

# centacare child care services



information handbook  
2017



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# glossary of terms

Parent	Primary care provider, secondary care provider, foster carer, extended family carer, government appointed carer or other recognised carer
FAO	Family Assistance Office
OECEC	Office for Early Childhood, Education and Care
CCCS	Centacare Child Care Services
OSHC	Outside School Hours Care
LDC	Long Day Care
KINDY	Kindergarten
CCB	Child Care Benefit
P & F	Parents and Friends Association
NQF	National Quality Framework
CCR	Child Care Rebate
DETE	Department of Education and Training
CPR	Cardio Pulmonary Resuscitation
ACECQA	Australian Children's Education and Care Quality Authority
VAC CARE	Vacation Care
PFD	Pupil Free Day

## Useful Numbers

Office for Early Childhood Education and Care  
1800 637 711

Family Assistance Office  
13 61 50

## centacare child care services

10 Herbert Street Paddington Qld 4064  
PO Box 794 Paddington Qld 4064

Ph: 07 3367 6300 Fx: 07 3367 6356  
childcare@bne.centacare.net.au

[www.centacarebrisbane.net.au](http://www.centacarebrisbane.net.au)

Welcome to Centacare Child Care Services.

Centre-based care and education services in the Archdiocese of Brisbane are managed by Centacare Child Care Services for and on behalf of Catholic Parishes at Parish Schools and in agreement with Brisbane Catholic Education at Archdiocesan Schools.

The service (Long Day Care/Outside School Hours Care/Kindergarten) is an approved child care service. Long Day Care and Outside School Hours Care receives Child Care Benefit (CCB) funding through the Department of Education and Training under the legal entity and approved provider, The Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane operating through Centacare Child Care Services.

Kindergartens on Catholic School sites are a form of registered care and as such are not eligible for Child Care Benefit (CCB). Funding to assist with operational costs is received from Department of Education (State).

Your service aims to provide high quality care for children attending the program. It is through the dedication of our educators that a safe, caring and fun environment can be provided.

As an approved provider, each service must comply with current legislation and this is achieved with the support and guidance of an Area Supervisor from Centacare Child Care Services.

Please take the time to read this handbook as the following information has been prepared to assist you and your child's transition to care.

The policies and procedures under which the service operates are available upon request from your service. A copy of the Education and Care Services National Act 2010 and Education and Care Services National Regulations 2011 will also be accessible to parents.

## vision, mission and values

Centacare Child Care Services is part of a professional, non-profit organisation. We form part of a network of community services.

### Vision

- Leading social change
- Strengthening families
- Supporting people and communities
- In the Spirit of the Gospel

### Mission

To support families with young and school age children through child care which:

- recognises and promotes parents/carers as the primary care givers
- welcomes families in all their diversity and respects their individuality
- provides care in an environment which is nurturing, enjoyable and supports children's developmental and educational needs
- builds and enhances a sense of belonging with families and community
- values and promotes the importance of childhood and the significant role we play as educators of and advocates for children.



### Values

Our values are based on Catholic Social Teaching.

We Value:	We are committed to:
Human Dignity	<ul style="list-style-type: none"> <li>• Respecting and affirming the worth and spirituality of each person</li> <li>• Acknowledging and valuing the uniqueness and potential of each child</li> <li>• Recognising and respecting the parent/carer/child relationship in all interactions with children</li> <li>• Demonstrating compassion in all interactions with children, families and staff</li> <li>• Promoting the importance of childhood and children's best interests through community education and influencing social policy</li> <li>• Ensuring a child safe culture where the joy of childhood is celebrated</li> <li>• Working with other agencies and groups to further the best interests of children and families</li> <li>• Welcoming children, families and staff and assisting them to develop a sense of belonging within and through Centacare Child Care Services</li> <li>• Working in a fair, open and transparent manner in our dealings with all children, families, staff and the community.</li> </ul>
Respect for the individual	
Interdependence and community	
Justice and equity	
Transparency and accountability	
Working together	
Diversity	

## work health and safety

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It is the Work Health and Safety policy of CCCS that every employee, volunteer, client and visitor entering onto or into the premises, facility or service shall be provided with a safe and healthy environment.

To achieve this, every reasonable effort will be made to minimise the risk of serious injury, injury or a workplace related illness by implementing safety rules and procedures. This is in accordance with:

1. Work Health & Safety Act 2011 – Queensland legislation ([www.deir.qld.gov.au](http://www.deir.qld.gov.au))
2. WHS Regulations 2011 - QLD
3. Relevant Codes of Practice and Australian Standards

Every endeavour will be made to have all activities in our service and in other locations, conducted in a way that the health and safety of all persons at each of these locations is not compromised.

In order to support this policy the Coordinator/Director will ensure the service:

- complies with all relevant WHS Legislation, Codes of Practice and Australian Standards
- promotes health and safety awareness for all people coming to the location
- develops safe work practices and safety guidelines at each location
- encourages awareness of the need for health and safety at each location.

Employees, volunteers, contractors and visitors (parents/carers and others) to the site will be expected to:

- be accountable for his/her actions and to willingly cooperate in making the service a healthy and safe environment
- be accountable for the health and safety of all people coming to any of these locations
- observe and practice personal safety while at the workplace
- report any unsafe situations or faulty equipment to a responsible person at the workplace
- report any serious injury, dangerous occurrence or near miss to a responsible person at the workplace as soon as practicable
- avoid actions that have the potential to place at risk their health and safety or that of any other person at the workplace or relevant workplace area.

### Storage Facilities

The service will provide adequate and safe storage facilities for equipment, tools, first aid kit, medication, and if required poisonous and dangerous substances. All program and staff records will have a confidential storage facility.

Facilities will include:

- secure, locked and signed storage spaces for medication, first aid kits, and hazardous items including chemicals and sharp implements which are accessible to staff but not to children
- adequate storage space to ensure that equipment is kept in good repair
- a lockable drawer or cupboard for records and staff members' personal belongings
- areas to display children's work and a notice area for parents/carers
- a space for children to put their lunch, coats, bags and other items.

## safeguarding children

Centacare Child Care Services (CCCS) is committed to ensuring the safety and wellbeing of children is maintained at all times during their participation in activities at child care facilities under its management.

CCCS aims to promote a safe environment that minimises the risk to all children, assists all staff, and volunteers to recognise child abuse, harm and neglect and follow the appropriate notification procedures. Child abuse or neglect can be defined as physical abuse, emotional abuse, sexual abuse, neglect, domestic violence and bullying.

**“Children, young people and vulnerable adults are a gift from God with an intrinsic right to dignity of life, respect and security from physical and emotional harm. They are to be treasured, nurtured and safeguarded.”**

This means that everyone in the church must ensure that the fundamental rights of children, young people and vulnerable adults are respected. This will be achieved through the development of respectful relationships and a commitment to safety, embracing appropriate boundaries, behaviours and practices, in accordance with the *Archdiocese of Brisbane Code of Ethical Behaviour for employees and volunteers who work in service of the Church* as well as adherence to the legislative imperatives of the State. Safeguarding Children and Vulnerable Adults Prevention and Protection Policy” Archdiocese of Brisbane (July 2014).

Centacare Child Care Services acknowledges that child abuse and or neglect, and the reporting of allegations of child abuse and neglect are highly sensitive, and should be dealt with in a sensitive, consistent, professional and confidential manner.

If an incident of child abuse occurs or is suspected to have occurred in a Centacare Child Care Service it is not the responsibility of persons within that service to take it upon themselves to determine whether the allegation is true or false. It is the responsibility of the Area Supervisor CCCS to follow policy and procedures that support best practice, and follow Queensland legislative requirements, notifying the ACECQA (Australian Children’s Education & Care Quality Authority), Department of Child Safety and Queensland Police Service.

