YWCA Hunter Region Inc.

VACATION CARE PROGRAM

STATEMENT OF POLICY

2012
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Philosophy and Aims

The YWCA is a not for profit women’s membership movement, sustained by the richness of many beliefs and values, creating opportunities for the growth and empowerment of women and girls in order to attain a common vision of peace, justice, freedom, health, dignity and care for all people through women’s leadership.

For over 125 years, YWCAs in Australia have been developing the next generation of women communities. YWCAs in Australia provide strong leadership, mentoring and opportunities for women and girls; advocacy with government; and programs and services that support women and girls, their families and communities. Every year we reach a quarter of a million people, working with them in over 100 sites in mainland Australia.

It is worth remembering that the YWCA Hunter Region Inc is part of a substantial worldwide organisation that influences governments, concerning women’s issues, on a global level.

YWCA Hunter Region Inc. Mission Statement:

The YWCA Hunter Region exists to support, empower and connect women and families for a stronger community.

The YWCA Hunter Region Inc has been operating since 1921 in King Street and at the current premises at 24 Dawson Street Cooks Hill since 1963.

Currently we facilitate services and programs for children and young women - accommodation for University students; Kindergym classes; playgroup for 1-5 year old children; support a preschool on the premises; vacation care program for children 5 to 12 years of age – and facilitate ‘Encore’ a floor and water exercise program for women after breast cancer surgery.

Code of Conduct

As members of the YWCA Hunter Region Inc community, we are committed to the values of integrity and respect and at all times will behave in a manner that upholds these values.
YWCA Vacation Care

Our Service Philosophy and Aims

The YWCA Hunter Region Inc, Vacation Care is located at 24 Dawson Street, Cooks Hill. It provides a safe, nurturing environment where individuals are afforded the opportunity to develop to their full potential as contributing, worthwhile members of the community.

We believe that all staff, children and their families are valued members of the community.

Aims:

- To provide a service to the community for children of both working and non-working parents/carers while providing a priority of access to working parents/carers.
- To provide a healthy, caring, affordable and safe environment for school aged children from early starters to Year 6.
- To ensure that every child is treated respectfully regardless of race, ethnicity, socio economic background, abilities or disability.
- To provide a consistently high quality of care by team leaders with specialised skills, abilities and training.
- To provide a varied program of activities that caters for the children’s different needs and interests.
- To provide a relaxed, friendly and fun environment to ensure that the children enjoy their holiday time.
- To provide children with the environment that affords them the opportunity to develop their social and communications skills by encouraging their interaction with others.
Policy Statement

We aim to meet the needs of the parents/carers in our local community during school vacation period who either work, study or have other commitments.

Procedure

The Centre operates for nine weeks a year during Government school vacation times – Monday – Friday 7.30am – 6.00pm and 3 weeks in January.

The Centre does not operate on Public Holidays and parents/carers are notified of this on the Enrolment Placement Form.

No children will be left unattended at the Centre outside these hours.

Late Collection

Parents/carers must notify our centre if they are running late in picking up their child. All children will wait inside the centre until collected by an adult. A fee will charged if children are collected after the allocated closing time unless previous arrangements are made with the office, at the discretion of the management.
A-2 Service Access

POLICY STATEMENT

We aim to provide places for school aged children needing care during the vacation care period. We will not discriminate against any families needing care however; priority of access will be determined by the Government guidelines and placement on the waiting list.

PROCEDURE

The centre will be available for children who currently attend primary school. Management has the discretion to extend to older children depending upon the circumstances.

No one will be discriminated against on the basis of his or her cultural background, religion, sex, disability, marital status or income.

The centre will ensure that access to children and families with special needs is catered for.

Under agreement with the Commonwealth Government the main priority for a place in the centre will be given to:

- Working parents/carers
- Parents/carers seeking work
- Parents/carers studying for work purposes

Other places will be available if not filled by the above priorities.

A waiting list will be developed and placement from the waiting list is determined by priority of access guidelines, siblings of children already in care, and date of placement on the waiting list.

Children enrolled or attending high school although under 12 years of age are not eligible for Vacation Care attendance unless at the discretion of the Management Committee.

The Vacation Care program does not meet the emotional and developmental needs of children attending high school.

DATE ENDORSED______ 16/01/2013

DATE FOR REVIEW AND EVALUATION__01/2015;_______________________
A-3 Enrolment & Orientation

POLICY STATEMENT

We aim to provide an efficient enrolment procedure that is clear and accessible to all in the local community. We will ensure the confidentiality of our families through secure recording and storage procedure.

PROCEDURE

Enrolment forms and vacation care information is available on the YWCA Hunter Region Inc website for easy accessibility. [www.ywcahunterregion.org.au](http://www.ywcahunterregion.org.au)

Children must be pre-enrolled prior to Vacation Care to ensure placement on days required. An enrolment form must be fully completed for each family before the child is permitted to attend the Centre. All Enrolment forms will be considered confidential and kept securely on the premises. This information will be accessible only to approved persons – admin handling the enrolment forms, relevant staff, Management and Commonwealth and /or State Department Officers.

Enrolment forms are to be updated each vacation if details have changed to identify changes to the family’s circumstances. All enrolment forms are renewed annually.

**New Family’s Booking Procedure:**

New families are to complete the entire Enrolment Form. A $20.00 annual family registration fee payable by Cash, Cheque or Internet applies to new applications.

***Internet Banking details***

**YWCA Hunter Region** – BSB: 06 2815

Account Number: **28018181**, Reference: **child’s name**.

New families are to book for a Centre ‘IN’ day to enable new children to understand Centre Procedures and Staff prior to an excursion attendance.
If families would like to receive reduced fees to enable a rebate deduction from daily fee or receive lump sum payment then the FAO (Family Assistance Office) must be contacted on 136150 to notify and request their CRN (Customer Reference Number) AND their child/ren’s CRN.

**Ask the FAO for:**

- ✓ Child/ren CRN Number
- ✓ Parents/carers CRN Number
- ✓ Amount of Eligible hours – 24/50
- ✓ Check all D.O.B's are correct
- ✓ Check children are registered

**CANCELLATIONS:** Only accepted by selecting another day prior to day of care. All other cancellations and non-attendance will be deemed as ‘absent’ and fees will apply for that day.

**Booking Procedure:**

Existing clients need to complete an Enrolment Form annually or when changes are made to the form or when their details have changed. Day Placement forms to be returned each holiday by fax, phone, mail or email. All bookings will be confirmed by Administration for acceptance.

**DATE ENDORSED**

16/01/2013

**DATE FOR REVIEW AND EVALUATION**

01/2015;
POLICY STATEMENT:
The YWCA Hunter Region Inc 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)
- 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.
- Children are leaving the service to make their own way home.

PROCEDURE:
Management or the person so delegated by management 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;
  - 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);
  - The original form/letter provided by the service;
- 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 the child will not be permitted to leave the service to attend any extra-curricular activity until authorisation is obtained.

• Ensure that children are not permitted to sign themselves out or leave the service without an authorised adult, unless written authorisation has been given.

• Obtain written authorisation, if a person other than the parents/guardian or other nominated person cannot collect the child.

• In certain circumstances verbal authorisation, may be accepted at the discretion of the senior staff member 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. An email, fax or text message is suitable as written authorisation.

• Exercise the right to refuse if written or verbal authorisations do not comply with the requirements outlined above.

• Waive compliance for authorisation where a child requires emergency medical treatment for conditions such as Anaphylaxis or Asthma. The service can administer medication without authorisation in these cases, provided they contact the family and emergency services as soon as practicable after the medication has been administered.

**CONSIDERATIONS:**

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<thead>
<tr>
<th>Education and Care Services National Regulations</th>
<th>National Quality Standard</th>
<th>Other Service policies/documentation</th>
<th>Other</th>
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<tbody>
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<td>r93, 94, 99, 102, 157, 158, 161</td>
<td>Standard 2.3 and 7.3</td>
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**ENDORSEMENT BY THE SERVICE:**

Approval date: ________________________________

Date for Review: __01/2015;______________________________
A-5 Fees

POLICY STATEMENT
The YWCA Hunter Region Inc is a not for profit organisation. We aim to provide a quality service that is affordable to the community.

PROCEDURE
Fee levels will be set by Management according to the Centre's required income from the Department of Community Services Funding and Childcare Benefit Fee Rebate to eligible families as well as full fees.

FEE PAYMENT
Families using care for only 1-5 days are required to pay fees by first day of booking. All Fees are to be paid prior to the last day of care. Payment is accepted prior to Vacation Care commencement and receipts will be provided. Fees are to be paid for the days the child is booked at the Centre, including times when the child is absent due to illness. CCB is paid for sick days up to 42 days allowable absences per year. If account is not settled by last day of Vacation Care program a $20.00 Administration Fee will apply.

Cancellations are accepted by choosing a replacement day prior to the day of care if one available in that Vacation Care period. Non attendance will be deemed as ‘absent’ and fees to be paid for all days booked.

Fees may be paid by Cheque, Cash or Internet. The Centre is approved to offer Child Care Benefit (CCB) to eligible families. Internet Banking details will be supplied on Invoicing: YWCA Hunter Region - BSB: 06 2815 (Commonwealth Bank), Account Number: 28018181, Reference: child’s name.

Families who pay by Internet payment must email or present to the centre a copy of Internet Banking Transaction details.

FEE ADJUSTMENTS and Child Care Management System (CCMS):
CCMS is a new Government Accounting Requirement.

Families will:
• Authorise the Centre on Enrolment that any possible excess monies paid from estimated and actual fees to be credited to their next Vacation Care Account
• Notify Centre when cease using care to enable any possible reimbursement to be made or arrears to be finalised

Accounts are given on the Estimated fees. When care is used in a given week, the Actual fees return the following week after care is used and percentage and fee payable may change as determined by CCMS. If the account is then in arrears we will issue a new account and the difference is then payable prior to Vacation Care ceasing or within 7 days of account sent, which ever proceeds first.

All documentation pertaining to CCB will be kept for the specified time and made available to Commonwealth Departmental Officers on request. All records will be kept confidential and stored appropriately.

OVERDUE FEES
Outstanding fees at the completion of each Vacation Care will incur a $20.00 Administration Fee. A reminder notice will be sent followed by a phone call. This fee can be waivered at Managements discretion.

Accounts not settled or alternative arrangements made will mean that their child will be unable to attend further holiday care until the account is settled in full including any overdue account fee charged. The unsettled account may be referred to a debt collecting agency if deemed.

A late fee may be charged if parents/carers arrive late to collect children. Wherever possible parents/carers should advise the Centre if they will be late to collect their child/ren.

Child Care Estimation:
At www.mychild.gov.au follow the link to Child Care Estimator. This will give an estimate of possible entitlement to Child Care. Families are to bear in mind that the results are only indicative and are not a guarantee of payments.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
A-6 Dropping off and Picking up

POLICY STATEMENT
We aim to provide a procedure for dropping off and picking up children, which is clear and ensures the safety and well being of the children in our care. Parents/carers are required to follow specific communication procedures to ensure we can provide appropriate care of their children.

PROCEDURE
DROPPING OFF
Children are not to be left at the Centre at any time prior to the opening hours of the Centre of 8am. On arrival the person bringing the child is responsible to sign the child in on the sign-in sheet next to the child’s name, indicating time of arrival. Any points of information are to be recorded such as any particular requirements for the day, changes to who will collect the child, special needs etc. The Nominated Supervisor, Executive Director, or other responsible person must be informed. The person dropping off the child must ensure that a staff member is aware of the child’s presence before leaving the centre. Should a child require medication of any kind, parents/carers must comply with the Medication Policy and sign the medication form for that day.

PICKING UP OF CHILDREN
Children must be collected by the closing time of the centre, 6pm. The authorised person collecting the child must sign the day sheet next to the child’s name, indicating time of departure. The authorised person and children are to ensure that all belongings are collected. The authorised person must ensure that a staff member is aware that they are taking the child from the centre. Staff are to be notified if the persons collecting the child are to be later than usual. The child will be notified to avoid any anxiety.
If the child is to be collected by anyone who is not named on the enrolment form, parents/carers must have personally inform the appropriate staff member prior to pick up.
The names and contact numbers of all people authorised to collect the child must be included in the enrolment form. Any changes must be noted on the day sheet.
The centre will not release the child to anyone who is not authorised without prior consent and in line with centre policy. If there is an emergency and the parent or an authorised person cannot collect the child, then the parent must personally ring the centre to advise. The parent will be required to indicate who will collect the child, give a brief description and ask the person to provide the centre with proof of identity; licence or Medicare card.

DATE ENDORSED __16/01/2013__________
DATE FOR REVIEW AND EVALUATION __01/2015;________________________
A-7 Late Collection of Children

A late collection fee is charged for collection after 6pm. This fee is currently $20.00 for first 5 minutes and $5.00 for each additional 5 minutes thereafter; activation will be by discretion of the Executive Director. If no notification has been received and the emergency contact person cannot be contacted, the child will be referred to the Department of Community Services, one hour after closing time. It then becomes a legal issue.

Late Collection of Children Procedure in Vacation Care

If a child has not been collected by 6pm from Vacation Care – Closing time of the Centre the following procedure shall be followed.

1. Two staff members will remain at the centre with the child until the child is collected. Remember that this is a very distressing situation for a child to be in, so always be sensitive to their needs.

2. Ring all contact numbers for parents/carers on the Enrolment Form, if there is no response; contact all of the Emergency contact numbers.

3. If after ½ hour has elapsed since closing time and still no contact has been made by parents/carers and unable to contact any of the Emergency contact people, staff will notify the:
   Child Protection Services at the John Hunter Hospital on 4921 3000 or Department of Community Services on 4903 9509

The local DOC’s worker will be contacted and the child will be taken into their care. It then becomes a legal issue and can be distressing for any child – staff will ensure all contacts have been tried repeatedly. If the Department is called in an Incident report will need to be completed.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
A-8 Maintenance of Records

POLICY STATEMENT

We aim to ensure that all appropriate and required records are kept for the specified period of time. The privacy and confidentiality of all clients, staff and management of the Centre will be protected by ensuring that records and information are kept in a secure place and only disclosed to people who have a legal right.

PROCEDURE

• Staff and management will ensure that all required records are recorded, properly maintained, updated and kept in the nominated secure place.
• All records will be kept confidential and only made available to authorised persons.
• All documents relating to children and parents/carers will only be made available to the parent/guardian or approved persons enrolling the child, staff and authorised persons who require relevant information, or Commonwealth or State Government officers when requested.
• All documents relating to staff will only be made available to the individual staff member, Executive Director, authorised persons and government departments.
• All documents relating to fee payment and CCB will only be made available to the parent/guardian or approved persons enrolling the child, staff and authorised persons or Commonwealth Government officers. This may change if a Debt Collector becomes involved.
• No member of staff may give information on matters relating to children, to anyone, other than to the parents/carers or guardian enrolling the child when this information has been obtained in the course of employment in the Centre.

Exceptions are made:

• For normal information exchange among Staff and Management for the daily operation of the Centre and their well-being.
• When required by subpoena to do so in a court of law.
When the welfare of the child is at risk the appropriate Government agencies may be contacted.

No member of Staff may give information on matters relating to Staff or Management, to anyone except in normal information exchange among Staff and Management for the daily operation of the Centre and well-being of the Staff and Children, or when required to do so in a court of law.

**RECORDS TO BE KEPT WILL BE:**

**In relation to Daily Operations**

- *Full enrolment forms*, be kept in alphabetical order.
- *Daily records of attendance*, including a roll taken by the Staff and the sign in/out sheet recording the time of arrival and departure.
- *Accident/illness record book*, containing nature of accident or illness, who attended the child and what course of action, was taken.
- Note - Accident and illness records will be kept until the child turns 24.
- *Medication sheet*, containing medication used according to the doctors recommendation on the package, the date, time and dosage, the person who administered it, and the person who witnessed the administration.
- *Written program*, indicating daily activities in the Centre.
- *Excursion approval file*, containing written permission forms from the Parents/carers and emergency phone number and kept with the file for the holiday period.
- *Risk Assessment*, pertaining to program, will be added to the Vacation Care folder each period.

**In relation to Fees**

- *Invoices* containing payment of fees, type of fee and dates paid for by whom, date, amount and childcare benefit received.
- Childcare Benefit records will be kept for a period of 3 years.
- *Amount owing records*, indicating fees due and any outstanding fees, along with procedures undertaken to retrieve outstanding fees.
- *Accounting documents*. All records relating to fees accounting and bank statements are to be kept for a period of 7 years.
In relation to staff

- Staff employment details, indicating personal details, date of employment, hours of work and job description, resume and references and any discipline or grievance procedures.
- Staff wages, holiday and sick leave entitlements.
- Time and wage records are to be kept for a period of 7 years.
- Staff Orientation folder, containing relevant information for staff.
- Superannuation details, kept on file and confidential.
- Occupational Health and Safety details. (See Centre Administration)

In relation to Management

- Management structure, including position titles and duties and current persons holding the positions. (See Centre Administration)
- Minutes of meetings and AGMs.
- Policy folder, including Centre details, philosophy and policies.

Insurance and financial details. (See Centre Administration)

Insurance documents will be kept for a period of 7 years.

Funding and other relevant agreements, All records relating to funding will be kept for a period of 7 years.

All records are to be kept neat and tidy, updated as required and appropriate information passed on to any new staff or management member.

All records, which require to be kept for an extended period of time, will be stored securely in a designated place and shall not be removed without the knowledge of the Management and only to those who are legally required to obtain the information.
A-9 Policy Development and Review

POLICY STATEMENT
We aim to provide effective management and a quality service through the ongoing development and review of policies, which are required to run the service efficiently. Management will ensure that all individuals are aware of relevant policies and have free access to the policy document.

PROCEDURE

• Management will ensure the development of all required policies under the National Standards.
• Other policies are to be developed as deemed necessary by the management.

This will be based on the following criteria:
  o An issue or problem arises that is not addressed in a current policy.
  o A current policy is not meeting the current need.
  o Daily operations of the Centre are unclear to staff, parents/carers or management.
  o Staff, parents/carers or management are unsure what to do in a certain situation.
  o There have been changes due to outside influences.

• All policies must reflect the current philosophy of the Centre.
• Policies will be recorded in a loose-leaf policy booklet along with the Centre’s philosophy, date of endorsement and date of review. This booklet is to be kept in the specified place and made available to staff and families who wish to see it.
• Staff and management will be encouraged to have input into the development, review or changes to any policies and where appropriate be involved in the development of these policies.
• Policies will be reviewed regularly or if the need arises.
• The review of policies will be based on the following criteria:
  o Is the policy operating effectively?
  o Does it include appropriate responses to individual incidents?
  o Does it meet the aims and objectives as outlined?
  o Is it consistent with current philosophy?
Is it consistent with current legislation, acts and standards?

- All changes are to be recorded in the policy document with the date of endorsement and review.

As an ongoing practice specific policies may be mentioned again through letter to highlight any relevant issues. This may be required if there is a recurrent problem arising or to highlight any specific current issues in the running of the Centre.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
A- 10 Participation and Access

POLICY STATEMENT
We believe that participation by parents/carers/guardians/approved persons in issues relating to their children is important.
We aim to provide a caring and supportive environment where everyone feels respected, welcomed and valued.

PROCEDURE
• Staff will greet and farewell parents/carers on arrival and departure and communicate with parents/carers in a positive and supportive manner, making the parents/carers feel welcome and valued.
• Staff will establish a pattern of exchange of information, communicating to parents/carers about their child or what they did on that day that may be of interest to them.
• Staff will accept individual differences in the way parents/carers bring up their children.
• Parents/carers will be informed of all relevant issues in the Centre through direct contact, notice board, letter home, email or via the YWCA Hunter Region website.
• Parents/carers are welcome in the Centre at all times and staff will happily explain activities or answer any questions about the Centre to them.
• Parents/carers need to be aware however of the staff’s requirement to supervise the children during the activity sessions. If parents/carers wish to discuss or exchange detailed information about their child or the Centre with the Coordinator or another staff member, discussion time will be made available.
• Parents/carers are encouraged to offer feedback in relation to program policy and issues relating to the Centre through periodic surveys.
• Parents/carers are encouraged to offer skills and knowledge in a variety of ways and to contribute to the diversity of experiences for the children attending the Centre.

Access by Non-custodial Parent
• If a child is subject to an access order or agreement, the service must have a copy on record plus any subsequent alteration registered by the court.
• Evidence of court orders or agreements will be considered part of the enrolment in order to minimise the likelihood of distressing situations occurring in the future.
• When a non-custodial parent attempts to collect a child from the Centre the staff will:
  • Be polite, firm and clear and remember your primary duty is to the children in your care.
  • Clarify the legal position with the non-custodial parent. For example staff may say ‘I’m sorry but I’m not legally able to allow the child to leave with you without the permission of the custodial parent.” The staff member will then ring the custodial parent/carer.
  • Ask the person politely to leave.
  • If they refuse to leave the police will be called.
• In all cases staff should be immediately aware of any unfamiliar person on the premises and find out what they want as quickly as possible.

DATE ENDORSED 16/01/2013

DATE FOR REVIEW AND EVALUATION 01/2015;__________________________
A-11 Management of Complaints

POLICY STATEMENT:
The YWCA Hunter Region Inc believes that parents/carers have an important role in the centre and we value their comments. We aim to ensure that parents/carers feel free to communicate any concerns they have in relation to the centre, staff, management, programs or policies without fearing negative consequences. And that they are made fully aware of the procedures to do this. Our priority is to do everything possible to improve the quality of our service and work toward best practice.

