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PEAK

SPORTS AND LEARNING

Policies & Procedures



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Centre Philosophy goals

Our goals as educators:

- *To foster trusting and caring relationships between staff and families, and support parents as they balance work and family life.*
- *Provide qualified, experienced and motivated educators who are responsive to children's interests and needs - and are there to guide, facilitate and support children's learning and development.*
- *To provide a secure and safe setting*
- *To provide as much teacher-parent contact for better understanding and student outcomes.*

Our goals for our children:

Have a strong sense of identity

- Peak Sports and Learning aims to teach children to demonstrate a capacity of self-regulation, negotiating and sharing behaviours by motivating and encouraging children to succeed when faced with challenges.
- Integrate children with various special needs into our program and foster their learning in an inclusive way.

Be connected with and contribute to the world

- Peak Sports and Learning aims to teach children to demonstrate awareness of connections, similarities and differences between people and how to react in positive ways by encouraging children to listen and to respect diverse cultures.
- To develop and encourage social, sporting and literacy based skills with children.

Have a strong sense of wellbeing

- Peak Sports and Learning aims to teach children to show self-regulation and manage emotions in ways that reflect the feeling and needs of others by showing care, understanding and respect for all children.
- Respect the choices and decisions made by each child, and value the differences each individual brings to our community.

Be confident and involved learners

- Peak Sports and Learning aims to teach children to use reflective thinking to consider why things happen and what can be learnt from these experiences by encouraging children to communicate and make visible their ideas and theories, collaborate with children and model reasoning, predicting and reflecting process and language.
- Provide opportunities for children to learn through social interactions, and develop and build strong meaningful relationships with carers and their peers.
- To get children interested and involved in sports.
- Have fun and make new friends!

Be effective communicators

- Peak Sports and Learning aims to teach children to convey and construct messages with purpose and confidence, including conflict resolution and following directions by modelling language and encouraging children to express themselves through language in a range of contexts and for a range of purposes including leading and following directions.

Delivery and Collection of Children

Overview

Peak Sports and Learning will ensure that children arrive at and leave the service in a manner that safeguards their health, safety and wellbeing. Educators will manage this by adhering to clear procedures regarding the delivery and collection of children, accounting for the whereabouts of children at all times whilst in the service's care and monitoring the authorisation of persons who may collect children from the service. Educators will also ensure that families understand their requirements and responsibilities in regard to collection procedures.

Considerations

| Education and Care Services National Law and Regulations | 2018 National Quality Standard | Other Service policies/documentation | MTOP |
|--|-----------------------------------|---|------|
| Regulations: 99, 158-161, 167, 168, 176. Law: Section 165-167 | Standards 2.2 and 6.2 | <ul style="list-style-type: none">- Parent Handbook- Staff Handbook- Acceptance and Refusal of Authorisations Policy- Enrolment and Orientation Policy- Administration of Medication Policy- Providing a Child Safe Environment Policy | 1.1 |

Procedures

(a) Delivery of Children:

- Children are not to be left at the service unattended at any time prior to the opening hours of the service.
- Any person delivering a child to the service must sign the attendance register and record the time of arrival and their signature.
- If a child requires medication to be administered whilst at the service, the person delivering the child must document this in writing as per the services Management of Medical Conditions and Administration of Medication procedures.

(b) School Pickup:

- School Pickup procedures may vary at each collection school. Supervisors will liaise with classroom teachers and parents to determine specific collection procedures for that school and individual children. This may include collection of kindergarten children from their classrooms, collection of children on their first day or collection of children with disabilities.
- Each centre will at all times display their collection procedures/checklists for individual schools, and communication to educators and attach to the bus/school roll folders:

Onsite School Pickup policy

- Parents are advised to encourage their child(ren) to go to the onsite collection point as soon as school has finished for the day.
- Educators mark their collection roll immediately as the children arrive at the designated meeting area onsite. A head count is conducted and matched against the children that have been marked on the roll.
- Should a child who is on the roll fail to arrive at their collection point when expected, educators will:
 - Approach or call the school office and ask for information regarding the child's attendance at school.