Depending on the nature of the allegations and the extent of the situation, the Regional Office of Early Childhood Education and Care (ECEC), Department of Child Safety and Queensland Police Service will determine the manner in which the matter will be investigated.

Area Supervisors and Coordinator/Directors are responsible for implementing the Safeguarding Children Policy within their services and Service Coordinators/Directors are responsible for ensuring staff and volunteers who have

contact with children and young people as part of their day-to-day work have access to relevant information so they are aware of their responsibilities.

Staff responsibilities are to ensure adequate supervision of children and adherence to the code of conduct to ensure that harm does not occur whilst children are in care, and to respond to any suspicions they might have that a child has been abused by reporting their concerns through CCCS procedures.

Staff are also responsible for keeping their skills and information up-to-date regarding, the different types of child abuse and the warning signs that can indicate a child has been abused and the reporting process and the information most helpful to the child protection practitioners working in the Department of Child Safety. They also have the legislative responsibility to maintain confidentiality of specific information that relates to children in care, and the protection provided by legislation for people who report their concerns about a child to either the Department of Child Safety or the Queensland Police Service.

### Relationships With Children

A service that values the right of children to a safe environment, including access to child care professionals who are accepting and easy to talk to can send a powerful message to children that the adults in the service will look after them, keep them safe and help them if they have a problem. Our recruitment and selection process supports the provision of a safe environment for children.

Prior to commencement, all staff and volunteers must apply for a Positive Notice Blue Card to ensure their suitability for working with children. All in-house guests, sports program providers and bus drivers are also required to hold a Blue Card.



## Programming and Evaluation

CCCS is committed to providing a quality program where the children's physical, emotional and social needs are met in a safe, caring, and supportive environment.

The service provides a program where children have access to a wide variety of safe and stimulating age and developmentally appropriate activities, including indoor and outdoor opportunities. They are developed to cater to the social, intellectual, physical and emotional needs and interests of all children present.

The program reflects the importance of play in childhood, cultural diversity of the community, abilities of the children, and individual uniqueness, whilst incorporating the views of parents and the children attending the service.

Programs are strength based, inclusive, non-gender, culture or age specific and are developed in consultation with parents and the community and reflect the service's philosophy, goals, vision, mission and values.

The service's programs are evaluated regularly and include feedback, suggestions, comments and views from parents, children, service staff and the community and are displayed within the service.

Information collected from parents via the Enrolment Forms is taken into consideration in the programming.

Children with special and/or additional needs are encouraged to participate in all activities. These activities may be modified by staff to ensure that all children are treated with dignity and their uniqueness and individuality respected.

The service welcomes family contributions to aspects of the programming through donations of resources, equipment, and invited participation in activities.

## National Quality Standards (NQS)

The National Quality Standards set an Australian benchmark for the quality of education and care services. This enables families to make informed decisions about the services providing education and care to their children. The National Quality Standards are a key aspect of the National Quality Framework.

The National Quality Standards was informed by research about best practice and the way in which high quality education and care contributes to positive outcomes for children. It comprises quality areas, standards and elements. The seven quality areas in the National Quality Standard are:

- educational program and practice
- children's health and safety
- physical environment

- staffing arrangements
- relationships with children
- collaborative partnerships with families and communities
- leadership and service management.

The National Quality Standard is linked to national learning frameworks that recognise children learn from birth and outline practices to support and promote children's learning.

These are:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia ('Early Years Learning Framework')
- My Time, Our Place: Framework for School Age Care in Australia ('Framework for School Age Care')
- The Australian Children's Education and Care Quality Authority (ACECQA) provides oversight of the National Quality Standard across the country to ensure services are meeting the new requirements.

## Kindergarten Guidelines

As a Queensland Kindergarten Program provider Centacare Child Care Services implement the accredited Queensland Kindergarten Learning Guideline. The Queensland Kindergarten Learning Guideline supports our qualified Early Childhood teachers to deliver quality, consistent programs. It provides specific advice for kindergarten teachers to interact with children; plan, monitor and assess learning; and share information with parents and carers about their child's learning.

Learning experiences are planned that are relevant to the children's interests, experiences and needs. Children are provided with opportunities to express ideas and opinions, make choices, share decision making and be involved in the reflection process. The Guideline embraces and promotes continuity and inclusivity so all children experience learning that is engaging and builds success for life. The Queensland Kindergarten Learning Guideline promotes partnership, continuity of learning and supports children to move into the first year of school.

## Ratios and Qualifications

Improved educator to child ratios started on 1 January 2016 in all States and Territories.

The transition of educator to child ratios from 1 January 2016 - 31 December 2017:

- 0-24 months 1:4
- 24-36 months 1:5  
(under waiver until 31/12/17)
- 36 months to kindergarten 1:11
- School aged 1:15

## Rosters

Staff rosters are displayed in an area accessible to parents. Rosters contain the following information (by group where appropriate):

- number of children
- educators
- details of First Aid and CPR qualifications
- demonstration of the presence of two staff or alternative arrangements.

## Qualification Requirements

Under the National Law (section 169) the approved provider and nominated supervisor of an education and care service must ensure that each educator meets the qualification requirements relevant to the educator's role.

## LDC & Kindergarten

National educational qualifications are prescribed for educators working directly with children preschool age or under. At least 50 percent of educators in a service must have (or be actively working towards) at least an approved diploma level education and care qualification. The remaining educators necessary to meet minimum educator-to-child ratios are required to have (or be actively working towards) at least an approved certificate III level education and care qualification.

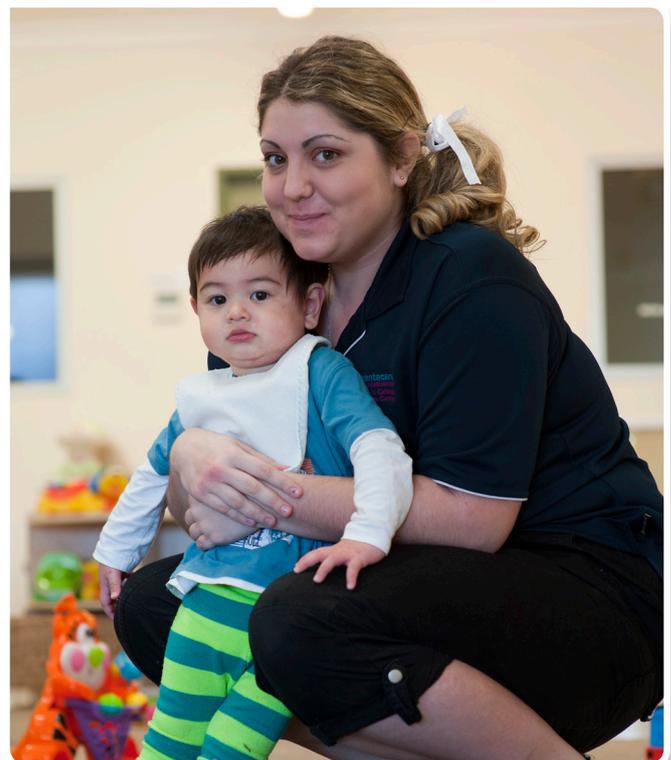
Centre-based services are required to have access to or attendance of an early childhood teacher. The requirements are based on the size of the service. For LDC services with 25 or more approved places, the requirement is for an early childhood teacher to be in attendance. When delivering a Kindergarten program, it is a funding requirement to have a suitably qualified early childhood teacher.

## OSHC

On any day the centre-based service educates and cares only for children over preschool age, at least one educator who holds or is actively working towards a minimum two year relevant qualification must be present at the education and care service.