We will maintain a complaints and grievance management system to ensure that all educators, families and communities 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 individuals 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.
• 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.
• If an individual has a complaint or comment about the service, they will be encouraged to talk to the Coordinator 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 Coordinator) or management liaison person, either in writing or verbally.
• Management will discuss the issue with the Coordinator 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 Coordinator 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 have lead to amendments to polices and procedures where required.
• The Coordinator or management 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 committee or Coordinator 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.

NSW Early Childhood Education and Care Directorate
DET
Locked Bag 5107
PARRAMATTA NSW 2124
Ph: 1800619113
Website: www.det.nsw.edu.au
Email: ececd@det.nsw.edu.au

CONSIDERATIONS:

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<th>Education and Care Services National Regulations</th>
<th>National Quality Standard</th>
<th>Other Service policies/documentation</th>
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ENDORSEMENT BY THE SERVICE:

Approval date: _______________________________________

Date for Review: __01/2015;____________________________________
A-12 Centre and Financial Management

POLICY STATEMENT

We aim to provide a quality Centre and will ensure that we operate according to the legal requirements of a managing body. The Management will ensure that decisions are made in a proper way, according to the Centre’s constitution and in the best interests of the service.

PROCEDURE

The Board will ensure that the service is managed according to the Centre’s Constitution, regulations and all relevant funding bodies’ requirements and that all relevant guidelines are adhered to.

- Office bearers will be elected at the Annual General Meeting according to the Centres Constitution.
- Decisions about the overall operation of the Centre will be made at the management level.

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Facilities and Equipment

B-1 Security

POLICY STATEMENT
We aim to ensure the proper security of the building and staff by ensuring measures are in place regarding entry and access to the building.

As the Centre is also used for University accommodation every measure will be taken to safeguard children at the Centre.

PROCEDURE
- Only approved staff, Board members and tenants will be given a key to access the building and equipment areas during vacation care.
- Staff will ensure that the building is left in a secure manner before leaving.
- Staff must ensure that all windows are locked; cupboards and other relevant areas are locked. All heating and lighting is off and all doors properly secured.
- Staff will inform the police and the Management Committee as soon as possible if there has been a break in to the Centre of any kind.
- Staff will remain at the Centre until the police arrive or inform them of what to do.

TENANTS

PROCEDURE
Staff will be informed of tenants who are residing in the house.

Staff will be informed to always be in attendance when tenants and child/ren are in the common area to both; the kitchen.

Tenants will be informed that there is limited use of the kitchen between 8.00am and 5.30pm during the Vacation Care period.

The gate to the upstairs floor will be closed and secured at all times.

Children will be instructed that the stairs and upstairs areas are off limits.

DATE ENDORSED __ 16/01/2013 ________________
DATE FOR REVIEW AND EVALUATION __01/2015;_________________________
B-2 Building Equipment Repairs and Maintenance

POLICY STATEMENT
We aim to provide a safe and secure environment through proper and immediate attention to all aspects of building and equipment repairs and maintenance.

PROCEDURE
- Buildings and all equipment will be maintained in a safe, clean condition and in good repair at all times.
- There must be no damaged plugs, sockets, power cords or extension cords and all plug sockets shall be maintained.
- Electrical appliances shall be in good working order and checked according to electrical regulations.
- Electrical circuit breakers will be installed, checked and maintained according to electrical and building code regulations.
- All contractors should have their own public liability insurance.
- The Centre 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.
- Staff should ensure safe handling of all tools, particularly sharp tools, if used as part of an activity.
- Parents/carers will be encouraged to notify the staff of any problems that they might observe.
- Anything requiring maintenance is to be reported to the Executive Director as soon as possible who will ensure repair.
- Faulty equipment should be removed or protection placed around any dangerous building sites.
- It is the Management’s responsibility, once a problem has been raised to ensure that it is rectified in the most efficient manner and that the Centre is safe for staff and clientele.

DATE ENDORCED  16/01/2013
DATE FOR REVIEW AND EVALUATION  01/2015;
B-3 Storage

POLICY STATEMENT
The Centre will provide safe and secure storage facilities for all indoor and outdoor equipment. Dangerous objects and all confidential records should be made inaccessible to children and all persons except those permitted to access them.

PROCEDURE
• Storage areas should be easily accessible, kept cleaned and tidy at all times.
• Play equipment will be accessible to the children during the operating hours of the Centre.
• Children will show respect for the equipment and be expected to pack equipment away after use.
• Children should ask permission before removing any craft equipment from storeroom, such as paints and glues etc, not set up by the staff.
• Drawing paper and other materials will be made available to the children at all times.
• All craft equipment is to be properly washed and cleaned before storage.
• 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.
• Staff are responsible to ensure that these areas remain secure and do not inadvertently provide access to these items by the children.
• Kitchen and other refuse areas will be provided; containers will be lidded, cleaned and emptied regularly.
• Staff and management will ensure that all family records are kept in a secure place, ensuring that records are kept confidential and not left accessible to others during the course of the daily operations.

DATE ENDORSED 16/01/2013

DATE FOR REVIEW AND EVALUATION: __01/2015;____________________
B-4 Ventilation and Lighting

POLICY STATEMENT

We aim to provide a quality environment by ensuring adequate provision and maintenance of ventilation and lighting in the Centre.

PROCEDURE

- Suitable lighting will be maintained both indoors and outdoors. Adequate ventilation will be provided at all times.

- Where activities involve toxic materials such as paints and glues, staff will ensure there is adequate ventilation before undertaking the activity.

- Heating and cooling will be provided in the Centre as much as possible within the limitations of the auditorium facility.

- Emergency lighting and Emergency Exit Lighting placed in the appropriate exits and areas to ensure safe exit from the building. A security light is located at the entrance to the Centre and clearly provides unobstructed view of the door and surrounding areas.

- Outdoor lighting will be suitable so that parents/carers, staff and children can enter and exit the building without any unsafe dark areas.

DATE ENDORSED: 16/01/2013

DATE FOR REVIEW AND EVALUATION: 01/2015;
B-5 Pest Control

POLICY STATEMENT

We aim to provide a clean and safe environment by ensuring that every effort is made to maintain a vermin free centre. We will endeavour to do this with the minimum use of chemicals at times when children are in the Centre.

PROCEDURE

- The building will be kept pest free by having professional inspections and treatments according to Australian standards.
- 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 and 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 centre 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.
  - Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.
  - Any use of chemical products will be occur outside the hours of the children’s and staff presence in the building.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
B-6 Indoor Environment

POLICY STATEMENT
We aim to provide a comfortable and safe indoor environment that allows flexibility and access to a variety of quiet, active, group and individual activities. We will ensure that only the number of children that can comfortably fit into the building space will be enrolled.

PROCEDURE
The Centre’s indoor environment will be smoke free and we will only enrol the number of children in the Centre, which can comfortably fit into the building space and in accordance with the National Standards.

Where children are indoors for long periods together due to weather conditions, special activities will be planned.
Separate areas in the indoor environment will be provided for:
• Parents/carers to sign their children in/out of the Centre
• Admin staff to collect fees, answer phones, and maintain daily and family records
• Staff and parents/carers to talk in confidence
• Children to store their bags and belongings in allocated areas
• Storage and cleaning of equipment and dangerous materials
• Preparation of food and drinks
• Kitchen and other refuse
• Male and female toilet and hand basins
• Creative and other activities
• Large and small group activities
• Display of children’s activities and work
• Quiet space for children to retreat to or lie down if unwell
The indoor area is to be set up to allow children to participate in a variety of activities.
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 bag 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 maintained at all times. Access to the outdoor environment should be clear and easily accessible by the children and staff.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
B-7 Outdoor Environment

POLICY STATEMENT

We aim to provide a safe and secure outdoor environment where children have access to a variety of activities, in which children are encouraged to participate.

PROCEDURE

- The outdoor environment will be smoke free.
- The outdoor area shall be available and easily accessible to the staff and children.
- The outdoor space will be inspected daily for any obstacles or dangerous items and item dispensed of safely.
- Supervision should be properly maintained. Children are only to access areas that are clearly visible to the staff, and where proper child/staff ratios are maintained.
- Clear boundaries shall be set and enforced.
- When it is necessary to go outside the boundaries or line of supervision, a staff member must accompany children.
- Adequate coverings will be maintained.
- As far as possible activities will be set up in shaded areas.

DATE ENDORSED: 16/01/2013

DATE FOR REVIEW AND EVALUATION: 01/2015; 


35
Staff Policies

C-1 Staff Selection

POLICY STATEMENT
The YWCA Hunter Region Inc Vacation Care 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 children’s services.

PROCEDURE

QUALIFICATIONS

Supervisors

- Desirable, minimum 3 years experience in a relevant field and demonstrated ability to work with children and staff.
- Holds a current first aid certificate or willing to undergo training to obtain this.
- A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
- Awareness of child protection responsibilities.
- Current Working With Children Check
- Has an interest and desire to work with children.
- Has an ability to communicate with adults, children and management.
- An ability to supervise and support educators.
- The Coordinator will be a minimum of 21 years of age.

Educators

- Relevant training as above and/or relevant experience to successfully fulfill the position.
- Holds a current first aid certificate or are willing to undergo training to obtain this.
• A person of good character, who can be entrusted with providing adequate care for the welfare of the children.
• Awareness of child protection responsibilities.
• Current Working With Children Check
• Has an interest and desire to work with children.
• Has an ability to communicate with adults and children.

RECRUITMENT
Selection panel
When a position becomes available the Executive Director and Supervisor will conduct a formal interview, will enquire with at least two referees, obtain a WWCC before appointing suitable persons for the position.

EQUAL EMPLOYMENT OPPORTUNITIES
• We prohibit the employment of any person who has prior convictions relating to violent or sexually related offenses.
• No one will be discriminated against on the basis of their cultural background, religion, sex, disability, marital status or income.
• All applicants and referees will be asked the same questions.
• All applicants will be selected according to equal opportunity guidelines.
• Selection will be based only on suitability for the position based on the selection criteria. The criteria will cover issues such as qualifications and experience, appropriate knowledge to meet the children's needs, good communication skills, and demonstration in being a fit and proper person for the job, including Working with Children Check and appropriate answers to the interview questions.

DATE ENDORSED: Reviewed 12/04/2013
DATE FOR REVIEW AND EVALUATION: 01/2015;
C-2 Conditions of Employment

POLICY STATEMENT

The YWCA Hunter aims to provide a flexible, harmonious working environment that ensures the rights of employees are met at all times. Educators are employed under the appropriate awards and conditions. Staff are made aware of the practices and values of the organization and the expectation of staff and management.

PROCEDURE

- We prohibit the employment of any person who has prior convictions relating to violent or sexually related offenses.
- All staff will have a current Working With Children Check prior to employment.
- 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 practiced at all times.
- All relevant conditions set down by the award will apply to all employees.
- Management will ensure they are aware of the appropriate conditions and keep up to date in relation to any changes in the Award.
- Staff appraisals will take place at periodic intervals and senior staff will appraise new staff during their probation period.
- All staff will maintain professional behaviour at all times.
- All grievance issues are to follow the appropriate procedures as outlined in the grievance and discipline policies.
- Staff will be paid at the end of the holiday program as advised by the ED.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
C-3 Staff Orientation

POLICY STATEMENT

Staff orientation is an important process in ensuring staff are fully informed and equipped to carry out their duties in the best possible way by providing them with a clear understanding about the service and its operations and the expectations of staff within the centre.

PROCEDURE

The Executive Director or Supervisor will conduct the orientation process for all staff at the centre prior to the next holiday program after the applicant has accepted the position.

The orientation process will include:

- Centre’s operation
- Discussion about working arrangements expectations, job description, duty of care and holiday programming
- Relevant Record keeping; accident reporting, emergency procedure
- Opportunity to ask any questions regarding the centre or expectations
- Provide Staff Policy Manual
- Dress code
- Staff Handbook
- Child Protection Policies

The Staff Handbook and particular policies are identified in Staff Orientation and Induction Procedure for familiarisation to ensure a clear understanding of Centre Procedure and Child Safety.

The Vacation Care Policy Manual and the Staff Handbook is to be read before commencing employment.

Staff Orientation and Induction Procedures

To all new Staff Members,

Please sign below to acknowledge you have received and understood the following documents and/or cited locations.
Guided tour of worksite
- Fire Safety Procedure and location of fire extinguishers and exits
- Working with Children Check Forms
- Tax File Number Form
- Job Description
- Superannuation
- First Aid arrangements for children and staff, including location of nearest First Aid Kit
- Minor Injury Report
- Centre Policy and Procedure Manual

Please ensure you read the Staff Handbook and it is important that you have a clear understanding of procedures, such as:
- Child Protection
- Dress Code
- WH & S
- Programming
- Supervision

*Staff Handbook to be read prior to employment commencement.*

*(Please return signed to ED)*

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DATE ENDORSED: 16/01/2013

DATE FOR REVIEW AND EVALUATION: 01/2015;
C-4 Staff Code of Conduct

MISSION STATEMENT:
The YWCA Hunter Region exists to support, empower and connect women and families for a stronger community.

The YWCA Hunter Region Inc, aims to provide a safe, nurturing environment where individuals are afforded the opportunity to develop to their full potential as contributing, worthwhile members of the community.

We believe that all staff, children and their families are valued members of the community.

POLICY STATEMENT

As members of the YWCA Hunter Region Inc community, we are committed to the values of integrity and respect and at all times will behave in a manner that upholds these values.

The professional attitude and behaviour of the staff is of utmost importance to the provision of a quality service with a positive reputation in the community and the standard of care provided for the children and families in the centre. We aim to provide clear guidelines to the staff regarding the expectations for their professional behaviour in the centre.

PROCEDURE

• Staff professional code of conduct, duty of care and expectations will be discussed in the initial orientation process of all new staff.

• Staff will be made aware of their duty of care and their responsibility in relation to supervision, health and safety of the children. (see Policy C-3 and Policies D Health and Safety section)

• Staff will be expected to know, understand and perform their duties as per their job description. (see Policy C3 and Staff Handbook)

• Staff will be expected to start duties on time. (see Policy C3 and Staff Handbook)

• Staff will be expected to dress appropriately for their duties. (see Policy C-3).
• Staff must not attend work under the influence of drugs or alcohol.
• Staff should not attend work when they are unfit to do so due to injury or sickness and must inform the centre as soon as possible. (see Policy D-11)
• Staff will use only suitable language that is not offensive to other staff, parents/carers and children.
• Staff will be expected to follow all confidentiality issues. (see Policy C-11)
• The centre is a smoke free zone. Staff may not smoke in or around the building, or in the sight of the children.
• Staff will be expected to know and follow the child protection policies. (see Policy D-13)
• The quality of the centre and positive working environment is dependent upon good staff and parent relationships. Staff will follow proper communication procedures as outlined in the policy booklet. (see Policy C-9)
• 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. (see Policy C-5)

**DRESS CODE**

Appropriate dress is expected for the job undertaken:

- No singlet or midriff tops
- No slide shoes
- Hat mandatory whilst outdoors
- Wear any protective clothing or safety equipment required

**COMMUNICATION**

We aim to maintain positive and open communication between all parties involved in the centre. Educators, parents/carers and committee members will be made aware of appropriate communication avenues and procedures.

**EDUCATORS / MANAGEMENT**

Educators and members of Management are to treat each other with respect, courtesy and understanding.
Appropriate language is to be maintained at all times.

The Co-ordinator is the main line of communication between the staff and the Management. Educators can raise any issues with the Management through the Co-ordinator. The Co-ordinator will ensure that this is drawn to the Management’s attention and deal with in an appropriate manner.

**EDUCATORS/FAMILIES**

- Educators will create a comfortable and supportive environment for parents/carers and strive for open communication and good relations with parents/carers.
- Educators and parents/carers will treat each other with respect, courtesy and understanding.
- Appropriate language is to be maintained at all times.
- Educators will not be judgemental towards the parents/carers and respect their need to use childcare.
- Educators will accept parent’s individual differences in raising their children and in all cultural issues.
- Educators will ensure parents/carers are greeted and farewelled in all sessions.
- Educators will maintain regular, open communication with parents/carers. Educators should inform parents/carers 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 parents/carers about the child’s interests or activities and respond to suggestions from the parents/carers.
- Educators will regularly talk to parents/carers about the child’s cultural needs and celebrations and respond to these.
- When parents/carers contact the centre to see how a child is settling in, the staff will provide the parent with information regarding the child’s participation and wellbeing.
- Conversations will be maintained at a positive level.
- Communication with parents/carers will be maintained in a variety of ways such as:
  - Greeting and farewelling
  - Personal conversations
  - Notice boards
  - Information package
- Educators will be aware of their limitations in relation to parent’s problems and ensure they are referred to the appropriate people when required.
- Parents/carers and Educators are requested to maintain confidentiality at all times.
EDUCATORS / CHILD

- 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 centre.
- Appropriate language is to be maintained at all times.
- Educators will use appropriate voice tone and level when talking to children.
- Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
- 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.
- Educators ensure that appropriate physical contact is maintained at all times.

EDUCATORS/EDUCATORS

- Educators are to treat each other with respect, courtesy and empathy.
- Appropriate language is to be used between staff at all times.
- Educators are expected to work together as a team and be supportive of each other in the workplace.
- Educators are to read the daily communication book prior to the commencement of each roster.
- Educators will familiarise themselves with the content of all notices displayed around the centre.
- Educators with concerns about the work practices or standards of another staff member will firstly approach that staff member to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.
CONSIDERATIONS:

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| r46, r54, r82, r83, r84, r118, r136, r146, r147, r148, r149, r150, r151, r168, r170, r173, r176, r181. | Standard 2.3, Standard 3.1, QA4, QA5, Standard 6.1, QA7. | - Staff Handbook  
- Providing a Child Safe Environment Policy.  
- Interactions with Children Policy.  
- Governance and Management Policy  
- Confidentiality Policy.  
- Workplace Health and Safety Legislation.  
- My Time, Our Place.  
- Children’s Services Award 2010. |

DATE ENDORSED____ 14/01/2014

DATE FOR REVIEW AND EVALUATION__ 01/2015; _________________________________
C-5 Grievance Resolution Policy and Procedure

POLICY STATEMENT

This Grievance Resolution Policy and Procedure aims to ensure that grievance handling procedures are accessible to all employees, fair to all parties concerned and dealt with promptly and confidentially. It is focussed on dealing with issues within the principles of justice, fairness and reasonableness and in an attitude of mutual respect.

Complaints will be resolved as soon as possible, and all effort will be made for the satisfactory resolution of complaints. Complainants will be provided with clear information about the process and it will be documented at each stage. The person making the complaint will be protected against recrimination or reprisal and all parties to a complaint may use an advocate should they wish at any time during the process. The person about whom the complaint is made will be afforded natural justice and will be given the opportunity to respond to any allegations made. As far as is possible complaints will be dealt with privately.

The role of leadership is neither to prejudicially believe nor disbelieve any party to a grievance. Leadership’s function is to listen to both sides of a grievance and to facilitate a just and fair outcome.
The aim of all the process is reconciliation. Leadership will focus their resolution on reconciliation, and will try to resolve most grievances as soon as possible after lodgement.

All parties are to maintain complete confidentiality at all times.

The primary aim of any grievance procedure is to provide a mechanism whereby the situation can be satisfactorily resolved. When a grievance/dispute occurs it is imperative that such an issue be resolved as quickly as possible in a fair and sensitive manner.

PROCEDURE

GRIEVANCE WITH EDUCATOR BY PARENT/GUARDIAN

Any problem, complaint or concern arising between staff members should be dealt with by the persons concerned as close to the event as possible in order to avoid an escalation of the issue.

It is important that both parties acknowledge that a grievance/dispute exists. In the first instance that parents/carers/guardians should inform the other party about the substance of the grievance/dispute and also state the solution they are seeking.

Both parties should take steps to ensure they are aware of all relevant information relating to the dispute. They should also confer with the view of resolving the grievance/dispute. This is the responsibility of both parties.

If the grievance cannot be resolved in this way the Centre-Coordinator will be asked to mediate in the dispute to help reach an agreed resolution.
Failing a resolution after mediation with Centre Staff, the grievance will be forward to the YWCA Board of Directors.

**GRIEVANCE WITH EDUCATOR BY A CHILD**

Any complaint between a staff member and a child will be investigated by the Coordinator and the issue will be dealt with at their discretion. (other than Sexual Abuse allegations – see C-6)

If this matter escalates it will be bought to the parents/carers’ attention.

**GRIEVANCE WITH EDUCATOR BY COORDINATOR**

A worker should be told as soon as possible of any complaint concerning the performance of his/her work.

The complaint should be discussed by the Centre Coordinator and the worker. The Centre Coordinator will outline to the worker why their performance has been unacceptable.

If the worker feels that the grievance situation has been handled unfairly they may take the grievance matter to a Committee for mediation. The Committee consists of the YWCA Board of Directors.

**Procedures**

An individual who believes they may have grounds for a grievance should raise the issue directly with the staff member concerned at the earliest possible opportunity.

**Normative Operational Implementation Practises:**

*Step 1: Do you have a "grievance"?*

A grievance is any type of problem, concern or complaint you may have concerning another member of staff. Your grievance may be about any act, omission, situation or decision that you think is unfair, discriminatory or unjustified.

If you have a grievance, go to Step 2.

*Step 2: Try to speak to the person involved*

If you can, tell the person who is causing the grievance that their behaviour is not acceptable to you and/or offensive.

