework, relevant state and/or federal standards and in consideration of client feedback and consultation.

3Bridges Continuous Improvement Register will be used to record identified improvements and monitor the progress of their implementation. Where relevant, this information will be fed into 3Bridges service planning and delivery processes.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 168	QA7.3 – Administrative Systems	Parent Handbook Staff Handbook Policy No. 1 – Acceptance and Refusal of Authorisations Policy No. 12 – Excursions Policy No. 24 – Providing a Child Safe Environment	Department of Communities & Justice Complaints, Appeals and Monitoring Act 1994

Policy No. 21 – Management of Incident, Injury, Illness and Trauma

POLICY STATEMENT

Our service aims to ensure the safety and wellbeing of educators, children and visitors, within the service and on excursions, through proper care and attention in the event of an incident, injury, illness or trauma. The service will make every attempt to ensure sound management of the event to prevent any worsening of the situation and complete reports on each event that will be signed by the family of the child involved.

Family members or emergency contacts will be informed immediately where the incident, injury, illness or trauma is deemed serious and be reported to the NSW Regulatory Authority as per the National Law and Regulations.

PROCEDURE

Enrolment Information:

- Families are required to provide written consent for educators to seek medical attention for their child, if required, as part of the enrolment process. This will be recorded in the enrolment form.
- Families will be required to supply details of their preferred doctor, dentist, health fund and Medicare details.
- Educators will be required to supply two contact numbers in case of an emergency or accident.

(a) Incident, Injury or Trauma to a Child whilst in the Service:

- If a child, educator or visitor has an accident while at the centre, an educator who holds a first aid certificate will attend to them immediately.
- Anyone injured will be kept under adult supervision until they recover and an authorised person takes charge of them.
- In the case of a major incident, injury, illness or trauma at the service requiring more than basic first aid, the first aid attendant will:

    1. Assess the injury and decide whether the injured person needs to be attended to by a doctor or whether an ambulance should be called. The educator in charge or nominated supervisor will be advised of their decision.
    2. If the injury is serious, the first priority is to get immediate medical attention. Families or emergency contacts should be notified straight away where possible. If not possible, there should be no delay in organising proper medical treatment.
    3. Attend to the injured person and apply first aid as required.
    4. Educators will ensure that disposable gloves are used with any contact with blood or bodily fluids as per the infectious disease policy.

5. Educators will stay with child until suitable help arrives, or further treatment taken.
6. The educators will try to make the child comfortable and reassure them that they will be ok and that their families have been called.
7. If an ambulance is required and the child is taken to hospital, an educator will
8. accompany the child and take the child's medical records with them.
9. Complete a centre incident report and a serious incident report for the regulatory authority.

Another educator will:

1. Notify family or emergency contact person immediately regarding what happened and the action that is being taken including clear directions of where the child is being taken (e.g. hospital). Every effort must be made not to cause panic and to provide minimal detail regarding the extent of the injuries.
2. Ensure that all blood or bodily fluids are cleaned up in a safe manner.
3. Ensure that anyone who has come in contact with any blood of fluids washes their hands in warm soapy water.
4. Try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the child.

- Accidents which result in serious incident, injury, illness and trauma (including death) to a child must be reported to:
  - The ambulance service;
  - The police;
  - Family or emergency contact person; and
  - Regulatory Authority.
- The centre will notify the family or emergency contact person that a serious incident has happened and advise them to contact the relevant medical agency. Only a qualified medical practitioner can declare a person is deceased, therefore educators should ensure the parents are only advised that the injury is serious and refer them to the medical agency (i.e. hospital) where the child has been taken.
- This information should be provided in a calm and extremely sensitive manner.
- The site of the accident should not be cleared or any blood or fluids cleaned up until approval from the Police.
- All other children should be removed from the scene and if necessary parents contacted for early collection of children. The children should be reassured and notified only that a serious incident has occurred.

(b) Death or Serious Injury to a Child or Educator Out of Hours:

- Educators in the service must be prepared to handle all incidents in a professional and sensitive manner. In the event of tragic circumstances such as the death of a child or educator, the educators will follow guidelines as set out below to minimise trauma to the remaining educators and children in the service.
- In the event of the death occurring out of service hours, a clear emergency procedure will be maintained for the other children at the service.
- If a child is the deceased, the Nominated Supervisor/Nominated Supervisor should make contact with the child's school to liaise with them regarding the school's response to the event.
- The Primary Education Manager will contact the NSW Regulatory Authority as soon as possible and within 24 hours to report the incident. The school and Network of Community Activities should be contacted to seek additional support, resources or advice.

(c) Reporting of Serious Incident, Injury and Trauma:

- All serious incidents, injury, illness or trauma will be recorded within 24 hours of the event occurring. The child's family or emergency contact must be notified of any accident or injury that has occurred to the child as soon as possible and no later than 24 hours after the event.
- The Primary Education Manager is responsible for ensuring that, in the event of a serious incident, the regulatory authority is advised as well as the Approved Provider (e.g. Management Committee).
- It may not be until sometime after the incident that it becomes apparent that an incident was serious. If that occurs, the Primary Education Manager must notify the regulatory authority within 24 hours of becoming aware that the incident was serious.

(d) How to Decide if an Injury, Trauma or Illness is a 'Serious Incident':

- If the advice of a medical practitioner was sought or the child attended hospital in connection with the incident, injury, trauma or illness, then the incident is considered 'serious' and the regulatory authority must be notified.
- An incident, injury, trauma or illness will be regarded by the service as a 'serious incident' if more than basic first aid was needed to manage the incident, injury, trauma or illness and medical attention was sought for the child, or should have been sought, including attendance at hospital or medical facility for further treatment.

(e) Reporting of any incidents or allegations of physical or sexual abuse to a child while being educated or cared for:

- In line with changes to the National Quality Framework on 1 September 2025, any incidents or allegations of physical or sexual abuse to a child while being educated and cared for must be reported to the regulatory authority within 24 hours of the event occurring or allegation being received.
- 3Bridges Chief Quality and Compliance Officer (Head of Entity under OCG Reportable Conduct Scheme) must be notified as soon as practicable of the incident or allegation of physical and sexual abuse. If the

incident or allegation relates to an employee of 3Bridges the 3Bridges Child Safe Reporting Policy and 3Bridges Complaint and Allegation Process under the Reportable Conduct Scheme will be followed.

- Incidents and allegations relating to child to child physical or sexual abuse while a child is being educated and cared for by the service require completion of the Mandatory Reporter Guide (MRG) and where appropriate reporting to the Department of Communities and Justice (DCJ) through ChildStory Reporter Community.
- An incident report through the EcoPortal platform must be completed as soon as practicable but no later than 24 hours following an incident or allegation of physical or sexual abuse to a child while being educated and cared for.

(f) Illness:

- Families are advised upon enrolment and in regular reminders not to bring sick children to the service and to arrange prompt collection of children who are unwell. The care needs of a sick child are difficult to meet without dramatically reducing the general level of supervision of the other children or risking other children's health.
- When a child takes ill at the service, all care and consideration will be given to comfort the child and minimise the risk of cross infection until the child is collected by the family/emergency contact.
- A child or adult will be considered sick if he/she:
    - Sleeps at unusual times, is lethargic.
    - Has a fever over 38ºC.
    - Is crying constantly from discomfort.
    - Vomits or has diarrhoea.
    - Is in need of constant one to one care.
    - Have symptoms of an infectious disease.
- If a child is unwell at home, the family is not permitted to bring the child to the service. Children who appear unwell when being signed in by their parent/guardian will not be permitted to be left at the service.
- If a child becomes ill whilst at the service, the parents will be contacted to take the child home. Where the family is unavailable, emergency contacts will be called to ensure the child is removed from the service promptly.
- The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child's family or other authorised adult takes them home.
- During a fever, natural methods will be employed to bring the child's temperature down until the family arrives or help is sought. Such methods include removing clothing as required, clear fluids given, tepid sponges administered.

- If a child's temperature is very high, cannot be brought down and their family cannot be contacted, the child's enrolment record will be checked for permission to give paracetamol. If the situation becomes serious, the child will be taken to the doctor or an ambulance called.
- If a staff member becomes ill or develops symptoms at the centre they can return home if able or the Nominated Supervisor will organise for someone to take them home.
- The Nominated Supervisor will organise a suitable staff replacement as soon as possible.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 12, 85–88	QA2.1 – Health	Parent Handbook Staff Handbook Policy No. 1 – Acceptance and Refusal of Authorisations Policy No. 2 – Administration of First Aid Policy No. 8 – Administration of Medication Policy No. 11 – Enrolment and Orientation Policy No. 24 – Providing a Child Safe Environment	Work Health and Safety Act 2011 ACECQA Frequently Asked Questions NSW Department of Health Guidelines Disability Discrimination Act 1975 NSW Anti-Discrimination Act 1977 Staying Healthy in Child Care (5th Edition)

Policy No. 22 – Nutrition and Food Safety

POLICY STATEMENT

Our service believes that good nutrition is essential for each child's healthy growth and development. For this reason, the service will provide nutritious, good quality food that is consistent with the Australian Dietary Guidelines: healthy eating for children. We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks (*My Time, Our Place* 1.1). All food served at the service will be consistent with the child's own dietary requirements and take into consideration the children's like and dislikes as well as meet any cultural requirements of families (*My Time, Our Place 2.2 and* 3.2). High standards of hygiene will be maintained throughout all food preparation. We encourage the development of children's good eating habits through modelling and reinforcing healthy eating and nutrition practices by educators. Families will be encouraged to share recipes and traditions to enrich the variety and enjoyment of food by the children and support the children's development of respect for and understanding of diversity (*My Time, Our Place* 1.3). We seek opportunities to learn about growing our own food, collaborate with children to use food we have grown ourselves and use food sourced from local suppliers in our menu planning (*My Time, Our Place* 3.2)

PROCEDURE

Food Safety:

- All food will be prepared and stored in a hygienic manner as per the current
- Australian/New Zealand Food Standards.
- Opened food will be stored in tightly sealed containers in food cupboard and labelled with the date opened.
- All perishable foods will be stored in a refrigerator and the temperature monitored to ensure it is less than 5ºC.
- Surfaces are cleaned before and after food preparation, with an environmentally friendly sanitiser provided.
- Tongs and spoons are used for the serving of food.
- All cups, plates and utensils are washed in dishwasher where available, or cleaned and sanitised.
- Kitchen equipment to be cleaned and stored appropriately.
- Empty containers are cleaned and stored to minimise risk of pest contamination.
- Children are encouraged not to share their drinking and eating utensils.
- Children are encouraged to wash their hands before preparing, serving and eating food (Policy No. CC 08: Dealing with Medical Conditions and Medication Administration).
- Educators can choose between wearing gloves and effective hand washing prior to and during food preparation/handling.

For effective handwashing, follow these five steps:

- **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Lather** your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- **Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
- **Rinse** your hands well under clean, running water.
- **Dry** your hands using a clean towel or air-dry them.

If wearing gloves for safe food handling:

- Wearing gloves does not replace the need for handwashing.
- Wash hands before putting on gloves; after using gloves and before reapplying gloves
- Apply gloves correctly, fully covering hands.
- Avoid contaminating food by using gloves for only one continuous task and then discarding them.
- Remove, discard gloves and wash hands after handling raw food. Apply new gloves if returning to food preparation.
- Remove and discard gloves before using the toilet, smoking, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body. Wash hands after removing gloves.
- All rubbish or leftover food is to be disposed of immediately in lidded bins and bins emptied daily and regularly cleaned with disinfectant.

Nutrition:

- A menu based on the Australian Dietary Guidelines for Children and Adolescents, will be on display for families and children during term and be an accurate representation of the food and drink that is being served.
- All children's individual needs such as allergies, cultural requirements, and health needs etc. will be addressed in the menus. Families to be advised if required to supply specific foods for their child.
- Food and beverages provided to children will be carefully planned in the weekly service menu having regard to the dietary requirements of individual children and taking into account each child's growth and developmental needs.
- A robust enrolment process through OWNA CRM requires families to indicate dietary restriction details for a child and any dietary restrictions are identifiable by 3Bridges educators through 'Tags' in the OWNA CRM. The weekly food menu will be planned based on the enrolment information available to staff and where appropriate alternative food or beverage options may be provided for specific children.

- Families are encouraged to provide feedback to the service or the 3Bridges Quality Assurance Team at quality.assurance@3bridges.org.au should reasonable adjustments need to be considered in relation to the food and beverages planned for sessions of care.
- Food and drink consistent with the menu will be provided for morning and afternoon tea as well as small nutritious snacks available as necessary.
- Fresh drinking water will be available at all times for the children and educators.
- The seasons and weather are to be considered when preparing menus.
- During vacation care, families provide their child's lunch and drinks, unless otherwise stated on the program. Families are encouraged to prepare food and drink for children that is consistent with the Australian Dietary Guidelines. Information is provided to families as guidance e.g. *Family newsletter*, *Network of Community Activities menu planning factsheet, NHMRC Healthy Eating for Children factsheet*.
- Children and families will be encouraged to share family and cultural traditions, ideas and recipes to contribute to the menu.
- Children and families are provided opportunity to have input/give feedback to regular Menu review.

Best Practice and Skills Development:

- Children are to be seated in a relaxed setting while eating or drinking.
- The denial of food will never be used as a punishment. Equally, food or drink will not be used as reward.
- Children's cooking activities and children's safe food handling practices are encouraged as part of the program to develop life skills.
- Educators encourage children to serve their own food and drinks to encourage the development of food handling skills as well as acknowledging their growing sense of independence.
- The service will regularly review and evaluate nutrition and safe food handling practice in line with current best practice guidelines from recognised authorities.
- Lead Educators attend regular professional development on nutrition and food safety practices and note, communicate and implement changes to practice in the service.
- Educators certified and experienced in Safe Food Handling will conduct on the job training of educators or volunteers serving food without the relevant skills, experience and knowledge.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance

Regulations: 77–80	QA2.1 – Health	Parent Handbook Staff Handbook Policy No. 7 – Dealing with Infectious Diseases	Eat for Health: Australian Dietary Guidelines – Healthy Eating for Children 2013 Eat Smart Play Smart Manual, Heart Foundation National Food Standards Code (FSANZ) Food Act 2003 (NSW) Food Regulation 2010 (NSW) NRG@OOSH (Network of Community Activities)

Policy No. 23 – Priority of Access

POLICY STATEMENT:

Our service understands that for families, enrolling their child into Outside School Hours Care can be an important priority. However the demand for Outside School Hours Care sometimes exceeds the number of places our service is approved for and there may be a waiting list to manage family demands. When this happens, our service will comply with the Australian Government '*Priority of Access Guidelines*' to ensure places are allocated to families with the greatest need for childcare support. These Guidelines will be strictly adhered to and failure to meet these Guidelines is a breach of the conditions of continued approval for receiving Child Care Subsidy and State Government funding. The guidelines will be used during enrolment, when there is a waiting list for our service, or when a number of parents are applying for a limited number of vacant places.

PROCEDURES:

(a) The Priority of Access Guidelines:

- Families will be advised about the Priority of Access Guidelines when they enroll their children in our service. Families will also have access to a copy of this policy.
- The Priorities are:
  - **Priority 1**: a child at risk of serious abuse or neglect.
  - **Priority 2**: a child of a single parent who satisfies, or parents who both satisfy, the work/training/study test under Section 14 of the '*A New Tax System (Family Assistance) Act 1999*'.
  - **Priority 3**: any other child.
- Within the three categories described above, priority will be given to children from:
  - Aboriginal and Torres Strait Islander families;
  - Families which include a person with a disability;
  - Families on lower incomes;
  - Families form culturally and linguistically diverse backgrounds;
  - Socially isolated families; and
  - Single parent families.
- When our service has no vacant places and is providing care for a child who is Priority 3 under then Guidelines, the service may require that the child to leave the service in order to make room for a child with a higher priority. However, this can only happen if our service:
  1. Notified the family that our service follows the Priority of Access Guidelines and this Policy when their child first entered care at our service; and
  2. Gives the family at least 14 days' notice of the need for their child to vacate care.

- When filling vacancies, our service will give priority to school children over children who have not yet started school and may ask a child not yet in school to leave care if a child who is in school applies for a place.
- When considering enrolments for the following school year, the service will consider the physical space and accept enrolments ensuring compliance with the Education and Care Services National Regulations and Law is maintained.
- If proposed enrolments exceed the current physical space, the service will investigate access to additional space. If suitable additional physical space cannot be secured, the service will place a cap on the number of enrolments and once that cap is reached a waiting list will be established. Families will be made aware of this process.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 108, 157	QA6.1.1 – Engagement with the Service QA6.3.3 – Community Engagement QA7.3.2 – Administrative Systems	Policy No. 5 – Confidentiality Policy No. 11 – Enrolment and Orientation Policy No. 20 – Management of Complaints	Child Care Subsidy (Eligibility of Child Care Services Approval and Continued Approval) Determination 2000 Child Care Service Handbook – Section 6: Service Delivery (6.3 Priority of Access) Family Assistance Act 1999

Policy No. 24 – Providing a Child Safe Environment

POLICY STATEMENT

Our service provides an environment that ensures the safety, health and wellbeing of children at all times. The welfare and protection of all children is of paramount importance. Educators will maintain the premises and equipment, adhere to procedures regarding safe practices and operate in line with legislative requirements relating to child protective practices and the Education and Care Services National Regulations and Law. Educators and management are aware of their legal responsibility as Mandatory Reporters to take action to protect and support children they suspect may be at significant risk of harm. Educators will ensure that children are adequately supervised at all times and that every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury or trauma (National Quality Standards 2.3.1 and 2.3.2).

PROCEDURES

(a) Managing the Facility:

Security:

- Only approved educators and management members will be given a key to access the building and equipment areas.
- A key register will be maintained that indicates the person's receipt of the key, date received, and date returned on completion of employment or completion of term as member of Management. If the service is situated on a school site, service will adhere to key registry requirements of the school.
- Extra keys will only be cut after agreement by the management and a record made of where they are.
- All monies and important documents will be kept in a lockable place and access will only be permitted by approved staff and management members.
- Educators will ensure that the building is left in a secure manner before leaving and all windows, cupboards, safe, and other relevant areas are locked. All heating and lighting is off and all doors properly secured.
- Educators will inform the police as soon as possible if there has been a break in to the service of any kind.
- Educators will remain at the service until the police arrive or inform them of what to do.

Buildings, Equipment and Maintenance:

- Equipment will be chosen to meet the children's developmental needs and interests. There will be sufficient access to furniture, materials and developmentally appropriate equipment suitable for the education and care for each child.
- Service premises and all equipment and furniture will be maintained in a safe, clean condition and in good repair at all times.
- Children will be provided with adequate, developmentally and age-appropriate toilet, washing and drying facilities. These will enable safe use and convenient access by children.

- There must be no damaged plugs, sockets, power cords or extension cords.
- All plug sockets shall be maintained as child safe.
- Electrical appliances shall be in good working order.
- Electrical circuit breakers will be installed and be maintained.
- Provision will be made in the budget for regular maintenance and repair work and for deferred costs of major capital repairs.
- Management will develop a list of fully licensed and insured trades persons, which is made available to educators. This list will be reviewed on an annual basis.
- All contractors should have their own public liability insurance.
- The service and equipment will be regularly checked to ensure that they are in a good and safe condition, comply with relevant Australian Standards and have appropriate soft-fall surfacing maintained.
- Equipment will be regularly washed and cleaned.
- Recycled craft materials should be checked for potential hazards.
- Educators should ensure safe handling of all tools if used as part of any activity.
- Families will be encouraged to notify educators of any safety issues they observe.
- Anything that requires maintenance is to be reported to the Nominated Supervisor as soon as possible.
- Faulty equipment should be removed or protection placed around any dangerous building sites.
- Hazard report (Spot It, Report It) will be completed through Eco Portal and automatically sent to Quality Assurance and Facilities Teams to address any maintenance that is needed.
- For all repairs the Nominated Supervisor will contact the Facilities team for further action.
- It is the responsibility of management, once a problem has been raised, to ensure that it is rectified in the most efficient manner and that the service is safe for educators and clientele.
- Should the service be considered unsafe or as being a health risk, then the service will be closed, after notice has been given to all relevant parties, until the problem has been rectified.
- The service will have an appropriate number of first aid kits that are suitable to the ages and needs of the children attending. The first aid kit will be well stocked and be easily always recognised and accessible.

Storage:

- A storage system should be devised that ensures easy access and un-cluttered storage of all equipment.
- Storage areas will be cleaned and tidied at least twice a year or when seen as necessary.
- Play equipment and toys should be easily accessible to all children during the operating hours of the service.

- Children will show respect for the equipment and be expected to pack equipment away that they have used to avoid trip hazards.
- All equipment is to be neatly packed away at the end of each session.
- Craft equipment will be stored in a separate area, children should ask permission before removing any craft equipment, such as paints and glues etc. which has not been set up by the staff.
- All craft equipment is to be properly washed and cleaned before storage.
- Where room permits, a separate storage area will be available for sporting and large outdoor equipment to prevent clutter.
- All items such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications should be stored in the designated secured area which is inaccessible to the children. Educators are responsible to ensure that these areas remain secure and that they do not inadvertently provide access to these items.
- Kitchen and other refuse areas will be provided with lidded facilities that are cleaned and emptied daily.
- Educators and management will ensure that all family records are kept in a nominated secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

Ventilation, Temperature and Natural Light:

- All heating and cooling systems will be of good quality and checked regularly to ensure safety and reliability.
- All heating and cooling systems and power cords will be kept in a safe area and away from children.
- Educators will take individual needs and specific activities into account when ensuring that heating and ventilation levels are comfortable.
- Should educators, children or families complain about the temperature in the service not being at a comfortable level, this matter will be drawn to the attention of management and steps will be made to address the problem.
- Adequate ventilation will be always provided. Windows will be properly maintained to ensure easy opening and protection from bugs and insects.
- Where activities involve toxic materials such as paints and glues, staff are to ensure there is adequate ventilation before undertaking the activity.
- Windows are to be opened during operation of the service unless closed to protect from extreme weather conditions.
- Natural light is most desirable. Provision of natural light areas will be enhanced as much as possible.
- In areas made available for children's homework or other fine detail, natural light will be made available where possible and good overhead lighting provided.