## All Services

All staff within services will hold a Positive Notice Blue Card. For further information on qualifications of staff at your service refer to Parent Information Fact Sheet 3 – LDC / OSHC or Parent Information Fact Sheet 4 – Kindergarten.



# enrolment and orientation

## Enrolment

Centacare Child Care Services, as the Approved Provider of the service, is required to maintain a record of each child to ensure safe and appropriate compliance with legislation.

A yearly enrolment is to be completed prior to the commencement of each new year.

## Outside School Hours Care (OSHC)

- Children may enrol in any component of the service Before and After School and Vacation Care.
- Prior to the commencement of each new school year an enrolment package must be completed for continuing children.
- Children can attend OSHC from 1st January in the year they start Prep (proof of enrolment for Prep is to be provided with enrolment application for new prep children).

## Kindergarten

- Children who turn 4 years of age before 30th June in the year prior to starting school can attend Kindergarten.

## Long Day Care

- The service may provide education and care for children from six (6) weeks to school age and include a government approved kindergarten program.

It is important all information is updated regularly and communicated to the service in writing. Bookings are essential. Limitation on vacancies is dictated by approved capacity of the service and staffing availability. The enrolment form comes in two parts, family information and child details. Please ensure you complete one Child Enrolment Form per child.

At the time of enrolment parents/carers will be required to nominate days/sessions on which children will be attending. Permanent bookings are where a child attends on regular booked days. Permanent bookings will remain in place for the nominated period or until written cancellation is received by the service. Casual bookings are where a child attends on an irregular basis, and depends upon availability of vacancies at any one session.

## Orientation

Enrolment and orientation experiences enable the service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the service as a whole.

The orientation process provides the opportunity for families and staff to discuss the individual needs and care arrangements for each child.

New children will be introduced and welcomed to the group and staff will show new children safe and suitable approved areas the children can access. Staff will assist all new children to settle in to ensure they are feeling welcome. The service has an open door policy and encourages families to spend time with their children in the service. At all times families and children are encouraged to ask questions, provide feedback and offer suggestions about the service and its program.

Further information and policy documents regarding enrolment and orientation are available upon request.

**Please Note:** the service will endeavour to access an interpreter service if required.

## Priority of Access Guidelines

The Australian Government has determined Priority of Access Guidelines for allocating places in childcare services. These guidelines set out the following three levels of priority:

- Priority 1 - a child at risk of serious abuse or neglect
- Priority 2 - a child of a single parent/carer who satisfies, or of parents/carers who both satisfy, the work/training/study test under section 14 of the A New Tax System (Family Assistance) Act 1999
- Priority 3 - any other child.

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

- Aboriginal and Torres Strait Islander families
- families which include a person or persons with a disability
- families on low incomes
- families from culturally and linguistically diverse backgrounds
- socially isolated families
- single parent/carer families.

In addition to the above Priority of Access Guidelines it is the preferred practice of CCCS that acceptance of bookings will be in accordance with the following:

- the siblings of children currently attending the service
- children currently enrolled at the school
- new families.

For more information on Priority of Access Guidelines please refer to [www.familyassist.gov.au](http://www.familyassist.gov.au)

## Insurance

CCCS/Parish/School maintains appropriate and current insurance policies. These include but are not limited to:

- general insurance for building, property and equipment
- public liability insurance (minimum \$10 million)
- workcover and volunteers insurance (if applicable)
- fidelity guarantee insurance.

Insurance is held through Catholic Church Insurances (CCI) and Workcover Queensland.

Each service also provides 'SchoolCare Insurance' for each child who attends. This insurance policy may assist with a contribution toward out of pocket expenses following an injury or incident that occurred while the child was in care. Please feel welcome to discuss any queries in relation to this cover with the Coordinator/Director.

## Child Care Rebate (CCR) (OSHC & LDC only)

CCR is a payment from the Australian Government that helps eligible families with the cost of child care. If you are using approved child care for work, training or study-related reasons, the Australian Government may provide you with 50 per cent of your out-of-pocket child care costs up to an annual cap. From July 2011 you have the option to receive your CCR paid fortnightly, either directly to your bank account, or through your child care service provider as a fee reduction.

For more information on this topic and to access the full range of fact sheets from the Department of Education, Training and Employment (DETE) please go to: [www.education.gov.au](http://www.education.gov.au)

## Registered Care (Kindergarten only)

Families receiving care through registered care providers can access Registered Care CCB from the Family Assistance Office (FAO) by presenting child care fee receipts together with a Claim for Child Care Benefit for registered care (FA018) form within 12 months from when the care was provided. Families using registered care cannot access the Child Care Rebate. In order to receive a Registered Care receipt from the service, fees must be up to date by the end of each term.

## QKFS plus kindy support

The Queensland Government provides a range of subsidies to approved kindergarten program providers through the Queensland Kindergarten Funding Scheme (QKFS) to reduce the out-of-pocket expenses for families.

QKFS Plus Kindy Support provides additional support to eligible families to help them access low or no-cost kindy.

## Eligibility

To be eligible for QKFS Plus Kindy Support a family must meet one of the criteria below:

- The family, or the child, must present a current Australian Government Health Care Card (HCC), Veterans Affairs Card or Australian Government Pension Concession card with automatic HCC entitlements or formal communication, such as a letter, from the relevant agency stating the intent to issue a HCC. Foster families with a HCC may also claim the subsidy  
OR
- The child is Aboriginal or Torres Strait Islander and the family chooses to identify them as such on their enrolment form  
OR
- The family has three or more children of the same age, enrolled in the same year. QKFS Plus Kindy Support is available for each child enrolled in a program.

QKFS Plus Kindy Support can only be claimed once per child regardless of how many of the above criteria they meet.

Provided the child/family meets the eligibility requirements for QKFS Plus Kindy Support at any point during the semester they are entitled to funding for the full semester.

## Documentation

Services claiming QKFS Plus Kindy Support need to keep appropriate records for audit purposes. Parents / carers must provide the following documentation to the service:

**Health Care Card holders** - a copy of the family's current Health Care Card, Veterans Affairs Card, Pension Card with Health Care Card entitlement or other government document confirming eligibility. The family must update the service of any change to their eligibility for the Health Care Card entitlement.

**Children of Aboriginal or Torres Strait Islander origin** - identify a child as being Aboriginal or Torres Strait Islander on their enrolment form. The form must be signed by the family and kept as a record.

**Multiple births** (three or more) - a copy of the proof of date of birth. This would usually be a birth certificate but other official forms of documentation, such as a passport, would be acceptable.

For information about subsidies, visit:

[www.business.qld.gov.au/industry/service-industries/childcare/qld-kindergarten-funding-scheme/subsidies](http://www.business.qld.gov.au/industry/service-industries/childcare/qld-kindergarten-funding-scheme/subsidies).

Source: <https://www.business.qld.gov.au/industry/service-industries/child-care/qld-kindergarten-funding-scheme/subsidies>

## privacy statement

Centacare (we, our) collects personal information directly from you and from third parties for the purposes of providing you with a range of social care and support services; volunteering opportunities; sending you newsletters or other information that may be of interest to you; for purposes related to the performance of our functions or activities or as required by law. We collect, use and disclose sensitive information about you with your consent. We may disclose information about you to service providers, Commonwealth or State departments, or any other party that assists us in providing services or operating our business.

If the personal information you provide is incomplete or inaccurate, we may not be able to provide you with the services you seek. Our Privacy Policy (available on our website or on request) sets out how you can access and ask for correction of your personal information; how you can complain about privacy-related matters and how we respond to complaints.

Privacy Officer  
GPO Box 282  
Brisbane QLD 4001

Email: [centacare@bne.catholic.net.au](mailto:centacare@bne.catholic.net.au)  
Phone: 1300 CENTACARE (1300 236 822)

### Maintenance Of Records

The service maintains detailed records about the children, parents and staff in order to safeguard and well being of all and to provide full legal protection. Privacy rights are protected by information about children, parents and staff being stored in a secure and locked location.