Even though people often do not mean to do things that cause offence, this does not mean that such behaviour is acceptable. As such, the YWCA Hunter Region Inc encourages you to raise your concerns sooner rather than later directly with the person concerned.

This is consistent with Scripture as recorded in Matthew 18:15: *If your brother [neighbour] sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over.*
Remember, by speaking with the person concerned you give them the chance to stop or to change what they are doing. If you are unable to do this, or if you find that the personal approach has not worked, then go to Step 3.

**Step 3: Speak to the Executive Director**

If the previous two steps have not been successful then a more formal approach may be required to resolve the grievance and the following procedures will apply:

(a) The person with the grievance may raise the issue with the Executive Director, who may ask that the grievance be put in writing. On receipt of the written grievance the Executive Director will immediately commence an investigation. All records of meetings held during the inquiry process are to be signed by all participants as a true and accurate record. If the Executive Director is the subject of the grievance, you may contact the President of the Board in writing outlining the grievance.

(b) The Executive Director, after inquiry, will determine the outcome of the grievance and will file all relevant documentation appropriately. The parties involved will then be contacted in writing and told of the outcome.

(c) If one of the parties wishes to appeal further, the Executive Director will then refer to the matter to the President of the Board who, after inquiry, will make a determination. The parties will be informed that if they are unhappy with this determination they then have the option of making a formal complaint through another independent arbiter.

**The Process Summarised**

This policy outlines the procedure relating to staff and volunteers to work through issues to resolution with other staff members.

The Bible clearly encourages us to seek to resolve differences between each other and to live in harmony with one another.

- **Do all you can to live in harmony with others** - Romans 12:16 says ‘Live in harmony with one another’.

- **Resolve differences quickly** - Ephesians 4:26 emphasises the need to resolve differences before the end of the day.

- **Deal with any issue in the proper order** – Matthew 18:15-17 describes dealing first with the person who may have offended you, then if the person doesn’t respond appropriately, to take the matter to a higher authority.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Speak with the person concerned</td>
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<td>2.</td>
<td>Speak to the Executive Director</td>
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<td>Resolved</td>
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<td>Unresolved</td>
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<tr>
<td>3.</td>
<td>Contact the President of the Board</td>
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</table>

**DATE ENDORSED** 16/01/2013

**DATE FOR REVIEW AND EVALUATION**
POLICY STATEMENT

We aim to provide a quality service through the professional behaviour and high standards of conduct of our staff. The safety, welfare and wellbeing of children and young people are vital and are our key priority. It is our intention with this policy to create a child safe environment and have clear child protection procedures in place to prevent or minimise any related risks to children. We consider it critical when responding to allegations against employees, should they arise. We believe that we have a responsibility to ensure that all employees are treated fairly and the rights of the employee are respected during an investigation and any disciplinary process as a result of the investigation.

We also believe that parents and other guardians of children have a right to expect that their children will be safe and looked after during their time with the service, and that all protective measures will be considered for children should an allegation arise. To ensure confidence in the service, parents and other guardians will be provided with advice about this policy, as well as an identified position whom they can report any concerns to in relation to the conduct of an employee.

This policy concerns the prevention, identification and handling of allegations of child abuse and neglect made against employees. In relation to Family and Community Services, such allegations are referred to as reports of Risk of Significant Harm (ROSH). In relation to the NSW Ombudsman, such allegations are referred to as allegations of reportable conduct. If such allegations as they arise allege or indicate a criminal offence, they are to be forwarded to NSW police.

The YWCA Hunter has the responsibility to:

- Ensure that all educators are aware of their obligations to report suspected risk of significant harm and reportable allegations, and of the procedure for doing this.
- Provide support for educators to ensure they are given a copy of professional standards related to Educators relationships with children, including a Code of Conduct.
- Ensure that all educators are aware of the indicators of child abuse and neglect of children and young people, and have access to relevant information and training to assist with this.
- Investigate allegations of a child protection nature specifically related to the actions of any employees, and ensure that appropriate action is taken in relation to the finding.
- Advise educators under investigation for an allegation of a child protection nature, of support services that are available.
- Ensure that procedural fairness, applies in situations where a decision is to be taken which could have a detrimental effect on an educators’ professional circumstances.
- Ensure that current educators and new applicants for child related work have undergone a Working with Children Check and are cleared to work with children.
• Ensure that parents or other caregivers are provided with reasonable advice in relation to any child protection concerns regarding their children, subject to confidentiality and ‘need to know’ considerations.

• Consider the support needs of children and their parents/caregivers where child protection allegations have arisen.

REPORTABLE CONDUCT

Allegations of reportable conduct (including related convictions) are defined in Section 25A of the Ombudsman Act 1974 as:

• Any sexual offence or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or
• Any assault, ill-treatment or neglect of a child, or
• Any behavior that causes psychological harm to a child.

This may take the form of an allegation or an identified conviction against an educator.

It’s important to note that reportable conduct only applies to:

• A current educator or one employed at the time the head of agency became aware of the allegation/s.

• An alleged victim who was under the age of 18 years at the time the alleged conduct occurred.

• An agency in the jurisdiction of the ombudsman.

• Alleged conduct that falls within the following definitions, and is not otherwise exempted from reporting.

The following advice is taken from the NSW Ombudsman Child Protection Practice Update 2013:

SEXUAL OFFENCE

The term ‘sexual offence’ encompasses all criminal offences involving a sexual element ‘committed against, with or in the presence of a child’.

These offences include (but are not limited to) the following:

• Indecent assault

• Sexual assault

• Aggravated sexual assault

• Sexual intercourse and attempted sexual intercourse

• Possession/ dissemination/ production of child pornography or child abuse material

• Using children to produce pornography
• Grooming or procuring children under the age of 16 years for unlawful sexual activity
• Deemed non-consensual sexual activity on the basis of special care relationships.

All cases involving a sexual offence would also involve sexual misconduct.

SEXUAL MISCONDUCT

The term ‘sexual misconduct’ includes conduct that does not necessarily equate to a criminal offence. For sexual misconduct to constitute reportable conduct, the alleged conduct must have been committed against, with or in the presence of a child.

There are three categories of sexual misconduct in addition to sexual offences:
• Crossing professional boundaries
• Sexually explicit comments and other overtly sexual behaviour, and
• Grooming behaviour.

Crossing professional boundaries

Sexual misconduct includes behaviour that can reasonably be construed as involving an inappropriate and overly personal or intimate:
• Relationship with;
• Conduct towards; or
• Focus on;

a child or young person, or a group of children or young persons.

In the area of ‘crossing professional boundaries’, particular care will be exercised before making a finding of sexual misconduct. For example, an educator who, on an isolated occasion, ‘crosses professional boundaries’ in a manner that involves little more than poor judgement could not be said to have engaged in sexual misconduct. Also, in cases where an educator has ‘crossed boundaries’ in terms of their relationship with a child, if there is evidence which clearly shows that the educator did not seek to establish an improper relationship with the involved child, then this does not constitute sexual misconduct.

However, persistent less serious breaches of professional conduct in this area, or a single serious ‘crossing of the boundaries’ by an educator, may constitute sexual misconduct, particularly if the educator either knew, or ought to have known, that their behaviour was unacceptable.

Codes of conduct that outline the nature of the professional boundaries which should exist between educators and children/young people can be particularly useful. For educators who either intentionally breach such codes or have demonstrated an inability to apply them appropriately, more detailed written advice will be provided about what constitutes appropriate behaviour.
**Grooming behaviour**

This means patterns of behaviour aimed at engaging or 'grooming' a child as a precursor to sexual abuse. It is a separate offence from the actual sexual abuse.

(Grooming or procuring a child under the age of 16 years for unlawful sexual activity is a sexual offence. However, Schedule 1(2) of the Child Protection (Working With Children) Act also recognises grooming as a form of sexual misconduct. As grooming is a sexual offence if the alleged victim is under 16 years old, caution will be exercised before reaching a grooming finding (particularly in cases where the behaviour is directed towards a child under 16 years). As an alternative to grooming, in many cases it will be more appropriate to consider whether there has been a ‘crossing of professional boundaries’ (see above) and/or other more overt sexual behaviour.)

Behaviour will only be seen as ‘grooming’ where there is evidence of a pattern of conduct that is consistent with grooming the alleged victim for sexual activity, and that there is no other reasonable explanation for it. The types of behaviours that may lead to such a conclusion include (but are not limited to) the following:

- Persuading a child or group of children that they have a ‘special’ relationship, for example by:
  - Spending inappropriate special time with a child
  - Inappropriately giving gifts
  - Inappropriately showing special favours to them but not to other children
  - Inappropriately allowing the child to overstep rules
  - Asking the child to keep this relationship to itself.

- Testing boundaries, for example by:
  - Undressing in front of a child
  - Encouraging inappropriate physical contact (even where it is not overtly sexual)
  - Talking about sex
  - ‘Accidental’ intimate touching.

- Inappropriately extending a relationship outside of work (except where it may be appropriate - for example where there was a pre-existing friendship with the child’s family or as part of normal social interactions in the community).

- Inappropriate personal communication (including emails, telephone calls, text messaging, social media and web forums) that explores sexual feelings or intimate personal feelings with a child.

**Sexually explicit comments and other overtly sexual behaviour**

Sexual misconduct includes a broad range of sexualised behaviour with or towards children. While it is not possible to provide a complete and definitive list of unacceptable sexual conduct involving children, the following types of behaviour give strong guidance:

- sexualised behaviour with or towards a child (including sexual exhibitionism)
• inappropriate conversations of a sexual nature
• comments that express a desire to act in a sexual manner
• unwarranted and inappropriate touching involving a child
• personal correspondence and communications (including emails, social media and web forums) with a child or young person in relation to the adult’s romantic, intimate or sexual feelings for a child or young person
• Exposure of children and young people to sexual behaviour of others including display of pornography
• Watching children undress in circumstances where supervision is not required and it is clearly inappropriate.

Physical Assault

An assault of a child includes any act by which a person intentionally inflicts unjustified use of physical force against a child. An assault can also occur if a person causes a child to reasonably fear that unjustified force will be used against them. Even if a person who inflicts, or causes the fear of, physical harm does not intend to inflict the harm or cause the fear, they may still have committed an assault if they acted recklessly (i.e. the person ought to have known that their actions would cause physical harm or the fear of such harm).

Assaults can include hitting, pushing, shoving, throwing objects, or making threats to physically harm a child.

The context in which physical force is used against a child will be used to determine whether an action constitutes an assault. For example, an assault has not taken place where there is use of reasonable force in the following examples:

• Exercising appropriate control over a child
• Disarming a child or young person seeking to harm themselves or others
• Separating children or young people who are fighting
• Moving a child or young person out of harm’s way
• Restraining a child or young person from causing intentional damage to property
• Self defence or the defence of others.

When considering whether the physical force used was reasonable, a range of variables will be taken into account, having regard to the circumstances of the case. Variables that may be relevant include matters such as the age, maturity, health or other characteristics of the child or children involved, and professional codes of conduct or standards that the worker is required to follow.
Ill-treatment

Ill-treatment captures those circumstances where a person treats a child or young person in an unreasonable and seriously inappropriate, improper, inhumane or cruel manner. The focus will be on the alleged conduct rather than the actual effect of the conduct on the child or young person.

The following will be considered to be Ill-treatment:

- disciplining or correcting a child in an unreasonable and seriously inappropriate or improper manner; making excessive and/or degrading demands of a child;
- hostile use of force towards a child;
- and/or a pattern of hostile or unreasonable and seriously inappropriate, degrading comments or behaviour towards a child.

In making a determination regarding ill-treatment relevant codes of conduct that outline the nature of professional conduct and practice by employees/workers which should occur when working with children/young people will be taken into consideration.

Neglect

Neglect includes either an action or inaction by a person who has care responsibilities towards a child. The nature of the employee’s responsibilities provides the context against which the conduct needs to be assessed.

**Supervisory neglect:**

- An intentional or reckless failure to adequately supervise a child that results in the death of, or significant harm to, a child, or
- An intentional or reckless failure to adequately supervise a child, or a significantly careless act or failure to act, that:
  - involves a gross breach of professional standards, and
  - has the potential to result in the death of, or significant harm to, a child.

**Failure to protect from abuse:**

- An obviously or very clearly unreasonable failure to respond to information strongly indicating actual or potential serious abuse of a child.

**Reckless acts (or failure to act):**

- A reckless act, or failure to act, that:
  - involves a gross breach of professional standards, and
  - has the potential to result in the death of, or significant harm to, a child.

An incident can constitute neglect if it contains any element within this definition.

Neglect can be an ongoing situation of repeated failure by a caregiver to meet a child’s physical or psychological needs, or a single significant incident where a caregiver fails to fulfil a duty or obligation, resulting in actual harm to a child or where there is the potential for significant harm to a child.
Psychologically harmful behavior towards a child in care

Behaviour that causes psychological harm is conduct that is obviously or very clearly unreasonable and results in significant emotional harm or trauma to a child. There needs to be a proven causal link between the inappropriate behaviour and the harm, and the harm must be more than transient. For reportable conduct involving psychological harm, the following elements must be present:

- an obviously or very clearly unreasonable or serious act or series of acts that the educator knew or ought to have known was unacceptable, and
- evidence of psychological harm to the child that is more than transient, including displaying patterns of ‘out of character behaviour’, regression in behaviour, distress, anxiety, physical symptoms or self harm, and
- an alleged causal link between the educator’s conduct and the psychological harm to the child.

Psychological harm can include the exacerbation or aggravation of an existing psychological condition, such as anxiety or depression.

Conduct not reportable to the Ombudsman

It is important to consider the context in which physical force is used against a child to determine whether it constitutes an assault. For example, an assault has not taken place where there is use of reasonable force in the following examples:

- exercising appropriate control over a child
- disarming a child or young person seeking to harm themselves or others
- separating children or young people who are fighting
- moving a child or young person out of harm’s way
- restraining a child or young person from causing intentional damage to property
- self defence or the defence of others.

When considering whether the physical force used was reasonable, a range of variables will be taken into account, having regard to the circumstances of the case. Variables that may be relevant include matters such as the age, maturity, health or other characteristics of the child or children involved, and professional codes of conduct or standards that the educator is required to follow.

In addition the Ombudsman Act specifically outlines certain conduct which does not need to be reported:

- conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards
- the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures.
PROCEDURES

for dealing with allegations and what actions must be taken when there is an allegation of child abuse made against an educator?

If there is an allegation against an educator including an anonymous report involving a child the following must happen:

- The Nominated Supervisor and the Executive Director must be informed
- If the allegation is against the NS the Executive Director alone must be informed.
- If not reportable conduct, often issues can be resolved between the NS, the ED and the educator using the organisation’s grievance procedure or complaints policy.

Reporting alleged Reportable Conduct by an employee – whose responsibility?

The Nominated Supervisor (Centre Director/Co-coordinator) is the Head of Agency for the purposes of Part 3A of the Ombudsman Act 1974. The Supervisor must respond promptly, in accordance with legislative responsibilities, and in a sensitive manner when they become aware of an allegation of a child protection nature against an educator.

The Nominated Supervisor (Centre Director/Co-coordinator) will consult with the Executive Director to determine what further information, if any, should be sought.

The Executive Director will record details of the allegation using the person’s exact words to describe the allegation. In some matters written information such as incident reports may have been provided by the complainant or witnesses.

All necessary and reasonable steps will to be taken to ensure the identities of the persons who made the allegations, or who are the subject of the allegations, are treated confidentially. The identity of the reporter of Risk of Significant Harm to a child is protected under the Children and Young Persons (Care and Protection) Act 1998 and disclosure of their identity constitutes a breach of that Act.

However, no guarantees of confidentiality will be given because the identity of those people who are involved in, or witnessed, the alleged conduct may need to be revealed to the Educator who is the subject of the allegation, to enable the effective investigation of the matter. Identifying information may also need to be provided to Community Services or NSW Police if either agency is involved in an allegation.
Information to collect:

- The details of the allegation
- Names of Educator/child/ren involved
- What is alleged to have occurred
- Date and times of the alleged incident
- Any identified or alleged further risks/concerns to children
- The contact details of the person reporting the allegation
- The name and contact details of the initial complainant
- Names and addresses of the parents or caregivers of the children involved
- Names of witnesses and how they may be contacted
- Whether the educator/s already knows about the allegation.

When determining if an allegation is a reportable allegation the following will be considered:

- Clarify exactly what the allegation is – collect the facts
- When and where?
- Who was involved?
- Compare against definitions for reportable conduct
- Record details
- Record any conclusion and any further action that is required.

Consider if the alleged conduct:

- Was reasonable for the purpose of caring for children
- In line with the organisation’s policies and procedures
- In agreement with the Code of Professional Conduct for Educators

Does the allegation relate to any reportable conduct detailed in this policy? If yes, then the matter will be reported to the Ombudsman within 30 days. This is done by attaching a copy of the initial complaint and any other relevant information to a completed Part A Notification form, which can be found on the NSW Ombudsman website at www.ombo.nsw.gov.au. Download the form, complete the required sections, print a copy (the original stays with your investigation file), sign it and forward it by registered mail to the NSW Ombudsman.
If No:
The YWCA Hunter’s usual policy and procedures will be followed and we will conduct your own analysis of the situation to hand and record findings. If it is found that the alleged conduct is more serious than initially assessed and is reportable, then the Ombudsman must be notified as soon as possible.

If unsure about whether the allegation constitutes reportable conduct, or in order to clarify any aspect of your management of an investigation, the office of the Ombudsman will be contacted for advice on (02) 9286 1000. Ask to be put through to the Enquiries section for the Employment Related Child Protection Division.

Procedure to deal with the initial notification against an Employee

1. The immediate (known or potential) risks associated with the allegation in relation to the alleged victim will be assessed; to other children/witnesses; to the employee; to other staff; to confidentiality; to the conduct of the investigation, and to the YWCA.

2. Assess the initial support needs for all the relevant parties to the allegation. This includes the alleged victim/s; the employee/s subject to the allegation/s; other children accessing the service; the parents and other caregivers of the alleged victim and other children involved; other staff. This can range from enquiring about a person’s wellbeing; ensuring a person has family support, someone to talk to; or requires more formal support. Medical or counselling requirements may be identified at this point.

3. Children or young people who are victims or witnesses in a matter that relates to an employee need sensitive, ongoing support. Every effort must be made to ensure that all children or young people in this situation are treated fairly and with respect.

4. Nominated Supervisors must ensure that children and young people are informed of:
   - their right to be treated fairly and without discrimination or intimidation
   - their right to choose not to be interviewed or give a statement
   - their entitlement to support
   - the support services available to them
   - the reporting responsibilities of agencies where reportable allegations and/or risk of significant harm concerns, or criminal complaints, are identified.

An educator who is the subject of the allegation is able to seek support from their employer – this may be in the form of a specialist counsellor. The educator can take a support person to an interview or meeting. Support is also available from relevant trade union representatives or other support groups.

The individuals and other agencies/services that will be party to the investigation are considered. This would likely include the employee subject of the allegation; the alleged victim and their
parents/caregivers; potential witnesses; The YWCA Hunter, the Department of Education and Communities Directorate; professional support groups and other industrial representatives, and the NSW Ombudsman. It could possibly include Family and Community Services, NSW Police, health services or other contracted services.

By considering stakeholder involvement and what expectations they may have in a matter, investigations can be better planned and likely complaints avoided.

**Further considerations**

- Unless advised not to do so by Police or Community Services, the educator, subject of an allegation, will be informed of the general allegations and the immediate actions that need to be taken. The details of the allegations will not be disclosed to the educator at this stage. Rather, they will be advised that they will be provided with a formal letter of allegation and offered an opportunity to respond.
- Maintain confidentiality – only those who need to know will be informed.
- Remind the educator and other staff affected by the allegations to respect expectations of privacy and requirements of confidentiality.
- A record of all allegations and actions will be kept.
- Notes of relevant conversations will be kept.
- An educator who is under investigation (internally or by the police) for committing sexual abuse will be automatically suspended from work.
- If found guilty of committing sexual abuse (either by an internal investigation or a court) the educator will be automatically terminated from employment in the YWCA Hunter.

DATE ENDORSED 01/05/2015

DATE FOR REVIEW AND EVALUATION
C-7 Disciplinary Action

POLICY STATEMENT

We aim to provide a quality service through the professional behaviour and high standards of conduct of our staff. Staff will be encouraged and expected to maintain good working relationships and have a commitment to maintaining a quality standard of work.

Should staff fall below clearly identified standards it will be addressed swiftly and in a considerate manner.

PROCEDURE

It is important that the staff are fully aware of management’s expectations of them as an employee in the centre and that clear guidelines are given regarding staff duties, code of conduct and professionalism.

Management will ensure that all staff are given clear job descriptions and orientation into the position with opportunity to clarify any issues.

Staff are responsible to address any concerns and clarify any issues in the job description or expectations that they are unsure of and are encouraged to maintain good working relationships and have a commitment to maintaining a quality standard of work.

Should staff fall below clearly identified standards then the Co-ordinator or Management will give a verbal warning as soon as possible indicating the specific problem regarding the performance of their work or conduct.

PROCEDURE FOR DEALING WITH SERIOUS UNACCEPTABLE BEHAVIOUR

Where a staff member in the workplace:

- Intentionally endangers a child
- Is found stealing
- Reports to work under the influence of drugs or alcohol
• Inflicts or threatens physical or sexual abuse or harassment

The Executive Director will suspend the employee.

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 Executive Director, the Supervisor and 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.