- Adequate light will be maintained both indoors and outdoors. A security light will be placed at the entrance to the service that clearly provides unobstructed view of the door and surrounding areas.
- Outdoor lighting will be suitable so that families, staff and children can enter and exit the building without any unsafe dark areas.

Pest Control:

- Equipment and especially food items will be properly stored so as not to attract pests and vermin.
- Refuse bins and disposal areas will be emptied and cleaned daily.
- Kitchen, food preparation areas and storage will be cleaned and maintained daily.
- All areas will be checked daily for any signs of pests or vermin.
- Should any pests or vermin be identified then action should be taken to rid the service of the problem by:
    - Initially using non-chemical methods such as physical removal, maintaining a clean environment, and use of any non-chemical products.
    - Low irritant, environmentally friendly sprays to be used minimally and only with adequate ventilation and preferably not in the presence of the children; and
    - Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
- For all pest control matters, the Nominated Supervisor will contact the Facilities Team to address the problem.
- All families will be notified of any use of chemicals.
- Any use of chemical products should only be conducted outside the hours of the children and educators' presence in the building.
- All action will be taken to remove the children, educators, families and visitors from the environment for as long as is safe and viable.

(b) Managing the Indoor and Outdoor Environment:

Indoor Environment:

- All service indoor environments are strictly smoke free environments. A smoke free environment also means free from all vaping substances and all vaping devices in line with National Quality Framework Changes effective 1 September 2025.
- 3Bridges will only enroll approved numbers of children in each approved service in accordance with the National Regulations.
- Where children are indoors for long periods due to weather conditions, special activities will be planned, and other areas sought to disperse the group such as school halls and verandas.

- Separate areas in the indoor environment will be provided for:
    - Signing children in/out of the service.
    - Collection of fees, answering phones, and maintaining daily records.
    - Educators and families to talk in confidence.
    - Children to store their bags and belongings.
    - Storage of equipment, food, dangerous materials, and family records.
    - Preparation of food and drinks.
    - Kitchen and other refuse.
    - Cleaning of equipment.
    - Male and female toilet, hand basins and hand drying facilities.
    - Creative and other activities.
    - Large and small group activities.
    - Display of children's activities and work; and
    - Quiet space for children to retreat to or do homework or lie down if unwell.
- The indoor area is to be set up to allow children to participate in a variety of activities with easy access to equipment. Drawing paper and other materials will be always made available to the children.
- Easy access to areas should be maintained by making clear easily definable passageways and walkways though the building.
- Staff will ensure that children properly store their bags, and that bags and other items are not thrown into walkways or play areas.
- All items obstructing areas are to be removed and placed in the correct storage areas.
- Areas must be set up to ensure that proper supervision can be always maintained.
- Access to the outdoor environment should be clear and easily accessible by the children and staff.

Outdoor Environment:

- The outdoor environment provides each child with at least 7 square metres of unencumbered outdoor space in compliance with National Regulation 108.
- All service outdoor environments are strictly a smoke free environment. A smoke free environment also means free from all vaping substances and all vaping devices in line with National Quality Framework Changes effective 1 September 2025.
- The outdoor space will be inspected daily for any obstacles or dangerous items and the hazard check will be recorded.

- Any hazardous items will be disposed of in a safe and careful manner prior to the children playing in the area.
- The outdoor space will be set up in a variety of ways to encourage participation.
- Areas will be made available where children can play in large or small groups or by themselves.
- Supervision should be properly maintained. Children are only to play in areas that are clearly visible to educators, and where child/educator ratios are maintained.
- Clear boundaries shall be set and enforced.
- When it is necessary to go outside the boundaries or line of supervision, an educator must accompany children.
- Adequate shade via trees and coverings will be maintained.
- As far as possible, activities will be set up in shaded areas.
- Use of other outdoor venues will be considered where access to the area is safe, adequate supervision can be maintained, the area is considered of value to the children's physical development and personal comfort, and where adequate staff/educator ratios can be maintained.

(c) Child Safety and Wellbeing Requirements

3Bridges is committed to promoting a culture in which child safety and wellbeing are embedded in everyday practice, decision-making, relationships and service operations.

For any action or decision concerning a particular child, the child's safety, welfare and wellbeing are paramount. This paramountcy principle must guide all decisions concerning supervision, behaviour support, participation, inclusion, responding to concerns, communication with families and any action taken following an incident, disclosure or allegation.

Child Protection Training

- 3Bridges will ensure that all relevant workers complete and maintain the child protection training required under the Education and Care Services National Law and Regulations, including section 162A of the National Law. Training requirements will be monitored through the Worker Register and relevant workforce records.
- All educators, volunteers, students and contractors will receive child safety induction appropriate to their role, including their obligations to recognise, respond to and report child protection concerns, and how to access the Reporting Decision Tree.

Child Protection Concerns Register

- A confidential Child Protection Concerns Register will be maintained by 3Bridges to record child protection concerns, disclosures, allegations, Mandatory Reporter Guide outcomes, reports, referrals, risk assessments, actions taken and review dates.

- Access to the register will be restricted to authorised personnel. Records must be factual, objective, dated, stored securely and managed in accordance with privacy, confidentiality and record-keeping requirements.

Reporting Decision Tree

- The 3Bridges Child Protection Concerns Flowchart, also referred to as the Reporting Decision Tree, sets out the required process for responding to a child protection concern, disclosure, allegation or suspected risk of harm.
- The Reporting Decision Tree must be kept in a place accessible to all staff at each service and made available electronically. It will be included in induction, staff briefings and ongoing child safety training. Educators must follow the Reporting Decision Tree and seek immediate support from the Nominated Supervisor, Responsible Person or Quality and Safeguarding team where required.

Child Protection Risk Assessments

- Child protection risks must be identified, assessed, controlled and reviewed as part of service operations. This includes risks associated with the physical and online environment, supervision arrangements, toileting and change areas, excursions, transport, visitors, contractors, use of electronic devices, staffing arrangements and children's individual circumstances.
- Where a child protection concern is identified, an appropriate risk assessment must be completed promptly. Controls must be implemented without delay, documented, communicated to relevant staff on a need-to-know basis and reviewed for effectiveness.

Attendance and Accountability for Children

- The attendance record is a critical child safety document and must be used actively throughout each session to ensure every child is accounted for.
- Educators must ensure children are accurately signed in and out, complete regular roll checks, reconcile the attendance record against children physically present, and conduct head counts during transitions, movement between areas, excursions and emergency evacuations. Any discrepancy must be investigated immediately, escalated to the Responsible Person and documented in accordance with the Safe Arrival and Incident Reporting procedures.

(d) Child Protective Practices:

Working With Children Check (WWCC)

- All team members will possess a satisfactory criminal history check, such as a Working with Children's Check (WWCC) and police check.

Mandatory Reporting:

- A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.

- In OOSH services mandatory reporters are:
  - Educators that deliver services to children; and
  - Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
- Educators are mandated to report to Department of Communities & Justice Community if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998.
- Section 23 (1):
  - (a)-(b) Child is at significant risk of harm – Neglect.
  - (a) Basic physical or psychological needs not being met or are at risk of not being met.
  - (b) Families unwilling or unable to provide necessary medical care.
  - (b1) Families unwilling or unable to arrange for the child or young person to receive an education.
  - (c) Child is at significant risk of harm – Physical/sexual abuse.
  - (d) Child is at significant risk of harm – Domestic violence.
  - (e) Child is at significant risk of harm – Serious psychological harm.
  - (f) Child is at significant risk of harm – Prenatal report.
- Educators will undergo training in relation to child protection and reporting as part of the training budget.
- Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- Any educator who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with the Nominated Supervisor and/or the Responsible Person in charge of daily operation as they may have information the educator is not aware of. The incident/s that lead the educator to form the belief should be recorded concisely, include as much detail as possible and be kept in a secure place to ensure confidentiality.
- The Nominated Supervisor/Responsible Person will then assist staff in completing the online Mandatory Reporters Guide (MRG) - https://reporter.childstory.nsw.gov.au/s/ to determine whether the report meets the threshold for significant risk of harm (see point below for further information regarding the MRG).
- If directed by the MRG to report to DCJ, educators should report their concerns to the Child Protection Helpline - 132 111.
- When reporting to the Child Protection Helpline, it is important to have as much information as possible available regarding the child/children involved and any specific incident details. This might include child's information, family information, reporter details and outcomes of the MRG.

- If the Nominated Supervisor has been advised to but has not reported to Department of Communities & Justice you are legally responsible to do so.
- Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.

Mandatory Reporting Guide (MRG):

- The MRG has been developed to help frontline mandatory reporters, including OOSH educators, determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide the reporter on what action should be taken. The MRG is an interactive tool and is available online at https://reporter.childstory.nsw.gov.au/s/
- If still in doubt the Child Protection Helpline will provide feedback about whether the report meets the new threshold for statutory intervention.
- If new information presents concerning the child or young person run the MRG tool again.
- Where concerns do not meet the significant harm threshold, the MRG tool may guide you to 'Document and continue the relationship'. This requires the service to continue to support, provide services, and coordinate assistance and referral for the child and their family.
- Regardless of the outcome of using the MRG, the family and child will require support and referral where possible.
- The report page from the MRG should be printed and placed in the child/family file for future reference regardless of whether further action is recommended.

Information Exchange:

- In order to provide effective support and referral it may be necessary to exchange information with other prescribed bodies including government agencies or non-government organisations and services.
- The NSW Children and Young Persons (Care and Protection) Act 1998 has been amended (2009) to include chapter 16A Information Exchange.
- Chapter 16A requires prescribed bodies to take reasonable steps to coordinate decision making and the delivery of services regarding children and young people.
- Under Chapter 16A NSW Children and Young Persons (Care and Protection) Act 1998, educators will exchange information that relates to a child or young person's safety, welfare or wellbeing, whether or not the child or young person is known to Department of Communities & Justice and whether or not the child or young person consents to the information exchange.
- The information requested or provided must relate to the safety, welfare or wellbeing of the child. Information includes:
    - A child or young person's history or circumstances;
    - A parent or other family member, significant or relevant relationship; and

- The agency's work now and in the past

- Where information is provided in good faith and according to legal provisions, under section29 and section 245G NSW Children and Young Persons (Care and Protection) Act 1998; reporters cannot be seen as breaching professional etiquette or ethics or as a breach of professional standards. There can be no liability for court action.

Where a Complaint is made about an Educator or Someone in the Service:

- Should an incident occur that involves a child being put at risk of harm from an educator, volunteer and trainee, this is regarded as **'reportable conduct'** and 3Bridges 'Head of Entity' (Chief Quality and Compliance Officer) should be notified of the complaint immediately and will provide guidance on appropriate follow up measures.
- '**Reportable Conduct'** necessitates such conduct being reported to the Office of the Children's Guardian within 7 days and via eReport through the ChildStory Reporter Website or by calling the Child Protection Helpline on 132 111.
- Where the allegation is made to an educator or member of management the facts as stated will be recorded in writing, using a Disclosure Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
- If the Nominated Supervisor or Responsible Person in charge is suspected, then the service's management should be informed in addition to the Chief Quality and Compliance Officer.
- The person making the report should follow the advice of the ChildStory reporter, Child protection helpline or Office of the Children's Guardian. Management will also follow this advice.
- The matter will be treated with strict confidentiality.
- For the protection of both the children and the educator involved, the educator should be encouraged to take special leave or be removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.

Recruitment and Orientation of Staff:

- All educators employed by the service including management, full time/part time and casual educators, volunteers and students will be subject to a Working with Children Check carried out by the Office of the Children's Guardian. Written approval from the prospective employee will be sought prior to this check being carried out. All employees and management will also complete a Prohibited Employment Form that will be kept on file.

- When the service engages a self-employed individual to provide services, the provider is required to demonstrate evidence of a valid Working With Children Check which will be verified by 3Bridges**.** This verification ensures that third-party providers engaged are not banned by law from working with children.
- All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation and induction to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

Structure of the physical and online environments to ensure a safe environment that minimises the opportunity for abuse and other types of harm to occur:

- Wherever feasible, 3Bridges advocates for a screen-free setting to enhance developmental learning through active play and social interaction.
- Children are not permitted to bring personal electronic devices to the service. This includes the use of Apple or electronic watches while in attendance at the service.
- 3Bridges Educators must always adhere to the 3Bridges Child Safe Code of Conduct including not being permitted to use personal electronic devices while supervising children. Any breaches of policy will be escalated to the Primary Education Manager and 3Bridges Workforce Relations Team for review and disciplinary action where appropriate.
- A comprehensive induction program and Position Description will ensure that educators are aware of their roles and responsibilities in relation to supervision and the use of electronic devices while engaged with the service.
- Where approved by the Responsible Person on Duty, children may use 3Bridges iPads and mobile phones under constant educator supervision. Internet usage must be closely monitored to ensure access is limited to content appropriate for the age group of children being cared for at the service.
- The care environment is intentionally structured to support continuous supervision, enabling educators to see, hear, and intervene when necessary. When privacy is required, for example, during toileting or quiet time, protocols are followed to balance privacy with safe supervision.
- Service Supervision Plans are in place to support adequate supervision in all areas of the service and minimise the risk for other types of abuse and harm to occur.
- Health and safety risks, particularly those affecting physical wellbeing, are mitigated through the use of a daily checklist covering both indoor and outdoor environments. Maintenance and replacement of equipment or resources are coordinated in partnership with the partner school and the 3Bridges Facilities team.
- All aspects of the environment and educational program are evaluated through the view of children's age and developmental stage, with the intention of promoting meaningful learning opportunities. Risks

are managed thoughtfully, recognising that some level of risk is both inevitable and essential for healthy development.

REVIEW AND EVALUATION

The policy will be regularly reviewed as part of 3Bridges quality assurance processes. It will be evaluated against the organisation mission, values and results framework, relevant state and/or federal standards and in consideration of client feedback and consultation.

3Bridges Continuous Improvement Register will be used to record identified improvements and monitor the progress of their implementation. Where relevant, this information will be fed into 3Bridges service planning and delivery processes.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 82, 84–87, 89, 103, 105, 107–110, 114–115, 155, 168, 170, 176	QA2 – Children's Health and Safety QA3 – Physical Environment QA4 – Staffing Arrangements QA5 – Relationships with Children QA7 – Governance and Leadership	Parent Handbook Staff Handbook Health and Safety Policies and Procedures Staffing Policies and Procedures	Children and Young Person's (Care and Protection) Act 1998 (NSW) Commission for Children and Young People Act 1998 Child Protection (Prohibited Employment) Act 1998 Office of the Children's Guardian NSW Department of Communities & Justice Mandatory Reporting Guidelines NSW Child Protection Interagency Guidelines (2006) Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 Child Story – https://reporter.childstory.nsw.gov.au/s/ My Time, Our Place

Policy No. 25 – Removal and Assumption of Care of a Child from the Service by Department of Communities & Justice

OBJECTIVE

The purpose of this procedure is to provide guidance for Outside School Hours Care when responding to a Department of Communities & Justice request for removing a child or young person at immediate risk of significant harm, with or without a search warrant or Children's Court order.

OVERVIEW

Department of Communities & Justice (an agency within the NSW Department of Human Services) and NSW Police have the legal authority to remove children from their parents' or usual carer's responsibility where:

- There are reasonable grounds to believe that the child or young person is at risk of significant harm; AND
- The risk is immediate, and less intrusive actions insufficiently reduce the risk of harm.

Department of Communities & Justice also has authority to assume the care of a child while they are in attendance at a children's service (that is, where it is not in the best interests of the child to be removed from the premises where they are currently living/located), if the child is assessed as being in need of care and protection on returning to the care of parents or carers.

Section 34 of the *Children and Young Persons (Care and Protection) Act 1998* (the Act) authorises Department of Communities & Justice to take whatever action is necessary to safeguard or promote the safety, welfare and well-being of a child or young person who is in need of care or protection.

Department of Communities & Justice must ensure that the child's parents/carers are kept informed of the whereabouts of the child:

- By disclosing the whereabouts of the child where the disclosure would not prejudice the child's safety, welfare, wellbeing or interests; or
- By not disclosing high level identification information (including name and address of the carer; information that may identify the placement; or contact information) where the disclosure would prejudice the child's safety, welfare, wellbeing or interests.

Section 234 (1) of the Act requires *the person conducting the removal* to provide the following information to the child (where over 10 years old):

- The person's name and authority to conduct the removal;
- The reasons why the child or young person is being removed;
- That the law authorises the person to conduct the removal; and
- What is likely to happen to the child or young person after they have been removed.

This information may be provided verbally at the time, however, must be provided in writing as soon as practicable in a language and manner the child or young person can understand. The child (10+ years) must be informed they may contact any person and be assisted to contact that person. Department of Communities & Justice is responsible for arranging a placement for the child, where required. Department of Communities & Justice will not ordinarily return the child(ren) to their parents or carers until it assesses that it is safe to do so or the Children's Court orders it.

PROCEDURE

If Department of Communities & Justice representative arrives at the service to remove or assume the care responsibility of a child, please ensure this procedure is followed:

1. Department of Communities & Justice will contact the service to seek approval from the Nominated Supervisor/Authorised Supervisor or the most senior staff member on shift to collect the child and advise about the need to remove or assume the child from the service, including the names of the representatives and the proposed arrival time (Department of Communities & Justice may be assisted by Police).
2. In preparation for the attendance of Community Services, centre staff should sit with the child in a comfortable area, e.g. foyer, office or staff room (this will reduce distress to other children). Ensure that the other children at the centre will still be adequately supervised.
3. Do not contact the child's parent/s to advise them about the impending removal of the child.
4. Contact any supervisor or employer immediately to advise that your service will have a child removed from care by Department of Communities & Justice representatives and the approximate time.
5. If there has not been a prior call from the Department of Communities & Justice or the representatives do not advise their names upon arrival the Nominated Supervisor/Authorised Supervisor should:
   - Confirm the identification of the representatives (formal ID);
   - Record the names and contact details of the representatives and the names of any Police in attendance; and
   - Request that they sign the visitor in/out book.
6. If there is any doubt about the identity of the Department of Communities & Justice representatives the Nominated Supervisor/Authorised Supervisor should contact the relevant Department of Communities & Justice Centre for verification or, if the removal is taking place outside office hours, contact the Child Protection Helpline on 13 36 27 (the mandatory reporting number).
7. Where there is a Children's Court Order or a search warrant, Department of Communities & Justice representatives will serve an Order on the person at the service who appears to have the care and protection of the child and provide them with an information booklet about the removal (a child or young person may be removed with or without a search warrant or Children's Court order depending on the circumstances).

8. Ensure a representative signs the child out and that parents have been informed. An official must remain at the service until it is confirmed that the parent has been informed of the child's removal from the centre.

STAFF SAFETY:

If the parent or carer contacts and/or arrives at the service for information they should be directed to contact the Department of Communities & Justice, or to call the Child Protection Helpline on 132 111. Where possible a Department of Communities & Justice case worker should remain at the centre to inform the parent.

COMPLAINTS:

Service staff or parents can also contact the Department of Communities & Justice Complaints Unit on 1800 000 164 or complaints@community.nsw.gov.au if they have a complaint in relation to the removal.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 84	QA2 – Children's Health and Safety	Policy No. 4 – Child Safety Policy No. 24 – Providing a Child Safe Environment	My Time, Our Place

Policy No. 26 – Digital Technology & Social Media

POLICY STATEMENT

Our services are committed to ensuring that technology is integrated into children's play, leisure experiences, projects and practices. We support the appropriate use of technologies by children and educators and recognise that the children in our care will experience and engage with many forms of electronic media both in and out of 3Bridges care.

Our aim is to encourage all children to use and access information and communication technologies to express ideas, access images and information, and explore diverse perspectives, engaging these tools for designing, drawing, editing, and composing (*My Time, Our Place* Outcome 5).

We believe that any use of social media must not place at risk the safety, health or wellbeing of children, educators, families or visitors at the service (*My Time, Our Place* Outcome 1).

3Bridges Digital Technology and Social Media policy has been designed to ensure our services operate in alignment with the National Quality Framework and the Education and Care National Regulations. This includes National Regulation 168 which mandates providers requiring clear policies and procedures covering the use of digital devices at education and care services.

DEFINITION

Personal devices: Devices not issued or approved by 3Bridges, including but not limited to mobile phones, cameras, smart watches, tablets and other devices capable capturing or transmitting images or videos.

Social Media: Interactive platforms and applications through which individuals and communities create and share user-generated content using accessible publishing technologies.

Social media is distinct from industrial media, such as newspapers, television, and film. Social Media may include (although is not limited to):

- Social networking sites (e.g. Facebook, Instagram, LinkedIn);
- Video and photo sharing websites (e.g. YouTube, Tik Tok);
- Blogs, including corporate blogs and personal blogs.
- Blogs hosted by media outlets.
- Micro-blogging (e.g. Twitter);
- Wikis and online collaborations (e.g. Wikipedia);
- Forums, discussion boards and groups (e.g. Google groups, Whirlpool);
- Video on demand and podcasting.
- Online multiplayer gaming platforms (e.g. World of War Craft, Second life);
- Instant messaging (including SMS); and
- Geo-spatial tagging (Foursquare).

PROCEDURES

(a) Unacceptable use of Social Media:

Unacceptable social media behaviour refers to anything on social media that:

- Has the potential to bring the service or the school age care sector into disrepute.
- Discloses or discusses the service's confidential information; and
- Could be viewed as derogatory towards, or disparaging of staff, families, management, visitors, children or support agencies.

(b) The use of any digital device issued by the service. Educators will:

- Keep all personal devices completely stored (e.g. in a bag or lockable cabinet at the service) and out of reach while working directly with children. No usage, visible display or access is permitted while working in a 3Bridges OOSH service directly with children. This includes smart watches being removed from an individual's body and stored securely while working directly with children.
- Not access a social networking site during working hours at the service via mobile phone or any other device for personal use during work hours.
- Not post information, photos or videos about the service, staff, management, families, visitors or any matters relating to the service on their personal social networking site.
- Only use service-owned, approved and clearly labelled 3Bridges branded mobile phone devices which educator family members can contact in the event of an emergency during employee work hours.
- Request and obtain prior consent from the service Nominated Supervisor in the event of essential purposes such as emergencies, health and family needs which may require temporary alternative arrangements for the storage of an educators mobile phone while working directly with children at the service.
- Only use service-owned, approved and clearly labelled 3Bridges branded electronic devices for the purpose of taking photos or videos at the service or during an excursion for documentation and educational purposes.
- Advise the service Nominated Supervisor and Primary Education Manager in the event that a personal device is required during service operational hours to manage a health condition such as diabetes or hearing aid devices. A risk assessment and meeting with the service Nominated Supervisor and Primary Education Manager will occur prior to ensure the appropriate use of personal electronic devices at services in such circumstances.
- Not befriend any children associated with the organisation on social media website until the child is 18 years old, even if child makes request to be friends prior.
- Not post images or video's taken at the service or on an excursion on a social networking site without written permission from the family.