An approved provider must keep records for at least the following stated times:

- (a) record relating to a child in care —
  - about an illness or injury suffered while in the licensee's care—until the child turns 25
  - about the child's death while in the licensee's care—six years after the death
  - otherwise—three years after the last time child care is provided to the child under the licence.
- (b) a record relating to a carer in a home based service—three years after the last time the carer provides child care under the service approval.
- (c) a record relating to a staff member—three years after employment ceases.
- (d) another record—three years after the record is made.

These records are only accessed by relevant persons who require them for any legal reason or if the information is needed to fulfil any responsibilities to the children or the service.



# bookings, absences and cancellations

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## Bookings

Centacare Child Care Services endeavours to provide support for the families of children in its care. In order to maximise available vacancies, assistance is requested of parent/carers to notify in writing changes/requests for care requirements in advance.

- A permanent booking is where a child with a current enrolment attends regular booked days/sessions.
- A casual booking is where a child with a current enrolment attends on an irregular basis (based on vacancies and absences).

The Request for Booking Form requires parents/carers to nominate the preferred days of attendance for their child/ren. These days will remain in place for the period indicated on the form or until written cancellation/notification is received. Changes to bookings will need to be submitted to the Coordinator/Director in writing.

## Absences

In order to receive Child Care Benefit (CCB) for absences, parents are required to sign the absence on the service's daily sign in/out sheet.

CCB is paid for up to 42 days absences for each child per financial year. All absences beyond the first 42 days will only be paid for if parents/guardians provide evidence that the absence has occurred under a permitted circumstance.

Follow the links to [www.humanservices.gov.au](http://www.humanservices.gov.au) for more information.

## OSHC

Notice is required if children are unable to attend on booked days. Full fees will be charged for all absences. If notice is not provided, child care benefit (if applicable) may not be payable.

- Full fees are charged for all absences (including sickness)
- Full fees are not charged during Christmas break when the service is closed
- Notice is required if child/ren are unable to attend on booked days. A Non Communication Fee will be charged if notice is not received prior to the absence.
- Fees are not charged for public holidays where the OSHC service is closed.

## Long Day Care

- Full fees are charged for all absences.
- Full fees apply to Public Holidays with the exception of the Christmas break when the centre is closed.
- When on holidays it is still necessary to pay fees to retain your child's place within the service. We will retain correct educator child ratios at all times. It is not possible to reduce fees when a child is absent.
- Please notify the centre before 9.30am each day if your child will be absent. If the service has not received information concerning absence for two weeks, the child will be regarded as having left (and CCB may not be payable).

## Kindergarten

- Fees are charged at the beginning of each kindergarten term, for that Term.
- Fees are required to be paid in full prior to the end of the Term
- At the beginning of each term (from Term 2) Registered Care Receipts are given to families (provided all fees are paid) to enable families to claim Child Care Benefit for Registered Care at the Family Assistance Office.

## Cancellations and Alterations

Families wishing to cancel or alter a permanent booking must submit the cancellation/alteration in writing to the Coordinator/Director, giving a minimum of two weeks' notice.

Should the service need to cancel an enrolment, the Coordinator/Director will follow the cancellation of an enrolment procedure as per the Fees Policy and the Enrolment, Orientation and Booking Policy.

**Child Care Benefit and Child Care Rebate will only apply at the service until the child's last day of actual attendance. The child must attend their final day of care to be able to claim Child Care Benefit, otherwise full fees will apply.**

## Sign in / Sign out

All children are to be signed in and out by an authorised person.

In addition, the authorised person signing a child in or out on the attendance sheet must:

- note the time
- print their name
- sign the entry
- or, alternatively, complete sign in/out process via QK Kiosk on the iPad provided.

Responsibility for the child begins when the child is signed in by an authorised person. Responsibility ends when the child is signed out by an authorised person.

Staff ensure that children are only collected by person/s authorised on the enrolment form. If there is any change, the Coordinator/Director requests notification from the parent in writing.

Where written authority is not possible, permission via telephone may be given for an alternative person to collect the child. The parent must provide the name and description of the person concerned and proof of their identity is required on arrival. If written authority is not available at the time, the parent should then sign the person onto the authorised persons list as soon as practicable.

No child is permitted to travel home or to another activity on their own unless written approval is received, or in an emergency, verbal approval. These records (including documentation of verbal approval) are to be kept on file (applicable to OSHC services only).

For further information please refer to CCCS GOV POL Arrivals & Departures Policy.

## Excursions

Services may at times include excursions into the local and wider community which extends the program by offering new learning experiences, new social contexts and interactions. These excursions take into account the age, interests and abilities of the child.

An excursion is an experience outside of school grounds and jurisdiction. On an excursion, the staff/child ratio is maintained at one adult for each eight children. Permission from parents is sought prior to attendance on excursions. A risk assessment is completed for each excursion.

Safety is an essential part of all excursions and they are only undertaken after discussion with CCCS. In order to ensure risk management standards are maintained the following steps will be followed:

- permission from parents is obtained on the excursion permission form provided
- if the excursion is liable to be affected by the weather a contingency plan is developed
- appropriate transport is engaged and buses with seatbelts are contracted wherever possible
- a contingency plan in case of vehicle breakdown is prepared. Such a plan includes methods to ensure children are kept safe and comfortable and provides for access to water and snacks if applicable.

During an excursion the following applies:

- a qualified first aid officer is present
- a first aid kit is available
- an attendance record or roll is available
- emergency contact numbers for participants and staff is available
- telephone access is available
- the roll is checked regularly during the day to ensure all children are accounted for, particularly when transitioning from one activity area to another
- staff ratios, based on a risk assessment, are strictly adhered to as a minimum
- in addition to maintaining legislated ratios, staff escort and supervise children to and from toilet and change room facilities.

Staff ensure the environment is safe. This may entail (as appropriate):

- a pre-excursion visit
- requesting copies of recent safety inspection reports
- requesting copies of registration as a workplace
- ensuring equipment is age appropriate and non-gender specific.

If staff become aware the excursion is likely to return late to the service, all reasonable attempts will be made to contact parents either individually by phone or by arranging a notice to be placed outside the service with an expected time of arrival.

Children are never left in the sole care and custody of bus drivers or any other persons during excursions.

For further information please refer to CCCS HS POL Excursions Policy.

## On Site Movement

If children are moving regularly between a co-located or adjoining service and a school site (e.g. OSHC children are escorted by educators to the tennis court or library) within school grounds it is not necessary for written consent to be provided.

A risk assessment is completed for each location and activity outside of the usual service area to determine appropriate staff/child ratio and to ensure the safety and security of all parties.

## Transportation of Children

The service takes steps to ensure transport utilised for excursion purposes is safe. In order to achieve this, the service requests the following in writing from the transport provider:

- vehicles comply with the Transport Operations (Road Use Management) Act, 1995
- drivers are appropriately licensed and have a Qld Transport Drivers Authorisation.

Educators are not permitted to use private vehicles for the transport of enrolled children under any but the direst of circumstances and then only where they have been directed to do so by Emergency Services.

## Water-Based Activities and Swimming

For all water based activities and swimming activities the staff/child ratio is maintained as one adult for every five children. For further information please refer to CCCS HS POL Water Safety Policy.

## Extracurricular Activities (OSHC only)

If your child/children are required to attend extracurricular activities on the school site please request an "Extracurricular Activities Form" from the service Coordinator, complete all details and sign to acknowledge consent.

Permission must be granted for each extracurricular activity your child/children wishes to attend. When there are changes or amendments to the extracurricular activities schedule, a new form must be signed and submitted. Please note children will not be able to attend off site activities.