DATE ENDORSED 16/01/2013

DATE FOR REVIEW AND EVALUATION 01/2015
C-8 Students/Visitors

POLICY STATEMENT
We aim to ensure the safe and proper care of the children in the centre by having clear guidelines for any person who enters the centre or is involved with the children in any way. Specific guidelines will be developed for all students and visitors in the centre.

PROCEDURE
Placements will be offered to:
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 Executive Director and the 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 Executive Director and placements accepted at the discretion of the Executive Director and will be based staff ability to supervise and provide guidance to the students.

Students will be provided with guidelines identifying their responsibilities, expectations and code of conduct while at the centre.
Visitors

Visitors may be invited to the Centre to enhance the children’s program.

Visitors could include local people or parents/carers with a skill or ability to share with the children or staff or local community resources such as police, fire brigade etc.

All Visitors will be given a copy of the Centre’s Diversity and Inclusion Policy E4.

All other visitors must make an appointment to see the Coordinator at a convenient time.

Professional access to the centre will be at the discretion of the Executive Director or Management or when required by law to do so.

Professionals include 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 centre. If they refuse the Executive Director or staff member directed by the Executive Director will call the police for removal.

No staff member is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible.

DATE ENDORSED 16/03/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
C-9 Staff: Child Ratios

POLICY STATEMENT

We believe that the child:staff ratio is an important factor in determining the quality of care that we provide. We will use the standards as a guide and conduct risk assessments where circumstances indicate that alternative ratios may be warranted. We set educator to child ratios to maintain a level of supervision at all times to ensure the safety, welfare and wellbeing of children while attending our service.

Under the National Law there are no educator to child ratio requirements in relation to children over preschool age in NSW centre-based services.

PROCEDURE

Staff:child ratios

Best practice in staff:child ratios will be adopted as follows where appropriate

1.1.1 There will be a maximum of 15 children to 1 staff member.
1.1.2 There will be a maximum of 8 children to 1 carer for excursions.
1.1.3 There will be a maximum of 5 children to 1 carer for swimming activity.

Through consultation with Network of Community Activities the above ratios will and can change. Change to the above ratios can occur when the Executive Director of YWCA Hunter has completed a risk assessment and under certain circumstances it is deemed relevant to increase or decrease the ratios.

When staff are sick or unable to attend work, appropriate relief staff will be employed.

For an emergency or if a staff member becomes sick, a replacement should be obtained where possible before the staff member leaves the centre.

Where possible extra carers will be encouraged to participate to assist in providing a higher standard of care.

DATE ENDORSED: 20th March 2015

DATE FOR REVIEW AND EVALUATION

CONSIDERATIONS:

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<th>National Quality Standard</th>
<th>Other Service policies/documentation</th>
<th>Other</th>
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<td>Element 4.1.1, 2.3.1</td>
<td>Water Safety</td>
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C – 10 Staff Arrangements and Staff Records

POLICY STATEMENT

To provide accurate daily staffing records that identify the Nominated Supervisor and the Responsible Person present at the centre on any given day. To ensure that staff records are kept in accordance with the regulations.

PROCEDURE

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. This person will not adopt the Nominated Supervisor’s responsibilities during this time. The service will display the details of the Nominated Supervisor and Responsible Person at all times the service is operating.

A Responsible Person must hold a Certified Supervisor’s Certificate.

The staff record will include the name of the responsible person at the centre for each day of vacation care.

The service will appoint an Educational Leader and display the name of this person for families should they wish to discuss the service’s programming practices.

At all times the service is operating, there will be at least one educator who holds a current approved first aid, anaphylaxis and asthma management qualification.

 Educators will record their name and the hours they have worked directly with children each time they are working in the service. This record will also include the name of the Responsible Person, the Educational Leader, and the names of any students and visitors.

Staff Records

Accurate and up to date staff records will be kept and include:

1. Information about the nominated supervisor
2. Information about the responsible person
3. Information about all staff members
4. Information about the educational leader

As follows:

- Full name, address and date of birth
- Qualifications and evidence
- Training
- WWCC
- NCC where applicable

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| r46, r54, r82, r83, r84, r118, r136, r145, r146, r147, r148, r149, r150, r151, r168, r170, r173, r176, r181. | Standard 2.3, Standard 3.1, QA4, QA5, Standard 6.1, QA7. | Staff Handbook
Providing a Child Safe Environment Policy.
Interactions with Children Policy.
Confidentiality Policy.
Workplace Health and Safety Legislation.
Children’s Services Award 2010. |

ENDORSEMENT BY THE SERVICE:

Approval date: _______ 16/01/2013 ____________

Date for Review: ___01/2015;________________________________________
C-11 Tenants

Tenants residing at the Centre

As the Centre is also used for University accommodation every measure will be taken to safeguard children at the Centre.

PROCEDURE

Staff will be informed of tenants who are residing in the house.
Staff will be informed to be in attendance when tenants and child/ren are in the common area to both; the kitchen.

Tenants will be informed that there is limited use of the kitchen between 8.00am and 6pm during the Vacation Care period.

Access to the residential area will be restricted at all times with the gate to the upstairs floor being closed at all times. Children will be instructed not to go up to the tenants’ area.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
Health and Safety

D-1 Infection Control

POLICY STATEMENT

We aim to provide a healthy and hygienic environment that will promote the health of the children, staff and parents/carers. All people in the centre will follow preventative measures in infection control. Staff will ensure that they maintain and model appropriate hygiene practices.

PROCEDURE

- All toilet facilities will have access to a basin or sink with running cold water, soap and paper towels.
- All females will have access to proper feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- One staff member will be responsible for monitoring the availability of soap and paper towel to ensure adequate supply.
- Toilets, hand basins and kitchen facilities will be cleaned and disinfected regularly.
- Hand washing should be practised by staff and children before preparing or eating food and after all tasks such as toileting, cleaning up any items, wiping a nose, playing outside or handling an animal and before and after administering first aid/wearing gloves. *(Infection control in Outside of School hours Care – OOSHC QA Factsheet #6 NCAC – Australian Government 2006.)*
- Staff should maintain and model appropriate behaviour and encourage the children to adopt hygiene practices to aid infection control.
- All staff must wear disposable gloves when in contact with blood, open sores or other bodily substance or when preparing food.
- Staff with cuts, open wounds or skin disease such as dermatitis should cover their wounds and wear disposable gloves. Used gloves should be disposed of safely.
- All surfaces will be cleaned and sanitised.
- All contaminated surfaces will be cleaned and sanitised.
- All toys should be washed, cleaned and sanitised on a regular basis.
• All material items such as towels will be laundered regularly.
• Children should not share hats.
• Children will be reminded not to share drinks, utensils or use items that have been dropped on the floor.
• All cups, plates and utensils will be washed in hot, soapy water.
• All rubbish or left over food is to be disposed of immediately.
• Lids must remain on the bins at all times and bins will be emptied daily.

DATE ENDORSED 16/01/2013

DATE FOR REVIEW AND EVALUATION 01/2015;
D-2 Food and Nutrition

POLICY STATEMENT

We aim to encourage children to develop good eating habits through good examples and education. High standards of hygiene will be maintained throughout all food preparation.

PROCEDURE

- Fresh drinking water will be available at all times for the children and staff.
- Children will be encouraged to get the water themselves when required, using separate drinking containers.
- During vacation care, parents/carers will be asked to provide their child’s lunch and drinks, unless otherwise stated on the program. Families will be encouraged to supply healthy snacks and lunch for their child.
- To ensure children are protected from food borne illnesses, families will be encouraged to place a frozen block inside lunchboxes to prevent the growth of bacteria.
- When we attend fast food outlets; healthy options will be offered on the menu. When we attend the movies; refreshments are provided unless parents/carers request no refreshments. Sweet treats are provided to children on occasions.
- Food will be stored in tightly sealed containers, away from any chemicals.
- Food for cooking purposes will be stored in the refrigerator. Snack times are seen as a social event where children and staff can relax. Staff will demonstrate good healthy and hygienic eating habits while with the children.
- Children should be seated while eating or drinking.
- Children’s cooking activities will be encouraged to develop life skills. At all times safe and hygienic practices will be followed. (Extracts from Network of Community Activities, OOSH Development Factsheet #24, Balanced and Healthy Eating in OOSH, 2008).
- A suggested menu for children’s lunchboxes will be displayed and provided to parents/carers periodically. Sourced from www.freshforkids.com.au/lunch_box/lunch_box_pop.html 7/10/2008
Food Handling

Children’s cooking activities will be encouraged to develop life skills. At all times safe and hygienic practices will be followed. (Infection control in Outside of School hours Care – OOSH C QA Factsheet #6 NCAC – Australian Government 2006).

Where children are involved in food preparation, this should always be supervised and hygienic conditions maintained.

Please note: food standards do not require that food handlers wear gloves. (Using gloves, Page 2, OSHC QA, Factsheet #6).

| DATE ENDORSED | 16/01/2013 |
| DATE FOR REVIEW AND EVALUATION | 01/2015 |
D-3 Hazardous Materials

POLICY STATEMENT
We aim to provide an environment that is safe with no risk to the health and well being of the children, staff or parents/carers. We will ensure that all activities undertaken while the service is in operation will not be potentially hazardous and that all hazardous materials will be stored appropriately.

PROCEDURE
- Hazardous machinery, chemicals and activities which are likely to cause potential danger to children, staff or others in the centre will not be used or undertaken while the service is in operation.
- Should any pests or vermin be identified then action should be taken to rid the centre 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.
- Aerosol cans such as spray paints etc used for specific activities will only be used outside in a well ventilated area.
- All staff will be made aware on initial orientation in the centre, of any potentially dangerous products, which may pose a danger to the children and where these are stored.
- All potentially dangerous products such as cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment, and medications will be stored in the designated secured area which is inaccessible to the children.
- Staff are responsible to ensure that these areas remain secure and do not to inadvertently provide access to these items by the children.
- Cleaning and hazardous products should not be stored close to foodstuffs or where storage of these food products might contaminate foodstuffs.
- Staff should always read the label before use of any cleaning material, sprays or chemicals and be aware of appropriate first aid measures.

DATE ENDORSED __16/01/2013__________
DATE FOR REVIEW AND EVALUATION __01/2015_______________________________
D-4 Transportation

Centre and staff vehicles

POLICY STATEMENT

Children travelling to and from the Centre on excursions have the right to be safe. We will ensure that all modes of transportation undertaken will be safe and comply with all the required regulations.

PROCEDURE

All children travelling from one place to another must have the written consent of their parents/carers. All vehicles used by the centre will comply with the appropriate road and transport regulations, will be mechanically sound, have regular maintenance and have third party and comprehensive insurance.

The driver will ensure that the fuel level is sufficient to undertake the journey.

All staff or volunteer drivers will hold the appropriate driver’s licence for the vehicle they are driving.

All private vehicles can only be used if:

- The vehicle is registered and in a safe mechanical condition.
- The vehicle is equipped with seat belts.
- The vehicle has minimum third party property damage insurance.
- The driver has a current driver’s licence.

Before travelling in the vehicle the staff member will ensure that all children wear a seat belt or, in a bus, where seat belts are fitted.

A First Aid Kit should be carried on the vehicle.

Children will be required to remain seated and not behave in a dangerous or distracting manner. The driver will stop the vehicle if necessary, in a safe place until the children comply with instructions.
When picking up children, the bus should be parked in a location which does not require children to cross roads.

The vehicle must comply with regulations in regard to numbers of passengers.

In the case of a vehicle breakdown the staff person in charge will:

- Ensure that the children are kept safe at all times
- Phone the centre to inform the Executive Director.
- The Executive Director and the staff member will discuss suitable alternative transport and organise for this to be undertaken.

The Executive Director will inform the parents/carers of the breakdown if necessary. In the case of a vehicle accident the staff person in charge or the driver will:

- Check to see if any children or staff are hurt, conduct first aid and phone for an ambulance if necessary.
- Comfort and calm the children.
- Ensure that the children are safe at all times.
- Take the required details of the other driver involved: name, contact, registration number, driver’s licence, insurer and any damage made to either vehicle.
- Phone the centre to inform the Executive Director, and organise alternative transport.
- Phone the police if necessary.
- Make an accident report on return to the centre.

Staff will have a mobile phone and in case of accident or emergency and children should be instructed to stay with the vehicle until assistance arrives.

In a situation where there is only one staff member in attendance a mobile phone will be allocated to take on the journey, so no one needs to leave children unattended.

The Executive Director will inform the parents/carers of the incident, and ensure that all the appropriate accident procedures are undertaken.

When transporting children by public transport staff will:

- Ensure that a list of the children’s names and number of children travelling is taken.
- Take the centre’s name, address and contact numbers with them.
- Conduct a head count on a regular basis.
• Assist children in getting on and off the mode of transport.
• Ensure that all children are accounted for before allowing the vehicle to leave.

When transporting children by foot staff will:

• Ensure that the safest route is taken.
• Ensure children cross the road at the crossing or lights where available, and obey the road rules.
• Undertake extreme care crossing all roads.
• Keep children together as a group and walk in line on pavements. Staff members are to remain vigilant to ensure that no child runs ahead, lags too far behind the group or acts inappropriately.
• Take appropriate wet weather gear, jackets or sun hats to use as required.
• Children should be made aware of all the rules associated with all the modes of transport. Staff will ensure that these rules are enforced.

DATE ENDORSED 16/01/2013

DATE FOR REVIEW AND EVALUATION 01/2015;
D-5 Animals

POLICY STATEMENT

We believe that animals can be a valuable source of learning and enjoyment for the children. Any animals that enter the centre must be in the care of the owner and be safe and present no danger to the children in any way. Staff will ensure that animals will be treated gently and humanely at all times. Strict supervision will be maintained. Children or staff are not permitted to bring animals into the Centre.

PROCEDURE

The decision for an owner to visit the centre will be made by the Executive Director, based on an observed need or value to the children for an activity. Any animal or bird will only be considered with the clear understanding of them being safe and suitable with children. No animal, bird or livestock will be allowed in the program area which is likely to be a source of infection or which in any way may be detrimental to the wellbeing of the children. Checks need to be made regarding individual children’s allergies before considering an animal in the centre. All animals will be located away from any food or food preparation areas. Supervision is to be maintained at all times.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
D-6 Sun Protection

POLICY STATEMENT

We aim to ensure that all children attending the centre will be protected from harmful rays of the sun. All staff are to model appropriate sun protection behaviour and enforce the sun protection policy.

PROCEDURE

- Parents/carers will be encouraged to send children with a hat each day.
- Staff will direct children to wear hats for outdoor play. Children will not share hats.
- An SPF 30+, broad spectrum, water resistant sunscreen will be made available at the centre and staff and children can apply themselves, with staff supervision, before being exposed to the sun. Parents/carers will be informed of the sun protection policy on enrolling their child in the centre.
- During vacation care parents/carers are encouraged to apply a sunscreen to their child prior to attending the centre, and reminded to supply a suitable hat.
- Where children have allergies or sensitivity to the sunscreen, parents/carers will be asked to provide an alternative sunscreen.
- All sun protection practices will be maintained while walking to and from excursions.

*** Due to changes in the SunSmart Recommendations in June by the Cancer Council, it now has revised its recommendation for managing outdoor play in NSW childcare services;
  - October – March; minimise outdoor activity between 11am – 3pm, sun protection is required at all times when outside.
  - April – September, sun protection is required between 10am and 2pm
  - Except in June and July when the UV Index is mostly below 3

DATE ENDORSED____ 16/01/2013 __________
DATE FOR REVIEW AND EVALUATION__01/2015;__________________________
D-7 Emergency Procedures

POLICY STATEMENT
We aim to provide an environment that provides for the safety and wellbeing of the children at all times. All children and staff will be aware of emergency and evacuation procedures.

PROCEDURE

EMERGENCY EVACUATION
Children will be informed of the evacuation procedure at the beginning of the vacation care period. Fire extinguishers (and fire blanket) are installed and are maintained in accordance with the Australian Standard. Staff will only attempt to extinguish fires if the fire is small, there is no threat to their personal safety and they feel confident to operate the extinguisher and all the children have been evacuated from the room.

The evacuation plan will include:
- Children to gather in two lines when the whistle is blown to vacate the building.
- Routes of leaving the building suitable for all ages and abilities. These should be clearly mapped out.
- The fire extinguishers are located and displayed in a public place.
- A safe assembly point away from access of emergency services.
- An alternative assembly area in case the first one becomes unsafe.
- Collect daily roll, enrolment forms and the mobile phone to contact the parents/carers.
- Phone call to emergency services; dial 000.
- Check that the building and toilet area is empty.
- Supervise the children at the assembly area, and take a roll call of children and staff.

When the emergency service arrives the Executive Director or Supervisor will inform the officer in charge of the nature and location of the emergency and if there is anyone missing. No one should re-enter the building until the officer in charge has said it is safe to do so.
HARASSMENT AND THREATS OF VIOLENCE

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

- calmly and politely ask them to leave the centre or the vicinity of the children.
- be firm and clear and remember the primary duty is to the children in 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 Executive Director or Nominated supervisor are unable to make the call another staff member should be directed to do so.
- where possible staff will calmly move the children away from the person.
- no staff member is to try to physically remove the unwelcome person, but try to remain calm and keep the person calm as far as possible and wait for the police.
- staff should be aware of any unfamiliar person on the premises and find out what they want as quickly as possible and try to contain them outside the centre.

(see included Emergency Evacuation Procedure)

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
D-8 First Aid

Facilities and Qualifications

POLICY STATEMENT

We believe that first aid equipment and facilities should be available to all staff, children and visitors in the centre and while on excursions. A staff member will have first aid training to ensure full and proper care of all is maintained.

A fully stocked and updated first aid kit will be kept in the designated secure place in the centre. This is to be easily accessible to all staff and kept inaccessible to the children. A first aid manual will also be kept at the centre.

A separate travelling first aid kit will be also maintained and taken on all excursions.

A cold pack will be kept in the freezer for treatment of bruises and strains and taken on excursions in thermal bag to keep cold.

Staff and relief workers will be made aware of the first aid kit and where it is kept.

Telephone numbers of emergency contacts, local doctor and poisons centre will be located near to the phone.

The centre will maintain a current subscription to an Ambulance Fund.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
D-9 Accidents

POLICY STATEMENT

We will ensure the safety and well being of staff, children and visitors, within the centre and on excursions, through proper care and attention in the event of an accident. The centre will make every attempt to ensure sound management of the injury to prevent any worsening of the situation. Parents/carers or emergency contacts will be informed immediately where the accident is major. A detailed risk assessment will be completed for all activities at vacation care.

Minor incident: Where injury can be dealt with by general First Aid practices.

Serious incident: Where there has been ‘a injury or trauma to, or illness of, a child’ for which the attention of a medical practitioner ought reasonably to be sought, or the child ought reasonably need to attend a hospital. (Reg 12b)

Critical injury: Where injury results in the death of a child.

Duty of Care

PROCEDURE
The person caring for the child assumes responsibility for acting in the best interests of the child in the event of an injury. The careful exercise of this discretion is considered part of the staff’s duty of care.

Parents/carers are required to provide written consent for staff to seek medical attention for their child if required before they start in the centre. This will be recorded on the enrolment form.

Parents/carers will be required to supply the contact number of their preferred doctor.

If a child, staff member or visitor has an accident while at the centre they will be attended to immediately by a staff member who holds a first aid certificate.

In the case of a minor incident the first aid attendant will:

• assess the injury and attend to the injured person and apply first aid as required.
• ensure that disposable gloves are used with any contact with blood or bodily fluids.
• ensure that all blood or bodily fluids are cleaned up and disposed of in a safe manner.
• ensure that anyone who has come in contact with any blood or fluids wash in warm soapy water.
• record the incident and treatment given in the accident book, indicating name, date, time, nature of injury, how occurred, treatment given and by whom, to be signed by staff and witnessed if possible.
• notify the parents/carers either by phone after the incident if seen fit or on their arrival to collect the child.

In the case of a serious incident requiring more than first aid, the first aid attendant will:
• ask for assistance of those in the area; child or adult, apply first aid and phone for an ambulance.
• if the child’s injury is serious the first priority is to get immediate medical attention. Although parents/carers should be contacted straight away, If not possible, there should be no delay in organising proper medical treatment. Keep trying to contact the parents/carers in the meantime.
• attend to the injured person and apply first aid required.
• ensure that disposable gloves are used with any contact with blood or bodily fluids.
• stay with the child until suitable help arrives, or further treatment taken.
• try to make the child comfortable and reassure them.
• if an ambulance is called and the child is taken to hospital a staff member will accompany the child and take the child’s enrolment records. If the parent/carer arrives to accompany the child to the hospital the staff member need not.
• record the incident and treatment given in the accident book, indicating name, date, time, nature of injury, how occurred, treatment given and by whom, to be signed by staff and witnessed if possible.
• The Executive Director or other responsible staff member will notify the parents/carers or emergency contact person immediately regarding what happened and action being taken. Every effort will be made not to panic the parents/carers.
• try to reassure the other children and keep them calm, keeping them informed about what is happening, and away from the injured child.
• The regulatory authority must be notified within 24 hours of a serious incident. If it is not possible to notify the regulatory authority using the S101, the important thing is for notification to be made within 24 hours.

In the case of a critical incident the first aid attendant will:
The death of a child must be reported to:

- An ambulance service.
- The police.
- The Department of Community Services.
- The Executive Director of the YWCA Hunter Region Inc.
- The regulatory authority

Clear emergency procedures should be maintained for the other children at the centre.