- Consider the content and message of movies, television programs, electronic games and other devices and discuss these with children when deciding what is acceptable for them to engage with.
- Ensure that pirated DVDs or electronic games must not be used, as this is an illegal activity.
- Ensure that only G and PG rated movies or tv shows are viewed in the service or on excursions.
- Not be responsible for children's lost games or other equipment.

(c) Families, Visitors, Contractors and Student Placements:

- Families, visitors and unauthorised persons are not permitted to take photos, videos, or recordings at the service. To ensure the safety, privacy and dignity of all children personal devices must remain in families, visitors, contractors or students pockets or bags upon entry to 3Bridges services.
- Must not post confidential information about the organisation, staff, management, families or any matters relating to the service on a social media site.
- Must not use social media to harass or bully other families, children or staff. If a family member or visitor has an issue or concern, they must follow 3Bridges OOSH Management of Complaints Policy (OOSH Policy No. 20).
- Ensure that any DVDs or games brought to the service by their children are rated G or PG only.
- Families will be provided with a consent option during the enrolment process. Families have the right to choose if permission is given to use photos, videos and/or quotes of children and themselves for documentation or educational purposes.
- A register of family permissions will be kept and maintained by OOSH Nominated Supervisors and accessible to all OOSH staff through OWNA CRM.
- If families revoke their permission, they are required to give notice in writing to the OOSH service.

(d) The use of digital devices by children at 3Bridges OOSH:

- Will only use approved service issued electronic devices following approval by a 3Bridges educator. All use of service issued electronic devices will only occur under direct educator supervision.
- Personal electronic devices are not to be used by children at the service which includes all types of electronic devices (e.g. phone, camera or Smart watches).
- Upon enrolment or as required families can advise the service Nominated Supervisor in the event that a personal device is required during service operational hours to manage a child's health condition such as diabetes while at the service. A meeting between the family and service Nominated Supervisor will occur prior to care to ensure the appropriate use of personal electronic devices at service are planned for and occur in such circumstances.
- May not access a social networking site whilst in the care of 3Bridges services.
- Will only use digital technology at the times specified by staff and may only access the internet whilst supervised by an educator.

- Must not use the internet to contact, harass or bully others.

(e) The taking, use, storage and destruction of images and videos of children:

- Only service-owned, approved and clearly labelled 3Bridges branded electronic devices will be utilised for the purpose of taking photos or videos at the service or during an excursion for documentation and educational purposes only.
- Electronic images and videos of children taken with service-owned and approved devices will be stored on service owned/approved devices which are securely stored through a pin code known by appropriate personnel only. All service-owned and approved electronic devices containing images and videos of children at the service are to remain at the service while not in use in a secure/locked filing cabinet.
- Hard copy or printed images of children displayed at the service will be returned to an authorised parent/carer once removed from display.
- If a parent/carer does not wish to accept a copy of the hard copy image of their child the photo will be destroyed at the service via a shredding device.
- Electronic Images and videos of children stored on service-owned and approved electronic devices will be deleted as soon as practicable once use of the image is no longer required form documentation or educational purposes.

(f) Obtaining authorisation from parents to take, use and store images and videos of children:

- All families are required to complete an enrolment form application for their child via OWNA CRM.
- A new child enrolment form contains a mandatory field for authorised parents/carers to complete which requests authorisation from parents for 3Bridges educators to take, use and store images and videos of children on service-owned and approved electronic devices.
- Authorised parents and carers can change the authorisation advice that they provide the service in terms of taking, using and storing images and videos of their child via email advice once the initial enrolment process has been finalised for their child.
- Each service maintains a register of enrolled children in which the service documents children who have and do not have authority to take, use and store images and videos of children with service-owned and approved electronic devices.
- The register of enrolled children in which the service has and does not have authority to take, sure and store images and videos of a child is maintained in OWNA CRM which is accessible to all educators via service-owned devices.
- All educators will receive training in accessing the service register during site inductions and are required to review the register prior to taking photos and videos of children in 3Bridges care for the purpose of documentation or educational purposes.

(g) The use of optical surveillance devices (e.g. CCTV):

- All 3Bridges OOSH services are not fitted with optical surveillance devices. 3Bridges is committed to complying with all elements of the National Law and National Regulations and at any time may review the use of optical surveillance devices within 3Bridges education and care environments.
- In the event that 3Bridges considers the use of optical surveillance devices within education and care environment, consultation and feedback will occur within each service context. Families will be advised in advance in writing with fourteen days notice if a service plans to implement optical surveillance devices.

(h) Service-owned electronic device safety restrictions relating to online searches by staff, contractors, visitors, student placements and children:

- Approved service-owned electronic devices used within OOSH services may include desktop computers, laptop computers, iPads and mobile phone devices.
- All service-owned electronic devices are fitted with safety restrictions to block inappropriate content if an individual attempts to search inappropriate content.
- All service-owned desktop and laptop computers at 3Bridges OOSH services are fitted with third-party antivirus software which actively monitors for inappropriate content. When the antivirus software detects inappropriate content, the software blocks the content from the user immediately.
- All service-owned iPads and mobile phone devices are assigned with safe searches enabled which is controlled by device itself. Content searched on iPad and mobile phone devices is monitored and assessed by the device itself. If the content searched is deemed inappropriate the device will automatically block the user from viewing the relevant material.

(i) Structure of the physical and online environments to ensure a safe environment that minimises the opportunity for abuse and other types of harm to occur:

- Wherever feasible, 3Bridges advocates for a screen-free setting to enhance developmental learning through active play and social interaction.
- Children are not permitted to bring personal electronic devices to the service. This includes the use of Apple or electronic watches while in attendance at the service.
- 3Bridges Educators must always adhere to the 3Bridges Child Safe Code of Conduct including not being permitted to use personal electronic devices while supervising children. Any breaches of policy will be escalated to the Primary Education Manager and 3Bridges Workforce Relations Team for review and disciplinary action where appropriate.
- A comprehensive induction program and Position Description will ensure that educators are aware of their roles and responsibilities in relation to supervision and the use of electronic devices while engaged with the service.
- Where approved by the Responsible Person on Duty, children may use service-owned iPads and mobile phones under constant educator supervision. Internet usage must be closely monitored to ensure access is limited to content appropriate for the age group of children being cared for at the service.

- The care environment is intentionally structured to support continuous supervision, enabling educators to see, hear, and intervene when necessary. When privacy is required, for example, during toileting or quiet time, protocols are followed to balance privacy with safe supervision.
- Service Supervision Plans are in place to support adequate supervision in all areas of the service and minimise the risk for other types of abuse and harm to occur.
- Health and safety risks, particularly those affecting physical wellbeing, are mitigated through the use of a daily checklist covering both indoor and outdoor environments. Maintenance and replacement of equipment or resources are coordinated in partnership with the partner school and the 3Bridges Facilities team.
- All aspects of the environment and educational program are evaluated through the view of children's age and developmental stage, with the intention of promoting meaningful learning opportunities. Risks are managed thoughtfully, recognising that some level of risk is both inevitable and essential for healthy development.

(j) Non-Compliance with policy:

- If a team member observes non-compliance with this policy by another educator, contractor, visitor, student, family member or child they must advise the service Nominated Supervisor, Primary Education Manager or alternatively the 3Bridges Quality Assurance Team immediately. The educator observing non-compliance will be required to lodge a 'Confidential' incident report via EcoPortal to document the incident.
- Any breaches of this policy may result in an internal investigation, which may lead to termination of employment in the case of educators or termination of child's placement at the service in case of breaches by families or children.
- Serious breaches may also result in legal action being taken by the service and/or notifications made to external regulatory bodies as required in line with the Education and Care National Law and National Regulations.

REVIEW AND EVALUATION

The policy will be regularly reviewed as part of 3Bridges quality assurance processes. It will be evaluated against the organisation mission, values and results framework, relevant state and/or federal standards and in consideration of client feedback and consultation.

3Bridges Continuous Improvement Register will be used to record identified improvements and monitor the progress of their implementation. Where relevant, this information will be fed into 3Bridges service planning and delivery processes.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 73, 84, 115, 123, 166, 168, 170	QA1.1 – Program QA2.2.1 – Supervision QA2.2.3 – Child Protection QA2.3 – Child Protection QA4.2 – Professionalism QA5.1 – Relationships Between Educators and Children QA6.2 – Collaborative Partnerships QA7.1.1 – Service Philosophy and Purpose QA7.3 – Administrative Systems	Policy No. 4 – Child Safety Policy No. 5 – Confidentiality Policy No. 17 – Interactions with Children Policy No. 24 – Providing a Child-Safe Environment Policy No. 27 – Staffing Policy No. 32 – Supervision of Children	My Time, Our Place

Policy No. 27 – Staffing

POLICY

Our service believes that educators are the most valuable asset to the quality of care provided and that employing and keeping high quality educators is imperative. We aim to employ the best possible educators and ensure they are fit and proper for employment in Outside School Hours Care. A flexible, harmonious working environment is maintained, which ensures the rights of employees are met at all times with educators employed under the appropriate awards and conditions. An orientation process is conducted for all employees to ensure they are aware of the values and practices of the service. Educators receive clear guidelines regarding the expectations for their conduct and are encouraged and supported to further their skills via professional development opportunities. Grievances are addressed quickly and effectively with the highest standards of confidentiality practised at all times. All educators, volunteers, students and visitors will be informed of their expectations and requirements related to safety and the proper care of children. All practices will be in accordance with the OSHC Code of Professional Standards. We will encourage positive and open communication between all parties involved. (National Quality Standards 4.2, 7.1. 7.2 and7.3)

PROCEDURE

NOMINATED SUPERVISOR/RESPONSIBLE PERSON

3Bridges acknowledges its obligation to appoint one or more individuals as Nominated Supervisor/s at services following a determination of the person/s suitability to act as the Responsible Persons in charge of the day-to-day operations at the service. In the absence of the Nominated Supervisors, other educators working at the service deemed suitable to perform the responsible person duties, will also be appointed.

In determining a person's suitability to act as Nominated Supervisor or Responsible Person, the Approved Provider will ensure that the person/s:

- Are 18 years or over;
- Have adequate knowledge and understanding of the provision of education and care to children (qualifications, skills and work experience);
- Have ability to effectively supervise and manage an education and care service;
- Written consent will be gained from individuals appointed as a Nominated Supervisor. The Nominated Supervisor Consent Form will be completed and submitted to the Regulatory Authority via the NQA IT System.
- When changes occur to Nominated Supervisor appointments at the OOSH service the Regulatory Authority will be notified through the NQA IT System in accordance with National Regulation 35.
- If uncertainty or concern arises about a candidate's compliance history the Approved Provider will contact the Regulatory Authority and enquire if the person is subject to a prohibition notice in any state or territory.
- If a matter or incident arises affecting the Nominated Supervisor's ability to meet minimum requirements a reassessment will be made of the person's suitability to be in the position.

- The Approved Provider, and the Nominated Supervisor/s, may appoint other educators at the service deemed to have the skill and ability, to act as the responsible person in day to day charge of the service in the absence of the Nominated Supervisor/s or Approved Provider. (Refer Policy 10.22 – Determining the Responsible Person).
- Any person/s determined as suitable to act as the Responsible Person in day to day charge of the service in the absence of the Nominated Supervisor/s or Approved Provider are required to consent to the appointment in writing by completing a 3Bridges *Nominated Supervisor, Responsible Person in Charge of OOSH and Educational Leader Consent Form* (OSHC/F13) prior to assuming the role as Responsible Person in day to day charge of the service.

RESPONSIBILITIES

As the persons responsible for the day-to-day management of an approved service, nominated supervisors have a range of responsibilities under the National Law and National Regulations including:

Ensuring educational programs are:

- based on and delivered in accordance with an approved learning framework
- based on the developmental needs, interests, and experiences of each child
- designed to take into account the individual differences of each child (section 168)

Supervision and safety of children

- ensuring children are adequately supervised, are not subject to inappropriate discipline, and are protected from harms and hazards (sections 165-167) Entry to and exit from the premises
- ensuring children do not leave the education and care service premises except in accordance with the National Regulations (for example, with a parent, on an authorised excursion, or for emergency medical treatment)
- ensuring that a parent of a child being educated and cared for by the service may enter the service premises at any time when the child is being educated and cared for by the service—except when:
    - permitting entry would pose a risk to the safety of the children and staff or conflict with the duty of the supervisor under the National Regulations, or
    - the supervisor is aware the parent is prohibited by a court order from having contact with the child (regulation 99)
- ensuring an unauthorised person (as defined in the National Law) is not at the service while children are present unless the person is under direct supervision (section 170)

Food and beverages

- ensuring adequate health and hygiene practices and safe practices for handling, preparing and storing food are implemented at the service to minimise risks to children (regulation 77)

- ensuring children being cared for by the service have access to safe drinking water at all times and are offered food and beverages on a regular basis throughout the day (regulation 78)
- ensuring that, where food and beverages are supplied by the service, they are:
- nutritious and adequate in quantity
- chosen with regard to the dietary requirements of individual children (regulation 79)
- ensuring that, where food and beverages are provided by the service, a weekly menu that accurately describes the food and beverages to be provided is displayed at the premises in a location accessible to parents (regulation 80)

Administration of medication

- ensuring that medication is not administered to a child being cared for by the service unless the administration is authorised (except in the case of anaphylaxis or asthma emergency) and is administered in accordance with the National Regulations (regulations 93-96)
- where medication is administered to a child without authorisation in a case of an anaphylaxis or asthma emergency, ensuring that a parent of the child and emergency services are notified as soon as practicable (regulation 94) Prescription and non-prescription drugs and alcohol
- that while educating and caring for children at the service, all staff must not consume alcohol or be affected by alcohol or drugs (including prescription medication) so as to impair their capacity to supervise or provide education and care to children (regulation 83

Sleep and rest

- taking reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children (regulation 84 - A,B and C)

Excursions

- ensuring that a risk assessment is conducted before an excursion in accordance with the National Regulations (regulations100-101), and specifically that the risk assessment is conducted before authorisation is sought to take a child on the excursion (regulation 102)

Staffing

- ensuring the prescribed educator to child ratios are met and each educator at the service meets the qualification requirements relevant to the educator's role (regulations 123 - 128)

EDUCATIONAL LEADER

3Bridges acknowledges that the educational leader has an influential role in promoting positive outcomes for children and families. Effective educational leadership builds the capacity of educators by inspiring, motivating, affirming, challenging, and extending their practice and pedagogy. This joint endeavour involves inquiry and reflection and supports ongoing learning and professional development.

Determining an Educational Leader

Any person/s determined as suitably qualified and experienced to act as the Educational Leader to lead the development and implementation of educational programs in the service are required to consent to the

appointment in writing.

Relevant employees will need to complete a 3Bridges *Nominated Supervisor, Responsible Person in Charge of OOSH and Educational Leader Consent Form* (OSHC/F13) prior to assuming the role as Educational Leader of the service.

3Bridges will designate, in writing, a suitably qualified Educational Leader of the service with the name of the Educational Leader displayed on the Prescribed Information for Display template in the family welcome area at each service for the information of families, visitors and 3Bridges employees.

When selecting an educational leader, the following skills, knowledge and attributes will be considered:

- Communication and interpersonal skills
- Comprehensive knowledge of theory relating to childhood education and care, professional standards and approved learning frameworks, and an understanding of evidence-based best practice approaches to teaching and learning
- Knowledge of leadership theory and the use of a range of leadership styles
- Critical thinking skills, including the ability to analyse and challenge conventional practice and ideas
- A willingness to mentor and support educators from diverse backgrounds and with varying levels of knowledge and experience
- A commitment to learning and participating in professional development.

RESPONSIBILITIES

The Educational Leader is responsible for:

- Collaborating with educators and provide curriculum direction and guidance.
- Supporting educators to effectively implement the cycle of planning.
- Lead the development and implementation of an educational program in the service.
- Ensure that children's learning and development are guided by the learning outcomes of the approved learning frameworks.

The educational leader also has a role in:

- Guiding and developing educators and families understandings about play and leisure-based learning.
- Building the knowledge, skills, and professionalism of educators.
- Building a culture of professional inquiry with educators, coordinators, and staff members to develop professional knowledge, reflect on practice and generate new ideas.

Record of Responsible Person

We are required to keep a staff record which contains information about the name of the Responsible Person at each time that children are being educated and cared for by the service.

CC F09 Responsible Person Record is completed when Nominated Supervisors hands over to Responsible

Person; and the Responsible Person on Duty display is updated accordingly.

Display of Responsible Person

The name and position of the Nominated Supervisor will be displayed on the Prescribed Information Sheet so that it is easily visible to anyone attending the service.

Given that the Responsible Person in charge may change throughout the day (for example, at a changeover of shifts/excursions), there will be a temporary display (for example on a whiteboard or interchangeable nameplate) at the entrance/foyer of the service. The CC F09 Responsible Person Record can also be displayed.

The Nominated Supervisor should ensure this display is current.

Record Keeping

- A record of the Responsible Person must be kept until the end of 3 years after the staff member works for the service (Section 162, Regulations 150 and 177). Such records shall be kept onsite for one year and at Provider premises thereafter.
- All 3Bridges OOSH Services have a 'Staff Profile Folder' which includes a staff record for the service containing all the required information for the service Nominated Supervisor, staff members, students, volunteers and where applicable contractors. Documents stored in the 'Staff Profile Folder' may include but are not limited to the name, date of birth and residential address of an employee, verified WWCC, first aid qualifications, child protection training and site induction documents.
- Service 'Staff Profile Folders' will be stored at all times in a locked cabinet at the service and only accessible by authorised personnel in appropriate circumstances e.g. During a compliance monitoring visit facilitated by an Authorsied Officer from the Regulatory Authority.
- A record will be kept of all educators working directly with children that includes the following information:
    - The full name of each educator who works directly with children being educated and cared for by the service.
    - The hours that each educator works directly with the children being educated and cared for by the service.
    - 3Bridges OOSH service record the full names and hours that each educator works directly with children being educated and cared for by the service through either OWNA CRM or via 3Bridges Daily Educator Sign In/Out Sheet (OSHC F09).

Recruitment: Interview:

- The selection panel will draw up suitable interview questions, which relate to all aspects of the position and ensure equal opportunity guidelines are followed. The panel will decide who will ask each question.
- The panel shall draw up a list of essential requirements for each answer.
- No longer than 5 days after the closing date the panel will meet to discuss the applications, develop a short list and decide on the interview date and times.

- An appropriate time frame (approximately 30 minutes) will be allocated to each interview, with a short break between, for discussion.
- A nominated person on the selection panel will contact the applicants to determine the time and date of interview.
- Each applicant will be given a copy of the job description.
- Each applicant will be asked the same questions with their answers recorded.
- Management will discuss each applicant and their suitability for the position based on their answers, qualifications and experience, comments from referees, and the selection criteria drawn up by the panel.
- Should management have difficulty in deciding between two applicants, a second interview for these applicants will be conducted, with new questions.
- Management will then make a decision on the applicant for the job according to the selection criteria. The preferred applicant's referees will be contacted to confirm applicant's suitability and checked with the approved screening agency before offering the applicant the position in a 'child related' field.
- Should the applicant decline the position, management will either make a second choice from the other applicants or if none are seen as suitable, re-advertise the position.

Recruitment: Notification:

- Applicants will be given an approximate time that they will be contacted regarding their success for the position.
- A person on the selection panel will notify the successful applicant and negotiate a starting date. Preferably offers of employment will not be made until the screening check has been completed. If this is not reasonably practical, the employment is to be offered subject to the check being completed. Applicants are to be notified of this condition.
- A letter of confirmation will be sent to successful applicant requesting acceptance in writing.
- After the appointment has been made and accepted the other applicants will be notified that the position has been filled.
- Those offered role of OSHC Nominated Supervisor are deemed to have accepted the role and responsibilities of Nominated Supervisor/ Educational Leader by way of accepting the position as prescribed in the Position Description.

(a) Staff Orientation:

- The orientation process will include:
  - Introductions to existing educators and management.
  - Guided tour of the service; Being shown where all relevant records are kept.

- Discussion about working arrangements and expectations, including professional code of conduct and duty of care;
- Information about the review and appraisal system.
- Opportunity to ask any questions regarding the service or expectations.
- The new educator will be provided with the following information:
  - Service operation and hours.
  - The service philosophy and policies.
  - Family Handbook.
  - Service's code of Professional Standards.
  - Emergency procedure duties.
  - List of current educators, management and their positions.
  - Probation period and review and appraisal procedure; and
  - Appropriate lines of communication with educators and management.

- After the period of one week, management will sit down with the new employee to address any further issues they may have once they have been in the service.
- All staff will be informed of their responsibilities as a Mandatory Reporter as part of their orientation and induction process. This will involve discussion regarding their current understanding, use of this policy and resources and access to Child Protection training. Information related to sexual grooming will also be provided upon orientation to ensure that staff are fully aware of the signs and limits related to appropriately interacting with children.

(b) Staff Professionalism:

- The OSHC Code of Professional Standards, duty of care and expectations will be discussed in the initial orientation process of all new educators.
- Educators will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children.
- Professional behaviour in all areas will be reviewed as part of the ongoing employment of all educators.
- Management, in conjunction with the Nominated Supervisor, will immediately address any breach in the professional expectations outlined. If the concern involves the Nominated Supervisor, two representatives from management, will conduct the discussion.
- All discussions will be recorded and standard of behaviour and expectations clearly explained.
- Any further problems will be addressed as per the discipline procedure.