Parents are to notify the service if the activity is cancelled on that day. Notification prior to the time the activity normally takes place is essential.

When Parents elect for their child to attend an extracurricular activity, they provide permission with the understanding that the child care service may not have available staff to escort children to each activity. A variety of arrangements are made onsite in relation to children accessing the appropriate locations. This should be discussed with the Coordinator when the parent provides the signed authorisation.

## Staff Interactions and Relationships with Children

The service aims to provide a responsive and inclusive environment for children where the educators relate to them in a friendly and respectful manner. Educator interactions with children are further enhanced through program implementation and daily communication.

At the beginning of and throughout the year, children are given the opportunity to identify the choices they believe will best provide them with an enjoyable, safe and happy experience. A copy of these choices will be displayed within the service for educators, volunteers, parents/carers, visitors and children to view.

## Respect for Children

This service is a place where children, educators and parents/carers are treated as individuals and respected for their cultural and gender differences. Our policy is to include everyone in daily programmed activities and to meet the needs of each child and family within the parameters of equipment, resources and facilities available.

The dignity and rights of the child are respected at all times. The service promotes the use of positive behaviour support techniques when guiding a child such as encouragement, appreciation and modelling appropriate behaviour.

The service endeavours to:

- provide a child care environment that enhances the emotional and physical health of the child, stimulates the children's involvement in activities and encourages self-esteem and a sense of achievement
- provide a variety of options to help children be a part of the decision-making process
- provide children with uninterrupted play periods where they can become fully involved in and extend and complete activities
- ensure interactions with children are always consistent, harmonious, fair, warm and sensitive. Service staff encourage children to learn about their own rights and develop a respect for the rights of others
- ensure educators instructions are positive and age appropriate (e.g. "please walk" instead of "don't run")
- maintain a consistent routine and give children advance notice of what is happening next as well as offer an explanation if a change must occur
- ensure confidentiality (and that children are not within hearing distance) when discussing children's behaviour with the parent/carer or Coordinator/Director

- ensure photographs of children are not taken or displayed without written permission from parents. This includes video, still film and digital images.

## Inclusion and Diversity

Our service provides an inclusive and open program where all children are considered unique individuals and diversity is valued. We aspire to:

- provide a variety of activities that encourages the participation of all children
- be aware of the children's home environment and individual social needs
- cater for children from all cultural backgrounds who may have special dietary and/or communication requirements
- encourage interaction between gender and age groups in a positive way with organised activities and games
- encourage children to cooperate and to help each other with activities and routines
- provide a wide variety of materials (appropriate to developmental stage) in sufficient amounts to ensure any child is not waiting for long periods of time for their turn
- cater, where possible, for children with special and/or additional needs, including staffing changes and special requirements associated with their care.

For further information please refer to

- CCCS PP POL Interactions with Children Policy
- CCCS PP POL Guiding and Supporting Behaviour Policy.

## Children's Rights

As participating members of our service children have a recognised right:

- to a warm, caring atmosphere where they are seen as unique individuals
- to have fun and feel comfortable in themselves and with others
- to be treated justly, fairly and sensitively and to have their grievances heard
- to be acknowledged for their achievements
- to be treated with courtesy and respect
- to be treated consistently and equitably by service staff
- to play and be challenged in a safe environment
- to be involved in the development of the rules of behaviour, the aesthetics of the service and other aspects of the program.

## Children's Responsibilities

As participating members of our service children have clear responsibilities:

- to be courteous and respectful to other children and to educators, parents and visitors to our service
- to participate in activities with an attitude aimed towards learning and having fun
- to show care for belongings whether their own, others, or belonging to the service
- to cooperate with educators and peers to further improve the quality of time shared together
- to remember, follow and respect service and school rules and boundaries whilst at the service.

## Child Concerns

The service respects and supports all children's right to express their concerns and grievances. The children are informed of the grievance process and procedures when they first attend the service. Reminders of the procedures are ongoing through service newsletters, general group discussion and when children are assembled for information sharing.

Staff actively listen to and encourage the children to express their likes, dislikes, concerns or feedback regarding any aspect of the services operation during planned and spontaneous activities.

The service employs educators who have a sound knowledge of child development. They are encouraged to continuously update their skills through professional development. This ensures they are able to support children to express their ideas and opinions by guiding them through

the various age appropriate feedback mechanisms in a safe environment.

All ideas and opinions/feedback collected from children are given due consideration and may be used in program and service evaluation. We feel it is important that children's concerns and feedback are acknowledged.

## Emergencies

Children and staff of the service participate in lockdown and evacuation procedures every term, so as to ensure that in the event of an emergency, all in attendance are familiar with the procedures. The service evacuation and lockdown procedures and a map of the service's licensed areas and evacuation points are displayed at all entrances/exits to the service. These procedures are reviewed each time a lockdown or evacuation is completed.

To view a more comprehensive copy of the service's policies and procedures, please do not hesitate to contact the Service Coordinator/Director.

## Homework (OSHC only)

OSHC recognises the importance of homework. Whilst it is the policy of the service that homework is a parent/child responsibility (and an optional afternoon activity) we endeavour to create a time and place whereby homework may be completed. Educators are able to assist with homework from time to time depending on numbers and ratio requirements; however staff cannot mark or correct the child's work.

It is our responsibility to provide:

- a quiet area and environment
- a well lit area for homework to be undertaken
- supervision
- some requisites such as pencils and paper may be provided where necessary.

## Mobile Phones (OSHC only)

It is recognised that some children have mobile phones however children should not use mobile phones whilst at OSHC unless there is a genuine and urgent need to do so.

All mobile phones are to be handed to the Coordinator upon arrival at the service for storage in a secure location and will be returned to the child when the child is signed out by a parent/carer or authorised person.

All mobile phones must be clearly labelled with the child's name to ensure the correct phone is returned when the child is signed out.

If a child needs to use a phone during the course of their attendance at the service they must ask the Coordinator for the use of the service's landline to make the necessary call.

If parents need to contact children during the course of the session it is necessary that they do so via the service's contact number/s.

The purpose of the above is to:

- manage the risk of children contacting or being contacted by external, inappropriate or unauthorised persons
- assist with child protection risk management
- minimise the risk of theft of mobile phones
- ensure the privacy of other children and staff is not breached through the use of mobile phone internet, cameras, videos and other MMS devices.

## Toys and Games

Children and families are strongly requested not to bring toys or games to the service. The service and its educators accept no responsibility for loss or damage to personal items.

If children are required to bring items from home for *show & share* purposes at school we will endeavour to provide a place for safe storage.



## families and communication

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### Parent Involvement

Our service has an open door policy, which means you are most welcome to come and spend time with your child. The staff will ensure you and your child feel safe, happy and welcome at the service.

As parents/carers you are welcome to visit during hours of operation to ensure confidence in the service provided. A continuing exchange of ideas and information is important and enhanced with open communication and we welcome any suggestions or comments you may have.

Your involvement in the service can vary depending on your availability.

### Methods of Communication

The service may use a variety of media to keep parents informed of changes happening in relation to legislation or service operations, introducing new educators, as well as any other information relevant to the service.

From time to time important information is displayed in the parent information area or in either the service, school or parish newsletters.

In our parent area there is a selection of brochures about various topics relating, but not limited to, child development, child protection, health and nutrition, bullying, inclusion and diversity, and community resources.

We also encourage parents/carers to look at our collections of artwork, photos and other items of interest created by the children and displayed throughout the service.

## advisory group

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### Introduction

The purpose of an Advisory Group is to provide advice to CCCS and the Parish on local issues and facilitate effective communication and collaboration between Stakeholders for the betterment of the OSHC service.