The centre will notify the parent/guardian that a serious incident has happened and advise them to contact the relevant medical agency; this information should be provided in an extremely sensitive manner.

It is not the role of the centre to inform the parent/guardian that their child has died.

A detailed report should be given as soon as possible.

Counselling will be made available for all children and staff.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;
D-10 Allergies and Anaphylaxis

POLICY STATEMENT

We aim to provide safe and effective care of children by ensuring that staff are fully aware of reactions to, and management of, any child’s allergies.

PROCEDURE

Parents/carers will be asked to inform the centre of any allergies the child may have at the time of enrolment and will be recorded on the enrolment form.

Where a child has an allergy the parents/carers will be asked to explain the effects when confronted with their allergen and the management when exposed.

All staff will be made aware of any food type allergies so that the child is not given this on the occasions that we provide afternoon tea.

Anaphylaxis

When a parent notifies the centre their child has an anaphylaxis reaction to a particular thing, the parent must supply an EpiPen for use. All staff will be notified of this reaction upon the child’s enrolment. A staff member will be trained with EpiPen use.

No peanut butter or peanut products to be bought to the centre. All families will be notified of this in the Enrolment pack. Where a child is known to have an anaphylaxis reaction more appropriate measures will be pursued.

DATE ENDORSED 16/01/2013
DATE FOR REVIEW AND EVALUATION 01/2015;

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D-11 Illness and Infectious Diseases

POLICY STATEMENT

We aim to provide a safe and hygienic environment that will promote the health of the children. Parents/carers will be asked not to bring sick children to the centre and to collect children who are unwell. All care and consideration will be given to the child who becomes ill while at the centre. Children with infectious diseases will be excluded from the centre for the period recommended by the Department of Health.

PROCEDURE

A child or adult will be considered sick if he/she:

- has a fever
- is crying constantly from discomfort.
- vomits or has diarrhoea.
- is in need of constant one to one care.
- has an infectious disease.

If a child is sick at home parents/carers will be asked not to bring the child to the centre. Staff should contact the centre as soon as possible to inform them that they are unable to attend work due to illness so replacement may be made.

If a child becomes ill at the centre the parents/carers will be contacted to take the child home if they are able.

The child who is ill will be comforted, cared for and placed in a quiet isolated area with adult supervision until the child’s parent or other authorised adult takes them home.

During a fever other methods will be employed to bring the child’s temperature down until the parents/carers arrive or help is sought. Such methods include: excess clothes removed as required, clear fluids given, tepid sponges administered.

- If the child has a fever the parents/carers will be informed and asked for permission to give paracetamol. Paracetamol will not be given without permission from the parent.
If a child’s temperature is very high, cannot be brought down then parents/carers will be contacted for further advice and an ambulance called.

**Infectious Diseases**

Children and staff will be excluded from the centre if they are ill with any contagious illness. This includes diarrhoea and conjunctivitis.

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 centre.

A regularly updated copy of the Department of Health guidelines on infectious diseases and Immunisation Schedule will be kept attached to the illness and infectious disease policy for reference by staff and made available to parents/carers on request.

Parents/carers will be informed about the occurrence of an infectious disease in the centre ensuring that the individual rights of staff or children are not infringed upon.

All staff will ensure proper hygiene practices are carried out as outlined in the Hygiene policy.

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**DATE REVIEWED** 16/01/2013

**DATE FOR REVIEW AND EVALUATION** 01/2015;
POLICY STATEMENT

The YWCA Hunter Region Inc. 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 well-being, 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:

a) Dealing with medical conditions

- Families will be asked to inform the service, in writing, 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 service will provide the family with a copy of this policy in accordance with regulation 91.
- Specific or long term medical conditions will require the completion of a medical management plan developed in conjunction with the child’s doctor and family.
- It is a requirement of the service that a risk minimisation plan and communication plan is developed in consultation with the child’s family. The ED will meet with the family and relevant health professionals as soon as possible prior to the child’s attendance to discuss the content of the plan to assist in a smooth and safe transition of the child into the service.
- Content of the management plan will include:
  ✓ Identification of any 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 time line for orientation or training requirements of educators.
  ✓ Methods for communicating between the family and educators if there are any changes to the child’s medical management 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 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.

Where possible the service will endeavour to not have that allergen accessible in the service.

All medical conditions including food allergies will be placed on a noticeboard near the kitchen area out of the sight of general visitors and children. It is deemed the responsibility of every educator at the service to regularly read and refer to the list.

All relief staff will be informed of the list on initial employment and provided orientation on what action to take in the event of a medical emergency involving that child.

Where a child has a life threatening food allergy and the service provides food, the service will endeavour not to serve the particular food allergen in the service when the child is in attendance and families will be advised not to supply that allergen for their own children. Families of children with an allergy may be asked to supply a particular diet if required (e.g. soy milk, gluten free bread).

Where it is necessary for other children to consume the particular food allergen (e.g. milk or other dairy foods) the child with a food allergy will be seated separately during meal times and all children will wash their hands before and after eating.

Where medication for treatment of long term conditions such as asthma, diabetes, epilepsy, anaphylaxis or ADHD 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.

In the event of a child having permission to self-medicate this must be detailed in an individual medical management plan including recommended procedures for recording that the medication has been administered. The doctor must provide this plan. In one off circumstances the service will not make an exception to this rule and will require the families to complete the procedure for the educators to administer the medication.

**b) 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, or with the verbal approval of a medical practitioner or parent in the case of an emergency.

- In the event that a case of emergency requires verbal consent to approve the administration of medication, the service will provide written notice to the family as soon as practical after administration of the medication.

- An authorisation is not required in the event of an asthma or anaphylaxis emergency however the authorisation must be sought as soon as possible after the time the parent and emergency services are 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 a medication form providing 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.)
  ✓ Where required, indicate if the child is allowed to administer the medication themselves or have an educator do it.
  ✓ 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 kept out of reach of children at all times.

• 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 form: Name of medication, date, time, dosage, name and signature of person who administered and name and signature of person who verified and witnessed.

• Where a medical practitioner’s approval is given, educators will complete the medication form and write the name of the medical practitioner for the authorisation.

CONSIDERATIONS

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ENDORSEMENT BY THE SERVICE:

Approval date: 13/01/2014

Date for Review: 01/2015
D-13 Child Protection/Keep Them Safe

POLICY STATEMENT

We believe that the welfare of all children is of paramount importance and that the centre has an obligation to defend the child’s right to care and protection. Staff and management have a responsibility to take action to protect children they suspect may be abused or neglected.

Our centre will carry out responsibilities of mandatory reporters as indicated under legislation. This responsibility involves following the procedures as outlined by The Human Services Network (HSNET).

PROCEDURE

A Non Government Organisation (NGO) is someone who is required by law to make a report to HSNET if they have current concerns about the safety, welfare or well being of a child. A child is a person under 16 years. In OOSH services a NGO is any staff who deliver services to children.

Any staff member who forms a belief on reasonable grounds that a child is being abused or neglected should speak to the Nominated Supervisor who will report to the Executive Director and then document any conversations or observations and use the new Mandatory Reporters Guide [www.keepthemsafe.nsw.gov.au](http://www.keepthemsafe.nsw.gov.au) (home page/report children at risk/mandatory reporter guide) in determining whether a matter meets the significant harm threshold. This will also assist in referral pathways for cases that fall below the threshold.

Depending upon the MRG the service may need to make a report to the Community Services Helpline or make a referral to Regional Intake and Referral Service or other support services, consult with child’s school and Child Wellbeing Unit or school counsellor. Document and continue the relationship.

Keep Them Safe Support Line (KTS) is available 8 – 5 pm Mon – Fri,
Phone: 1800 772 479
Organisations can share information relating to the safety, welfare and wellbeing of children or young persons if it would assist with decision making, assessment, planning, investigation or service delivery. I.e. Liaise with School - School Counsellor (Child Wellbeing Unit). All information is confidential.

WHERE A COMPLAINT IS MADE ABOUT A STAFF MEMBER, OR SOMEONE IN THE CENTRE

Where the allegation is made to a staff member or the Coordinator, the facts as stated will be recorded in writing including dates, times, name of person involved, name of person making the allegation and the person making the report. This report should be kept on record and treated as strictly confidential. If the Executive Director or person in charge is suspected then the Chairperson of the Management Committee should be informed.

For the protection of both the children and the staff member involved, the staff member should be removed from duties involving direct care and contact with children, until the situation is followed up or resolved.

Support should be given to people making an allegation or persons who have been suspected. This support can be given in the form of counselling or referral to an appropriate agency.

ENDORSEMENT BY THE SERVICE:

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<th>Approval date:</th>
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D-14 Providing a Child Safe Environment

POLICY STATEMENT:

The YWCA Hunter Region Inc Vacation Care program 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 & 2.3.2).

PROCEDURES

1. Managing the Facility
   • SECURITY:
     - Only approved educators and management members will be given a key to access the building and equipment areas.
     - Tenants residing in the upstairs rooms have access to the main entrance only.
     - 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 and the committee 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.
- 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.
- A maintenance book will be kept that records any maintenance that needs to be addressed.
- The maintenance book will record:
  ✓ Type of problem
  ✓ Date that it was observed
  ✓ Who reported it
  ✓ Date repaired
  ✓ Tradesperson employed to repair the problem
- For urgent repairs the Executive Director will organise a contractor to attend to the problem.
- Maintenance reviews should be done as part of the Executive Director’s role report at each meeting.
- 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 recognised and accessible at all times.

**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.
- Craft equipment will be stored in a separate area. Only staff to access craft cupboard.
- All craft equipment is to be properly washed and cleaned before storage.
- 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.
- 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, 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 provided at all times. 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 considered to be most desirable. Provision of natural light areas will be enhanced as much as possible.

- 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.

  - Other methods such as the employment of a pest control company if deemed necessary by management where the above methods have failed.

- If urgent, management will obtain a contractor from 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.

2. **Managing the indoor and Outdoor Environment:**

**INDOOR ENVIRONMENT:**

- The services indoor environment will be smoke free and no smoking notices will be prominently displayed.
- The number of children enrolled in the service will comfortably fit into the building space and 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.
  - 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 made available to the children at all times.
- 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 maintained at all times.
- 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.
- The outdoor environment will be smoke free and where possible, no smoking notices will be prominently displayed.
- 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.

3. **Child Protective Practices** (will be updated in recognition of new working with children check legislation when introduced)

- **MANDATORY REPORTING:**
  - A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
  - In OSHC services mandatory reporters are:
    - Educators that deliver services to children
    - 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 Community Services 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
Child is at significant risk of harm – Prenatal report

- Educators will be expected to read and understand the child protection regulations and reporting procedures.
- 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/Responsible Person/Executive Director 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/Executive Director will then assist staff in completing the online Mandatory Reporters Guide (MRG) 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 Community Services, should report their concerns to the Child Protection Helpline:
  - Mandatory Reporters phone 13 36 27
  - Non-Mandatory reporters phone 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 Community Services 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 OSHC 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 www.keepthemsafe.nsw.gov.au.

- If still in doubt the Community Services Helpline will provide feedback about whether or not 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 or not 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 16 A NSW Children and Young Persons (Care and Protection) Act 1998, educators will exchange information that relates to a child or young persons safety, welfare or wellbeing, whether or not the child or young person is known to Community Services 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 persons history or circumstances
  - A parent or other family member, significant or relevant relationship
  - The agency’s work now and in the past
- Where information is provided in good faith and according to legal provisions, under section 29 & 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, trainee or person visiting the service, this is regarded as ‘reportable conduct’ and necessitates such conduct being reported to the NSW Ombudsman within 30 days.
- Where the allegation is made to an educator 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 responsible person in charge is suspected then the service’s management should be informed.
- The relevant forms together with information and assistance are available on line at www.ombo.nsw.gov.au.
- The person making the report should follow the advice of the Ombudsman’s Departmental
Officers. 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 counseling 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 NSW Commission for Children and Young People. 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 provide a Certificate for Self-Employed People. This certificate ensures verification that the person employed is 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.

- **CONSIDERATIONS:**

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<thead>
<tr>
<th>Education and Care Services National Regulations</th>
<th>National Quality Standard</th>
<th>Other Service policies/ Documentation</th>
<th>Other</th>
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</table>
| r82, r84, r85, r86, r87, r89, r103, r105, r107, r108, r109, r110, r114, r115, r155, r170, r176, r168. | Quality Area’s 2, 3, 4, 5 & 7. | - Parenthandbook  
- Staff handbook  
- Health and Safety policies and procedures  
- Staffing policies and procedures | - NSW Children and Young Person’s (Care and Protection) Act 1998  
- Commission for Children and Young People Act 1998  
- Ombudsman Act 1974 (with relevant Child Protection Amendments)  
- NSW Department of Community Services Mandatory Reporting Guidelines  
- NSW Child Protection |
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<td>Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13</td>
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<td>Keep Them Safe – Information session/ overview participants manual 2009/ 2010</td>
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**ENDORSEMENT BY THE SERVICE:**

| Approval date: ____________________________ |
| Date for Review: __01/2015;__________________________ |
D – 15 Interactions with Children

POLICY STATEMENT:

The YWCA Hunter Region Inc staff will interact with the children in their care in such a way as to reflects the principles in “My Time, Our Place” and provide an environment that is secure and respectful. Reciprocal relationships with children are fostered and encouraged and genuine respect for diversity and a commitment to equity is reflected in all interactions with children.

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

Educators will utilise opportunities in their interactions with children to develop an understanding of each other’s expectations with the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

PROCEDURES:

The educators will:

- 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 stigmatism.
- 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. Educators will always treat children with respect, courtesy and understanding.
- Treat children equally regardless of 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 with children regarding the daily routines and practices within the service including programming of experiences in order to meet their individual needs, interests and abilities.
Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.

Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.

Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All staff, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed.

Ensure that all educators enforce the rules 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 issues.

Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.

Access professional development and resources related to positive behaviour management and include this in professional development planning.

Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.

Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.

Focus on the behaviours being displayed and not the child displaying them.

Assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and 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 when interactions with a child are not appropriate and refer to the services ‘Providing a Child Safe Environment’ policy to address these concerns.

Maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families.

The children will:

- Be treated with respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
- Be encouraged to listen to others respect, courtesy and understanding regardless of race, cultural background, religion, sex or 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 an appropriate 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 rules and boundaries and the consequences they should expect if these are not followed.
• Encourage their peers to adhere to the rules and expectations.
• 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 solitude or 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:

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<td>r73, r74, r76, r155, r156, r168.</td>
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<td>- Parent Handbook</td>
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ENDORSEMENT BY THE SERVICE:

Approval date: ________________________________

Date for Review: _01/2015;__________________________________________
D-16  Behaviour Guidance

POLICY STATEMENT:

The YWCA Hunter Region Inc 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). Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats and frustrations where appropriate. 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.
- 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.

- 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
✓ 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
  ✓ 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
  ✓ 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.
  - ✓ 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:
  - ✓ Alternative approaches to behaviour guidance
  - ✓ The child’s life outside the service
  - ✓ Any problems that may be causing the behaviour

- A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the nominated supervisor and the child’s family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter.

- In extreme cases, to protect other children and educators, the service reserves the right to exclude the child from the service; this may be a temporary or permanent measure. Exclusion will only be considered after:
  - ✓ The child’s family has been notified and given the opportunity to discuss their child’s behaviour
  - ✓ Educators, Nominated Supervisor and Management, have given careful consideration to the problem.
  - ✓ Adequate support and counselling is sought (if necessary)
  - ✓ Clear procedures have been established for accepting the child back into the service.

**CONSIDERATIONS:**

<table>
<thead>
<tr>
<th>Education and Care Services National Regulations</th>
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<tbody>
<tr>
<td>r73, 74, 76, 155, 156, 157,168.</td>
<td>1.2, 2.3, 3.1, 3.2, 5.1, 5.2,</td>
<td>- Confidentiality - Enrolment &amp; Orientation - Providing a Child Safe</td>
<td>- Children (Education and Care Services National Law</td>
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<tr>
<td>Environment - Management of Incident, Injury and Trauma - Child Protection</td>
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**ENDORSEMENT BY THE SERVICE:**

**Approval date:**

______________________________________________

**Date for review:**

01/2015;______________________________________________
D-17 Grievance Procedure for Children

POLICY STATEMENT

We aim to respect the feelings and concerns of the children at the centre.

PROCEDURE

Any problem, complaint or concern arising between child and child, parent and child or child and staff will be dealt with by a Staff member or the Coordinator in order to avoid escalation of the issue.

The child’s parent will be notified and both parties should take steps to ensure they are aware of relevant information relating to the dispute. Those involved in the dispute will then meet with the Management to try and solve the dispute. If the dispute is not resolved it will then be taken to the Management Committee. All information will be recorded and kept confidential.

DATE ENDORSED_________16/01/2013________________________

DATE FOR REVIEW AND EVALUATION____01/2015;_________________________________
POLICY STATEMENT

YWCA Hunter Region consider the work place health and safety of all persons employed, tenants, volunteers, clients, children, hirers and contractors within this organisation and those visiting the organisation to be of utmost importance. We will make resources available to comply with the relevant Acts and Regulations associated with Work Place Health and Safety and to ensure that this organisation is safe and without risk of health.

WE ARE ALL RESPONSIBLE FOR OUR OWN AND EACH OTHER’S SAFETY

PROCEDURE

Levels of Responsibility

Employer

Promoting and maintaining occupational health and safety is primarily the responsibility of the Employer. They will develop, establish and implement systems that provide for the health and safety of all persons in the organisation with policies and procedures.

- The organisation will implement the policy by adopting a risk management system for WHS as follows:
- Develop and implement WHS policy and procedures
- Implement a strategy for consulting workers, tenants and volunteers
- Promote, maintain and improve safety procedures
- Follow the 4 step risk management approach to hazard in the workplace
  1. Find (Identify)
  2. Check it out (Assess)
  3. Fix it (Control)
  4. Feedback (Review)

The organisation will develop policies and procedures to ensure the following:

Safe premises which is without risk to health
- Safe systems of work and working environment
- Adequate information, instruction, supervision and training (if necessary)
• Adequate facilities for employee and tenant welfare
• Ensure the health, safety and welfare of other people coming into the workplace

Manager/Co-ordinator
The Executive Director/Supervisor will implement the Company Policy and any safety procedures and take all practical measures to ensure that:
• the organisation under their control is safe and without risk to health with regular inspection of the workplace
• the behaviour of all persons in the organisation is safe and without risk of health
• record information relevant to all accidents and incidents
• encourage and support employees, tenants and volunteers participation in
• ED will report to the Board any issues that require considerable expense.

EMPLOYEES, VOLUNTEERS and TENANTS
It is the responsibility of all employees, volunteers and tenants to follow and WHS Policy and Procedures to ensure their health and safety and the health and safety of others in the organisation. They will:
• keep work area and property clean and hazard free
• report observed safety hazard to the Executive Director/Supervisor whether or not injury has occurred
• taking personal action to eliminate, avoid or minimize hazards of which she/he is aware
• being familiar with emergency and evacuation procedures
• actively promote safe working practices in the organisation
• use equipment properly in order to provide for the health and safety of all people and children in the workplace
• to safeguard others in the workplace i.e. clients, children, visitors
• follow correct manual handling procedures

ENDORSEMENT BY THE SERVICE:

Approval date: 16/01/2013

Date for Review: 01/2015;
D-19 Children’s Dress Code

POLICY STATEMENT

All families and children will be ‘orientated’ into the service and they will be provided with an understanding about the service and its operations and their expectations to appropriate dress code at the centre to reduce peer pressure and encourage appropriate clothing for activities.

PROCEDURE

The Executive Director or Supervisor will conduct the orientation process on or prior to the child’s commencement at the service.

The orientation process will include:

- Centre’s operation
- Relevant reminders of appropriate attire and sun protection and appropriate shoes
- Opportunity to ask any questions regarding the centre or expectations
- Promote opportunity for equal participation

DRESS CODE

Children are expected to be appropriately dressed for active play during Vacation Care eg. Long pants or shorts and sports shoes:

- Sports shoes
- Long pants or shorts (for active play)
- Hat compulsory when the UV index is 3 or above (broad rimmed, bucket or legionnaire has provide good protection) is the recommendation of Cancer Council NSW
- No hoop earrings/inappropriate earrings
- No makeup

DATE ENDORSED ___16/01/2013_________
DATE FOR REVIEW AND EVALUATION ___01/2015;________________________________________
D-20 Electronic Devices/Mobile Phones/Personal Items

POLICY STATEMENT

We aim to provide a balanced program that engages children in ‘active play’ and ‘quiet recreational experiences’ and discourage the use of electronic devices while in the Centre environment to reduce peer pressure, lost or stolen items and for inappropriate use.

PROCEDURE

The YWCA Centre is not responsible for personal property bought to the Centre. Children therefore are discouraged from bringing valuable items or money to the Centre. This includes expensive toys, jewellery, money, electronic devices; I pods, electronic games, cameras, mobile phones and video cameras.

If children bring any of these items to the Centre, they must remain in their bags as the Centre does not assume responsibility in the event of loss, theft or damage. These items are best kept for home use.

Mobile Phones

Children will be discouraged from bringing mobile phones to the centre. Families are permitted to phone the Centre at any time. We recognise that there are times when it is necessary to contact the centre due to family emergencies or various circumstances. Access to the Centre’s telephone is available when required. For some family circumstances it may be necessary for a child to have a mobile phone with them. However during care times the phone must be kept in the child’s bag or given to the Executive Director to mind.