- Educators will be made aware of the services philosophy and policies and will be expected to follow these. Should educators have any concerns with the policies, they are to raise this with the Nominated Supervisor or management liaison officer.
- Educators will be expected to know, understand and perform their duties as per their job description.
- Educators will be expected to maintain and improve their skills through participation in training and development opportunities. Management will ensure that finances are made available in the budget training.
- Educators will be expected to start duties on time.
- Educators will be expected to dress appropriately for their duties.
- Educators must not attend work under the influence of drugs or alcohol.
- Educators should not attend work when they are unfit to do so due to injury or sickness and must inform the service as soon as possible.
- Educators will use only suitable language that is not offensive to other educators, families and children.
- Educators will be expected to follow all confidentiality issues.
- The service is a smoke free zone. Educators may not smoke in or around the building, or in the sight of the children.
- Educators will be expected to know and follow the child protection policies.
- The quality of the service and positive working environment are dependent on good educator and parent relationships. Educators will follow proper communication procedures as outlined in the appropriate policies and procedures.
- The maintenance of good teamwork will be an expectation outlined in all job descriptions.
- Any conflicts that arise must be addressed as outlined in the grievance procedure.

(c) In-service Training and Development:

- Management will ensure that sufficient funds are made available in the budget for all in- service training and development.
- The Nominated Supervisor will inform management of any specific training and development needs of the educators.
- Appraisals and the services requirements will be used to ascertain further training needs.
- The Nominated Supervisor, in conjunction with management, will access all training available and determine what will be attended and by whom.
- Where possible a yearly plan of training will be made, including dates, educators attending, and costs.
- All educators will be given the opportunity to be involved in some form of training throughout the year.

- All educators will be given opportunities to upgrade their qualifications in line with the National Quality Framework.
- A variety of training methods will be used including:
  - Internal workshops, which can be conducted by educators or outside presenters;
  - External meetings with other service to exchange ideas;
  - Time allocation made to educators to review any new resources that may be of value;
  - External workshops, conferences and seminars; and
  - Accredited short courses provided by registered training organisations.
- Educators are encouraged to share relevant skills and knowledge they obtained from any training with the other educators in staff meetings or where more time is required in an internal workshop.
- All educators will be considered to be at work for the duration of any training activity they attend for the service.
- The service will cover the costs of all authorised training. The individual, however, will cover tertiary study costs.

(d) Performance Development and Appraisal:

All educators will be informed of the performance development system on acceptance of the position, and given details in the orientation process.

- An initial review will be undertaken after a period of one month in the position.
- Appraisals will then be conducted on an annual basis.
- Educators and management will agree with the format of the performance system, which may be updated to more suitable systems after review, discussion and endorsement by management and educators.
- All educators will be given at least two weeks' notification of an upcoming appraisal and a convenient time arranged for both parties.
- The performance system shall clearly state the expectations for each position and identify clear performance measures.
- The performance system shall ensure two-way communication is maintained and is used as a positive avenue for improving staff performance.
- The performance system can be used, as a tool to identify future training needs of the educators.
- At the completion of the appraisal an action plan will be developed identifying areas of training, and action to be taken and goals set for each educator. This will be agreed to and signed by both parties.
- Where it is identified that the educator is not meeting the required performance measures then the following will be undertaken:

- Action plan developed to identify areas for improvement. This will include a time frame for further review;
- Training areas identified and put into place as soon as possible;
- Support and guidance given to the educator to help them through the process and assist them in achieving the required standards;
- The support can be given through the Nominated Supervisor, Management or People & Culture;
- A record made of the above, dated and signed by both parties; and
- Should no improvement be made by the next review then further action will be taken.
- If the educator is still dissatisfied then they should put their concern in writing asking for the decision to be reviewed or that they wish to pursue the issue further through other avenues. These could include the union or mediation.

(e) Grievance Procedures:

- On commencement, all educators and management members will be given the guidelines for grievance procedure.
- To facilitate communication between educators and management, management will annually appoint one of its members as the Liaison Contact.
- Educators and management will annually be offered the opportunity to participate in some form of conflict resolution training.
- All persons involved in the grievance should attempt to resolve the issue through informal discussion and use of problem solving techniques.
- Persons directly involved in a legitimate grievance process will be expected to continue to conduct themselves at and around the service in a professional manner.
- Malicious or vexatious claims will not be tolerated and will be the subject of disciplinary action where appropriate.
- Any problem, complaint or concern arising between educators or between management should be dealt with by the persons concerned as close to the event as possible in order to avoid an escalation of the issue.
- Meetings of educators and/or management provide regular opportunities to raise and discuss general issues or concerns about the service. All discussions will be conducted in a confidential manner and involve only relevant persons. Only when all parties agree there is a benefit, should the discussion broaden to involve children and/or parents as appropriate.
- Either party may withdraw their grievance at any time. However where the grievance identifies other issues of concern, management may decide to investigate those other issues.

Formal Grievance Procedure:

- Where the resolution of a grievance has not been satisfactorily achieved through the informal procedure, then a more formal approach should be taken.
- Grievance between educators:
    - As appropriate, the Nominated Supervisor, or the Liaison Contact should now be briefed about the grievance and its current status.
- The investigation will involve:
    - Interviews with both parties and/or witnesses;
    - Assessment of relevant documentation e.g. job descriptions, policies etc.;
    - Preparation of a clear description of the issue; and
    - Arranging a formal meeting between parties
- A meeting will be conducted by a neutral third person. This person will manage the conduct of the meeting, be impartial, having no input to the content of the meeting, and will prepare a written record of the outcome(s) of the meeting.
- Where the service cannot identify a suitably impartial person, management will agree to invite a qualified mediator to assist.
- The meeting will:
    - Identify the issue(s) of concern and persons who are involved;
    - Arrange all parties to be involved and to put forward their views;
    - Identify alternative solutions; and
    - Attempt to reach a mutually satisfactory resolution of the issue(s).
- At formal grievance resolution meetings all parties are entitled to invite a support person to attend. This person does not provide input to the meeting but may offer support and advice to their party during the meeting.
- A confidential written record of the outcome of the meeting will be given to all participants who are to acknowledge their agreement by signing the record. A signed copy will be kept with educator files.
- The neutral party will inform management of the meeting's outcome(s).
- Management will ensure that outcomes are included in job descriptions or service policies as appropriate.
- If one party remains dissatisfied with the meeting's outcome(s) then this should be put in writing to the management committee asking that the process be reviewed or stating that they intend to pursue the grievance further through other suitable avenues.
- Where the issue of grievance is between management and educators and concerns standard of work performance or work practice, then the discipline procedure will be followed.

(f) Disciplinary Action:

- It is important that the educators are fully aware of their expectations as an employee in the service and that clear guidelines are given regarding educators duties, code of conduct and professionalism.
- Management will ensure that all educators are given clear job descriptions and orientation into
- the position with opportunity to clarify any issues.
- Educators are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of.
- Educators are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.
- Educators will be given clear notification should their standard of work or conduct fall below what is expected and outlined in their job description.
- Educators have the right to appeal against any allegation and the right to speak on their own behalf, or to have a union representative appear on their behalf.
- The following steps will be followed to deal with poor work performance or conduct. There may not be the need to go through all the steps when the issue is resolved however staff should be aware of the whole process.
- Should educators fall below clearly identified standards then the Nominated Supervisor or Management will:

STEP 1: VERBAL WARNING

1. Give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct. The issues must clearly relate to the job description.
2. Indicate what should happen to improve the situation and how the educators can improve their performance.
3. Identify any support needed to assist the educator to make the changes and take steps to implement these.
4. Indicate how the improvements will be measured, and when a review will take place. (1- 4 weeks' depending on the circumstances).
5. Give an opportunity for the educator to respond to the concerns and seek union representation if required.

If this resolves the issue then there is no need to go any further.

STEP 2: WRITTEN NOTICE

1. Where the problem continues to occur, the educator will be given written notice of the complaints against them.

2. A formal documented interview with management will take place. The educator should attend and has the right to reply and discuss any complaints against them, or to be represented by a union member or other representative of their choice.
3. The educator will be given at least 48 hours' notice of the meeting.
4. Minutes will be taken of the meeting and copy put on the educators file and given to the educator. The educator may attach a written reply to the minutes.
5. The aim of the meeting is to negotiate how the situation may be improved.
6. The educator will again be given specific indication of where their performance standards are not being met, indicate where changes are required and ways of achieving these, and told the method and date of review of their performance.
7. The educator will be granted another probationary period.
8. The educator will be informed at this stage that termination will be considered if no changes occur.

If this resolves the issue then there is no need to go any further.

STEP 3: FINAL WRITTEN WARNING

1. If the problem still persists another meeting of management should be called and the educator given notice to attend.
2. The matter should be discussed as per the first meeting and further action considered.
3. At this stage the educator will be given a "final written warning".
4. Again the educator has the right of reply and can discuss the situation. They also have the right to have a union representative or person of their choice attend the meeting.

If this resolves the issue then there is no need to go any further.

STEP 4: TERMINATION OF EMPLOYMENT

1. If the problem still continues after the 3 warnings, another special meeting of management will be called and a decision made as to the employment of the educator.
2. If management believes that the educator's performance is unlikely to improve then the educator will be dismissed.
3. A written notice will be given indicating date of dismissal (1 week from notice) and reasons for dismissal.
4. The educator may be paid out in lieu of such notice.

Procedure for Dealing with Serious Unacceptable Behaviour:

- Where an educator in the workplace:
  - Intentionally endangers life;

- Is found stealing;
- Reports to work under the influence of drugs or alcohol; and
- Inflicts or threatens physical or sexual abuse or harassment.

- The Nominated Supervisor or management will suspend the employee without loss of pay pending an investigation.
- The investigation is to be completed within 72 hours and an interview date determined.
- If the employee is a union member the union representative will be informed.
- The interview is to be attended by the Nominated Supervisor, a nominated representative of management, the person reporting the unacceptable behaviour and the union representative if desired. The employee is to be advised formally of the findings of the investigation and the action being taken.
- When immediate termination is required, a dismissal notice is prepared at the interview. When
- continued employment is recommended a warning letter will be issued.
- All the relevant records will be recorded on the employees file.
- If the employee is vindicated of the accusation, all relevant formal documentation is to be removed from their file.

(g) Relief Educators:

- The service will employ relief educators on a casual basis to fill short-term vacancies or absences
- The Nominated Supervisor will keep a register of relief educators, which will be maintained and updated regularly.
- A file recording experience, qualifications, Prohibited Employment Declaration and completed Working with Children Check, will be kept with the register.
- Unsuccessful applicants for positions vacant who seem suitable will be asked if they would like to be placed on the relief educator list.
- Unless in an emergency, all relief educators will need to have been through an interview with the Nominated Supervisor, have referees and references checked, and are deemed a fit and proper person to care for the children.
- When no one from the services list is available to fill the position, the Nominated Supervisor may contact another Out of School Hours service to employ someone they recommend from their relief list.
- When it is necessary to employ relief educators prior to the checking process being completed, work requirements will be modified to include additional supervision or limiting their direct access to children.
- Job descriptions will be drawn up for all relief educators.
- Relief educators will be asked to fill out a casual work agreement before commencement of duties.

- The Nominated Supervisor will, where possible, provide a modified induction to the service, which will include a tour of the service, introductions to educators, a copy of the staff handbook, job description for relief educators, code of professional conduct and copies of relevant policies. The Nominated Supervisor will ensure that they are fully aware of their duties and the services expectations prior to commencement.
- Relief educators must adhere to all areas of confidentiality.
- Anyone who will be collecting children from school will be given clear instructions as to the meeting place, list of children to be collected, special service identification such (so the children know they may go with that person) and a copy of the procedure for missing or absent children.
- All relief educators will be paid the appropriate wage and minimum hours as outlined for casual educators under the relevant award.

(h) Volunteers, Students and Visitors:

Volunteers:

- All volunteers must be interviewed by the Nominated Supervisor and provide two suitable referees and where possible references, before they will be able to work in the service. All volunteers will be required to comply with the WWCC guidelines.
- A job description will be drawn up for volunteers, clearly outlining their duties and expectations of the service.
- The Nominated Supervisor will provide a modified induction to the service, which will include a tour of the service, introductions to educators, job description for volunteers and code of conduct. The Nominated Supervisor will ensure that they are fully aware of their duties and the services expectations.
- All volunteers will be required to sign on and off.
- Volunteers will be given a copy of relevant policies such as behaviour management.
- Volunteers are not to discuss children's development or other issues with families.
- Volunteers must adhere to all areas of confidentiality.
- Volunteers should never be left alone with or in charge of any children.
- Volunteers will not be used to do tasks that the employed educators normally do.
- Volunteers will be supernumerary when calculating basic educator: child ratios, except on excursions.
- Volunteers will be invited to take part in social activities of the service.

Students:

- Placements will be offered to high school students who wish to gain work experience as part of a school program.
- The participating school must initiate the work experience, identify the student's suitability and work with the Nominated Supervisor in relation to times and expectations.

- The school must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- Students attending other registered training organisations and studying a relevant field, such as childcare, teaching, recreation or community services. The training organisation must initiate the placement, identify the students suitability and work with the Nominated Supervisor in relation to times and expectations. The training organisation must provide written authorisation for the student and a copy of their insurance. This will be kept on file.
- All placements will be negotiated through the Nominated Supervisor and placement be only accepted on the discretion of the Nominated Supervisor based on issues such as educators ability to supervise and be available to help the students.
- After the Nominated Supervisor sees the placement as worthy they will seek approval for the placement from management at the next meeting or if unable to do so prior to the meeting, get approval from the Chairperson or other delegated management member.
- Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the service.
- Students should be made aware of relevant policies such as behaviour management.
- Students are not to discuss a child's development or other issues with the families.
- Students should adhere to all policies concerning confidentiality.
- Students should never be left alone with or in charge of any children.
- Students will not be used to do tasks that the employed staff normally do.
- All students will be required to sign on and off.

Visitors:

- Visitors may be invited to the service to stimulate the children's program.
- Visitors could include local people or family members with a skill or ability to share with the children and educators or local community resources such as police, fire brigade etc.
- All other visitors must make an appointment to see the Nominated Supervisor at a convenient time.
- Professional access to the service will be at the discretion of the Nominated Supervisor or management or when required by law to do so.
- All students will be required to sign on and off.
- Professionals include union representatives, State and Federal Government Departmental Officers, Occupational Health and Safety inspectors, building inspectors and police officers.
- Any unwelcome visitor will be calmly asked to leave the service. If they refuse, the Nominated Supervisor or educator directed by the Nominated Supervisor will call the police for removal.

- No educator is to try to physically remove the unwelcome person but try to remain calm and keep the person calm as far as possible.

(i) Educator: Child Ratios:

- The educator: child ratios as outlined in the National Standards will be met at all times:
  - There will be a maximum of 15 children to 1 educator;
  - There will be a maximum of 10 children to 1 educator for excursions; and
  - There will be a maximum of 5 children to 1 educator for swimming where no lifeguard is present.
- There will be a minimum of 1 educator present at all times.
- When educators are sick or unable to attend work, appropriate relief educators will be employed to meet the standards.
- For an emergency or if an educator becomes sick, a replacement should be obtained where possible before the educator leaves the service.
- If a relief educator is unable to be obtained, suitable volunteers may be employed on a casual basis to cover the numbers.
- Volunteers will only be counted on excursions to make up the higher number of educators required, or when temporarily employed.
- Students will not be counted as part of the educator: child ratio, at any time.

(j) Communication:

Educators/Management:

- Educators and management are to treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- The Nominated Supervisor is the main line of communication between the educators and management.
- Educators can raise any issues with management through the Nominated Supervisor. The Nominated Supervisor will ensure that this is drawn to management's attention through the monthly report.
- Where necessary, educators will be invited to management meetings to discuss their concerns.
- Where the matter is seen as urgent, the Nominated Supervisor may raise the issue with management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.
- If educators have an issue they do not wish to address with the Nominated Supervisor they may personally write to management identifying the problem and asking for the help of management. A copy of this letter must be given to the Nominated Supervisor.
- The issue should be raised at the next management meeting. The educator involved will be asked to attend the meeting to personally discuss the issue.

- Where there is a distinct conflict between an educator and management, the educator or management member can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

Educators/Families:

- Educators will create a comfortable and supportive environment for families and strive for open communication and good relations.
- Educators and families will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be judgmental towards families and will respect their need to use childcare.
- Educators will accept family's individual differences in raising their children and in all cultural issues.
- Educators will ensure families are greeted and farewelled in all sessions.
- Educators will maintain regular, open communication with families. Educators should inform families personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern and so on.
- Educators will regularly talk to families about the child's interests or activities and respond to suggestions from the families.
- Educators will regularly talk to families about the child's cultural needs and celebrations and respond to these.
- When family members contact the service to see how a child is settling in, educators will provide them with information regarding the child's participation and wellbeing.
- Conversations will be maintained at a positive level.
- Communication with families will be maintained in a variety of ways such as:
    - Greeting and farewelling;
    - Personal conversations;
    - Notice boards;
    - Parent handbooks;
    - Newsletters; and/or
    - Information from management.
- Educators will ensure that families are fully aware of all lines of communication and ensure these are followed.

- Educators will be aware of their limitations in relation to family's problems and ensure they are referred to the appropriate people when required.
- Families and educators are requested to maintain confidentiality at all times.

Educators/Children:

- Educators and children are to treat each other with respect, courtesy and understanding.
- Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
- Appropriate language is to be maintained at all times.
- Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.
- Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
- Educators will greet and say farewell to children each session.
- Educators will initiate conversations with all children and develop an understanding of the child and their interests.
- Educators will give praise and positive feedback to the children as often as possible.
- Educators will form friendly and warm relationships with the children in their care.
- When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
- Children will never be singled out or made to feel inadequate at any time.
- Educators will not threaten or verbally abuse the children in any way.

Educator/Educator:

- Educators are to treat each other with respect, courtesy and empathy.
- Appropriate language is to be used between educators at all times.
- Educators are expected to work together as a team and be supportive of each other in the workplace.
- Staff meet termly The Nominated Supervisor arranges the Agenda and enables Educator contributions.
- Educators are expected to read minutes of meetings and to take notice of changes to service policy and procedures.
- Educators are to read the daily communication before start of each shift.
- Educators will familiarise themselves with the content of all notices displayed in the service.

- An educator with concerns about the work practices or standards of another educator will first approach that person to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
- Educators will not involve families or other educators in their matters of grievance or complaint, but refer to Outside School Hours Care Manager or HR.

(k) Staffing Arrangements:

- The service's Nominated Supervisor will be responsible for the service at all times regardless of their attendance at the service.
- In the absence of the Nominated Supervisor at any time, a Responsible Person will be selected to be in charge of the daily operation of the service. The Nominated Supervisor will complete a Handover before going on leave for several days. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.
- A Responsible Person is approved by management and has accepted the role of Nominated Supervisor or Responsible Person.

(l) Educators Under the Age of 18 Years:

- In line with Education and Care Regulation 120, any educator employed by 3Bridges who is under the age of 18 years will not work alone and will be adequately supervised at all times by an educator who has attained the age of 18 years.
- Educators under the age of 18 years are exempt from a WWCC requirement, however; 3Bridges will complete a National Police Check for employees under the age of 18 years.
- Educators under the age of 18 years can be counted in the educator-to-child ratios, but the educator must be physically present and engaged with the children.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 46, 54, 82–84, 118, 136, 146–151, 168, 170, 173, 176, 181	QA2.3 – Child Protection QA3.1 – Design QA6.1 – Supportive Relationships with Families QA4 – Staffing Arrangements	Staff Handbook Policy No. 5 – Confidentiality Policy No. 15 – Governance and Management	Child Protection Legislation Workplace Health and Safety Legislation My Time, Our Place Outside School Hours Care Award 2010

	QA5 – Relationships with Children QA7 – Governance and Leadership	Policy No. 17 – Interactions with Children Policy No. 24 – Providing a Child Safe Environment	

Policy No. 28 – Sun Protection

POLICY STATEMENT

Our service aims to balance the risk of skin cancer from too much sun exposure with maintaining adequate vitamin D levels in our children. We aim to take a sensible approach to sun protection in our service that empowers children to take responsibility for their own health and wellbeing *(My Time, Our Place* Outcome 3). The sun's ultraviolet (UV) radiation is both the major cause of skin cancer and the best source of vitamin

D. We need vitamin D to maintain good health and to keep bones and muscles strong and healthy. We aim to ensure that all children in attendance at the service when the UV forecast is 3 or above will be protected from harmful rays of the sun. All staff will model appropriate sun protection behaviour and enforce the sun protection policy.

Evidence suggests that childhood exposure to UV radiation contributes significantly to the development of skin cancer in later life. Ultraviolet (UV) radiation cannot be seen or felt and can be high even on cool and overcast days. This means our service educators will teach children not to rely on clear skies or high temperatures to determine the need for sun protection and provide them with exposure to resources and materials that will reinforce this message and assist children to understand the complexities of their environment *(My Time, Our Place* Outcome 2).

Strategies for teaching sun protection in the service are based on children actively practicing and monitoring their own implementation of sun protection strategies as active learners *(My Time, Our Place* Outcome 4). This will include children having opportunities to access UV alerts and monitoring the exposure to the sun of both themselves and their peers *(My Time, Our Place* Outcome 5). Our service believes that implementing a best practice sun protection policy will have a major impact on reducing the risk of children developing skin cancer in later life.

PROCEDURES

(a) Scheduling of Activities:

The following procedures will be implemented when scheduling activities when the UV Rating is 3 or above:

- Summer Vacation Care activities and excursions are planned to minimise periods of sun exposure.
- Sun protection practices are in place whenever children are exposed to the sun i.e. walking to and from school, during outdoor play and on excursion.
- Programs will note when children are required to bring sun safe shirts, hats, sunscreen and water bottles.
- Children without the required sun safe clothing will be directed to shade areas for play.
- Where the absence of sun safe clothing poses too great a risk of sunburn, parent will be asked to provide sun safe clothing before child goes on excursion. The alternative is the child stays in-centre or goes home with parent.
- In the height of summer, activities will be scheduled mainly indoors; and outdoors activities will be for short periods, outside of peak UV times and in shaded areas;

- In non-daylight saving time (April-Sept) outdoor activities can take place at any time as long as sun protection (hats, clothing, sunscreen, shade) is used when the UV index is 3 or above.

(b) Shade:

- Structured outdoor activities will be held in shaded areas, or for short periods when the UV index is 3 or above.
- The service will identify shade options at various times of the day and the year within the outdoor space and promote these to the children. Educators will set up activities and play
- spaces to make best use of the shade.
- Risk Assessments will include regular shade breaks to minimise risk of sunburn, dehydration and overheating during Summer Vacation Care.