### Structure of the Advisory Group

Membership of Advisory Group:

- A member of an Advisory Group must be a Stakeholder in respect of the relevant service.  
The Coordinator of the relevant OSHC service must be a member of the Advisory Group.
- A member of an Advisory Group, other than members who are family members of a child in care, must hold a current valid permit under any child protection law, including the Commission for Children and Young People and Child Guardian Act 2000 (Qld).

### Functions of the Advisory Group

An Advisory Group should operate for the purpose outlined in the introduction.

The functions of an Advisory Group may include:

- Providing advice to the OSHC service on issues relating to its affairs including, principally, the provision of care to children.

- Providing advice to the OSHC service to assist it to identify opportunities for Stakeholders to work together to improve the OSHC service.
- Providing advice to the OSHC service to assist it to identify issues and problems and to develop solutions.
- Coordinating activities for the benefit of the OSHC service including working bees and fundraising and social activities, and facilitating wider community support of the service.
- Facilitating effective communication between the OSHC service and the families of children in care regarding the OSHC service's policies, procedures and operational matters.

The Director of CCCS has sole authority to interpret the meaning of the principles and guidelines and any matter on which the principles and guidelines are silent.

# collaborative community partnerships

## Positive Approach

Centacare Child Care Services values the importance of positive behaviour guidance and support that ensures children's physical safety and emotional wellbeing. Positive behaviour guidance practices are supported by staff to enable children to develop skills to self-regulate their behaviour, preserve and promote self-esteem and have regard for wider community expectations.

At the core of an Educator's values in programming, relationship building, teaching and caring for children will be a strong sense of inclusiveness, acceptance, tolerance, kindness, cooperation and respect for individual differences.

Educators recognise and understand that a child's behaviour may be influenced by: their age, development and level of familiarity with the service's routine and guidelines, general health and wellbeing, the service's play and learning environments, Educator's teaching strategies and caring practices, relationships with other children and stakeholders, and other external factors such as home and family environment, school as well as peer group experiences.

## Consultation

Families will be consulted about issues or problems regarding behaviours. Support strategies will be developed and established which encourage children's development of effective social-emotional skills which enables them to interact in relation to others with care, empathy and respect.

Source: Early Years Learning Framework (EYLF) and My Time Our Place (MTO) Framework.

## Strategies

In relation to providing positive behaviour guidance, all educators and care givers will use the following strategies to develop good outcomes for children:

- Model appropriate behaviour, including using positive language, gestures, facial expressions and tone, and volume of voice
- Be engaged with and monitor children's play, be aware of triggers for potential conflicts or challenging situations, and will support children to consider alternative behaviours
- Introduce problem solving as a teaching and learning opportunity with children, in collectively deciding on rules and ways to work together successfully
- Clearly express boundaries for behaviour in positive terms and reinforce consistently in a developmentally appropriate way
- Support children to make appropriate choices, accept challenges, manage change, cope with frustration and to understand and experience the consequence of their actions

- Maintain consistency amongst all educators in a holistic approach to facilitate and encourage children to recognise and choose positive behaviour
- Recognise that children's behaviour may reflect an attempt to satisfy their basic needs (Glasser, 1988): safety and survival, love and belonging, power (so they feel respected and heard), freedom and choice, and fun
- View all behaviour as an opportunity to guide, teach and encourage positive social and emotional interaction and communication
- Organise resources and learning environments so children are engaged, given boundaries and offered clear and simple directions that invite and encourage success.

The following strategies may be adopted to identify and manage challenging behaviour

- Provide a calming, quiet environment for the child to allow them space and time to gain an emotional stability before discussing the event
- Talk to the child quietly away from the rest of the group. The child will be given the opportunity to think about and talk through their version of the event and offered support in making better choices in future. The child and educator will plan how to maintain their new, wiser decisions.

## Managing Extreme or Persistent Behavioural Challenges

If a child's behaviour places themselves, other children or staff at risk, educators will act immediately to mitigate the risk and then talk through the issue with the child or children concerned.

Where a child presents repetitive behavioural challenges, a behaviour support plan will be developed in collaboration with parents/carers, the child, the Area Supervisors and other educators.

At the core of making the decision to develop an individual behaviour support plan will be the needs of the child.

If the unacceptable behaviour persists, the responsible person in charge at the service may, in collaboration with the family and other stakeholders, seek advice from an appropriate agency or professional practitioner.

Exclusion of a child from a service will only take place where all strategies employed to deal with persistently challenging behaviour have been exhausted.

For further information please refer to CCCS PP POL Guiding and Supporting Behaviour Policy.

## Parent Code of Conduct

Parents/carers have a responsibility to support the efforts of educators in maintaining a safe and respectful recreational environment for all children.

Parents/carers should encourage their children to appreciate the importance of honesty, respect for property and respect for the rights of others.

Parents/carers and visitors should display respect for all people while at the service and never use raised voices or threatening language in an effort to intimidate or humiliate staff, children or other visitors.

Parents/carers who participate positively in fulfilling these obligations recognise the systems and processes in place will benefit all.

Parents/carers should:

- support the Christian ethos of the service
- complete an enrolment form for each child every year
- notify the service of required bookings and any alterations in a timely manner
- notify the service of any absences due to illness within the acceptable time-frame
- follow the service absence and cancellation procedures
- read the parent information flyers and discuss with children where appropriate
- participate in the services Advisory Group and fundraising events (if available)
- work collaboratively with educators to resolve any behavioural issues which may arise
- communicate positively with all children at the service, physical contact is discouraged
- pay accounts promptly, bearing in mind the service is not-for-profit and does not attract funding
- follow the parent grievance procedure when expressing concerns or complaints to educators
- always speak in respectful tones and use positive language
- communicate positively with educators.

## Parent Responsibilities

As a parent/carer of children attending the service certain responsibilities are inherent and are as follows:

- to support the philosophy and goals of the service and the Christian ethos and values of CCCS
- to support the service in its endeavours to provide a quality service for all children
- to work cooperatively with educators in the development of behaviour support plans (as required)
- to read and be familiar with the services philosophy and goals, and follow policies and procedures
- to understand the parent and children's grievance procedures and to raise concerns in a timely and respectful manner to the Coordinator/Director and, where necessary, the Area Supervisor - CCCS
- to sign children in and out on a daily basis and to make sure no unauthorised person is sent to collect a child without first contacting the Coordinator/Director
- to value the diversity and uniqueness of all children attending the service
- to approach all communication with educators, volunteers and other parents/carers in a friendly and respectful manner
- to approach the Coordinator/Director of the service if wishing to address a concern involving another child; children of other families are not to be approached directly
- to collect children by the service's closing time
- to notify educators of any medical, dietary or personal needs of your child through regularly updating your child's enrolment form
- to notify Coordinator/Director of changes to or cancellations of bookings
- to make regular payments of fees as per our Fees Policy and to ensure your account is settled in full at the end of each term.

## Parent Rights

Our service offers all parents/carers the right:

- to know your child is in a safe and welcoming care environment
- to visit the service (notification is required)
- to expect support in your role as the primary carer of your child
- to be made aware of the services philosophy and goals; policies and procedure that oversee the operation of the service
- to be involved in the growth and development of the service and provide feedback
- to receive regular information from the service either by print or electronic media
- to collaborate and consult with educators regarding your child in a confidential environment
- to participate on the Advisory Group (where available)
- to receive information on workshops, functions for/of the service and any other information which may be of benefit to your family or impact on care practices in relation to your child in care
- to express concerns according to service policy, and have these addressed in a timely and respectful manner
- to be greeted by educators, volunteers and others associated with the service in a warm and welcoming manner
- to have access to records kept in relation to your child
- to view up-to-date information on staff qualifications
- to receive information on programs, equipment and resources
- to view the menu [if applicable] and provide feedback
- to view the current Certificate of Service Approval & Assessment Ratings
- to be involved in the National Quality Framework (NQF) process
- to be informed of any continuous improvement plans.