Due to privacy issues electronic devices with camera capability (eg. mobile phones, iPads, iPods, etc) must remain in the childrens’ bags at all time. Taking photos from this device is strictly prohibited and the device will be confiscated if used.
D-21 Water Safety

POLICY STATEMENT

The YWCA Hunter Region Inc will plan experiences and appropriate levels of challenge where children will be encouraged to explore, experiment and take appropriate risks including use of water as a medium for play in both the outdoor environment and on excursions.

Water use will be supervised to ensure that safety of children and educators are a priority. The hygienic state of water will be assessed before it is used for children’s play. Fresh drinking water will be accessible at all times both on site and during excursions but hygienically stored and maintained.

When playing outdoors children will wear sun smart clothing for all water based activities. Staff will model effective sun smart behaviour by seeking shade, wearing sun glasses and encouraging the children to do the same.

PROCEDURES

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. Children will be adequately supervised at all times during water play experiences.

(i) Water Safety in relation to excursions

The YWCA Hunter Region Inc recognises the risks posed by bodies of water. The service 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 programmed water-based excursions.

As the Regulations do not specify a specific educator to child ratio for activities where water is a feature, the number of educators present will be determined by a risk assessment of the proposed activity. 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 activity
• 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.

However if the centre attends a swimming centre the staff ratio will be 1 staff: 5 children.

A risk management plan will be undertaken for all excursions near or at bodies of water. Please refer to the service’s Excursion Policy.

**Definition of a body of water**

The service recognises the following locations are bodies of water:

• Swimming pools and/or water fun parks
• Wading pools
• Lakes
• Ponds
• The sea/ocean
• Creeks
• Dams
• 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.

However the YWCA will acknowledge the staffing ratio of 1:5 for swimming excursions according to the regulations.

(b) **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. These activities will be supervised at all times by adults and containers or troughs will be
emptied onto garden areas after use. 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 “guns”, 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 for children. If rain occurs during the day, outdoor play areas will be checked for safety prior to the children entering the outdoor environment.

(c) Sun Safety

If the centre is involved with outdoor water play the staff will ensure an SPF 30+, broad spectrum, water resistant sunscreen will be made available at the centre for staff and children to apply before being exposed to the sun. Parents/carers will be informed of the sun protection policy on enrolling their child in the centre. (see Policy D-6)

CONSIDERATIONS:

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<thead>
<tr>
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<tr>
<td>National Regulations</td>
<td>168</td>
<td>2.3</td>
<td>Health and Safety Policies. Excursion Policy.</td>
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ENDORSEMENT BY THE SERVICE:

Approval date: _______________________________________
Date for Review: _01/2015;___________________________________
Programming

E- 1 Daily Routines

POLICY STATEMENT

We aim to provide daily routines that meet the needs of individual children in relation to each child’s social, physical, intellectual, creative and emotional development. As the centre is the child’s time for play and leisure, this will be reflected in the daily routines.

PROCEDURE

A daily routine will be discussed and organised by the staff. Previous routines will be shown to staff to act as a guideline.

The routine will be structured around regular events of the day such as arrival and collection, morning and afternoon tea and lunch during vacation care time.

The routine will provide a mixture of structured and unstructured activities.

The routine will take into consideration all children’s needs in relation to their emotional, social, physical, creative and developmental areas.

The routine will be flexible to meet the needs of the children and allow for spontaneity and enjoyment at the centre.

DATE ENDORSED 16.01.2013

DATE FOR REVIEW AND EVALUATION 01/2015;
E-2 Written Programs

POLICY STATEMENT

We aim to develop and implement a balanced program that is stimulating, interesting and exciting which allows opportunities for children to play, explore and develop new skills and is appropriate to the developmental and leisure needs of children. The centre’s program will reflect the cultural diversity of today’s society.

PROCEDURE

The Nominated Supervisor and staff members will be responsible for the development of a child centred program, which reflects the philosophy of the centre and meets the social, physical, recreational, intellectual, creative and emotional developmental needs of the children attending.

The program will be prepared each term and will be sent to parents/carers and children and schools in our area.

Staff will encourage feedback and input from children and parents/carers in relation to the program.

The program will be organised and clearly displayed for all staff, parents/carers and children to see.

A written program for vacation care indicating excursions and program will be provided for the parents/carers prior to the vacation care starting.

The program will be made available to any persons who wish to view it.

The program will be flexible to meet the needs of the children and allow for spontaneity and enjoyment in the centre.

Staff will interact with children and where appropriate participate in activities and encourage children to try new activities.

The program will be evaluated on an ongoing basis to ensure it is meeting the needs of individual children and the families in the centre.
The program is to:

- Promote the importance of play in the child’s life
- Reflect the cultural and language diversity of the local and wider community
- Consider all developmental areas.
- Consider the age range of children.
- Be balanced providing a range of indoor/outdoor activities, quiet/active times and areas, structured/unstructured activities.
- Provide a variety and choice of activities for the children.
- Be stimulating, interesting and exciting, to allow for opportunities to explore and develop new skills.
- Foster children’s independence and self help skills.
- Foster friendships and encourage co-operative and responsible behaviour among children.
- Provide children with opportunities for self-expression and self-direction.
- Provide an environment, which will foster the child’s self esteem.
- Help children develop self-discipline skills through positive example and direction.
- Help children to appreciate and care for each other and their surroundings.
- Make the children feel welcomed and valued in the centre.

DATE ENDORSED_____________________

DATE FOR REVIEW AND EVALUATION __01/2015;______________________________
E- 3 Gender Equity

POLICY STATEMENT
We aim to help the children develop their full potential regardless of their gender.
All children will be treated in the same manner and provided with the same access to all materials and equipment.

PROCEDURE
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 regards 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/carers and each other in regards to 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.

DATE ENDORSED_____________________
DATE FOR REVIEW AND EVALUATION__01/2015;______________________________
Diversity and Inclusion

POLICY STATEMENT

We aim to recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program.

All activities and behaviour in the centre will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities, experiences and be inclusive of any children with additional needs in an environment free from harassment and racial prejudice.

PROCEDURE

- Staff shall accept and value every parent and child regardless of race, cultural background, religion, sex, disabilities or sexual preference of parents/carers.
- No discrimination will be made against any family or child due to their culture, race or sexual preference.
- Staff will not be judgemental towards the parents/carers and respect any differences in childcare practices (with the exception of child protection concerns).
- Cultural awareness will be demonstrated by activities in the program. Contact can be sought with KU Children’s Services and Diversity Learning Centre for support, assistance and ideas regarding various cultures, multicultural issues and children with additional needs which reflect an attitude of respect and positive appreciation for the differences in our society.
- Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.
- All activities in the centre will be checked to ensure that negative and discriminating images of particular cultures, life-styles and disabilities are avoided.
- The Centre reserves the right to determine acceptance of children into care with additional needs based on funding, support, staffing and appropriate facilities.

DATE ENDORSED 16/01/2013

DATE FOR REVIEW AND EVALUATION 01/2015;
E- 5 Excursions

POLICY STATEMENT:

The YWCA Hunter Region Inc Vacation Care will plan excursions to extend the educational programming at the centre. Excursions are designed to allow children to explore their physical and social environment, including their local community, away from the centre’s premises. Parental permission will be sought for all excursions and each excursion will be carefully planned and the potential risks assessed. When planning excursions, 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.

PROCEDURES:

Planned excursions will take into account:

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

1 Risk Management

A Risk Management Plan (RMP) must be prepared for each excursion. RMPs will include:

- The proposed route and destination for the excursion;
- Any water hazards;
- The transport to and from the proposed destination for the excursion;
- The number of adults and children involved in the excursion;
- The number of educators or other responsible adults required to ensure appropriate supervision. This number will be determined by taking into consideration the risks posed by the excursion and whether any adults with specialized skills are required;
- The proposed activities;
- The likely length of time of the excursion;
- The items that should be taken on the excursion, for example, first aid kit, mobile phone and a list of emergency contact numbers;
- Verbal instructions to children on appropriate behaviour expected whilst on excursions.
2 Policies

The YWCA Hunter Region Inc.’s Health and Safety policies will be taken into consideration and implemented on excursions when necessary. This will include the Water Safety Policy (D19)

3 Permission

- Parents/carers’ permission will be obtained before any child is taken outside of the centre and specific permission will be obtained for swimming. By signing the excursion permission form, the parent is authorising their child to attend the activities stated.

- Excursions to locations visited on a regular basis such as the local park will be undertaken without prior notice if parents/carers of children in the group have given excursion permission. If an excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period.

4 Supervision

- Adequate numbers of educators to effectively supervise the children will be rostered on for excursions. Numbers of educators will take into consideration the ages and developmental stage of the children attending the excursion and be based on a risk assessment of the excursion.

- In general educator:children ratios will be according to best practice guidelines:
  - 1:8 on regular excursions
  - 1:5 on excursions involving swimming activities.

- Head counts will be conducted regularly throughout the duration of the excursion.

- Children will wear wrist band identification on excursions that clearly states the name of the service and the contact phone number.

- An educator will inspect all public toilets before children use them. An educator and at least one other child will accompany any child when using a public toilet.

- When walking the children, one educator will lead the group, another to follow at the back, and the remaining educators spaced along the group, walking on the road side of the footpath.

- When crossing a road, a pedestrian crossing will be used if possible. If there is no pedestrian crossing, the safest way to cross the road will be determined. One educator will step out onto the road, and if necessary, stop traffic from both directions. The remaining educators then lead children across the road.

5 Information and Equipment

Information and equipment to be taken on excursions will include:

- A list of all children with relevant personal details and parent contact phone numbers.
- A list of emergency procedures and contact numbers.
- A first aid kit, including SPF 30+ broad-spectrum water resistant sunscreen.
- Any medication for children attending the excursion.
- A fully charged mobile phone.
- Other information/equipment noted on the Risk Management Plan.
6 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.
- Once initial checks have been undertaken and if the lost child has not been found, the Nominated Supervisor or another educator with a Supervisor Certificate will call the Police and the parents/carers.

7 Transporting Children to/from an excursion:

- Children are only permitted to travel to an excursion on any form of transport with written permission from a parent.
- If using public transport (such as bus, ferry, taxi, train, etc.) children will be effectively supervised at all times and never left unattended.
- In some circumstances where the site of the excursion is close to the centre, it will be appropriate for children and the staff 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 will be used for centre excursions, wherever appropriate.
- Children are instructed of appropriate safety behavior before leaving the premises.

Water Safety

The YWCA Hunter Region Inc recognises the risks posed by bodies of water. The service will ensure that every precaution is taken so that children are able to enjoy water-based activities safely. Risk assessments will be carried out for programed water-based activities.

The number of educators present is to be determined by a risk assessment of the proposed activity. 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 activity
- 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.

**Definition of a body of water**

The service recognises the following locations are bodies of water:

- Swimming pools and/or water fun parks
- Wading pools
- Lakes
- Ponds
- The sea/ocean
- Creeks
- Dams
- 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.

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<td>2.3</td>
<td>Health and Safety Policies.</td>
<td>My Time, Our Place.</td>
</tr>
</tbody>
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**ENDORSEMENT BY THE SERVICE:**

Approval date: ________________________________

Date for Review: 01/2015; ________________________________
E-6 Films and Videos

POLICY STATEMENT

Films and Videos’ can be used as part of the program of activities after thoughtful consideration relating to the content and message of the film. Staff will ensure all videos and films are suitable for the children’s ages. Only “G” rated movies will be shown at the YWCA Hunter

PROCEDURE

Videos will only be viewed that have a G rating.
Videos may be used and when used should be planned as part of a balanced program of activities. They could highlight a particular activity or interest in the program.
Videos may be planned as part of the program during vacation care and advertised in the program to the parents/carers.
Staff should preview the video where possible.

Parents/carers will be notified as to the film being offered for screening during vacation care when taking children to see a film at the cinema.
Information regarding the film or video should be given regarding:

- Title
- Rating
- General description of the content
C- Staff related Forms

C- Vacation Care Job Description

The Vacation Care job description provides staff with a valuable guideline for expectations within the work environment at the YWCA and forms part of this Handbook. Further comments to elaborate more on the day to day requirements within the role follow.

Vacation care is not just a fill in job nor a babysitting service during the term breaks. It is important to the YWCA Hunter that staff working in Vacation Care sees their work as an opportunity to impact positively into the lives of the young people in their care.

Job Title: Vacation Care Assistant
To ensure that the Vacation Care is a fun, peaceful and safe environment for the children attending.
To ensure that the Vacation Care staff work as cohesive team in a safe and harmonious environment.

Hours of Work: As per roster

1. Reliable – it is essential for team cohesion that staff members are reliable
   • Punctuality is essential
   • Show initiative.
   • Be proactive in all aspects of the role

2. Dress code:
   • Dress in an appropriate/modest manner.
   • Neat, tidy and comfortable clothing
   • Only wear enclosed footwear
   • Hats to be worn outside.

3. Team:
   • To develop and maintain a co-operative relationship with all staff in order to ensure a smoothly run Centre and a congenial work environment.
   • To address any conflict with another staff member as soon as is practical by going to them and endeavoring to discuss and solve the matter. If this does not solve the issue then speak with your immediate supervisor.
   • To work toward a cohesive team environment by treating staff members and their opinions with respect at all times.
   • To assist actively in the running and implementation of the program.
   • Come to work adequately prepared for the specific day’s activities.
   • To attend Staff meetings.
   • To be part of the day to day housekeeping routines necessary for the maintenance of the Centre and in keeping a high standard of cleanliness.

4. Children:
   • To treat each child with dignity and respect regardless of age, sex, race, religion, culture, language,
background or disability.

- To model correct and appropriate standard in language use and behavior at all times.
- To supervise children at all times, ensuring their wellbeing and safety.
- Not to undertake any activity that would detract from maximum supervision of the children – mobile phones are not to be used during supervision, unless for emergencies relating directly to the work environment.
- All injuries to be reported to another worker and written in Injury Report Book.

5. Parents/carers:
- To establish and maintain a good relationship with parents/carers and communicate positively with parents/carers regarding their children.

6. Supervisor:
- To accept supervision, direction and advice from supervisors.
- To inform your immediate supervisor of any issues of concern with the children.

7. WHS:
- To be aware of the Emergency Procedures, Discipline Policy and all Centre’s Policies and Procedure Manual and knowledge of Quality Areas and Principals for Accreditation.
- To ensure that any equipment and materials used are in safe working order.
- To maintain all equipment in good, safe working order and report need for repairs and re ordering to administration office.
- To be vigilant on all matters that may be of an OHS concern and advise your supervisor of those concerns. If you can address the immediate concern yourself it is your role to do so.
C- Staff Team Performance Appraisal

YWCA Hunter Region Inc.
Vacation Care Centre

All employees will complete the following Staff Team Performance Appraisal.

Our staff are our greatest asset. We value their contributions and wish to ensure that they are kept motivated and happy. We seek feedback from them so that we can more effectively track their areas strengths and weaknesses and thus identify needs and plan for more effective fulfilment of our goals. Feedback from staff during this process is also used as documented evidence for Quality Assurance purposes.

**Personal Development**

1. What aspects of your work provide the most job satisfaction?
   ........................................................................................................................................................................
   ........................................................................................................................................................................

2. Do you encounter any difficulties in performing your job? If so what do you see as possible solutions?
   ........................................................................................................................................................................
   ........................................................................................................................................................................

3. List your job related strengths: please give examples of how you utilised these strengths during the last year?
   ........................................................................................................................................................................
   ........................................................................................................................................................................

4. Can you identify any difficulties or problems encountered in the workplace and actions you took to overcome these difficulties or problems?
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   ........................................................................................................................................................................

5. Are there any aspects of your work in which you would welcome further guidance and training?
6. Does your job description accurately describe your role / duties? Discuss any discrepancies and suggest how they could be overcome.

7. What training do you feel would benefit the team?
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<th>Indicate in the appropriate column</th>
<th>Always</th>
<th>Sometimes</th>
<th>Rarely</th>
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<tbody>
<tr>
<td><strong>Interaction with Children:</strong></td>
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<td>Do you provide positive direction in all activities?</td>
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<tr>
<td>Do you treat all children with respect and dignity?</td>
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<tr>
<td><strong>Interaction with Families:</strong></td>
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<tr>
<td>Do you discuss issues with parents/carers in an honest, sensitive and compassionate manner?</td>
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<tr>
<td>Do you help maintain a welcoming environment by establishing a positive liaison with parents/carers and children attending the centre?</td>
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</table>

8. Are there any additional comments, observations or suggestions you care to make which are directly related to your job?

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Employee: ____________________________ Date: ______________

**Endorsed:** 16/01/2013  **Reviewed:** ______________
YWCA Australia

The YWCA is a not-for-profit women’s membership movement, sustained by the richness of many beliefs and values, creating opportunities for the growth and empowerment of women and girls in order to attain a common vision of peace, justice, freedom, health, dignity and care for all people through women’s leadership.

For over 125 years, YWCAs in Australia have been developing the next generation of women communities. YWCAs in Australia provide strong leadership, mentoring and opportunities for women and girls; advocacy with government; and programs and services that support women and girls, their families and communities. Every year we reach a quarter of a million people, working with them in over 100 sites in mainland Australia.

It is worth remembering that the YWCA Hunter Region Inc is part of a substantial worldwide organisation that influences governments, concerning women’s issues, on a global level.

Welcome to the Y team!!!

YWCA Hunter Region Inc.

Mission Statement:
The YWCA Hunter Region exists to support, empower and connect women and families for a stronger community.

The YWCA Hunter Region Inc has been operating since 1921 in King Street and at the current premises at 24 Dawson Street Cooks Hill since 1963.

Currently we facilitate services and programs for children and young women - accommodation for University students; Kindergym classes; playgroup for 1-5 year old children; support a preschool on the premises; vacation care program for children 5 to 12 years of age – and facilitate ‘Encore’ a floor and water exercise program for women after breast cancer surgery.
Code of Conduct

As members of the YWCA Hunter Region Inc community, we are committed to the values of integrity and respect and at all times will behave in a manner that upholds these values.

__________________________________________________________

YWCA Vacation Care

Our Service Philosophy and Aims

The YWCA Hunter Region Inc, Vacation Care is located at 24 Dawson Street, Cooks Hill. It provides a safe, nurturing environment where individuals are afforded the opportunity to develop to their full potential as contributing, worthwhile members of the community.

We believe that all staff, children and their families are valued members of the community.

Aims:

- To provide a service to the community for children of both working and non-working parents/carers while providing a priority of access to working parents/carers.
- To provide a healthy, caring, affordable and safe environment for school aged children from early starters to Year 6.
- To ensure that every child is treated respectfully regardless of race, ethnicity, socio economic background, abilities or disability.
- To provide a consistently high quality of care by team leaders with specialised skills, abilities and training.
- To provide a varied program of activities that caters for the children’s different needs and interests.
- To provide a relaxed, friendly and fun environment to ensure that the children enjoy their holiday time.
- To provide children with the environment that affords them the opportunity to develop their social and communications skills by encouraging their interaction with others.
YWCA HUNTER REGION INC.

VACATION CARE JOB DESCRIPTION

The Vacation Care job description provides staff with a valuable guideline for expectations within the work environment at the YWCA and forms part of this Handbook. Further comments to elaborate more on the day to day requirements within the role follow.

Vacation care is not just a fill in job nor a babysitting service during the term breaks. It is important to the YWCA Hunter that staff working in Vacation Care sees their work as an opportunity to impact positively into the lives of the young people in their care.

Job Title: Vacation Care Assistant
To ensure that the Vacation Care is a fun, peaceful and safe environment for the children attending.
To ensure that the Vacation Care staff work as cohesive team in a safe and harmonious environment.

Hours of Work: As per roster

1. Reliable – it is essential for team cohesion that staff members are reliable
   • Punctuality is essential
   • Show initiative.
   • Be proactive in all aspects of the role

2. Dress code:
   • Dress in an appropriate/modest manner.
   • Neat, tidy and comfortable clothing
   • Only wear enclosed footwear
   • Hats to be worn outside.

3. Team:
   • To develop and maintain a co-operative relationship with all staff in order to ensure a smoothly run Centre and a congenial work environment.
   • To address any conflict with another staff member as soon as is practical by going to them and endeavoring to discuss and solve the matter. If this does not solve the issue then speak with your immediate supervisor.
   • To work toward a cohesive team environment by treating staff members and their opinions with respect at all times.
   • To assist actively in the running and implementation of the program.
   • Come to work adequately prepared for the specific day’s activities.
   • To attend Staff meetings.
   • To be part of the day to day housekeeping routines necessary for the maintenance of the Centre and in keeping a high standard of cleanliness.
4. Children:
   • To treat each child with dignity and respect regardless of age, sex, race, religion, culture, language, background or disability.
   • To model correct and appropriate standard in language use and behavior at all times.
   • To supervise children at all times, ensuring their wellbeing and safety.
   • Not to undertake any activity that would detract from maximum supervision of the children – mobile phones are not to be used during supervision, unless for emergencies relating directly to the work environment.
   • All injuries to be reported to another worker and written in Injury Report Book.

5. Parents/carers:
   • To establish and maintain a good relationship with parents/carers and communicate positively with parents/carers regarding their children.

6. Supervisor:
   • To accept supervision, direction and advice from supervisors.
   • To inform your immediate supervisor of any issues of concern with the children.