(c) Clothing:

- Educators and children will wear protective clothing when outside during periods of time when the UV index is 3 or above.
- A Condition of Enrolment is that parents provide children with appropriate clothing and footwear.
- When outdoors in summer, children are to wear hats and sun safe clothing with sleeves, collars or covered necklines.
- Midriff, crop or singlet tops do not provide adequate protection. Nominated Supervisors are to ask that children are dressed for the weather so play is not restricted to indoors or in-centre only. The Parent Handbook and Programs remind families of the required clothing to wear to the service to meet the sun protection policy.
- Recommended hats are bucket hats and broad brimmed hats. Baseball caps and visors are not recommended.
- All educators are required to wear hats, tops with sleeves and collars or covered necklines and trousers or longer style skirts and shorts during summer.
- Children who do not have a hat or adequate sun safe clothing must play in sheltered, shaded areas or indoors. Staff are to direct children without hats or sun safe clothing to sun safe areas to play.

(d) Sunscreen:

- Sunscreen is no substitute for sun safe clothing, shade breaks and short periods of play in the sun, during summer months.
- SPF 50+ broad-spectrum water-resistant sunscreen is available at the service for children and educators to use.
- Educators will ensure sunscreen is applied/ children are reminded to apply sunscreen prior to outdoor play during the months of October to March between 11am and 3pm or when the UV index 3 or above. Sunscreen is made available for regular reapplication depending on conditions

- During outdoor water play or swimming in pool outdoors, sunscreen is available to apply before and after water play.
- Permission to apply sunscreen will be included in the service enrolment form.
- Educators will respect the parents' right to refuse authorisation to apply sunscreen however will require children to wear appropriate clothing or play in the shade.

(e) Role Modelling of Staff:

- Educators will wear protective clothing and practice a combination of sun protection strategies (sun-safe hats, clothing, sunglasses, SPF 50+ broad spectrum water resistant sunscreen) when in attendance at the service.
- Nominated Supervisors will plan and organise shade breaks for children and educators during outdoor play in summer months and when the UV alert is 3 or above.
- Educators will use opportunities to discuss with children sun protection and take a positive, proactive approach to the management of sun protection in the service.

(f) Collaboration with Children:

- Children will have opportunities to take leadership roles in managing sun protection.
- Children will be encouraged to access the internet/apps to check the UV ratings for the day and advise educators of the times day when the UV index will be 3 or above.
- Opportunities for children to set alarms for when the UV index increases above or drops below 3 will be provided and children assigned duties regarding UV reminders, hat reminders and management of sunscreen.
- Children will be reminded that they can remove their hats when the UV index falls below 3.

(g) Education and Information:

- The sun protection policy will be available to all families using the service.
- Parents are informed of the sun protection policy including appropriate clothing requirements on enrolling their child in the centre through the Parent Handbook and Conditions of Enrolment.
- Upon enrolment in the vacation care program, parents are advised of suitable protective clothing and hats for children to wear at the service and encouraged to apply a sunscreen to their child prior to attending the service during the summer vacation care.
- Where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen, or the child expected to play in the shade when UV is >3.
- The centre will incorporate sun and skin protection awareness e.g. Sun Smart Service sign.

REVIEW

This policy is adopted as standard for all OSHC services in NSW and endorsed as Sun Smart by Cancer Council

NSW and Network of Community Activities.

This Policy will not be changed unless advised by Cancer Council NSW and Network of Community Activities.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 100, 114	QA2.3.2 – Sun Protection QA6.3.2 – Community Engagement		Work Health and Safety Act and Regulations 2012 NSW Cancer Council www.cancercouncil.com.au /reduce-risks/sun-protection

Policy No. 29 – Water Safety

POLICY STATEMENT

Our service will plan experiences with appropriate levels of challenge where children will be encouraged to explore, experiment and take appropriate risks (*My Time, Our Place*, Outcome 4), including the use of water as a medium for play in both the outdoor and indoor environment and on excursions.

Water use will be supervised at all times to ensure the safety of children is a priority. The hygienic state of water will be assessed before it is used for children's play. Drinking water will be accessible, hygienically stored and maintained.

The safety and supervision of children is paramount when in or around water. This relates to water play, excursions near or at bodies of water, hot water, drinking water and hygiene practices with water in the service environment.

PROCEDURES

(a) Water Safety in Relation to Excursions:

The service recognises the risks posed by bodies of water and will ensure that every precaution is taken so that children are able to enjoy water-based excursions safely. Risk assessments will be carried out for all water-based excursions, please refer to the service's Excursion Policy. Authorisation from families will be sought prior to excursions including those involving water based activities.

The National Law and Regulations do not specify a specific educator to child ratio for activities where water is a feature. The number of educators present is to be determined by a risk assessment of the proposed activity. It must also be noted that in sections 165, 167 and 169 of the National Law there are clear statements about adequate supervision. A range of factors shall determine the adequacy of supervision, including:

- Numbers, ages and abilities of the children;
- Number and positioning of educators;
- Each child's current activities;
- Areas where children are playing, in particular the visibility and accessibility of these areas;
- Risks in the environment and experiences provided to children;
- Educators' knowledge of each child and each group of children;
- The experience, knowledge and skill of each educator.

(b) Definition of a Body of Water:

- The service recognises the following locations as bodies of water:
    - Swimming pools and/or water fun parks;
    - Wading pools;
    - Lakes;

- Ponds;
- The sea/ocean;
- Creeks;
- Dams; and
- Rivers.

- Equipment used by the service that could contain 5cm or more of water and would allow a child to submerge both nose and mouth at the same time.

(c) Water Safety in Relation to Water-based Activities within the Service:

- Water use within the service will be supervised to ensure that the safety of children and educators is a priority. The hygienic state of water will be assessed before it is used for children's play.
- At the completion of the activity the water containers will be emptied and the containers turned upside down or packed away. Educators will ensure water troughs or containers for water play are filled to a safe level. Children will be discouraged from drinking from these water vessels.
- Children will be instructed in the safe use of equipment used during water-based activities, for example, slip and slide, water pistols, bubble machines, etc.
- Any buckets of water that may be used for cleaning or hand washing will not be left unsupervised near the children and will be emptied immediately after use.
- The children's play areas will be checked each morning to ensure that no containers or pools of water are accessible to children. If rain occurs during the day, outdoor play areas will be checked for safety prior to the children entering the outdoor environment.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 99–103, 168	QA2.3 – Child Protection	Policy No. 12 – Excursions Policy No. 24 – Providing a Child Safe Environment	My Time, Our Place Work Health and Safety Act 2011

Policy No. 30 – Sleep and Rest for Children

RATIONALE

The National Quality Standard requires that each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation (Element 2.1.1). In meeting these requirements, the National Regulations further require the service consider the ages, development stages and individual needs of the children (regulation 84A).

PURPOSE

The Education and Care Service National Regulations requires Approved Providers to ensure their services have policies and procedures in place for children's sleep and rest.

The purpose of this policy is to provide clear guidelines to team members in relation to the safe sleep and rest practices for children in our services. 3Bridges aims to minimise risks and potential hazards to ensure children are not placed at risk of harm when engaging in sleep or rest activities with our service. 3Bridges is committed to meeting each child's need for sleep, rest and relaxation.

There is now significant research available to inform decisions about safe sleeping environments, including research that identifies poor sleep procedures and inadequate supervision as risk factors, which can result in, or contribute to, serious harm to young children. All children need sleep and rest for their wellbeing and health, and this is an area of service policy and procedure that our service very carefully considers, monitors and actively reviews to ensure risks are appropriately addressed at all times. We value feedback from families and ensure that our policies, procedures, practices and decisions are based on the most up to date advice from recognised authorities, such as Red Nose Australia.

RELEVANT TO

All 3Bridges Outside School Hours Care.

STATUTORY LEGISLATION AND CONSIDERATIONS

Education and Care Services National Regulations, 2011

- Regulation 84A Sleep and Rest.
- Regulation 84B Sleep and Rest Policies and Procedures.
- Regulation 84C Risk Assessment for the purposes of sleep and rest policies and procedures.
- Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair.
- Regulation 105 Furniture, materials and equipment.
- Regulation 110 Ventilation and natural light.
- Regulation 115 Premises designed to facilitate supervision.
- Section 165 Offence to inadequately supervise children.
- Section 167 Offence relating to the protection of children from harm and hazards.
- Regulation 170 Policies and Procedures to be followed.

National Quality Standard

- Element 2.1.1 Wellbeing and comfort – Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
- Element 2.2.1 Supervision – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- Element 3.1.2 Upkeep – Premises, furniture and equipment are safe, clean and well maintained.
- Element 7.1.2 – Management Systems – Systems are in place to manage risk and enable the effective management and operation of a quality service.

POLICY STATEMENT

Our service will be aware of requirements for children's need for sleep and rest. Issues that influence a school-aged child's individual requirement for sleep or rest include the child's age, transition to school, activities undertaken during the school day, disrupting factors impacting from home e.g. unstable housing, family conflict, return overseas travel; child's general health and wellbeing.

Factors that impact the comfort of the group include group size, location dynamics, environment and experience options, transport modes, age and developmental needs of children. Opportunities will be provided to meet each child's sleep, rest and relaxation needs and ensure all children feel safe and secure while attending 3Bridges Outside School Hours Care.

PROGRAM/POLICY APPLIES TO

This policy applies to the Approved Provider (3Bridges), Nominated Supervisor, 3Bridges OSHC staff, families, children and visitors (including contractors) of our Outside School Hours Care service.

POLICY/PROCEDURE

Sleep and Rest for Children Specific Risk Assessment

In line with the requirements of Regulation 84A, Approved Providers must take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, and have regard for a child's age, capabilities and developmental or individual needs. The Nominated Supervisor in conjunction with educators of the service will conduct a comprehensive risk assessment in order to identify any potential risks or hazards and ensure safe sleep and rest practices for children attending 3Bridges Outside School Hours Care are implemented.

The risk assessment will be reviewed at least annually or after being made aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised. All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our service practices. If a risk concerning a child's sleep and rest is identified during the risk assessment, the Nominated Supervisor must update the Sleep and Rest for Children Policy and Procedure as soon as possible. The risk assessment must be stored safely and securely in the services Compliance Folder and kept for a period of three years following implementation at the service.

Our Nominated Supervisor and educators will take into consideration the following information in the development of the risk assessment:

- The number, ages and developmental stages of children at the education and care service.
- The individual sleep and rest needs of children at the service (including specific health care needs, cultural preferences and requests from families).
- The staffing arrangements required to adequately supervise and monitor all children during periods of sleep and rest.
- The level of knowledge and training of the staff supervising children during periods of sleep and rest.
- The location of the sleep and rest areas.
- The safety of equipment and whether it is appropriate for the ages and developmental stages of children who will use them.
- Any potential hazards in the sleep and rest areas.
- Any potential hazards on the child, such as clothing or jewellery.
- Physical safety and suitability of sleep and rest environments, including the temperature, lighting and ventilation of areas.

The Nominated Supervisor will:

- Ensure obligations under the Education and Care National Law and National Regulations are met.
- Ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, developmental stages and individual needs of children.
- Ensure sleeping spaces have sufficient light to allow supervision.
- Ensuring children are supervised during periods of sleep and rest.
- Take reasonable steps to ensure all staff, educators, visitors, families and children follow this policy and related procedure.
- Ensure all staff and educators are inducted in the *Sleep and Rest for Children Policy* and related procedure.
- Provide induction training to new educators and staff of this policy and related procedure.
- Ensure copies of this policy and procedure is readily available and accessible to Nominated Supervisors, educators, visitors and families.
- Clearly communicate updates to policies and procedures to all educators.
- Develop a *Sleep and Rest for Children Procedure* that clearly outlines roles, responsibilities and obligations for relevant staff members and families.
- Conduct a risk assessment to identify and risks or hazards that may pose a risk to children's health, safety or wellbeing as they engage in sleep and rest at the service.

- Consult with staff, educators, families and children (where applicable) during the preparation of a risk assessment.
- Review the risk assessment annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised.
- Ensure that the premises, furniture and equipment are safe, clean and in good repair, including ensuring all equipment meets any relevant Australian Standards and other product safety standards, such as Australian Competition and Consumer Commission (ACCC) guidelines).
- Notify families at least fourteen days in advance of any changes to policies and procedures – as per National Regulations.
- Provide ongoing training and information to staff to ensure they can fulfil their roles and provide a child safe environment for all children and young people.
- Develop open communication channels between families, our service, educators.
- Advise families to inform the OSHC service of any change in attendance or routine that may affect a child's sleep and rest.
- Ensure enrolment records are kept up to date for all children.
- Ensure the *Administration of First Aid* (Policy Number 2) is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required.

Educators will:

- Ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, developmental stages and individual needs of children.
- Implement a risk assessment to identify and manage any risks or hazards that may pose a risk to children's health, safety or wellbeing as they engage in sleep and rest activities at the service.
- Have a good understanding of the services policies and procedures, and embed practices that support safe sleep and rest in everyday practice.
- Identify and suggest any potential improvements to service procedures and practice.
- Identify and remove potential hazards from sleep and rest environments.
- Maintain supervision of sleeping and resting children including regular checks/visual inspection of the child's:
    - Sleeping position
    - Skin and lip colour
    - Breathing
    - Body temperature

  - Head position
  - Airway
- Head and face, ensure they remain uncovered
- Ensure sleeping spaces have adequate light to allow supervision.
- Ensure children's clothing is appropriate during sleep and rest times and that they do not have any items that are loose and get tangled and restrict breathing (including but not limited to jewellery).
- Report issues with day-to-day sleep practice, environment and equipment to the Responsible Person on Duty, Nominated Supervisor or Approved Provider.
- Ensure the *Administration of First Aid* (Policy Number 2) is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required.
- Consult with families to gather information about children's individual needs and preferences.
- Communicate and changes regarding children's sleep and rest routines to family members, educators, Responsible Person on Duty and the Nominated Supervisor.

Families will:

- Adhere to 3Bridges *Sleep and Rest for Children* Policy (Policy Number 30).
- Communicate any changes in routines and sleeping patterns that may affect the child's sleep and rest at the service as soon as they are aware.
- Provide informal updates on the previous night's sleep to assist with the child's time at 3Bridges OSHC.
- Provide specific bedding or rest equipment if required by the service.
- Dress child appropriately for the weather conditions and provide additional clothing.
- Provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers as required.
- Review the service policies and procedures relating to sleep and rest.

Sleep and Rest Procedure:

Educators recognise the need for and provide a range of active and restful experiences though:

- Daily routines
- Program and excursion planning; and
- Environment set up

Allowing children options to choose to be more active or restful according to their needs and to have down-time e.g. straight after school, after excursions or highly active experiences.

Children will be provided with opportunities for restful activities - music, books, Chill-out /quiet area are set

up or cushions, mats, bean bags, etc. provided and children empowered to set up rest space as needed.

Educators observe and are responsive to children communicating they are tired or in need of rest, comfort or assistance.

The Nominated Supervisor will ensure soft furnishings are in clean and hygienic order – noting frequency of cleaning in the Cleaning Schedule.

To ensure the health, safety and wellbeing of all children the following procedure must be followed:

- Policies and procedures made available to all staff during induction and available at the service via either QR Code or hardcopy paper version.
- Nominated Supervisor to review policy regularly with staff at team meetings with an annual review to also occur.
- For each session of care the service Responsible Person on Duty Sign nominates the staff member responsible for supervising the dedicated sleep and rest area.
- The sleep and rest area will be designed with adequate lighting and ventilation to enable educators to effectively supervise each child. Staff ensure that the sleep and rest area is set within close proximity to an entry/exit that provides adequate ventilation.
- Supervision plans are tailored to the unique layout of the service and followed by staff at all times. Supervision plan to be discussed during staff briefing before each session.
- Children who are resting or sleeping will always remain within both sight and hearing range, ensuring educators can promptly attend to their safety and well-being in case of distress or potential hazards.
- Children should sleep and rest with their face uncovered.
- A quiet place in the service should be designated for sleep and rest, away from interactive groups.
- Regular physical checks will be conducted, which include assessing the child's sleeping position, skin and lip colour, breathing, body temperature, and the position of their head, airway, face, ensuring they remain uncovered.
- Staff to take into consideration the specific risks associated with each child, considering factors such as the child's age, medical conditions, individual requirements, and any prior health or sleep-related issues. Where possible risks to be considered prior to the child’s attendance e.g. afternoon team meetings.
- For non-ambulatory children, when they are enrolled in our service, our team will develop an individual sleep and rest plan, where applicable. This plan will:
    - Be created before the child starts their enrolment.
    - Involve consultation with the child's parent or guardian.
    - Take into account any recommendations provided by medical professionals.
    - Be shared and communicated to all team members once it is finalised.

- Our service will share this policy and procedure with families at least annually with the intention to be transparent with families and obtain feedback if available.

Minimising Risk:

- Services are required to furnish age-appropriate bedding, mats or equipment that adhere to Australian Standards. To reduce the risk of sudden infant death syndrome (SIDS), services should adhere to the practices and recommendations established by health authorities and rely on Rednose.com as a reliable source.
- Staff are required to complete a Daily Indoor/Outdoor WHS Inspection Checklist prior to the start of each session of care. For hazards that are identified which are unable to be rectified immediately, a Hazard Report form is generated with the area not to be used until clearance is provided by the 3Bridges Quality & Compliance team.
- Biannual Workplace Inspections are completed to assess the suitability of fixed furniture including the setup and equipment within the service sleep and rest area.

Documentation of Sleep and Rest Periods:

- In circumstances where a child is feeling unwell or is working with a family to support a child's sleep and rest needs or any other agreed arrangement with a family, the service will document a child's sleep and rest periods via OWNA CRM under the relevant Child's Daily Information Log.
- All sleep and rest periods documented in the Child's Daily Information Log must state the date, time and duration of the sleep and rest period and any circumstances leading to or following the sleep and rest period e.g. The child was feeling unwell and requested to lie down in the sleep and rest area. The child remained in the service sleep and rest area for 20 minutes between 4:00pm and 4:20pm.

REVIEW AND EVALUATION

3Bridges *Sleep and Rest for Children* Policy will be updated and reviewed regularly in consultation with families, partner schools, educators and the 3Bridges Quality & Compliance team.

The policy will be regularly reviewed as part of 3Bridges quality assurance processes. It will be evaluated against the organisation mission, values and results framework, relevant state and/or federal standards and in consideration of customer feedback and consultation.

3Bridges Continuous Improvement Register will be used to record identified improvements and monitor the progress of their implementation. Where relevant, this information will be fed into 3Bridges service planning and delivery processes.

CONSIDERATIONS

Legislation/source material/relevant 3Bridges documents:

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance

Regulations: 85, 103, 105, 110, 115, 168, 170–172	QA2.1.1 – Wellbeing and Comfort QA2.2.1 – Supervision QA3.1.2 – Upkeep of Premises QA7.1.2 – Management Systems	Family Handbook Staff Handbook Policy No. 4 – Child Safety Policy No. 24 – Providing a Child Safe Environment	Red Nose Australia (Recognised National Authority for Safe Sleep) Red Nose Safe Sleeping Guide for Parents (2019)

Policy No. 31 – Supervision of Children

RATIONALE

Our Service believes that the supervision of children enrolled into our care is of paramount importance and that we all have a responsibility to protect the health and safety of each child attending our services. Children need safe and secure environments in which to thrive. Effective supervision is integral to creating environments that are safe and responsive to the needs of all children. Part of this is ensuring that children are protected from hazards or harm that may arise from their play and daily routines. An effective supervision policy allows educators, children, families and schools to understand the function of supervision in controlling risks to children's safety within premises. Effective supervision strategies are developed to guide educators, children, families, school Principals, teachers and staff as partners in the safety and wellbeing of children.

Our service is committed to:

a) Complying with supervision requirements within the Education and Care Services National Law and Regulations;

b) Ensuring that children are supervised according to service supervision plans and 3Bridges Policies and Procedures;

c) Considering the design and arrangement of children's environments to identify risks and support active supervision;

d) Designing, communicating and using supervision strategies and routines to eliminate or reduce risk to children's safety and wellbeing;

e) Guiding educators to anticipate potential risks, make decisions and take action to prevent harm e.g. interrupted and redirected play, directing unauthorized persons to move out of service's approved area; transition periods for new children and during the program.

f) Supporting educators and their supervision strategies through the induction process, KPI's, regular team meetings, critical reflections and on the job coaching.

g) Negotiating for a safer environment with those in control of premises e.g. school Principals and DET Assets team;

h) Ensuring Responsible Persons understand and lead consistent supervision strategies in the absence of Nominated Supervisor

i) Inducting, briefing and supporting new staff and children in understanding risks to safety and wellbeing and the expected behaviour and supervision expected to reduce or eliminate these risks; and

j) Acknowledging and understanding when a higher level of supervision is required for high-risk experiences and children and supporting an increased ratio of adults to children, as per risk management plan. (National Quality Standard 2.2, Element 2.2.1)

PURPOSE

The purpose of this policy and procedure is to describe the application of this requirement at 3Bridges Community Limited (3BC) Services operating under this legal framework.

RELEVANT TO

3Bridges Executive and all Outside School Hours Care staff.

STATUTORY LEGISLATION and CONSIDERATIONS

Education and Care Services National Law and Regulations.

PROCEDURES

Planning for Supervision

Ratios:

(a) In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children.

(b) Risk Assessments are conducted and risk management plans are in place. Risk management may require a higher educator: child supervision ratio for higher risk excursions and children with high support needs i.e. new kindergarten children and children with additional needs. To manage risk around water, swimming excursions will only be to lifeguard staffed pools. Inclusion Support Subsidy may be needed to increase team capacity to support the safety and wellbeing of children with high support needs.

(c) Nominated Supervisors are to consult with management to determine and agree risk and ratio levels above 1:15.

(d) Supervision Plans will take into account the number of Educators (their level of skill and experience), the environment, age and ability of children and risk level of activities undertaken e.g. outdoor play vs. indoor craft activity. Educators will be inducted to the Supervision Plan to ensure expected behaviours e.g. constant surveillance, discussion and movement to where higher risk activities are taking place. Handover when child or educator leaving a supervision zone. This could mean a **1 adult to 20 children** for a low risk craft activity indoors and a **1:10 ratio** for tree climbing or fire play. However the minimum educator: child supervision ratio remains at 1:15 across the service.