Should you have any concerns in relation to these parent rights, provide us with your feedback or avail yourself of the parent concern procedure.

## Parent Concerns

Where a concern is raised, educators are able to direct you to the Coordinator/Director or the responsible person in charge. Their role is to immediately take the necessary action in an effort to resolve the complaint.

### Procedure

If you have any concerns with the service or an educator, you are asked to address the concern to the Coordinator/Director of the service, who may then request a written report.

If you have any concerns with the Coordinator/Director, you are asked to address the concern in writing to the Area Supervisor, Centacare Child Care Services, PO Box 794, Paddington Qld 4064 or email to [childcare@bne.centacare.net.au](mailto:childcare@bne.centacare.net.au) attention: Area Supervisor.

If your concern is not resolved by the Coordinator/Director, you can contact the Area Supervisor at the above address or alternatively email them. If you consider the Area Supervisor did not adequately address the concern, you can contact, in writing, the Operations Manager, Centacare Child Care Services, at the above address.

If no resolution has been reached you may then contact the Director, Centacare Child Care Services, at the above address.

In the event that you are not satisfied with the outcome, contact the Office of Early Childhood, Education and Care, Department of Education and Training, GPO Box 15033, City East Qld 4002.

### Discrimination Complaints

CCCS and educators ensure they do not engage in, encourage or accept any act of unlawful discrimination against a parent/carer or child. Such acts of discrimination are not tolerated. CCCS includes training on aspects of unlawful discrimination in induction training sessions for new educators.

All educators treat complaints by parents/carers concerning any unlawful discrimination sympathetically and seriously. Unlawful discrimination includes discrimination on the basis of sexual preference or identity, gender, race or ethnicity, disability, age, religious or political belief.

Where a complaint is raised, a member of staff will record details of the alleged form of discrimination and refer this information with contact details of the person alleging discrimination to the Coordinator/Director. The Coordinator/Director will then arrange an inquiry into the complaint and take necessary action to resolve the complaint.

## health, nutrition and wellbeing

The Service aims to work cooperatively with parents to develop a healthy approach to nutrition and hygiene. Food in the Service is nutritious, prepared and stored in a safe and hygienic manner.

The Service also acts diligently to control the spread of infectious diseases. All attempts are made to meet the health requirements of all children in the service.

Whilst the Service endeavours to ensure the health and wellbeing of all children in its care, cooperation from parents is essential. Up-to-date information on children's health is part of the enrolment process. Should any changes occur after the child has been enrolled, parents are required to provide this new information.

### Illness and Infectious Diseases

Children who arrive at the service or who develop symptoms of an infectious illness or condition while at the service, are removed from contact with other children (if possible) as soon as the symptoms are detected and the parent contacted for immediate collection. The child will be monitored by educators. Any child with symptoms that suggest they might be quite ill when being signed in by parents will not be accepted until all symptoms have abated or until a written clearance from a doctor is sighted. Such symptoms may include the following:

- elevated temperature, flushed colouring, unusual pallor
- coloured nasal discharge or repeated, severe coughing
- stomach ache, vomiting or diarrhoea
- red or discharging eyes or ears
- undiagnosed skin rashes, sores or swellings
- unusual activity levels, irritability, restlessness or fussy listless behaviour.

### Procedure for Caring for a Child With an Illness

The Service takes the following steps when caring for a child who becomes ill whilst attending the Service:

- The staff member makes note of the symptoms and complaints of the child.
- The child is directed to a quiet area of the room to rest and given water to drink.
- The staff member checks the medical register or the enrolment information and ensures the child has no known medical conditions which could be causing or contributing to these symptoms.
- The staff member comforts the child and monitors for further symptoms or elevation of present symptoms.
- The staff member brings the situation to the attention of the Coordinator/Director.

- The child is monitored and parent contacted if the symptoms in the infectious diseases section above occur, or if the child's symptoms appear to be worsening.

If staff notice symptoms of an infectious condition, the child is removed from other children (if possible), however they will remain in the care of an educator and the parent/carer is contacted to immediately collect the child.

### HIV & Hepatitis

At all times the confidentiality of medical information about an infected child is observed. The number of persons aware of the child's condition is kept to the minimum needed to ensure proper care of the child and to detect situations where there is potential for transmission.

Following medical advice, it is expected that parents/carers would consult with child care workers if their child has HIV infection or Hepatitis B, C, D, E.

When placing a child in care, who is HIV antibody positive or Hepatitis infected, a primary goal is the avoidance of any practice which violates the dignity of the child and the provision of a satisfactory standard of care to the child.

The Service does not disclose information about the HIV or Hepatitis B, C, D, E infectious status of any person without that person's consent or the consent of the child's parents/carers.

### Sleep, Rest and Relaxation

CCCS is committed to:

- Minimising the risk of a child in the care of CCCS experiencing Sudden Infant Death Syndrome (SIDS) or Sudden Unexpected Death in Infancy (SUDI) via the implementation of control measures
- Promoting and implementing best practice guidelines for sleep, rest and relaxation based on current research
- Adopting a collaborative approach between CCCS and Parents/Carers
- Developing and implementing both a Sleep and Rest Policy and Procedure based on the recommendations from SIDS and Kids
- Adhering to the evidence based safe sleep practices and guidelines recommended by the SIDS and Kids Safe Sleeping program
- Providing cots, mattresses, beds and/or mats (i.e. sleep equipment) that complies with relevant Australian Standards.

For further information please refer to CCCS PP POL Sleep and Rest Policy.

## Exclusion Periods

The following are minimum periods of exclusion as recommended by Staying Healthy 5th Edition. These exclusion periods are the minimum period for the child to be away from the Service, however, a child may need to stay at home longer than the exclusion period to recover from an illness.

### GENERAL ILLNESS

Conjunctivitis:	Until discharge from eyes has ceased.
Fever:	Any fever above 38°C is considered to be a sign of acute illness and the child is unfit to be in care until the fever has fully resolved.
Diarrhoea/Giardia:	Children who have had diarrhoea must be excluded until at least 24 hours after diarrhoea has ceased. (This exclusion time is a recommendation from the Public Health Unit – Queensland Public Health). In addition the Service requires the child to be able to tolerate a reintroduction of their diet without the recommencement of the diarrhoea.
Vomiting:	Children who have been vomiting must have ceased vomiting for 24 hours and have recommenced eating, prior to returning to the Service.

### VIRAL RESPIRATORY

Infections (Colds):	Colds with fever, distress, or with severe nasal discharge, sneezing, coughing or wheezing are excluded for the period of acute illness. In addition the Service policy is that any child with acute illness requiring the regular administration of medication, (e.g. Panadol or Ventolin) throughout the day is considered unfit to attend child care.
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### CONTAGIOUS CHILDHOOD ILLNESS

Chicken Pox:	Until all blisters have dried.
Measles:	Exclude for at least four days after onset of rash. Unimmunised children are required to be excluded from the Service until directed by Public Health advice.
German Measles:	Until fully recovered or at least four days after the onset of rash.
Mumps:	For nine days or until swelling goes down.
Whooping Cough:	For five days after starting antibiotic treatment or 21 days from the onset of coughing.
Herpes/Cold Sores:	Until lesions have dried. If the child is old enough to manage the infection, they can attend if sores are covered.
Head Lice:	Re-admit the day after appropriate treatment has commenced.
Hand, Foot and Mouth Disease:	Until all the blisters have dried.
Impetigo/School Sores:	Re-admit once antibiotic treatment has commenced. Any sores on exposed surfaces should be properly covered with a dressing.
Ringworm:	Re-admit the day after appropriate treatment has commenced. Any sores should be covered.
Rashes :	A doctor must check all rashes.
HIV/AIDS:	Exclusion is not necessary unless the child has a secondary infection.