7. OHS:
   • To be aware of the Emergency Procedures, Discipline Policy and all Centre’s Policies and Procedure Manual and knowledge of Quality Areas and Principals for Accreditation.
   • To ensure that any equipment and materials used are in safe working order.
   • To maintain all equipment in good, safe working order and report need for repairs and re-ordering to administration office.
   • To be vigilant on all matters that may be of an OHS concern and advise your supervisor of those concerns. If you can address the immediate concern yourself it is your role to do so.
Daily Routine

The centre is open Monday to Friday from 8.30 am to 6.00 pm, 9 weeks of the school holiday year and is accredited to care for 60 children per day with subsidised placements.

Roster

Employees are placed on a roster system and usually attend between 2 – 9 hours per day. Ratio for working with children is 1:15 in the centre and 1:8 on excursions outside the centre. Before commencing vacation care the Nominated Supervisor will contact you in regards to your availability. The roster will be distributed at the staff meeting one week prior to vacation care. The first person on the roster for the day has the main role of organising the program for that day with the assistance of other staff rostered on.

If you are unable to work on a particular day please contact the Nominated Supervisor as soon as possible to allow time for alternative arrangements/a replacement to be made. The same applies if unwell and unable to work on a rostered day. The mobile number of the supervisor will be given to you at the staff meeting.

Four rooms of the premises are utilised during vacation care:

- The gymnasium for group games, trampolining during free time and ball games.
- Preschool Room with tables set up for free drawing, Nintendo, board games, craft, quiet games and afternoon movie time
- Office 2 which also serves as a video room and also as a rest/sick room
- The kitchen for cooking activities.

Upon arrival:

- Please arrive on time and allow yourself enough time to find suitable parking, which is sometimes limited in the area. There is all day parking in Council Street and at Centennial Park 2 blocks away. Please check the signs before leaving your car for the day as fines in the area can be severe.
- Please arrive adequately prepared for the day’s activities. Any extra resources you feel you may require must be preapproved by the Supervisor so please plan ahead.
- For your personal security please ensure that your bag and any valuables are placed in the correct place in Office 2.
• Please wear your name badge.

**New Children** – Make yourself aware of and pay particular attention to, any child who may be new to vacation care at the Y as settling into any unknown environment can be disconcerting for most young people. Depending upon the child you may select an appropriate ‘buddy’, introduce them to a game or activity and bring in another person or play with them yourself. Be sensitive.

**Children** - As you would appreciate it is important that the children in our care feel happy at vacation care. It is part of your job to work toward this aim.

To assist with this please consider the following tips:

😊 Tell the children your name and then ask them their name
😊 Speak pleasantly and in a friendly way to the children
😊 Listen to the children – they like to tell you things. Sometimes it takes time for them to say it all; so be patient, look at them (where culturally appropriate) and do not interrupt them. Ask them to questions about what they have told you
😊 Smile and be friendly and cheerful
😊 Comfort a child if they are distressed, tired or tearful.
😊 Talk to the children – ask them questions, listen to their answers
😊 Help children be independent by ‘showing’ and demonstrating tasks rather than doing them for them, where appropriate. Encourage them to do it, show them each step, while they do it with you and be encouraging, positive and patient.
😊 Never smack, slap, hit a child. Do not shout.
   If you feel a child is misbehaving deal with it straight away, you may need to call on another staff member to relieve you. Observe how the staff deal with these situations (see Behaviour Management Policy)
😊 Do not pick up or carry a child.
😊 And remember SMILE – it goes a long way.

**Supervision**

The safety of the children in our care is our first priority. **Never leave any child, or group of children, unsupervised.** Staff must not undertake any activity that would detract from maximum supervision of the children – mobile phones are not to be used during supervision, unless for emergencies relating directly to the work environment.

Please inform another staff member if you are leaving the room. Tell them why and for how long you expect to be gone.

**The Daily Program**
The vacation care program outlines the ‘theme’ for the day’s activities. The program for the rest of the day is to be discussed with the other vacation care employees. This can be done at the staff meeting or with the rostered staff prior to the day. Please come prepared with age appropriate activities for the day. Any extra resources you feel you may require must be preapproved by the Supervisor so please plan ahead.

**Resources**

Spontaneous activity should be encouraged if resources and time permit. However **FREE TIME** for long periods can create problems so there needs to be a balance of activity and free time. NEVER LEAVE A GROUP OR CHILD UNSUPERVISED.

There is a suggested format for the program which is offered as a guide only. However in order to have a successful day **BE PREPARED** with additional ideas. There is a list in the staff day folder which may be a helpful resource. Please bring your own unique ideas as well.

There are a variety of resources available which the Nominated Supervisor can provide upon request. These include ideas for games, craft and cooking. There is paints, glue, paddle pop sticks, coloured paper, feathers, eyes, wool and magazines etc. in the storeroom. Please familiarise yourself with resources available.

**Break times**

Staff have a rostered half hour unpaid lunch break during the time when children have a lunch break. Please check with the Supervisor so that hand over to other staff ensures correct supervision of the children at all times.

If you need some time out for 10-15 minutes please feel free to see the Nominated Supervisor so a person can be arranged.
Staff may use the fridge in office if bringing lunch or Darby Street is nearby for those wanting to purchase. Tea, coffee, hot chocolate is available from the kitchen at any time. Please use the child safety mugs with lids that are provided to be safe with hot liquids around children.

The children are usually supervised in the outdoor area for morning tea, afternoon tea and lunch breaks, however for the comfort of the children and the staffs, breaks are taken indoors in inclement weather.

Supervision is of utmost importance at all times, even outside having morning tea children will try to hide. Remember to do headcounts before re-entering the building.

**Injury Reports:**

If a child sustains any minor or major injury during the day the staff member supervising the child at the time the injury was sustained is to fill in the injury report book. Please include details of all medical attention given and report the injury to the Nominated Supervisor. The injury report book is kept in the kitchen on the bench. The Nominated Supervisor will:

- Notify the Executive Director
- Make a note next to the child’s name on the sign in/out sheets and will notify the parent in person, that same day, about the incident.
- If a major incident has occurred that requires medical attention an ambulance will be called immediately and the Supervisor will notify the following – the Executive Director, the parent, and the Department of Human Services (within 24 hours).

If you see a child sustains an injury or being bullied, advice another staff member and the Nominated Supervisor as soon as possible after comforting the child and ensuring their safety.

If staff sustain an injury notify the Nominated Supervisor of the injury as soon as practicable or before leaving the centre, and complete an injury report form.

**Staff Day Book:**

To be completed at the end of each session by the staff member supervising ‘video time’. This is helpful for following day’s workers.

**Excursions:**
On excursions ratios of 1:8 apply. Children are to be made aware of the rules and a ‘buddy’ assigned for the day if walking to and from the excursion, park included.

- The children are to be encouraged to ‘stay with the group’.
- Please encourage children to use the toilet prior to leaving the centre.
- Day list of children to be taken and Mobile phone by at least one worker.
- On daily excursion or outings, with the exception of the local park, children are to wear coloured armband and workers are to wear name badges.
- Workers are to supervise children crossing roads with one worker in the front and one at the back of group.
- While away from the centre children are to be accompanied by a worker to the toilets.
- Please ensure that all children’s medication, including Ventolin inhalers and epi pens, are taken on outings.
- Children must be able to access drinking water at all times so staff will need to ensure that plastic cups are taken with them and water bottles if unsure of a water supply at the outing destination.
- Supervision is of utmost importance at all times. Children will play and hide. Headcounts are to be done regularly on excursions – whether walking excursions to the park, movies or bus excursions. Please ensure that the day enrolment list is taken by the staff leader on the day with a mobile phone.
- In an area, at the park or outdoors during breaks, staff should spread out so that they can supervise the entire area.

**Hygiene Guidelines:**

Always wear disposable gloves when attending to a child’s injuries or preparing food.

Ensure good hand washing procedures after each of these events as this is the best way to protect yourself and the children from infectious diseases. All cuts and abrasions should be covered with a bandaid or appropriate dressing at all times.

**Confidentiality**

In the course of the day while working with children you may overhear things. Confidentiality is expected from all staff. This means that you must not talk about the children, parents/carers or the staff outside the centre. If you hear something that concerns you and may be indicative that the child is in an abusive situation or is at risk of harm in any way report this to your supervisor. The supervisor will inform the Executive Director. We are mandatory reporters. Otherwise you are
required to keep all information that you obtain to confidential, so please respect people’s rights to privacy.

If you become aware of issues concerning the centre please discuss them with the Nominated Supervisor or the Executive Director.

**Challenging Behaviour**

At the start of each day the team leader discusses the rules of the centre. Including the children in deciding what is acceptable behaviour will serve to encourage ownership of ‘their’ rules. It helps to understand that there are consequences to breaking those rules.

Yet there are always those challenges….the inevitable unexpected challenge that goes with working with children. Try to listen, show understanding, be compassionate and treat the young person’s concerns seriously in a respectful way. Treat each young person with the respect that you would like from others.

The centre has a ‘*time out*’ policy for consistent challenging behaviour after 3 strike systems is used; please make yourself aware of the Policy.

If you are unsure of how to handle a situation please speak to another staff member as we all learn through experience so take advantage of those who may have more years in the field.  

**Never under any circumstances display aggression either through touch or by shouting. Set an example and remain calm.**

Please refer to the Behavioural Management Policy and the Child Protection Policy which forms part of this Handbook.

**Daily Chores**

A list of some of the daily chores you can do is given here:

- Tidy up colouring tables and chairs and craft area
- Tidy main table in auditorium
• Tidy Play Station area
• Tidy Video Room
• Clean up after activities such as cooking, craft, games etc.; this can be part of the activity and carried out by the children as well.
• Ensure the bin in the auditorium is taken outside at morning tea, lunch and afternoon tea and bought back inside after each event and is emptied if necessary and placed in the Wiz Bin outside
• Mop up spills as they occur
• Write on the day sheet things that worked and things that didn’t and any spontaneous activity by the children etc.
• Hall to be left tidy for next day
• Tasks after afternoon tea; eg sweep hall floor and outside verandah, ensure toilet rolls and paper towel refilled – if you are unsure what to do – ASK
Child Protection/Keep Them Safe – D 14
(Full Policy)

POLICY STATEMENT

We believe that the welfare of all children is of paramount importance and that the centre has an obligation to defend the child’s right to care and protection. Staff and management have a responsibility to take action to protect children they suspect may be abused or neglected.

Our centre will carry out responsibilities of mandatory reporters as indicated under legislation. This responsibility involves following the procedures as outlined by The Human Services Network (HSNET).

PROCEDURE

A Non Government Organisation (NGO) is someone who is required by law to make a report to HSNET if they have current concerns about the safety, welfare or well being of a child. A child is a person under 16 years. In OOSH services a NGO is any staffs who deliver services to children.

Any staff member who forms a belief on reasonable grounds that a child is being abused or neglected should speak to the Coordinator and then document any conversations and observations and then use the Mandatory Reporters Guide www.keepthemsafe.nsw.gov.au (home page/report children at risk/mandatory reporter guide) in determining whether a matter meets the significant harm threshold, this will also assist in referral pathways for cases that fall below the threshold.

Depending upon the MRG the service may need to make a report to the Community Services Helpline or make a referral to Regional Intake and Referral Service or other support services, consult with child’s school and Child Wellbeing Unit or school counsellor and document and continue the relationship.

Keep Them Safe Support Line (KTS) is available 8 – 5 pm Mon – Fri, Phone: 1800 772 479
Organisations can share information relating to the safety, welfare and wellbeing of children or young persons if it would assist with decision making, assessment, planning, investigation or service delivery. I.e. Liaise with School - School Counsellor (Child Wellbeing Unit). All information is confidential.

WHERE A COMPLAINT IS MADE ABOUT A STAFF MEMBER, OR SOMEONE IN THE CENTRE

Where the allegation is made to a staff member or the Coordinator, the facts as stated will be recorded in writing including dates, times, name of person involved, name of person making the allegation and the person making the report. This report should be kept on record and treated as strictly confidential.

If the Coordinator or person in charge is suspected then the Chairperson of the Management Committee should be informed.

For the protection of both the children and the staff member involved, the staff member should be removed from duties involving direct care and contact with children, until the situation is followed up or resolved.

Support should be given to people making an allegation or persons who have been suspected. This support can be given in the form of counselling or referral to an appropriate agency.
BEHAVIOUR MANAGEMENT POLICY – D 14 (Full Policy)

Child Management

POLICY STATEMENT
We aim to provide an environment where all parents/carers, staff and children feel safe cared for and relaxed and which encourages co-operation and positive interactions between all persons. Rules will be clearly established based on safety, respect for others, order, cleanliness and which help create a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction.

PROCEDURE
Basic rules and clear guidelines of acceptable behaviour will be established through consultation with staff and children.
Rules will encourage respect for the rights of others and help create a caring environment to enhance their safety and well being.
All rules will be clearly expressed in a positive way and reinforced consistently.
Staff, parents/carers and children will be made aware of the rules and these will be displayed and the consequences to breaking the rules explained.
All consequences shall be relevant to the individual situation and not demeaning to the child.
No child is to be subjected to, or threatened with, corporal punishment.
No child is to have food or other basic needs withdrawn as part of a punishment.
‘Time Out’ discipline procedure will be used by staff for short periods, where children are encouraged to sit and think.
Staff will follow up all ‘Time Out’ procedure by discussing the situation with the child and working together on better solutions for future behaviour.
Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child’s strengths and achievements.
Staff and parents/carers will raise concerns as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.

To assist in maintaining a positive, safe and caring environment the staff and children will have the following responsibilities.

THE CHILDREN WILL:

Accept and value every child and adult regardless of race, cultural background religion, sex or ability.

Treat each other with respect, courtesy and understanding.

Be encouraged to maintain positive communication and relationships between staff, children and other adults.

Ensure that appropriate language is used at all times.

Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence.

Develop self-discipline skills through positive example and direction.

Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences.

THE STAFF WILL:

Accept and value every child and adult regardless of race, cultural background religion, sex or ability.

Treat children with respect, courtesy and understanding.

Maintain positive communication with the children at all times.

When communicating with children staff will ensure that they are understood and communicate at the child’s level in a friendly positive and courteous manner.

Use voice intonations, facial expressions, and explanations as methods of discipline.

Shouting at children should be avoided.

To encourage children to take responsibility for their actions, staff will:

• Form friendly and warm relationships with the children in their care and be supportive and encouraging.
YWCA Hunter Region Inc Staff Handbook – Vacation Care

- Ensure that expectations, relating to the children’s behaviour is explicit and clear and consequences are consistently applied.
- Encourage and reward acceptable behaviour.
- Focus on the behaviour, not the child.
- Give praise and positive feedback to the children as often as possible.
- Help children develop self-discipline skills through positive example and direction.
- Ensure that appropriate language is used at all times.
- Utilise 3 strikes out system before removing the children from the group.

CONSISTENT UNACCEPTABLE BEHAVIOUR

Where a child demonstrates consistent unacceptable behaviour the staff will:

- Ensure the child is aware of the limits and what is appropriate behaviour.
- Discuss the issue with the parents/carers and the child.
- Record all incidents, indicating what happened before and after the incident, time, date and who was involved.
- Develop a plan of action involving behaviour management in discussion with all staff, and parents/carers.
- As discussed with parents/carers and staff, develop a procedure to encourage positive behaviour.

If the child physically hurts other children or adults the staff will:

- Remove the child from the situation.
- Ensure the other person is all right and given proper attention and care.
- Record the incident, indicating date, time, victim, injury, offender and attendant.
- Ensure that both sets of caregivers are notified of the incident.
- After discussion with the parent and child the unacceptable behaviour continues the parent will be contacted to collect the child.

EXCLUSION FOR UNACCEPTABLE BEHAVIOUR

Where, in the interest of the child and other children at the centre, exclusion is the seen as the only step to be taken this will be decided by the Coordinator.
YWCA Hunter Region Inc, Vacation Care Centre – DAY PROGRAM – suggestion only

Daily Hours 8.00 – 6.00

8.00 - 9.30  Free Time (children sign in at different times) 1 worker + 1 admin worker
2nd worker arrives 8.45am – confer together on days program

9.30 - 10.40  Formulate Rules after collaboration with children
Morning Games

3rd worker arrives if needed – when appropriate confer with other workers as to program, in put where appropriate. Be aware of the child alone and remember that children always enjoy ‘one on one’ from staff.

Morning Tea - outside on verandah – children MUST wear shoes hats

Divide into groups - craft / cooking / games OR Visit Centennial Park and play equipment depending on weather and program

Lunch - outside on verandah or pre school grounds – children MUST wear shoes

2.00 – 2.30  Free Time

Afternoon Games and additional craft or suggestion from children OR a continuation of the program

3.45 – 4.00  Afternoon Tea - outside on verandah – children MUST wear shoes

4.00 – 4.15  Pack bags and belongings for collection by parents/carers
Prepare for Video

4.15 – 5.45  Afternoon Video until children are collected
when video finished, children who are still at Centre to collect their bags from hall and then play cartoon short series

This is only a suggested program to be adjusted according to the Printed Holiday Program and leaders program. Always come prepared with additional ideas.

There are games, craft, cooking books if necessary and a variety of craft things in the storeroom e.g. paint, glue, paddle pop sticks, coloured paper, feathers, eyes, wool, magazines etc

NOTE: To have a successful day BE PREPARED with additional ideas. FREE TIME for too long creates problems.
**CHECKLIST**

**WELCOME TO OUR CENTRE**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Do you know what our philosophy is?</td>
<td>☐</td>
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<tr>
<td>Do you know what hours the centre is open</td>
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<tr>
<td>Have you read The Vacation Care Centre’s Handbook?</td>
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**GENERAL INFORMATION**

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<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Do you know what to do when you arrive at the centre?</td>
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<tr>
<td>Do you know what sort of clothes to wear?</td>
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<td>☐</td>
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<tr>
<td>Are you aware of our centre’s dress code?</td>
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<tr>
<td>Do you understand your role if you witness a child sustain an injury?</td>
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<tr>
<td>Do you know where the Injury Book and First Aid Kit are kept?</td>
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<tr>
<td>Do you understand the importance of coming prepared for the days program with ideas and material?</td>
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<tr>
<td>Have you read the emergency evacuation procedures?</td>
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<tr>
<td>Do you know good hygiene practice to prevent spread of disease?</td>
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<td>☐</td>
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<tr>
<td>Do you know where the Day Book is kept for reporting at the end of each day</td>
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<tr>
<td>Do you know the procedure for Mandatory Reporting? And what your role is with this procedure?</td>
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Please familiarise yourself with our policy documents which was shown to you in your orientation period, if at any time you would like to read it or like a copy of a particular policy please do not hesitate to ask the Nominated Supervisor.
D- WHS Forms
D- Return to work Program Procedure

Commitment
This organisation is committed to the return to work of injured workers. We will provide the injured worker with support to minimise the effects of the injury and to ensure that an early return to work is normal practice and expectation.

Procedure for action when injury occurs
It is the worker’s responsibility to notify the manager of the organisation of any injury and complete an Injury Report.

- Upon notification of an injury the management will ensure that the injured person receives appropriate first aid and/or medical treatment as soon as possible and will conduct an investigation of the accident in order to prevent a recurrence.
- When the manager becomes aware of a ‘significant injury’ the organisation will notify the workers compensation insurance company and complete a WorkCover Accident Notification Form and send to the nearest WorkCover office.
- In conjunction with workers compensation insurance company, injured worker and treating doctor a written Return to Work Plan will be developed.

Disputes
If disputes arise about the return to work process, management will work with those involved to try to resolve the dispute. Assistance may be sought from appropriate sources.
D- Staff Orientation and Induction Procedures

To all new Staff Members,

Please sign below to acknowledge you have been given a copy of the following documents and/or cited locations.

- Guided tour of worksite
- Fire Safety Procedure and location of fire extinguishers and exits
- Working with Children Check Forms
- Tax File Number Form
- Job Description
- Superannuation
- First Aid arrangements for children and staff, including location of nearest First Aid Kit
- Accident Report
- Centre Policy and Procedure Manual and understanding of its contents including OH and S and Procedure

Please ensure you read the Staff Policy Manual and it is important that you have a clear understanding of procedures, such as:

- Child Protection
- Supervision
- OH and S
- Programming
- Dress Code

Staff Policy Manual to be read within 2 weeks of commencing employment. (Please return signed to the Coordinator)

........................................................................................................
Name                                                Signature                                      Date

154
### D- Risk assessment form

<table>
<thead>
<tr>
<th>Activity</th>
<th>Water hazards?</th>
<th>Date:</th>
<th>Departure time:</th>
<th>Return time:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(If yes, details in hazard risk assessment below)

<table>
<thead>
<tr>
<th>Staff attending</th>
<th>(Nominated Supervisor – mobile telephone no.)</th>
<th>No. of children attending</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Staff:child ratio

**Details of activity (including method of transport and proposed route)**

**Activity/venue risk assessment/evacuation procedures attached?** Yes | No

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Hazard Information</th>
<th>Likelihood</th>
<th>Consequence</th>
<th>Controls</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

155
## Key:

| Likelihood: very likely, likely, unlikely or very unlikely | Consequence: extreme, major, moderate or minor |

## Conclusion about risks

Risk assessment prepared by: ..................................................  
Signature: .................................................................  
Date: .................................................................  
Executive Director: Jenny Baldwin  
Signature: .................................................................  
Date: .................................................................