Supervision Zoning:

- Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. The service will ensure a zoned supervision plan/ map is on display that shows educators the area they are primarily responsible for supervising. Supervision zones can also be included on the program template with educator names allocated to supervision duties noted. A marker within each zone on the map will demonstrate the most effective vantage point for effective supervision. This will be a location that allows for the

educator to see and/or hear the children accessing that zone and acts as a guide only. Educators will move throughout the zone freely rather than remain fixed - unless the level of supervision requires them to be e.g. when guarding a high risk boundary to ensure children do not go out-of-bounds unnoticed.

- The Nominated Supervisor will involve the educator team in the preparation of the Supervision Plan/ zone map and will physically walk the areas to determine where the most effective zones and vantage points are located. Once completed all educators will be inducted as to their responsibility as to supervision according to the Supervision Plan/ Zone Map.
- Each zone will have different duties required of the educators supervising them. The service will ensure each zone has a documented routine and list of the expected duties required in each zone. When creating these duty lists, the Nominated Supervisor will take into account the number of children who may access that zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising a school oval with 15 children on it to also be responsible for children as they walk between the oval, other outdoor zones and the indoor facility unless there is a clear view of their walking path. If the path is obstructed or there are no fixed boundaries, it may be necessary to have a staff member positioned somewhere between the two locations to ensure their safe passage. This would be described in that zones routine and duty list. A strategy for children accessing toilet facilities will be included in the services zoning plans, routines and duty list. Mobile phones can be used to communicate the movement zones and educators.

Rosters:

- To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. When creating a roster, the Nominated Supervisor will take the number of expected children enrolled into consideration ensuring minimum 1 educator: 15 children supervision ratio; or more according to identified risks.
- As well as a shift roster, the service will also assign educators a zone in accordance with the Supervision Plan/ zone map described above. Educators will be assigned to/ experience supervising all zones to become familiar with the supervision requirements in each zone. Through the induction process, KPI's, regular team meetings, critical reflections and on the job coaching Educator supervision understanding and capacity will be developed.

Team Approach:

- Each educator comes to the service with their own beliefs and values. With this also comes their understanding and interpretation of how and why certain things are done. It is important to ensure that the service has a team approach when it comes to the way supervision is performed and why it is so critical to their work. The service will regularly discuss and critically reflect on supervision risks and practices at meetings and explore each educator's definition of what supervision means to them

and what that looks like in action. For all children to be safely supervised there must be an agreement on how supervision is undertaken and a consistent understanding of the risk management principles that apply to ensuring effective supervision. Refer to ACECQA Active Supervision: Ensuring Safety and promoting learning when developing a consistent approach.

Minimising Risk:

Risk Assessments:

- All service environments including supervision zones, routines and Vacation Care (incursions and local excursions) come with their own unique risks and hazards. To minimise the possibility of children, educators, families or visitors being harmed anywhere in the service it is a requirement that all 3Bridges OSHC Sites have a site risk assessment completed and documented. This will assist educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times. The site risk assessment will be reviewed and amended to address any new risk factors that come to light due to incidents, near misses, complaints or changes to program or premises.
- The service will ensure that any area deemed 'high risk", based on the volume of children accessing it, the activities that happen in that zone or the number of 'near misses' that have occurred there, will be included in the Site Risk Assessment with accompanying risk management controls and strategies. Newly identified potential risks to supervision and 'near misses', may be included as part of the service's daily indoor/outdoor safety check, the risk level assessed and controls added to Site Risk Management Plan, as necessary.

Access:

- The Site Risk Management Plan will identify risk of children accessing unsupervised areas of the service and list strategies in place to control this risk. It may be necessary to negotiate changes with the school to support these controls i.e. shutting school gates at an agreed time after school, moving unauthorized persons out of approved service areas.
- Potentially hazardous items are to be identified in the Site Risk Management Plan and educators are to supervise to ensure children do not have access to these items as per list of the duties expected in the relevant zone/s.

The Principles of Active Supervision

To effectively supervise educators need to conduct risk assessments and make professional judgements to determine an approach to supervision. Educators need to evaluate situations to determine the potential risks and benefits for children's health, safety and wellbeing.

Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, any equipment children are using, the weather conditions, the time of day, managing small and large groups of children, transitions and many more factors.

Observing children's play and anticipating what may occur next allows educators to assist children as difficulties arise and intervene when there is a potential danger to children.

It is crucial that educators are aware of the different ages, personalities, behaviours, needs, abilities and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on the educators building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist lead educators to predict children's play patterns that inform how educators plan and establish environments and coordinate supervision strategies to maximise children's safety and wellbeing.

Children deemed to be a higher-level supervision risk (i.e. new kindergarten children and children with additional needs) are to identified and controls agreed and supported by educators, parents and school Principal. Additional supervision support may need to be in place as a condition to a child commencing or continuing in the service as an essential risk control for the safety and the wellbeing of the child and/ or other children, educators.

Knowledge:

- Understanding each child's abilities and skill level by developing meaningful relationships with all children and engaging in their play, requiring families to disclose and provide information at enrolment of any additional or higher support needs including medical.
- Using clear and simple rules and boundaries as per Supervision Plan and Risk Management Plans that are known to and reviewed with the children and consistently applied and enforced by educators e.g. educator accompanying children transitioning to other play areas, using buddy systems for toilet access etc.
- Checking the environment for hazards and risks using the Indoor Outdoor Daily Inspection Checklist
- prior to children accessing service play areas, continuing to monitor for risks and hazards throughout the care sessions and ensuring the setting up of the environment supports active supervision practices.

Vigilance:

- Educators positioning themselves in strategic positions where they can see and hear children.
- Educators scanning constantly with both sight and hearing for any hazards or issues, which may pose a risk to children's health, well-being or safety.
- Circulating the play areas within proximity of where children are situated.

Empowerment:

- Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions e.g. use of playground equipment.
- Support children to determine safe and unsafe practices using various learning strategies e.g. how to act to stay safe in response to potential unsafe scenarios.
- Encourage children's confidence in reminding their peers about safe practices, supporting a safe OSHC community and alerting an educator if there is a potential risk to safety.

Important:

When one of two staff member team is dealing with an incident leaving the other single staff member as the primary supervisor unable to rely upon their colleague to assist, supervision strategy will need to be modified to reduce the risk to children's safety and wellbeing.

This may involve strategies such as having the group of children all indoors or all outdoors at any given time depending on the visibility available, giving older children more responsibilities in assisting younger children; notifying families that discussions may need to wait until other times as the distraction could put children at risk of harm.

Partnerships with Children

- Our service involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop and review the service rules and boundaries in partnership with educators - allowing them to better understand the reason for limits and consequences when these are not adhered to.
- The ages and stages of development of children in our service varies greatly and impacts on play behaviour and levels of understanding. Activities pose varying levels of risk from low to high level. Educators take into consideration children stages of development and activity risk levels when determining supervision strategies e.g. younger children may require more active supervision when doing a new craft activity while older, trusted children need less when in their Tweenies space.
- Educators respect all children's rights to privacy and allow them the space to be independent giving particular consideration to children 9+. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play, their play environment and limit setting.
- Educator supervision will add to and enrich the play of children, providing support where requested and only disrupting activities as needed to manage risk.
- Educators will engage in play as invited by children and interact with them in accordance with our service philosophy whilst also supervising. Building meaningful relationships and active, respectful engagement helps to minimise challenging behaviours.
- Appropriate and inappropriate contact between an educator or childcare worker and a child is a crucial consideration to maintain a safe and respectful environment for children. Here are examples of both:

Appropriate Contact:

- Comforting a Crying Child: It's appropriate for an educator to offer comfort to a child who is upset or crying, which may include a gentle side hug or pat on the back, permission must be gained from child before interaction
- Ensuring Safety: In situations where a child's safety is at risk, an educator may need to physically intervene to prevent harm, such as stopping a child from running into traffic.
- Administering First Aid: If a child is injured, it's appropriate for an educator to provide first aid, which may involve touching the child to clean and bandage a wound, permission must be gained from the child before commencement.

Inappropriate Contact:

- Excessive Physical Discipline: Using physical punishment is not tolerated by 3Bridges, such as hitting or slapping, as a means of discipline this is unacceptable and harmful to children.
- Invasion of Personal Space: Invading a child's personal space without their consent or need can be inappropriate and make a child feel uncomfortable e.g. tickling.
- Overly Affectionate Behavior: Overly affectionate behavior such as kissing is not appropriate.
- Sharing Personal Information: Sharing personal, non-educational information or engaging in discussions of an adult nature with a child is inappropriate.
- Taking Photos Without Consent: Taking pictures of children without proper consent from the child, parents or guardians is inappropriate.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Law: 51, 165, 166, 167, 170, 171 **Regulations:** 82, 83, 99, 100, 101, 102, 115, 123, 155, 168, 176	QA2.2 – Safety QA2.2.1 – Supervision	Policy No. 10 – Excursions Policy No. 4 – Child Safety Policy No. 9 – Delivery and Collection of Children Policy No. 21 – Management of Incident, Injury, Illness and Trauma Policy No. 17 – Interactions with Children Policy No. 24 – Providing a Child Safe Environment Risk Assessment Policy Policy No. 27 – Staffing Policy No. 29 – Water Safety	My Time, Our Place NQS Information Sheet: Active Supervision – Ensuring Safety and Promoting Learning Service Newsletters / Parent Notices Zone Maps and Duty Lists Attendance Records Safety Checks Risk Assessments

Policy No. 32 – Safe Arrival of Children

RATIONALE

Under the Education and Care National Regulations, Education and Care Services must have policies and procedures in place for the safe arrival of children who travel to or from an education and care services premises (ACECQA, 2023). This may include children travelling between 3Bridges OSHC and educational facilities such as partner schools or any other services which provide education and care to children.

PURPOSE

The purpose of this policy is to provide clear guidelines team members in relation to the safe and secure arrival and departure of all children in our services who may be travelling to or from another education and car service or education facility. 3Bridges is committed to minimising risks and potential hazards to ensure children are not placed at risk of harm when travelling between other educational facilities and our service.

RELEVANT TO

All 3Bridges Outside School Hours Care.

STATUTORY LEGISLATION AND CONSIDERATIONS

Education and Care Services National Regulations, 2011

- Regulation 99 Children leaving the education and care service premises.
- Regulation 102AAB Safe Arrival of Children Policies and Procedures.
- Regulation 102AAC Risk Assessment for the purpose of safe arrival of children policies and procedures.
- Regulation 102C Conduct of Risk Assessment for transporting children by the education and care service.
- Regulation 102D Authorisation for service to transport children.
- Regulation 122 Educators must be working directly with children to be included in ratios.
- Section 165 Offence to inadequately supervise children.
- Section 167 Offence relating to the protection of children from harm and hazards.

National Quality Standard

- Element 2.2.1 Supervision – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
- Element 2.2.2 Incident and Emergency Management – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
- Element 7.1.2 – Management Systems – Systems are in place to manage risk and enable the effective management and operation of a quality service.

POLICY STATEMENT

Our service is committed to ensuring children's safety during travel from OSHC to school at the conclusion of Before School Care and for travel from school to OSHC at the commencement of After School Care. Travel means walk, drive or trip to and from a service. Children's safety and wellbeing is the primary importance and 3Bridges will ensure that appropriate measures are in place to protect children from any harm or hazard, including the time children are transitioning to and from the service.

PROGRAM/POLICY APPLIES TO

This policy applies to the Approved Provider (3Bridges), Nominated Supervisor, 3Bridges OSHC staff, families, children and visitors (including contractors) of our Outside School Hours Care service.

An education or early childhood service includes a school, an education and care service (Outside School Hours Care), a children's service or any other service which provides education or care to children.

Example of travel between education or early childhood services may include, but is not limited to:

- A child travelling from our OSHC service to school or from school to our OSHC service.

POLICY/PROCEDURE

Safe Arrival of Children Specific Risk Assessment

The Nominated Supervisor in conjunction with educators of the service will conduct a comprehensive risk assessment in order to identify and potential risks or hazards and ensure the safe arrival and departure of children who are travelling between our OSHC service and another educational facility.

The risk assessment will be reviewed at least annually or after being made aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised. All risk assessments will be regularly assessed and evaluated to facilitate continuous improvement in our service practices. If a risk concerning a child's travel is identified during the risk assessment, the Nominated Supervisor must update the Safe Arrival of Children Policy and Procedure as soon as possible. The risk assessment must be stored safely and securely in the services Compliance Folder and kept for a period of three years following implementation at the service.

Our Nominated Supervisor and educators will take into consideration the following information in the development of the risk assessment:

- The age, developmental stages and individual needs of children.
- The roles and responsibilities of service staff, staff of external education facilities, families and children.
- Communication arrangements made between the service the child is leaving from, and the service the child is entering, including arrangements if the child is missing or unaccounted for.
- Procedures to be followed if a child is missing or unaccounted for during travel between services.
- Educator to child ratios required for adequate supervision during travel between services.
- The proposed route and destination, including proximity to any harm or hazards.
- The process for entering and exiting the service premises and the pickup location or destination (as required).

- Procedures to be followed to ensure children only leave the service in accordance with written authorisation form from the parent or authorised nominee listed on the child's enrolment form.

The Nominated Supervisor will:

- Ensure obligations under the Education and Care National Law and National Regulations are met.
- Take reasonable steps to ensure all staff, educators, visitors, families and children follow this policy and related procedure.
- Ensure all staff and educators are inducted in the *Safe Arrival of Children Policy* and related procedure.
- Provide induction training to new educators and staff of this policy and related procedure.
- Ensure copies of this policy and procedure is readily available and accessible to Nominated Supervisors, educators, visitors and families.
- Clearly communicate updates to policies and procedures to all educators.
- Develop a *Safe Arrival of Children Procedure* that clearly outlines roles, responsibilities and obligations for relevant staff members, families and the educational facility where children are travelling to/from between 3Bridges OSHC.
- Conduct a risk assessment to identify and risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between our OSHC service and another educational facility.
- Consult with staff, educators, families and children (where applicable) during the preparation of a risk assessment.
- Consult with the external educational facility during the preparation of the risk assessment.
- Review the risk assessment annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children may be compromised.
- Notify families at least fourteen days in advance of any changes to policies and procedures – as per National Regulations.
- Provide ongoing training and information to staff to ensure they can fulfil their roles and provide a child safe environment for all children and young people.
- Develop open communication channels between families, our service, educators and the external educational facility/facilities.
- Review the risk assessment annually or after being aware of an incident or circumstance where the health, safety or wellbeing of children is compromised.
- Ensure families complete an Extra Curricular Activity for form for children travelling between our OSHC service and another extra-curricular educational program/facility.
- Advise families to inform the OSHC service of any change in attendance or routine that may affect a child's safe arrival or departure as soon as they are aware.

- Ensure enrolment records are kept up to date for all children including authorisations from families.
- Ensure the *Administration of First Aid* (Policy Number 2) is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required.
- Ensure the service keeps accurate attendance records for the following:
    - The time and date children arrive or depart our OSHC service.
    - The name of the staff member who has collected or delivered the child to our service or another educational facility.

Educators will:

- Implement a risk assessment to identify and manage any risks or hazards that may pose a risk to children's health, safety or wellbeing as they travel between our OSHC service and an educational facility.
- Implement procedures for the safe handover of children between our OSHC service and an educational facility.
- Ensure the service keeps accurate attendance records for the following:
    - The time and date children arrive or depart our OSHC service.
    - The name of the staff member who has collected or delivered the child to our service or another educational facility.
- Cross check children's attendance against an accurate attendance record showing when the children are within the care of our OSHC service.
- Follow 3Bridges *Safe Transportation of Children* Policy (Policy Number 18) at all times to ensure Regulations are met when children embark and disembark from vehicles during travel between our OSHC service and other educational facilities.
- Ensure the *Administration of First Aid* (Policy Number 2) is implemented in the event of a serious incident, injury, trauma or medical emergency, including contacting emergency services and notifying parents/guardians as required.
- Ensure when leaving our OSHC service, children are given into the care of a parent, an authorised nominee named in the child's enrolment form or a person authorised by the parent or authorised nominee; or given into the care of a person in accordance with the written authorisation of the child's parent or authorised nominee.
- Discuss safe travel strategies with children prior to travelling between our OSHC service and the educational facility to ensure children are supported to feel safe and act responsibly.
- Ensure families complete an Extra Curricular Activity for form for children travelling between our OSHC service and another extra-curricular educational program/facility.

- Communicate any changes to travel routine to family members, educators, Responsible Person on Duty and the Nominated Supervisor.

Families will:

- Adhere to 3Bridges *Delivery and Collection of Children* Policy (Policy Number 9) and *Safe Arrival of Children* Policy (Policy Number 32).
- Communicate and changes in routines and activities that may affect the child's safe arrival or departure from the service as soon as they are aware.
- Notify 3Bridges OSHC administration team if their child is going to be an extra casual booking or absent from care on a particular day or session.
- Provide emergency contact details and phone numbers upon enrolment and update emergency contact details and phone numbers as required.
- Complete an Extra Curricular Activity form for their children prior to a child being permitted to travel between our OSHC service and another extra-curricular educational program/facility.

Safety of children during travel from Before School Care to School Procedure:

- Educators prepare children for transition by grouping children into lines inside the main OSHC space.
- Educators communicate to children procedure for safely transitioning to school.
- Responsible Person on Duty completes a headcount of children in the line against the daily attendance sheet.
- When the headcount matches the attendance sheet children walk safety supervised by 3Bridges Educators from the main OSHC space to the dedicated drop off location on the school playground. One Educator walks at the front of the line and the other Educator walks at the back of the line.
- Upon reaching the dedicated drop off location on the school playground Responsible Person on Duty to communicate to school teacher supervising on the playground the number of children being dropped off.
- Responsible Person on Duty completes a final head count to ensure that all children in attendance have safely transitioned from the OSHC space to the playground area.
- Upon confirmation from the school teacher on duty the 3Bridges Responsible Person on Duty releases children onto the school playground into the dedicated supervised area.
- Despite school teacher supervision being available, 3Bridges Educators must continue to supervise children on the playground area until the conclusion of 3Bridges licensed Before School Care operating hours.
- At the conclusion of 3Bridges licensed Before School Care operating hours 3Bridges Educators to confirm with the school teacher on duty that they are leaving the playground area.

Safety of children during travel from School to After School Care Procedure:

- 3Bridges Educators to arrive at the dedicated meeting point/s prior to the school bell sounding which indicates the conclusion of the school day.
- Once the school bell sounds and school teaching staff release children years 1-6 will independently transition to the OSHC meeting point/s with school teachers and OSHC educators maintaining line of sight of the children.
- Once the school bell sounds children in kindergarten will be escorted to the designated OSHC meeting point by school teaching staff.
- Upon children arriving at the designated After School Care meeting location 3Bridges Educators mark the attendance roll as children arrive to the relevant location.
- 3Bridges educators will remain with children at the designated After School Care meeting areas until ten minutes after the end of the day school bell sounds. Educators to contact the Responsible Person on Duty if they are to remain at the dedicated meeting point for longer than ten minutes.
- At the conclusion of the attendance roll being marked educators complete a headcount of the children at the dedicated After School Care meeting point and match the headcount against the attendance sheet.
- Educators communicate to children procedure for safely transitioning to After School Care.
- When the headcount matches the attendance sheet children walk safety supervised by 3Bridges Educators from the After School Care meeting point to the main OSHC space. Where possible one Educator walks at the front of the line and the other Educator walks at the back of the line.
- Upon arrival at the main OSHC space children place their school bags at the appropriate location and meet at the designated 'afternoon children's meeting area'.
- At the designated 'Afternoon children's meeting area' inside the main OSHC space Responsible Person on Duty completes a headcount against the master roll and confirms all children have safely arrive at the main OSHC space.

Missing or unaccounted child:

- If a child appears to be missing or is unaccounted for 3Bridges staff are required to follow *Absent and Missing Children* Procedure located as part of 3Bridges Delivery and Collection of Children Policy (Policy Number 9).

REVIEW AND EVALUATION

3Bridges *Safe Arrival of Children* Policy will be updated and reviewed regularly in consultation with families, partner schools, educators and the 3Bridges Quality & Compliance team.

The policy will be regularly reviewed as part of 3Bridges quality assurance processes. It will be evaluated against the organisation mission, values and results framework, relevant state and/or federal standards and in consideration of client feedback and consultation.

3Bridges Continuous Improvement Register will be used to record identified improvements and monitor

the progress of their implementation. Where relevant, this information will be fed into 3Bridges service planning and delivery processes.

CONSIDERATIONS

Legislation/source material/relevant 3Bridges documents:

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 85, 102AA, 102AAB, 102AAC, 102A-F, 158, 161, 168, 170-172	QA2.2.1 – Supervision QA2.2.2 – Incident and Emergency Management QA6.1.1 – Engagement with the Service QA6.2.1 – Transitions QA6.2.3 – Community Engagement QA7.1.2 – Management Systems QA7.1.3 – Roles and Responsibilities	Family Handbook Staff Handbook Policy No. 1 – Acceptance and Refusal of Authorisations Policy No. 9 – Delivery and Collection of Children Policy No. 24 – Providing a Child Safe Environment	

Policy No. 33 – Single Educator Model

PURPOSE

The purpose of this policy is to outline the procedures and risk mitigation strategies for operating a Single educator staffing model service at 3Bridges to ensure the safety, quality, and compliance of care provided to children in Outside School Hours Care (OOSH) services.

SCOPE

This policy applies to all 3Bridges OOSH services where a single educator is responsible for supervising children due to staffing arrangements while maintaining high safety and operational standards.

POLICY STATEMENT

A single educator model will only be implemented where financially necessary and where risk assessments confirm that child safety and quality care will not be compromised. The following factors will be considered:

- Risk minimisation strategies
- Child protection protocols
- Security measures at the venue
- Emergency response plans
- Communication procedures
- Availability of emergency relief educators

Risk Management and Safety Procedures

A risk assessment will be conducted and documented prior to implementing a single educator model at relevant services. Risk assessment will be conducted at least every twelve months or as required to ensure the risk assessment reflects context of a service. The following strategies will be implemented:

(a) Supervision and Environment Management

- A supervision plan will establish safe play areas that allow the educator to monitor children at all times.
- The environment will be arranged to ensure clear lines of sight with no barriers obstructing visibility.
- Active supervision techniques will be utilised, including positioning oneself to maximise the view of the entire space.
- Headcounts will be conducted at regular intervals if determined appropriate.