## Hygiene

Hand washing is one of the most important aspects of infection control at a service.

For further information please refer to CCCS HS POL Health and Hygiene Policy.

## Nutrition – Food Provided by Service

The aim for services that provide food is to ensure nutritious food is available.

Menus are displayed at the service. Should you require any further information please speak to the educators.

The Service encourages positive learning experiences during meal and snack times where positive food habits are developed in a happy, social environment. Should meals and snacks be provided by the service they will be healthy, balanced and varied. The service provides opportunities for children to experience food from different cultures.

## Food Provided by Parents

Parents are encouraged to provide nutritional food that contributes to their child's daily recommended intake.

Food provided by parents needs to be packed to ensure it is kept at the appropriate temperature. i.e. ice packs, insulated lunch boxes, if sending perishable foods.

## Special Dietary Needs and Allergy Awareness

The Service is supportive of special dietary requirements of children in care. Parents are free to discuss their child's needs, including, but not limited to any food allergies, restrictions (cultural or religious) and how the service can support parents to meet the child's dietary requirements.

A regularly updated list of children who have special dietary requirement will be displayed in the kitchen/food preparation area.

Parents are to note details of restrictions and/or "special" diets on the enrolment form and where necessary the meal can be supplied from home.

Parents may be requested not to send food that may present a risk for those with special dietary needs. Please see your Coordinator/Director for details.

Due to the serious allergic reaction some products pose to some children who may attend the service, we strongly recommend children do not consume (while in care), products known to contain allergens.

We endeavour to reduce the risk of allergic reactions by removing, to the best of our knowledge, products containing known allergens for cooking and food served by the Service.

For further information please refer to CCCS HS POL Food Safety and Nutrition Policy.

## Sun Protection

The Service requires educators and children to be sun safe and as such we have in place certain measures to ensure the children are protected from over exposure to the sun.

School age children are monitored and informed and also encouraged to be aware of and manage their personal sun protection.

For further information please refer to CCCS HS POL Sun Protection Policy.

## First Aid

First aid equipment is available for educators to use at all sites for the first aid treatment of all persons at the service in the event of an illness or incident. The first aid kit is kept in a place that is clearly signed and out of reach of children but easily accessible to the service staff.

At least one educator qualified in first aid, CPR, asthma management and anaphylaxis is on duty at all times while children are in attendance.

Parents are to sign and authorise the enrolment form for educators to administer first aid when necessary, this is an important and required component of enrolment.

In the event of an illness or injury to a child, first aid is administered by an educator qualified in first aid.

If medical assistance is required, parents are contacted immediately. In the event a medical emergency occurs which requires transportation of a child to a medical facility every effort is made to accompany the child where possible and appropriate, however there will be no action taken in this regard if the Service is at risk of breaching the staff/child ratio requirement.

If a child receives a minor injury during the operation of the Service, educators will complete a CCCS incident report form as soon as practical and parents are required to sign this form. Should the child require medical attention, a fully completed Reporting of Serious Injury Form (SI01) is necessary and will be forwarded for signing to CCCS as the Approved Provider, the form will then be lodged with OECEC.

For further information please refer to CCCS HS POL First Aid Policy.

## Drugs, Alcohol and Smoking

Consuming drugs and alcohol is not permitted within the Service's approved areas and/or approved hours of operation.

The Service respects the need to provide a healthy and safe workplace and to ensure staff and our clients enjoy fresh air. This Service is designated as a smoke free place and no person may smoke in any designated smoke free site. Smoking must not, under any circumstance take place in the presence of children.

# administration of medication

A child with an acute illness requiring regular administration of medication, e.g. paracetamol or Ventolin, throughout the day, is considered unfit to attend Child Care. Medications prescribed for administration during child care service hours must only occur when necessary and essential for the child's wellbeing.

## Administration of Medication

When a child is returning to the Service with prescribed medication, parent's responsibilities are to:

- Ensure medication is in its original container and has a pharmacist label clearly stating the child's name, dosage, frequency of administration, date of dispensing and expiry date.
- Complete an 'Authorisation to Administer Medication Form' when the child attends and medication is required. The form will require information such as the name of the child, the name of the medication, dosage, storage requirements, how it is to be administered (e.g. ear drops, oral medicine, nebuliser etc.) and how often it is to be administered.
- Complete a Risk Minimisation Plan with the Responsible Person in Charge for a child with a diagnosed medical condition or where a medical management plan and/or action plan has been provided by a Medical Practitioner.
- Hand the medication and the 'Authorisation to Administer Medication Form' to an Educator upon arrival at the centre. Parents must not leave medication in the child's bag.
- Collect medication on departure from the centre.
- Confirm the child was given the required medication by speaking with appropriate staff on collection of the child.

**Please Note:** In the interests of children's safety and wellbeing, the Service will only administer medication if the medication is in the original container with the dispensing label attached listing the child as the prescribed person and the dosage to be given.

(Staying Healthy 5th Edition 2012)

## Non-Prescribed Medication

Non-prescribed medication will only be given to children when accompanied by a letter from a medical practitioner at the time of illness. At no time will staff give children any medication that exceeds age guidelines as defined on either the bottle or written information given by the prescribing practitioner.

The Service will only administer health practitioner prescribed or pharmacist medication, which has been approved and labelled for the child's individual use. Non prescribed (e.g. paracetamol) or unlabelled medications will not be administered. The Service will only ever administer a single dose of any medication on any day, unless otherwise outlined in a Risk Minimisation Plan formulated after liaison between parents, Service Coordinator/Director and medical personnel.

## Teething Gel

Prior written consent is required for one initial dose for the treatment of suspected teething pain only. This teething gel must be provided by the parent for the child.

Authorisation for the initial dose is provided in the enrolment booklet.

## Allergies

Please advise the Service as soon as you become aware of any allergies or medical conditions associated with your child. Please continue to keep the Coordinator/Director up-to-date with any changes to your child's condition. If your child is allergic or sensitive to any foods, lotions etc. please inform the Coordinator/Director at enrolment. An allergy listing is maintained for all children to ensure all staff are kept up to date. Completion of a Risk Minimisation Plan is also required.

## Individual Medical Plans

These will be required to assist in managing some medical conditions. If your child requires an EpiPen, asthma medication or other specific treatment, please meet with the Coordinator/Director prior to your child attending the Service. An Risk Minimisation Plan will be developed in consultation with parents/carers, the Coordinator/Director and medical personnel.

For further information please refer to CCCS CH POL Medical Conditions Policy.

## reference List

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Archdiocese of Brisbane – Employment Guidelines

Children’s Services Award 2010

Commission for Children and Young People Act (Qld) 2000

Commission for Children and Young People Regulation (Qld) 2001

Disability Discrimination Act 1992

Fair Work Act 2009

Food Act 2006: Food Regulation (supports the Act)

Privacy (Private Sector) Act 2000

QCAN Policies and Procedures Manual, June 2011

Queensland Anti-discrimination Act 1991

Queensland Development Code: MP 5.4, Childcare Services

Food Standards Australia New Zealand Food Authority Standards 2010

Sex Discrimination Act 1984

Towards Healing, National Committee for Professional Standards (Dec 2000)

Education & Care Services National Law 2010 (effective from 1/1/12)

Education & Care Services National Regulations 2011 (effective from 1/1/12)

Know Your Rights, Racial Discrimination – AHRC 2012

Workplace Health & Safety Act 2011

Workplace Health & Safety Regulations 2011

National Quality Standards for Early Childhood 2011