## Signature of staff attending excursion:

| Signature: .................................................. | Name: .................................................. | Mobile no: .................................................. |
| (Nominated Supervisor) | | |
| Signature: .................................................. | Name: .................................................. | Mobile no: .................................................. |
| Signature: .................................................. | Name: .................................................. | Mobile no: .................................................. |
| Signature: .................................................. | Name: .................................................. | Mobile no: .................................................. |
| Signature: .................................................. | Name: .................................................. | Mobile no: .................................................. |
Signature:………………………………………
Name: …………………………………………
Mobile no: …………………………………

Signature:………………………………………
Name: …………………………………………
Mobile no: …………………………………

Signature:………………………………………
Name: …………………………………………
Mobile no: …………………………………

**Excursion checklist:**

- [ ] First aid kit, sunscreen, insect repellant
- [ ] List of adults participating in excursion
- [ ] List of children attending excursion
- [ ] Mobile telephone contact details for adults participating in excursion
- [ ] Medical information for children attending excursion
- [ ] Mobile telephone to contact office/emergency services

**Other items:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
## D- WHS Inspection checklist

Location .................................................. Date ........................................

Staff Involved..........................................................

<table>
<thead>
<tr>
<th>Check List</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Action req.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CIRCULATION AREAS (A)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Floors</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.1</td>
<td>Are any parts of the floor uneven or slippery?</td>
<td></td>
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<tr>
<td>1.2</td>
<td>Are there any tripping hazards, eg, mats, boxes, trailing wires, rubbish?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Are floors non-slip where appropriate?</td>
<td></td>
<td></td>
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<tr>
<td>1.4</td>
<td>Are floors cleaned regularly and are spills cleaned up immediately?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Passageways, Exits and Doors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1</td>
<td>Are all passageways wide enough to allow people to circulate easily?</td>
<td></td>
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<tr>
<td>2.2</td>
<td>Are any of the above obstructed?</td>
<td></td>
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<tr>
<td>2.3</td>
<td>Do all doors open freely and easily?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.4</td>
<td>Do doors that require them have sighting panels and are these of toughened/laminated glass?</td>
<td></td>
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<tr>
<td>2.5</td>
<td>Are there any mats/carpets that are a tripping hazard?</td>
<td></td>
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<tr>
<td>2.6</td>
<td>Do fire exits display correct notices?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>Are all passageways adequately lit?</td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>Stairs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.1</td>
<td>Are there any worn, chipped or slippery stairs?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.2</td>
<td>Are handrails provided and in good condition?</td>
<td></td>
<td></td>
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<tr>
<td>3.3</td>
<td>Are staircases adequately lit?</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Lighting</td>
<td></td>
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<tr>
<td>4.1</td>
<td>Do any globes need replacing?</td>
<td></td>
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<tr>
<td>4.2</td>
<td>Is the level of illumination adequate?</td>
<td></td>
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<tr>
<td>4.3</td>
<td>Is all lighting well positioned for the purpose?</td>
<td></td>
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<tr>
<td>4.4</td>
<td>Are all light fittings and light switches in good order and checked regularly?</td>
<td></td>
<td></td>
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<tr>
<td>Check List</td>
<td>Yes</td>
<td>No</td>
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<td>Action required</td>
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<tr>
<td><strong>5 Windows/Ventilation</strong></td>
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<tr>
<td>5.1 Are all windows easily opened?</td>
<td></td>
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<tr>
<td>5.2 Are windows made of safety glass or otherwise protected eg by safety film to prevent injury in case of breakage?</td>
<td></td>
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<tr>
<td>5.3 Do any windows protrude into circulation areas when open?</td>
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<tr>
<td>5.4 Do any windows have worn or broken fastenings?</td>
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<tr>
<td>5.5 Do any windows have broken or cracked glass?</td>
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<tr>
<td>5.6 Where there are large areas of glass facing direct sunlight is there provision for shading, eg. blinds?</td>
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<tr>
<td>5.7 Is every enclosed space ventilated by a sufficient quantity of fresh air?</td>
<td></td>
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<tr>
<td><strong>GENERAL PURPOSE ROOMS (B) check as for A then:</strong></td>
<td></td>
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<tr>
<td><strong>6 Furniture and Fittings</strong></td>
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<tr>
<td>6.1 Is any furniture too near the door or likely to block other areas where people walk?</td>
<td></td>
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<tr>
<td>6.2 Are cabinets, cupboards, shelves, etc., stable?</td>
<td></td>
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<tr>
<td>6.3 Are any fittings in an unsafe position?</td>
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<tr>
<td>6.4 Does any furniture or fittings have loose, worn or broken parts?</td>
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<tr>
<td>6.5 Are there any hazards resulting from overcrowded rooms?</td>
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<tr>
<td><strong>7 Storage</strong></td>
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<tr>
<td>7.1 Are all storage units stable and, where necessary, fixed?</td>
<td></td>
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<tr>
<td>7.2 Are shelves securely fixed and free from corrosion?</td>
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<tr>
<td>7.3 Are steps available for high shelves?</td>
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<tr>
<td>7.4 Are filing cabinets secured to walls, or carry a warning notice?</td>
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<tr>
<td><strong>8 Furniture</strong></td>
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<tr>
<td>8.1 Are chairs in good condition?</td>
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<tr>
<td>8.2 Are tables in good condition?</td>
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<tr>
<td>8.3 Are lounges in good condition?</td>
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<tr>
<td>8.4 Are children’s toy shelves tidy and in good condition?</td>
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<tr>
<td><strong>9 Mains Electrical Equipment - portable</strong></td>
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<tr>
<td>9.1 Has this equipment been checked by a competent person and recorded?</td>
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<tr>
<td>9.2</td>
<td>Are there loose cables on floor?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9.3</td>
<td>Is the vacuum cleaner emptied and stored safely?</td>
<td></td>
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</tbody>
</table>

**Check List**

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Action required</th>
</tr>
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<tbody>
<tr>
<td><strong>10</strong></td>
<td><strong>Housekeeping/Cleanliness</strong></td>
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<tr>
<td>10.1</td>
<td>Are window ledges free of dust?</td>
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<tr>
<td>10.2</td>
<td>Are floor surfaces clean?</td>
<td></td>
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<tr>
<td>10.3</td>
<td>Is there any excess paper?</td>
<td></td>
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<tr>
<td>10.4</td>
<td>Are there any items for disposal?</td>
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<tr>
<td>10.5</td>
<td>Are equipment cupboards clean and accessible?</td>
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<tr>
<td>10.6</td>
<td>Are garbage bins lined, and have lids?</td>
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<tr>
<td>10.7</td>
<td>Are the bins emptied everyday?</td>
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<tr>
<td>10.8</td>
<td>Is the venue vermin free?</td>
<td></td>
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<tr>
<td><strong>11</strong></td>
<td><strong>ADMIN AREA As for A and B plus:</strong></td>
<td></td>
<td></td>
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<tr>
<td>11.1</td>
<td>Are there any trailing telephone cables?</td>
<td></td>
<td></td>
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<tr>
<td>11.2</td>
<td>Are there proper guards on equipment such as guillotines?</td>
<td></td>
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<tr>
<td>11.3</td>
<td>Are computer workstations ergonomically set up?</td>
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<tr>
<td>11.4</td>
<td>Is the room large enough for the numbers to be accommodated and are suitable and sufficient seating and workspace provided?</td>
<td></td>
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<tr>
<td>11.5</td>
<td>Are there adequate cloakroom facilities and storage facilities for personal belongings, books etc?</td>
<td></td>
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<tr>
<td><strong>12</strong></td>
<td><strong>KITCHEN AREAS As for A and B plus:</strong></td>
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<td></td>
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</tr>
<tr>
<td>12.1</td>
<td>Is equipment adequately guarded?</td>
<td></td>
<td></td>
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<tr>
<td>12.2</td>
<td>Have microwave cookers been tested for leakage?</td>
<td></td>
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<tr>
<td>12.3</td>
<td>Is the kitchen area in the room kept clean?</td>
<td></td>
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<tr>
<td>12.4</td>
<td>Is a first aid kit available?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12.5</td>
<td>Is the kitchen kept clean and hygienic?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.6</td>
<td>Is food prepared and stored in accordance with safe food handling legislation and practices?</td>
<td></td>
<td></td>
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<tr>
<td>12.6</td>
<td>Are the contents of the first aid kit up to date?</td>
<td></td>
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</tr>
<tr>
<td><strong>13</strong></td>
<td><strong>EXTERIOR OF BUILDING/PLAYGROUND</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13.1</td>
<td>Are there dangerous holes/cracked paving stones?</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13.2</td>
<td>Are climbing frames securely anchored?</td>
<td></td>
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</tr>
<tr>
<td>13.3</td>
<td>Is the area free of broken glass/syringes etc?</td>
<td></td>
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</tr>
<tr>
<td>13.4</td>
<td>Is outside lighting sufficient and working properly?</td>
<td></td>
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</tr>
<tr>
<td>13.5</td>
<td>Are outside steps secure with a firmly fixed handrail?</td>
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</tr>
<tr>
<td>13.6</td>
<td>Are roofs, guttering, drain pipes, etc., as far as can be seen, sound and well maintained?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>13.7</td>
<td>Is all maintenance equipment, etc., kept securely?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>13.8</td>
<td>Are all cars parked safely?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>13.9</td>
<td>Are all garden areas safe and well maintained?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Check List**

**14 TOILET AND WASHING FACILITIES**

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>14.1</td>
<td>Are facilities for staff and children adequate?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>14.2</td>
<td>Are they clean and in good repair?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>14.3</td>
<td>Are washing facilities provided near every toilet?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>14.4</td>
<td>Are washing facilities supplied with hot and cold running water, soap and towels?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>14.5</td>
<td>Are they sufficiently ventilated and kept clean?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**15 WATER SUPPLIES**

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</thead>
<tbody>
<tr>
<td>15.1</td>
<td>Is there an adequate supply of drinking water for all staff and children?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>15.2</td>
<td>Is the water readily accessible and are a sufficient number of cups provided (except in the case of drinking fountains)?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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</table>

**16 ELECTRICAL EQUIPMENT AND SUPPLY (GENERAL)**

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<tbody>
<tr>
<td>16.1</td>
<td>Are isolating switches accessible and known to staff?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>16.2</td>
<td>Are residual current (earth leakage) circuit breakers provided and tested where appropriate?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>16.3</td>
<td>Are electrical sockets and equipment placed away from sinks and hotplates?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>16.4</td>
<td>Is all electrical equipment maintained and checked regularly?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**17 ELECTRICAL FITTINGS FIXED**

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<tbody>
<tr>
<td>17.1</td>
<td>Are sockets and switches securely screwed, without cracks?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>17.2</td>
<td>Are there any loose/exposed wires?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>17.3</td>
<td>Are sockets tested by an electrician and recorded?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>17.4</td>
<td>Are sockets protected from children’s fingers etc</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
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</table>

**18 USE OF GAS**

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</tr>
</thead>
<tbody>
<tr>
<td>18.1</td>
<td>Is the location of isolator valves known and are these accessible to all appropriate staff (but obviously not accessible to children)?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>18.2</td>
<td>Are gas taps and valves tested regularly?</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### 18.3
Are cylinders of compressed gas clearly labelled and correctly stored away from heat sources, flammable substances and out of direct sunlight?

### 18.4
Is the area around the heater kept clear?

### Check List

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 19
**FIRE PRECAUTIONS**

19.1 Is there clear access to all fire exits?

19.2 Do fire doors open outwards and are any propped open?

19.3 Is fire fighting equipment appropriate to the type of fires likely to be encountered? If extinguishers are provided, do staff know which to use and how?

19.4 Is all fire fighting equipment checked regularly?

19.5 Is all fire fighting equipment in easily accessible positions and free from any form of obstruction?

19.6 Is all fire detection equipment checked and tested regularly?

19.7 Can fire alarms be heard from all parts of the premises during normal occupation of the centre?

19.8 Are all fire alarm buttons in easily accessible positions and free from any form of obstruction?

19.9 Are fire notices up-to-date and do they set out clear information on alarm and evacuation procedures?

19.10 Are regular fire drills conducted to train staff and children on alarm and evacuation procedures?

### Check List

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 20
**FIRST AID PROVISION**

20.1 Is there a trained first aid person on the premises?

20.2 Are notices posted giving names and contact details of first aid people, location of first aid kits and procedures for calling ambulances?

20.3 Has a risk assessment been done on the requirements and location of the first aid kits?

20.4 Are medications stored in a locked container

### 21
**ACCIDENTS AND ILLNESSES**

21.1 Are accidents reported and recorded in an accident book?

21.2 Are near misses and illnesses caused by work also
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21.3</td>
<td>Are policies and practices consistent with legislation regarding infectious diseases?</td>
</tr>
<tr>
<td>22</td>
<td>CHEMICALS</td>
</tr>
<tr>
<td>22.1</td>
<td>Are all chemicals such as cleaning materials, disinfectants, detergents and fly sprays clearly labelled and safely stored?</td>
</tr>
<tr>
<td>22.2</td>
<td>Does staff know what to do in an emergency (spillage, accidental poisoning, splashes on skin or eyes, etc.)?</td>
</tr>
<tr>
<td>23</td>
<td>EQUIPMENT</td>
</tr>
<tr>
<td>23.1</td>
<td>Are craft/art supplies for children safely accessible?</td>
</tr>
<tr>
<td>23.2</td>
<td>Are scissors well maintained and safely stored?</td>
</tr>
<tr>
<td>23.3</td>
<td>Are toys and equipment well maintained?</td>
</tr>
<tr>
<td>23.4</td>
<td>Is the equipment inventory up to date?</td>
</tr>
<tr>
<td>23.5</td>
<td>Are children's bags stored safely and accessibly?</td>
</tr>
<tr>
<td>24</td>
<td>SAFETY PRECAUTIONS</td>
</tr>
<tr>
<td>24.1</td>
<td>Are sun safe policies and practices promoted?</td>
</tr>
<tr>
<td>24.2</td>
<td>Are policies in place regarding harassment and /or threat to staff or children?</td>
</tr>
<tr>
<td>25</td>
<td>TRANSPORT</td>
</tr>
<tr>
<td>25.1</td>
<td>Does the vehicle comply with appropriate road transport regulations?</td>
</tr>
<tr>
<td>25.2</td>
<td>Are there polices and procedures for breakdown or accidents?</td>
</tr>
</tbody>
</table>

**WHS Inspection Report Form Completed by ……………………………….. OOSHC**

Notification to the Centre's Management committee of conditions considered unsafe or unhealthy and of arrangements for welfare at work considered unsatisfactory. Date and nature of remedial action or explanation if no action taken. This information to be relayed through the team meeting to the Centre's Management Committee.

<table>
<thead>
<tr>
<th>Item number</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of inspection</td>
<td>Date of receipt by the Centre’s Management Committee</td>
</tr>
<tr>
<td>Signature of ………………………………….. Nominated Supervisor</td>
<td>Signature of Executive Director</td>
</tr>
</tbody>
</table>

This report does not imply that the conditions are safe and healthy or that the arrangements for welfare at work are satisfactory in all other respects.
## D- Evacuation Drill Review Checklist

**Evacuation Drill Checklist & Review**

<table>
<thead>
<tr>
<th>Staff</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were staff informed that the drill was happening?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were staff clear on emergency evacuation procedures?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the Nominated Supervisor collect the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Daily attendance sheet?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Enrolment forms?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• First aid kit?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Medications &amp; medication register?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Mobile telephone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the children given directions clearly &amp; calmly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were all areas checked &amp; notified to the Nominated Supervisor?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were children with additional needs evacuated safely?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Children</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were the children informed that the drill was happening?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the children understand the directions of staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the children follow the directions given by staff?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did any children experience difficulties during the evacuation drill?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were any children upset by the evacuation drill experience?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were the children given an opportunity for feedback regarding the evacuation drill?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggestions/improvements for next evacuation drill**
D- Administration of Medication Form

To be completed by parents/guardian/carer of child/ren for the administration of medication while attending vacation care

Child details

Surname: ...........................................  Given names: ............................................................

Date of birth: ......./......./.......  Age: ..................................................................................

Permission to administer medication during vacation care

I request that my child ........................................... be given ..........................................

............................................. medication at the YWCA Vacation Care Centre according to the
dosage prescribed on the packaging.

The Medication has been prescribed for the following reason:

..............................................................................................................................................

Name of prescribing doctor: ................................................................................................

Address: ..............................................................................................................................

Telephone: ................................................

The Centre will render whatever aid is necessary to administer the medication but it is clearly
understood that this aid is that of a lay person without medical training.

In consideration of the centre and the staff administering medication I hereby indemnify the staff and
management against all actions arising directly or indirectly.

Signed: ...............................................  Date: .........................

Parent/guardian/carer

Staff acknowledgement of sighting of dosage of medication on packaging

Signed: ...............................................  Name: ..................................................

Date: .................................

H:\YWCA\Admin\Forms\Vacation Care\Accident incident injury  165
# D- Accident/Incident Report Form

**Incident, injury, trauma and illness record**  
*(Circle relevant type of record)*

<table>
<thead>
<tr>
<th>Child details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surname: .......................................................... Given names: ..........................................................</td>
</tr>
<tr>
<td>Date of birth: ......./....../....... Age: ..........................................................</td>
</tr>
<tr>
<td>Room/group: ..........................................................</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incident/injury/trauma/illness details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident/injury/trauma</td>
</tr>
<tr>
<td>Circumstances leading to the incident/injury/trauma: ..........................................................</td>
</tr>
<tr>
<td>Products or structures involved: ..........................................................</td>
</tr>
<tr>
<td>Location: .................................. Time: ........ am/pm Date: ....../....../.......</td>
</tr>
<tr>
<td>Name of witness: ..........................................................</td>
</tr>
<tr>
<td>Signature: .................................. Date: ....../....../.......</td>
</tr>
</tbody>
</table>

**Nature of injury sustained:**

- [ ] Abrasion, scrape
- [ ] Bite
- [ ] Broken bone / fracture
- [ ] Bruise
- [ ] Burn
- [ ] Other (please specify)..........................................................

**Illness**

Circumstances surrounding child becoming ill, including apparent symptoms: ..........................................................
Time of illness: .......................... am/pm  Date of illness: ....../....../......

**Action Taken**

Details of action taken, including first aid administration of medication:
............................................................................................................................
............................................................................................................................

Medical personnel contacted: Yes / No
If yes, provide details:
............................................................................................................................
............................................................................................................................

**Details of person completing this record**

Name: ............................................................

Time record was made: .......................... am/pm  Date record was made ....../....../......

**Notifications (including attempted notifications)**

Parent/guardian: ............................................  Time: ..............  am/pm  Date: ....../....../......

Director/teacher/coordinator: ....................  Time: ..............  am/pm  Date: ....../....../......

Regulatory authority (if applicable): .............  Time: ..............  am/pm  Date: ....../....../......

**Parental acknowledgement:**

I........................................................................................................................................

(name of parent/guardian)

have been notified of my child’s incident/injury/trauma/illness.

(Please circle)

Signature: ............................................................  Date: ....../....../......

**Additional notes / follow up:**
D- Child Protection Policy

The purpose of this Policy is to provide direction to staff and outline action to be taken in regard to notifying their concerns relating to child abuse and/or neglect.

The YWCA of Newcastle Vacation Care Centre is firmly committed to the belief that children have the right to feel safe at all times. The staff of this Centre has a duty of care in their role as carer, to meet this outcome by ensuring the safety, welfare and well being of the children in their care.

The families enrolled at the Centre, as well as the wider community, expect that its children, whilst at this Centre, will be protected from all forms of abuse. These include abuse and neglect of a sexual, physical and emotional nature.

The Centre coordinator is recognised as the senior representative for purposes of childcare and should ensure that all staff under their supervision is informed about this Policy.

The action to be taken by all staff, in reporting concerns of child abuse and/or neglect, is for all allegations of improper conduct to be made to above mentioned coordinator. The Centre coordinator will advise the management committee as soon as possible, after which it will be decided as to the appropriate actions to be taken.
E- Programming forms
E- YWCA Vacation Care Day Program

(SUGGESTION ONLY)

Daily Hours 7.30am to 6pm

7.30 – 9.30  Free Time (children sign in at different times) 1 worker + 1 admin staff
Pre School rooms open 8am for Play station Games and craft
Hall used when 2nd worker arrives 9am
Confer together on days program

9.30 – 10.30  Reinforce Centre Rules and Program scheduled for the day
Morning Games

10.30 - 10.45  MORNING TEA – outside on verandah – children MUST wear shoes and wash hands

10.45 – 12.45  Day Program commences/Excursion
OR visit Centennial Park and play depending on weather and staff

12.45 – 1.15  LUNCH – outside on verandah - Children MUST wear shoes and wash hands
(Staff to commence having lunch and Admin staff to replace)

1.15 – 1.45  FREE TIME

1.45 – 3.15  Afternoon Program completed

3.15 - 3.30  Pack bags and belongings for collection by parents/carers

3.30 - 3.45  AFTERNOON TEA

3.45 – 4.00  Prepare for Afternoon Video

4.00 – 4.30  (Organized by worker rostered until 4.30 and selected children assist)
Clean and put away all sport and craft items used daily
Sweep Hall, Sweep Verandah, empty bins
Check Female and Male toilets, replace hand towels and toilets rolls

4.15 – 5.45pm  Afternoon DVD until children are collected
(Daily Plan for folder and Day Book to be completed by worker while watching children and DVD screening)

This is only a suggested program to be used and adjusted according to Holiday Program and leader’s
day plan. Always come prepared with additional ideas for the roster day and Program Theme Day.
YWCA has games, craft folders and supplies, cooking books if necessary etc

NOTE: To have a successful day BE PREPARED with additional ideas

FREE TIME for too long creates problems and children become rough and other are hurt.