(b) Outdoor Play and Supervision

- A site risk assessment including consideration of outdoor spaces will be conducted to establish clear supervision boundaries and risk mitigation strategies.
- Children will participate in outdoor activities in groups to facilitate adequate supervision.

- If bathroom facilities are not visible from the outdoor area, all children will return indoors before a child is permitted to use the restroom.

(c) Toileting Procedures

- A daily check of bathroom facilities will be completed to identify any hazards.
- Children must notify and seek permission from an educator before using the toilet.
- Toileting procedures will be communicated to families, including procedures for supporting children in case of additional support being required.

(d) Food and Meal Supervision

- Food and drinks will be readily available within the supervised area to prevent the need for children to leave the group.
- The educator will maintain visual supervision of children during meal and snack times.

(e) Emergency and Incident Management

- An emergency plan will be reviewed and tailored for single educator services.
- Emergency rehearsals will be conducted monthly in line with OOSH Policy 10 Emergency and Evacuation.
- The educator will have contact details of a support educator from a nearby service who can be contacted immediately in the event of an emergency.
- If a child requires urgent medical attention, children will be grouped to assist with adequate supervision and the parent/guardian of the child will be contacted immediately. School support staff or educators from nearby services will be contacted to assist as required and in serious cases emergency services contacted in line with authorisation on a child's enrolment form.
- In cases where the educator becomes incapacitated, children will be trained to call emergency services and notify a trusted adult.

(f) Child Protection

- The educator on duty must have completed child protection training and hold a valid Working With Children Check (WWCC).
- The educator will follow the 3Bridges Child Safe Policy and Child Safe Code of Conduct.

(g) OOSH Site Security

- A daily hazard check of the indoor and outdoor areas will be conducted before opening.
- Secure entry points will be monitored, and visitors will be required to sign in.
- If an unauthorised person is identified on the premises, the educator will follow security protocols, including initiating a lockdown if necessary.

(h) Communication and Support

- A functioning mobile phone will be accessible at all times.
- The educator must notify the Multi-Site Lead upon arrival and departure at the service.
- If an educator does not check in within 15 minutes of their shift, the Multi-Site Lead will attempt to contact them.
- Emergency contact details will be visibly displayed for children and families.

(i) Contingency Support for Educators

- In case the educator requires an extended bathroom break, support staff from a nearby service will be called to provide relief.
- School teaching staff or a school cleaner may provide temporary supervision until relief staff arrive. In this scenario the teaching staff or school cleaner will completed a 3Bridges site induction with relevant documents stored in the 3Bridges staff profile folder e.g. WWCC.

REVIEW AND EVALUATION

The policy will be regularly reviewed as part of 3Bridges quality assurance processes. It will be evaluated against the organisation mission, values and results framework, relevant state and/or federal standards and in consideration of client feedback and consultation.

3Bridges Continuous Improvement Register will be used to record identified improvements and monitor the progress of their implementation. Where relevant, this information will be fed into 3Bridges service planning and delivery processes.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Regulations: 84, 97, 98, 102AAB, 102AAC, 105, 115, 117A, 117B, 120, 151, 152A, 155, 168, 170	QA2 – Children's Health and Safety QA3 – Physical Environment QA4 – Staffing Arrangements QA5 – Relationships with Children	Parent Handbook Staff Handbook Health and Safety Policies & Procedures Staffing Policies and Procedures	NSW Children and Young Person's (Care and Protection) Act 1998 Commission for Children and Young People Act 1998 Child Protection (Prohibited Employment) Act 1998 Office of the Children's Guardian

	QA6 – Collaborative Partnerships with Families and Communities QA7 – Governance and Leadership		NSW Department of Communities & Justice Mandatory Reporting Guidelines NSW Child Protection Interagency Guidelines (2006) Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 Child Story – https://reporter.childstory.nsw.gov.au/s/

Policy No. 34 – Staffing, Recruitment and Employment

POLICY STATEMENT

3Bridges OOSH is committed to ensuring the safety, welfare and wellbeing of children in our care by implementing child-safe recruitment, induction, supervision, training and employment practices that comply with the Children (Education and Care Services) National Law, Education and Care Services National Regulations, NSW Child Safe Standards, the Working with Children Check Act 2025 (NSW) (WWCC Act 2025) and promote a child-safe culture across all services.

Our services recognise that the quality, suitability, integrity and professionalism of educators, staff and other adults working within the service directly influence children's safety, wellbeing, experiences and sense of security within the OOSH environment.

The safety, rights and best interests of children are the paramount consideration in all staffing, recruitment and employment decisions.

APPLICATION

This policy applies to all persons engaged, or proposed to be engaged, in work at 3Bridges OOSH services, including those undertaking child-related work as defined under the Working with Children Check Act 2025 (NSW).

This includes all employees, educators, volunteers, students, contractors, agency staff and management personnel engaged by 3Bridges OOSH services, whether they work directly with children or not.

GUIDING PRINCIPLES

- We recruit staff, volunteers and other adults who uphold and promote a safe, inclusive and supportive environment for children.
- We are committed to child safety and the wellbeing of every child in our care. The safety, rights and best interests of children are the paramount consideration in all staffing, recruitment and employment practices.
- We promote child-safe culture across all 3Bridges OOSH services and actively support children's safety, wellbeing, participation and sense of belonging within the OOSH environment.
- We recognise that safeguarding children is a shared responsibility and ensure all staff, volunteers and other adults understand and uphold their child protection, safeguarding and professional conduct obligations at all times.
- We are committed to maintaining clear governance systems, child-safe recruitment practices and professional accountability across the organisation.
- We ensure all staff are appointed in accordance with legislative and regulatory requirements and are supported through induction, supervision, ongoing training and professional development to perform their roles safely and effectively.

- We promote inclusion, equity, cultural safety, respectful relationships and ethical conduct throughout all workforce practices.
- This policy supports the implementation of the following child-safe recruitment and employment practices:
    1. Position Descriptions
    2. Job Advertisements
    3. Shortlisting
    4. Interviews
    5. Referee Checks
    6. Background Checks
    7. Onboarding and Induction
    8. Ongoing Employment Practices.

POLICY

(a) Position Descriptions Include Child Safety Requirements

3Bridges OOSH ensures that all positions within the service have clear, accurate and current position descriptions that support safe, consistent and high-quality service delivery.

Each position description:

- clearly outlines the purpose and scope of the position;
- identifies key duties and responsibilities;
- outlines required qualifications, skills and experience where relevant;
- identifies child safety as a core responsibility of the position;
- outlines expectations regarding professional conduct, supervision responsibilities, mandatory reporting obligations and professional boundaries;
- identifies reporting lines and accountability expectations;
- reflects relevant legislative, regulatory and organisational requirements.

All staff are expected to understand and uphold their child safety responsibilities, maintain child-safe behaviours and recognise where child-safe practices are not being upheld.

Position descriptions clearly state that all staff, volunteers and other adults engaged by the service are responsible for actively contributing to and maintaining a child-safe environment, recognising risks of harm and responding appropriately to child protection concerns.

Position descriptions support recruitment, induction, supervision, performance development and ongoing professional learning processes across 3Bridges OOSH services.

(b) Job Advertisements

3Bridges OOSH includes its commitment to child safety in all recruitment advertising.

Job advertisements include information about the organisation's commitment to being child safe. Potential staff members are informed from the outset that 3Bridges OOSH upholds children's rights, takes the NSW Child Safe Standards seriously and requires all staff engaged in child-related work to hold a valid Working with Children Check clearance unless exempt under legislation.

Job advertisements require applicants to demonstrate their commitment to child safety and safeguarding responsibilities as part of the recruitment process.

Job advertisements clearly communicate that 3Bridges OOSH undertakes reasonable enquiries to assess candidates' suitability to work with children.

(c) Pre-Assessment of Applications and Shortlisting

3Bridges OOSH reviews all applications and supporting documentation to assess each applicant's qualifications, skills, relevant experience and suitability for the position.

As part of this process, 3Bridges OOSH considers evidence of an applicant's understanding of and commitment to child safety, including demonstrated knowledge of child protection responsibilities, safeguarding practices, professional conduct expectations and alignment with the organisation's child-safe values, Code of Conduct and policies and procedures.

During pre-assessment and shortlisting processes, potential concerns or 'red flags' may be identified, including frequent or short-term employment in child-related roles, unexplained gaps in employment history, inconsistencies in work history or other factors that may affect an applicant's suitability to work with children.

Where concerns are identified, 3Bridges OOSH does not rely solely on the written application. These matters are considered further and, where appropriate, clarified through additional enquiries, including discussion during interviews or referee checks.

3Bridges OOSH maintains documentation of shortlisting decisions and recruitment outcomes, including rationale for determining suitability, to support transparency, accountability and compliance with child-safe recruitment practices.

(d) Interviews Focus on Suitability to Work with Children

3Bridges OOSH uses interviews to assess candidates' suitability to work with children. Interviews are structured around child-safe values and behaviour-based questions that explore a candidate's integrity, attitudes toward children and understanding of and commitment to child safety responsibilities in line with the NSW Child Safe Standards.

Interview questions are designed to assess candidates' understanding of child protection responsibilities, safeguarding practices, professional boundaries and their ability to respond appropriately to child safety concerns and scenarios.

Selection processes are conducted in accordance with equal opportunity principles and recruitment decisions are based on suitability for the position, relevant qualifications, experience, professional conduct and alignment with the organisation's child-safe values and expectations.

Where possible, candidates are interviewed by more than one person to support a balanced and objective

assessment process. Applicants are generally asked consistent interview questions to support fairness, transparency and accountability throughout the recruitment process.

During the interview process, relevant employment history, prior disciplinary matters, concerns identified during pre-assessment or other factors affecting suitability to work with children may be discussed and clarified.

Interview or screening discussions occur regardless of the type or length of employment, including casual, temporary or short-term engagements.

Where staff are engaged through a staffing agency, 3Bridges OOSH seeks assurance regarding the recruitment and screening processes undertaken by the agency, including child-safe recruitment and suitability assessment practices.

The interview process is documented and records of interview outcomes, recruitment discussions and selection decisions are maintained to support transparency, accountability and compliance with child-safe recruitment practices.

(e) Reference Checks

Preferred candidates must provide the details of a minimum of two referees. At least one referee should be from their most recent or current role and both must have directly supervised or managed the applicant in a professional capacity.

Where professional referees are not available, including where an applicant has recently left school, has limited employment history or has exceptional circumstances such as a long, explained career break, character references may be accepted at the discretion of management. Character references should not be provided by family members and professional references will be prioritised wherever possible.

3Bridges OOSH conducts verbal reference checks where feasible. During reference checks, we ask whether the referee has any concerns about the applicant working with children, whether the applicant has been subject to any disciplinary action or if the applicant has displayed any concerning or inappropriate behaviour.

Reference checks are also used to verify information provided by applicants and clarify any concerns identified during the shortlisting or interview process.

Where verbal references cannot reasonably be obtained or where written references are also sought, 3Bridges OOSH may use a secure digital system capable of identifying potential falsified written references.

3Bridges OOSH maintains records of all reference checks, including the date conducted, referee details, relationship to the applicant, summary of feedback provided and any concerns identified and how they were addressed.

All records are securely stored and managed in accordance with privacy, confidentiality and record-keeping requirements and remain accessible for internal review and regulatory purposes where required.

(f) Pre-Employment Screening

Prior to engaging an applicant in child-related work, 3Bridges OOSH will ensure all relevant pre-employment screening and verification processes are completed in accordance with legislative and regulatory requirements.

Before commencing employment or engagement, relevant persons must:

- hold a current Working with Children Check (WWCC) clearance issued under the WWCC Act 2025 (unless exempt), which will be verified by 3Bridges OOSH through the NSW Office of the Children's Guardian system;
- complete a 100-point identification check to verify identity;
- hold relevant qualifications, certifications or approvals applicable to the position;
- be checked against the National Quality Agenda IT System (NQA ITS) to confirm they are not a prohibited person under Section 188 of the National Law;
- meet legislative, regulatory and organisational requirements relevant to the role.

3Bridges OOSH also:

- verifies qualifications and training records;
- requests declarations regarding suitability to work with children and compliance history;
- undertakes reasonable enquiries regarding child-safe suitability;
- confirms accreditation or registration status where relevant to the position.

All pre-employment screening and verification records, including Working with Children Check verification, prohibited person checks, qualification checks, declarations and identification records, are securely stored and managed in accordance with privacy, confidentiality and record-keeping requirements.

(g) Agency Staff

Where agency staff are utilised, 3Bridges OOSH will ensure that agency staff meet the same child safety, safeguarding and professional conduct expectations as directly employed staff.

3Bridges OOSH will seek assurance that the agency has undertaken appropriate child-safe recruitment, screening and suitability assessment processes, including child safety questioning and checks relevant to suitability to work with children.

Prior to commencing child-related work, 3Bridges OOSH will ensure agency staff hold a current Working with Children Check clearance and verify it in the Office of the Children's Guardian system. 3Bridges OOSH checks the National Quality IT System (NQA ITS) to ensure an individual is not a prohibited person (Section 188).

These checks may be conducted by 3Bridges OOSH regardless of whether the staffing agency has advised that checks have already been completed.

Agency staff are required to comply with all relevant 3Bridges OOSH policies, procedures, child-safe expectations and professional conduct requirements.

(h) Volunteers and Students

Volunteers and students engaged in child-related work at 3Bridges OOSH must comply with all relevant child-safe requirements, supervision expectations, professional conduct standards and organisational policies and procedures.

Where required under legislation, volunteers and students must hold a current Working with Children Check clearance.

3Bridges OOSH may undertake reasonable enquiries and screening processes to assess suitability to work with children, including discussions regarding child-safe expectations and professional conduct.

Volunteers and students are provided with information regarding child-safe practices, safeguarding responsibilities, professional boundaries and reporting obligations relevant to their role within the service.

Volunteers and students must work under the supervision of appropriately authorised staff members.

(i) Negative notices, disqualified persons and interim bars

3Bridges OOSH acknowledges that under the Working with Children Check Act 2025 (NSW):

- a disqualified person is prohibited from engaging in child-related work;
- a person subject to an interim bar must immediately cease child-related work;
- a negative notice prohibits a person from engaging in child-related work.

Where 3Bridges OOSH becomes aware that a person engaged by the organisation is subject to a negative notice, interim bar or disqualification, the individual will immediately cease child-related work and all relevant legislative and regulatory obligations will be followed.

Employees must notify 3Bridges OOSH if they receive a negative notice, interim bar or if there is any relevant change affecting their suitability to work with children, accreditation or registration status where applicable.

3Bridges OOSH will respond appropriately to any change in Working with Children Check status in accordance with legislative and regulatory requirements.

Where required, 3Bridges OOSH will notify the NSW Early Learning Commission, NSW Education Standards Authority or other relevant authorities within the required legislative timeframes.

All records relating to these matters will be managed confidentially and in accordance with privacy, record-keeping and child protection requirements.

(j) Prohibited Persons

3Bridges OOSH acknowledges that under the Education and Care Services National Law, a prohibition notice may be issued to a person who poses a risk to the safety, health or wellbeing of children attending an education and care service.

A person subject to a prohibition notice must not:

- provide education and care to children;
- work or volunteer at an education and care service;
- engage in activities relating to education and care services.

3Bridges OOSH will take all reasonable steps to ensure prohibited persons are not engaged in child-related work or involved in the operation of the service in breach of legislative requirements.

Where required, 3Bridges OOSH will comply with all reporting, notification and risk management obligations relating to prohibition notices and prohibited persons.

(k) Child-Safe Inductions

3Bridges OOSH recognises that ensuring a person is safe and suitable to work with children is an ongoing

process.

All new employees, volunteers, students and agency staff engaged in child-related work participate in induction processes relevant to their role prior to, or shortly after, commencing work at the service.

Induction processes may include:

- child-safe practices and safeguarding responsibilities;
- child protection and mandatory reporting obligations;
- professional conduct expectations and professional boundaries;
- supervision expectations and risk management practices;
- behaviour guidance practices;
- emergency procedures;
- relevant legislative and organisational requirements;
- relevant policies and procedures.

Completion of required child safety and child protection training forms part of induction processes and may be a condition of undertaking child-related work.

All staff, volunteers, students and contractors are expected to comply with the 3Bridges OOSH Code of Conduct, maintain professional boundaries and uphold child-safe and professional standards at all times.

New or inexperienced staff may receive additional supervision, support, feedback or mentoring to support safe and effective practice within the service environment. Agency staff and volunteers will be appropriately supervised at all times.

3Bridges OOSH maintains records of induction, training and completed child-safe requirements in accordance with record-keeping and privacy requirements.

(l) Child-Safe Training

3Bridges OOSH ensures that all staff complete mandatory child safety and child protection training as required under legislation, regulatory requirements and organisational requirements.

Completion of required child-safe training is a condition of undertaking and continuing child-related work within 3Bridges OOSH services.

Training is delivered at regular intervals and updated to reflect changes to legislation, regulatory guidance and emerging child safety risks.

3Bridges OOSH maintains records of completed training and actively monitors compliance to ensure all workers remain current with required qualifications and child-safe learning requirements.

(m) Ongoing Child-Safe Employment Practices

3Bridges OOSH recognises that ensuring suitability to work with children is an ongoing responsibility.

3Bridges OOSH maintains ongoing child-safe employment practices to ensure all relevant staff complete mandatory child safety training and undertake refresher training in line with legislative requirements, regulatory guidance and sector best practice.

3Bridges OOSH conducts regular checks and makes reasonable enquiries to confirm that all workers and volunteers continue to meet child safety and suitability requirements. This includes:

- maintaining accurate and up-to-date staff records, including documenting and responding to any notices, allegations, investigations or changes that may affect a person's suitability to work with children;
- regularly verifying Working with Children Check (WWCC) details and checking the prohibited persons register through NQA ITS;
- monitoring WWCC expiry dates and reminding staff that renewal applications can be made up to 3 months prior to expiry;
- immediately removing any person from child-related work if their WWCC status is barred, interim barred, expired, cannot be verified or if they otherwise cease to hold a valid WWCC clearance or application number.

3Bridges OOSH will respond appropriately to any change affecting a person's suitability to engage in child-related work, including changes to Working with Children Check status or prohibited person status.

All staff are expected to report concerns regarding the conduct, behaviour or suitability of other workers in accordance with organisational reporting procedures and reportable conduct requirements.

3Bridges OOSH has secure and confidential processes for managing and recording all checks, enquiries, training records and notifications related to staff suitability.

These processes support transparency, accountability and ongoing child-safe practices across all 3Bridges OOSH services.

(n) Performance Development

3Bridges OOSH integrates child safety and safeguarding responsibilities into ongoing supervision and performance development processes to support safe and professional practice across all services.

Performance development processes may include:

- **Reaffirming responsibilities:** Staff confirm their understanding of child safety obligations, including professional boundaries, safe supervision and mandatory reporting during annual reviews or performance discussions.
- **Monitoring practice:** Supervisors observe and provide feedback on staff behaviours to reinforce child-safe practices and address any concerns.
- **Supporting development:** Performance discussions identify professional learning opportunities, including training in positive relationships with children, responding to behaviours and responding to child safety risks.
- **Addressing concerns:** Any issues regarding staff conduct or compliance with child safety requirements are addressed promptly to maintain a safe environment.

Embedding child safety into performance development processes supports accountability, professional growth and ongoing child-safe culture across 3Bridges OOSH services.

(o) Record Keeping

3Bridges OOSH maintains clear, accurate and up-to-date records that demonstrate compliance with child-safe recruitment, screening and ongoing child-safe employment obligations.

Prior to commencing child-related work, 3Bridges OOSH enters the details of new employees, volunteers, students, temporary and agency staff into the National Early Childhood Worker Register, where required. The register is maintained and updated in accordance with legislative and regulatory requirements and reflects relevant changes to a worker's status or details.

Records related to recruitment, Working with Children Check verification, reasonable enquiries, induction, training and ongoing suitability to work with children are maintained confidentially and securely in accordance with the Working with Children Check Act 2025 (NSW), Privacy and Personal Information Protection Act 1998 (NSW) and other relevant legislative requirements.

Record keeping practices may include maintaining:

- staff records documenting Working with Children Check details, verification dates and any updates or changes to status;
- evidence of reasonable enquiries undertaken before and during employment, including referee checks, suitability assessments and prohibited person checks;
- records relating to allegations, concerns, investigations, notifications or actions relevant to staff suitability and child safety obligations;
- National Early Childhood Worker Register records and updates where required;
- records of completed induction, qualifications, training and professional learning;
- documentation relating to recruitment, supervision and performance development processes where appropriate;
- records of policy and procedure reviews and updates relevant to staffing, recruitment and child-safe employment practices.

All records are securely stored, maintained confidentially and accessible only to authorised personnel to support privacy, accountability, safeguarding obligations, regulatory compliance and audit readiness.

REVIEW AND EVALUATION

The policy will be regularly reviewed as part of 3Bridges quality assurance processes. It will be evaluated against the organisation mission, values and results framework, relevant state and/or federal standards and in consideration of client feedback and consultation.

3Bridges Continuous Improvement Register will be used to record identified improvements and monitor the progress of their implementation. Where relevant, this information will be fed into 3Bridges service planning and delivery processes.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Law: 161A, 162, 162A, 165, 166, 167, 168, 169, 170, 172, 173, 174AA, 174AB, 175 **Regulations:** 119, 127, 128, 136, 143A, 145, 146, 147, 148, 149, 150, 155, 156, 168, 169, 170, 171, 172, 173, 173A, 174	QA2 – Children's Health and Safety QA4 – Staffing Arrangements QA5 – Relationships with Children QA7 – Governance and Leadership MTOP V2.0	Policy No. 3 – Behaviour Guidance Policy No. 4 – Child Safety Policy No. 5 – Confidentiality Policy No. 15 – Governance and Management Policy No. 24 – Providing a Child Safe Environment Policy No. 27 – Staffing	Children and Young Persons (Care and Protection) Act 1998 (NSW) Children's Guardian Act 2019 (NSW) Working with Children Check Act 2025 (NSW) Privacy and Personal Information Protection Act 1998 (NSW) Fair Work Act 2009 (Cth) NSW Child Safe Standards

Policy No. 35 – Protected Disclosures

POLICY STATEMENT

3Bridges is committed to ensuring the safety, health and wellbeing of children in our care. We provide a safe, supportive and confidential process for reporting wrongdoing, misconduct, or any matter that may place the safety, welfare or wellbeing of a child or children at risk within our OOSH services.

3Bridges is committed to supporting and building a culture of integrity and accountability by encouraging the reporting of wrongdoing or suspected wrongdoing. We recognise that protected disclosures are an important mechanism for identifying risks, strengthening governance and ensuring compliance with the Children (Education and Care Services) National Law (NSW).

The integrity of 3Bridges OOSH services relies upon service leaders, educators, staff, volunteers, contractors and subcontractors, as well as parents and carers speaking up when they become aware of wrongdoing.

3Bridges will not tolerate or condone the taking of any negative action or detrimental action against anyone who intends to disclose or has disclosed wrongdoing.

This policy sets out:

- how 3Bridges will deal with protected disclosures made under the Children (Education and Care Services) National Law (NSW);
- who to contact to make a protected disclosure;
- how to make a report;
- the protections available to a person who makes a protected disclosure; and
- how 3Bridges will support and protect persons who raise concerns.

This policy should be read in conjunction with other relevant 3Bridges policies and procedures relating to governance, complaints management, child safety, child protection, reportable conduct, staffing and employment practices, and the Code of Conduct.

GUIDING PRINCIPLES

3Bridges is committed to:

- Promoting a culture where the safety, wellbeing and best interests of children are paramount at all times.
- Encouraging employees, educators, volunteers, contractors, families and community members to raise concerns about wrongdoing, misconduct, unsafe practices, breaches of legislative requirements, or risks to children.
- Ensuring all disclosures are taken seriously, assessed appropriately and responded to in a timely and impartial manner.
- Protecting individuals who make protected disclosures from victimisation, intimidation, retaliation, discrimination, harassment or any other form of detrimental action.

- Maintaining confidentiality and privacy to the greatest extent possible, consistent with legislative requirements and procedural fairness.
- Ensuring procedural fairness for all persons involved in the assessment and investigation of disclosures.
- Promoting transparent, ethical and accountable decision-making across all OOSH services.
- Complying with all legislative obligations relating to protected disclosures, child protection, reportable conduct and child-safe practices.

SCOPE

This policy applies to all current and former:

- Employees
- Agency staff
- Volunteers
- Work experience students and students undertaking practicum placements
- Contractors and subcontractors
- Agents and consultants
- Parents, carers and family members
- Any other person engaged to perform work or activities on behalf of 3Bridges OOSH services.

PROCEDURES

- Under section 300E of the Children (Education and Care Services) National Law (NSW), approved providers and approved education and care services are required to maintain a Protected Disclosures Policy.
- This policy establishes the framework for reporting concerns relating to wrongdoing, misconduct or risks to children within 3Bridges OOSH services and outlines the protections available to individuals who make disclosures.

(a) What is a Protected Disclosure?

This policy applies to protected disclosures under the National Law.

A protected disclosure means a disclosure of information or provision of documents:

- to the NSW Early Learning Commission in compliance with a request under, or in accordance with, the National Law; or
- to the NSW Early Learning Commission or to a manager of an approved provider of an approved education and care service, where the person honestly and on reasonable grounds believes the disclosure shows or tends to show:

- an offence against the National Law has been or is being committed; or
- the safety, health or wellbeing of a child or children being educated and cared for
- by an education and care service is at risk.

Examples of a protected disclosure may include:

- conduct that endangers or may endanger the safety, health or wellbeing of children
- unsafe work practices
- illegal activity or a breach of the law
- inappropriate conduct towards children
- inappropriate discipline of a child
- breach of child protection requirements
- failure to comply with the National Law or Regulations
- taking or threatening detrimental action against a person who has made a disclosure, is suspected to have made, or is planning to make a disclosure.

(b) What is Not a Protected Disclosure?

3Bridges encourages everyone to speak up about concerns. However, this policy does not apply to disclosures or concerns that relate **only** to a personal employment grievance or complaint that does not have significant implications beyond the individual concerned.

A matter may still be considered a protected disclosure if it arises from a decision made by an approved provider or approved education and care service in dealing with a previous protected disclosure; or alleged detrimental action relating to a previous protected disclosure.

Examples of concerns that are not generally considered protected disclosures include:

- performance concerns
- employment-related decisions that do not involve a breach of workplace laws
- concerns relating to engagement, remuneration or promotion
- interpersonal conflict between employees
- disciplinary actions, including suspension or termination, that are unrelated to a protected disclosure.

Personal work-related grievances should be internally raised in accordance with relevant 3Bridges grievance, complaints and workplace procedures.

(c) Making a Report

If you become aware of a matter, you should report it as soon as practicable.

Reports may be made to a manager of the Approved Provider or the education and care service.

For the purposes of the National Law, a manager of an approved provider or education and care service means a person who is responsible for controlling or administering:

- the approved provider or education and care service; or
- the staff of the approved provider or education and care service.

Reports may be submitted in person, by telephone, or by email through the relevant 3Bridges reporting channels.

Reports or enquiries regarding protected disclosures may be directed to **3Bridges Quality Assurance Team** on **1300 327 434** or by email at **feedback@3bridges.org.au**.

If you do not feel comfortable making a report within 3Bridges, you may also make a report directly to the NSW Early Learning Commission as the regulatory authority in New South Wales.

If you wish to make a report to the **NSW Early Learning Commission**, you can do so by calling **1800 619 113** or by email at **information@earlylearningcommission.nsw.gov.au**. You can do so anonymously if you wish.

(d) Good Faith and Reasonable Grounds

To obtain protections under the National Law, a report must be made honestly and on reasonable grounds. The person making the report must honestly believe, on reasonable grounds, that the disclosure shows or tends to show that an offence has been or is being committed under the National Law, or that the safety, health or wellbeing of a child or children being educated and cared for by an education and care service is at risk.

A person will have reasonable grounds if there is a factual basis for the belief, taking into account the circumstances and context.

You are not required to prove the allegations or concern. However, you are encouraged to provide any evidence, including documentation, to support the report.

If a report turns out to be incorrect or unsubstantiated, the reporter can still qualify for the protections under the National Law provided it was made honestly and on reasonable grounds.

(e) How to Make a Protected Disclosure

A protected disclosure can be made in a number of ways:

- In writing - by email or letter to a person who can receive your report.
- Through a discussion - have a private discussion with a person who can receive your report. This may be done face-to-face, via telephone or virtually.
- Anonymously - write an email or letter or call a person who can receive your report without providing your name or any details that might identify you as the maker of the report. A report can only be considered anonymous if there is no reasonable or practical way of communicating with the person making the report.

You will still be protected under the National Law if you choose to remain anonymous. However, it may be difficult to investigate the matter if you cannot be contacted for further information.

(f) What Should I Include in My Report?

When making a protected disclosure, you should provide as much information as possible to assist 3Bridges

in assessing and responding to the report effectively.

Where possible, your report should include:

- any relevant dates, times and locations of key events
- the names of any persons involved in the suspected wrongdoing, including their role or position and how they are involved
- a description of the matter being disclosed
- the names of any potential witnesses
- any supporting information, evidence or documentation relevant to the disclosure.

You are not required to prove the allegation or concern before making a report. However, providing relevant information and supporting documentation may assist with the assessment and investigation process.

(g) What if I am Not Sure Whether My Report is a Protected Disclosure?

You are encouraged to report all wrongdoing that you become aware of, even if you are not sure whether it qualifies as a protected disclosure. Reporting plays a crucial role in managing risk and ensuring the safety and integrity of 3Bridges OOSH services.

It is important for 3Bridges to understand potential concerns as early as possible, as this may assist in identifying wrongdoing, misconduct, unsafe practices, breaches of legislation or other matters requiring investigation.

Once a report is made, 3Bridges will assess the matter and determine the most appropriate process for managing the matter in accordance with its obligations under the National Law. If the matter does not qualify as a protected disclosure, it may still be managed under other relevant 3Bridges policies, procedures or reporting processes.

(h) Protection from Detrimental Action

When making a protected disclosure, you are entitled to protections under the National Law.

3Bridges is committed to taking all reasonable steps to protect you from detrimental action as a result of making a protected disclosure or being suspected of making a protected disclosure.

3Bridges is also committed to maintaining confidentiality to the greatest extent possible while a protected disclosure is being assessed, investigated and managed.

3Bridges will not tolerate any form of detrimental action in response to a protected disclosure.

Detrimental action may include:

- injury, damage or loss
- damage caused to property
- damage to reputation
- intimidation, bullying or harassment
- unfavourable treatment in relation to employment, career or profession

- discrimination, prejudice or adverse treatment
- disciplinary action or proceedings.

Any person who believes they have experienced detrimental action as a result of making a protected disclosure should report the matter immediately through the reporting channels outlined in this policy.

(i) Preventing Harmful Actions

A person must not take detrimental action against another person because they know, suspect or believe that the person has made or is considering making a protected disclosure, and that belief is a contributing factor to the detrimental action. Detrimental action includes bullying, harassment, intimidation or disciplinary action.

Once 3Bridges becomes aware that a protected disclosure has been made, a risk assessment will be undertaken and reasonable steps implemented to reduce the risk of detrimental action occurring.

Taking serious detrimental action in response to a protected disclosure is a criminal offence under the National Law and may result in significant penalties.

It is not a defence to a prosecution for a detrimental action offence that the suspicion or belief was mistaken.

A person accused of taking detrimental action must demonstrate that the action was not influenced by any suspicion, belief or awareness that a protected disclosure had been or may be made.

A person who makes a protected disclosure may still be subject to reasonable management action, including ordinary performance reviews, performance management processes or disciplinary action, provided that such action is not taken because of the protected disclosure.

(j) Recovery of Damages

A person may seek damages for injury, damage or loss suffered as a result of serious detrimental action.

Liability for these damages is not affected by whether the suspicion or belief behind the action was mistaken.

In proceedings to recover damages, the defendant must prove that they did not have the suspicion, belief or awareness, or that it was not a contributing factor to the detrimental action.

Damages may include exemplary (punitive) damages.

A person can apply for damages even if no criminal prosecution has been brought, or if the person has been acquitted of a serious detrimental action offence on the same, or substantially similar facts.

(k) Ability to Seek an Injunction

A person who believes serious detrimental action has been taken against them or may be taken against them can apply to the Supreme Court for an injunction to prevent the action or stop it from continuing.

The terms of the injunction may (a) restrain a person form engaging in behaviour that would constitute serious detrimental action, or (b) require a person to do a thing or an act to remedy the conduct that constitutes serious detrimental action.

Examples of what an injunction may include:

- requiring a formal apology to be made

- preventing an attempt to terminate a person's employment
- reinstating a person to the same or a substantially similar role.

The Supreme Court may grant an interim injunction pending determination of the application.

A person may apply for an injunction even if no criminal prosecution has been brought, or if the person has been acquitted of a serious detrimental action offence on the same, or substantially similar facts.

(l) Immunity from Costs Orders

A person who makes an application for damages under the National Law will not be liable to pay costs incurred by another party to the proceedings unless:

- the person instituted the proceedings vexatiously or without reasonable cause; or
- the person's unreasonable act or omission caused the other party to incur the costs.

A person who applies for an injunction under the National Law will not be liable to pay the other party's legal costs, unless:

- the proceedings were brought vexatiously or without reasonable cause; or
- the person's unreasonable act or omission caused the other party to incur the costs.

(m) Immunity from Civil and Criminal Liability

Some people are subject to a duty of confidentiality that prevents them from disclosing certain information obtained at work. To make a protected disclosure, it may be necessary to override or disregard these confidentiality duties. If such cases, a person who makes a protected disclosure cannot be disciplined, sued or criminally charged for breaching confidentiality.

This protection does not cover liability for the person's own past conduct that is disclosed as part of the protected disclosure.

A person who makes a protected disclosure may have a defence of absolute privilege under the Defamation Act 2005 in relation to defamation proceedings arising from the disclosure.

(n) Confidentiality

3Bridges is committed to maintaining the confidentiality of any person who makes a protected disclosure to the greatest extent possible while the matter is being addressed.

All information received in connection with a protected disclosure will be handled sensitively and confidentially, consistent with legislative requirements and the principles of procedural fairness.

Reasonable steps will be taken to protect the identity of a person who makes a protected disclosure and to minimise the risk of victimisation, retaliation or detrimental action.

Information relating to a protected disclosure will only be disclosed where:

- the person making the disclosure has provided consent;
- disclosure is required or authorised by law;
- disclosure is necessary to properly assess, investigate or respond to the matter; or

- disclosure is required to protect the safety, health or wellbeing of a child or other person.

While 3Bridges will take all reasonable steps to maintain confidentiality, there may be circumstances where information needs to be disclosed to enable a proper investigation or to meet legal obligations.

(o) Reporting Detrimental Action

If you experience detrimental action as a result of making a protected disclosure, including bullying, intimidation, harassment, or other adverse treatment, you should report the matter immediately.

Reports of detrimental action may be made through the reporting channels outlined in this policy, including to **3Bridges Quality Assurance Team** on **1300 327 434** or by email at **feedback@3bridges.org.au**.

Reports may also be made directly to the **NSW Early Learning Commission** by calling **1800 619 113** or by email at **information@earlylearningcommission.nsw.gov.au**.

3Bridges will take all reports of detrimental action seriously and will assess and respond to concerns in accordance with its obligations under the National Law and other relevant legislation.

(p) How 3Bridges Will Respond to a Protected Disclosure

After receiving a report, 3Bridges will assess the information to determine whether it is a protected disclosure, how it is to be handled, and whether an investigation is required.

The person who made the report will receive an acknowledgement that the report has been received, where contact details have been provided. This acknowledgement will:

- confirm that the report will be assessed to identify whether it qualifies as a protected disclosure
- advise that the National Law applies to how the report is managed
- provide clear information on how to access this Protected Disclosure policy
- include details of a contact person and available support options.

Where a Report is a Protected Disclosure

If a report is determined to be a protected disclosure, 3Bridges will inform the person who made the report how the matter will be managed as soon as practicable.

A protected disclosure may be managed by:

- investigating the wrongdoing internally
- referring the matter to the NSW Early Learning Commission or another relevant agency
- determining that no further action is required and providing reasons for that decision, where appropriate.

Where an investigation is undertaken, 3Bridges may provide updates to the person who made the disclosure at key stages of the process, including:

- when the investigation commences
- while the investigation is in progress
- when the investigation has been finalised.

Once the investigation is complete, we may provide the person who made the disclosure with additional information. Subject to privacy and confidentiality requirements this information may include:

- a summary of the investigation results, including whether any wrongdoing was found
- Information about any action taken as a result of the investigation.

Where a disclosure has been made anonymously, it may not be possible to provide updates or information regarding the outcome of the matter.

Where a Report is Not a Protected Disclosure

Not all reports of wrongdoing will qualify as protected disclosures under the National Law.

Where 3Bridges determines that a report is not a protected disclosure, the person who made the report will be informed, where possible.

A report that does not qualify as a protected disclosure may still be assessed, investigated and managed under another relevant 3Bridges policy, procedure or reporting process, including those relating to complaints management, child safety, child protection, reportable conduct, workplace conduct, or grievance management.

3Bridges will ensure that all reports and concerns are considered and responded to through the most appropriate process, regardless of whether they meet the definition of a protected disclosure.

(q) Protecting the Identity of a Person Making a Protected Disclosure

3Bridges understands that people who make a protected disclosure may wish their identity, and the fact that they have made a report to remain confidential.

3Bridges is committed to maintaining confidentiality as far as possible while a protected disclosure is being managed.

The identity of a person making a protected disclosure will be kept confidential unless:

- they consent to the disclosure of their identity
- it is generally known that they are the maker of the protected disclosure because of their voluntary self-identification
- the person receiving the disclosure reasonably considers it necessary to disclose the information to protect a person from detrimental action
- it is reasonably necessary to disclose the information during an assessment or investigation to ensure procedural fairness. In these circumstances, all reasonable steps will be taken to protect the person's identity
- 3Bridges is required or authorised by law to disclose the information
- it is otherwise in the public interest to disclose the identifying information.

3Bridges will take reasonable steps to avoid unnecessarily revealing information that could identify a person making a protected disclosure. This may include:

- limiting the number of people who are aware of the person's identity or information that could identify them
- ensuring that any person who knows the identity of the person making the disclosure understands their obligation to maintain confidentiality
- restricting access to records, emails, files and other documentation containing identifying information to authorised persons only
- undertaking a risk assessment to identify and manage any risk of detrimental action arising from the disclosure
- advising the person making the disclosure about the importance of maintaining confidentiality and ways to help protect their identity.

If confidentiality cannot be maintained, or is unlikely to be maintained, 3Bridges will:

- discuss with the person who made the protected disclosure the fact that their identity may become known
- implement additional measures to minimise the risk of detrimental action
- review and update any relevant risk assessments and risk management strategies
- provide additional support to the person making the protected disclosure, where appropriate
- remind relevant persons of their confidentiality obligations and that engaging in serious detrimental action may constitute a criminal offence and may also result in disciplinary action.

(r) Assessing and Minimising the Risk of Serious Detrimental Action

Once 3Bridges becomes aware of a protected disclosure, it will assess and take reasonable steps to minimise the risk of serious detrimental action, other than reasonable management action, being taken against any person as a result of the disclosure.

There is no obligation on a person who receives a protected disclosure to disclose or confirm that a protected disclosure has been made. Wherever practicable, 3Bridges will take steps to avoid identifying the nature of the source of the concern to maintain the confidentiality of the maker of the protected disclosure.

In circumstances where it is necessary or appropriate to refer to a protected disclosure being received, 3Bridges will take reasonable steps to protect identifying information. This may include the use of redactions, gender-neutral language and the removal of contextual information that could identify the person making the disclosure.

Where appropriate, 3Bridges will consider potential risks to:

- the person who made the protected disclosure
- the person who is the subject of the protected disclosure
- investigators
- witnesses.

Where appropriate, 3Bridges may:

- consult with relevant persons regarding any concerns they may have
- identify and implement strategies to minimise the risk of detrimental action
- provide secure and confidential communication channels
- review and update risk assessments and risk management strategies
- offer access to a support person or other available support mechanisms.

(s) Dealing with Allegations of Detrimental Action

If 3Bridges becomes aware of an allegation that detrimental action has occurred or may occur, it will take all reasonable steps to address the matter and protect those affected.

This may include:

- taking immediate action to stop or prevent the detrimental action
- implementing measures to protect the person or persons affected
- undertaking a risk assessment and implementing additional risk management strategies
- taking appropriate disciplinary action against anyone that has taken detrimental action
- referring any evidence of detrimental action to the NSW Early Learning Commission.

(t) Dealing with Wrongdoing

If, after an investigation, it is determined that there was wrongdoing or other misconduct has occurred, 3Bridges will take appropriate action to address the matter.

Actions taken will depend on the nature, seriousness and circumstances of the matter and may include:

- implementing corrective or preventative actions
- reviewing and strengthening policies, procedures or practices
- providing additional training, supervision or support
- undertaking performance management or disciplinary processes
- making notifications to relevant regulatory, statutory or law enforcement authorities where required
- taking any other action considered necessary to address the matter and reduce the risk of recurrence.

Any action taken will be consistent with the principles of procedural fairness, legislative requirements and 3Bridges policies and procedures.

(u) Roles and Responsibilities

The Approved Provider/Nominated Supervisor will:

- ensure that obligations under the National Law and National Regulations are met, with child safety and wellbeing prioritised at all times;

- foster a workplace culture where reporting is encouraged and integrity is promoted within the service;
- ensure there are systems in place for receiving disclosures
- understand and comply with their responsibilities in relation to protected disclosures under the National Law
- ensure protected disclosures are handled in accordance with the National Law and this policy
- ensure educators, staff, students and volunteers are aware of and comply with this policy and know how to access it
- ensure regular training and awareness sessions are provided about the importance of persons making protected disclosures and the protections available to persons making protected disclosures
- ensure risk assessments are conducted as soon as a report is received to identify and manage any potential harm.

Educators, volunteers and students will:

- immediately report all incidents, allegations and complaints relating to child safety and any breaches or suspected breaches of the National Law
- cooperate with any assessment or investigation of a protected disclosure
- maintain confidentiality in relation to protected disclosures and investigations;
- refrain from engaging in detrimental action against any person who makes a protected disclosure
- participate in any required training, induction or awareness activities relating to protected disclosures.

Families and community members will:

- Be informed of their right to make a protected disclosure
- have access to information on how to make a protected disclosure;
- be protected when making a protected disclosure
- have confidence that disclosures will be taken seriously and investigated appropriately.

REVIEW AND EVALUATION

The policy will be regularly reviewed as part of 3Bridges quality assurance processes and in response to legislative change, regulatory updates, organisational requirements, significant incidents, investigations or identified areas for improvement.

The policy will be evaluated against 3Bridges' mission, values, organisational objectives and results framework, relevant legislative and regulatory requirements, child safety obligations, and feedback from children, families, employees and other stakeholders.

Identified improvements will be recorded and monitored through 3Bridges' Continuous Improvement processes. Where relevant, outcomes from reviews, investigations, audits, complaints, protected disclosures and regulatory activities will be used to inform ongoing service planning, governance and

continuous improvement initiatives.

The review process will support continuous improvement, maintain the highest standards of child safety, and assist 3Bridges to promote transparency, accountability and compliance across all OOSH services.

CONSIDERATIONS

Education and Care Services National Law and Regulations	National Quality Framework	Associated Policies and Documentation	Other Legislation / Guidance
Law: Part 8A – Protected Disclosures **Regulations:** 168, 170, 171	QA7 – Governance and Leadership	Policy No. 4 – Child Safety Policy No. 5 – Confidentiality Policy No. 15 – Governance and Management Policy No. 20 – Management of Complaints Policy No. 24 – Providing a Child Safe Environment Policy No. 27 – Staffing Policy No. 34 – Staffing, Recruitment and Employment BG06 – Whistleblower Policy	Children and Young Persons (Care and Protection) Act 1998 (NSW) Children's Guardian Act 2019 (NSW) Child Protection (Working with Children) Act 2012 (NSW) Defamation Act 2005 (NSW) Privacy Act 1988 (Cth) Fair Work Act 2009 (Cth) NSW Child Safe Standards