- If the child was **absent** from school, call the child's authorised nominees at a suitable time to remind them of their notifying responsibilities and find out when they should expect the child to return to the service.
- If the child was **present** at school and the other children and school staff are unaware of their whereabouts, educators will contact the Peak Sports and Learning administration office immediately. Administration will immediately contact the parents or guardians of the missing child to find out their whereabouts. The administration team will contact educators to notify them of the whereabouts of the child, if the child is still missing or Educators are to ask the school staff for assistance in searching for the child in the school area. Ensure supervision is maintained for other children during this process.
- If at any stage Educators cannot contact the administration team, Educators are to contact parents/guardians using the centre mobile phone. Numbers of guardians are located on each day roll and in the online FullyBooked portal.
- If the child is still unable to be located or parents contacted, the administration team will continue calling the child's authorised nominees to gain further information. Peak Educators will assist calling during this process if required. Continue to call the authorised nominees on the contact list until contact has been made. Maintain contact with the authorised nominees until the child has been located.
- Continue to keep in contact with the school during this time.
- Ensure appropriate supervision of children at the service is maintained and if available send an educator to continue looking for the child searching the school's classrooms, bathrooms, grounds etc. Follow up on any leads regarding children going to a friend's home and check common places in the local area.
- If the child remains missing, contact the Directors where they may request you contact the police and keep the authorised nominees and school informed of the situation. Where necessary, Directors will also contact Family and Community Services (FACS) within 24 hours of the incident.

Bus Pickup Policy

- Parents are advised to encourage their child(ren) to go to the bus collection point as soon as school has finished for the day. Children will wait at the bus lines with a teacher until the Peak bus has arrived for pick up.
- Educators mark their collection roll immediately as the children arrive on the bus or at the bus line, where Educators meet with them. A head count is conducted on the bus before departing each collection site.
- Should a child who is on the roll fail to arrive at their bus collection point when expected, educators will:
 - Approach or call the school office and or teacher on bus duty and ask for information regarding the child's attendance at school.
 - If the child was **absent** from school, call the child's authorised nominees once the bus has returned to the centre at a suitable time to remind them of their notifying responsibilities and find out when they should expect the child to return to the service.
 - If the child was **present** at school and the school staff are unaware of their whereabouts, educators will contact the Peak Sports and Learning administration office immediately. Administration will immediately contact the parents or guardians of the missing child to find out their whereabouts. The administration team will contact the educator to notify them of the whereabouts of the child, if the child is still missing. Educators are to ask the school staff for assistance in searching for the child in the school area. Ensure supervision is maintained on the bus or in the bus lines for other children during this process.

- If at any stage Educators cannot contact the administration team, Educators are to contact parents/guardians using the centre mobile phone. Numbers of guardians are located on each day roll and in the online FullyBooked portal.
- If the child is still unable to be located or parents contacted, the administration team will continue calling the child's authorised nominees to gain further information. Peak Educators will assist calling during this process if required. Continue to call the authorised nominees on the contact list until contact has been made. Maintain contact with the authorised nominees until the child has been located.
- Continue to keep in contact with the school during this time.
- Educators are **not** to leave the collection school until the missing child has been accounted for without the direction of a Director or the administration team. The bus driver/educator will contact the administration team to ask them to notify the next schools pickup that the bus will be running late.
- If the child remains missing, contact the Directors where they may request you contact the police and keep the authorised nominees and school informed of the situation. Where necessary, Directors will also contact Family and Community Services (FACS) within 24 hours of the incident.

(c) Acknowledgement of Children's Arrival at the Centre:

- Educators will acknowledge children's arrival at the service during After School Care by recording the child's name and presence on the roll. A head count will be conducted on arrival and at scheduled times throughout the afternoon. These head counts are also recorded on the roll.

(d) Collection of Children:

- Any person who is collecting a child from the service must be listed as an authorised nominee on the child's enrolment form with their contact details. The authorised collection list is accessible to staff through the FullyBooked online system. A current copy is also kept on the centre laptop, this is to be kept current and updated on a regular basis.
- The authorised nominee who is collecting a child must sign the attendance register and record the time of collection and their signature.
- The authorised nominee must be aged 16 years or older, and able to produce photo identification if unknown to staff.
- Educators will be aware of each child's departure from the service to ensure children are only collected by an authorised nominee listed on their collection list.
- If a person who is not on the collection list arrives to collect a child, the supervisor will contact the parent or guardian where written authorisation by email or text will be sought before the child is able to leave the service. The supervisor will also request identification from the person collecting the child.
- In the case of an emergency where a child's authorised nominees cannot collect the child and someone not on the collection list will be collecting the child, the service must be notified by phone as soon as possible by an authorised nominee. Written authorisation should be gained where possible however verbal consent and an identification check will be sufficient in the case of an emergency.
- In the event that a parent attempts to collect their child while in an unfit state, including appearing intoxicated, under the influence of drugs or when a non-custodial parent arrives outside the terms of court orders:
 - Educators cannot prevent a parent from collecting a child, but where possible, without risk to themselves may attempt to persuade a parent to seek alternative arrangements such as contacting another parent or authorised nominee.

- If the person refuses to allow the child to be collected by another authorised nominee, the supervisor is to inform a Director, and if appropriate, the police will be contacted.
 - Children will not to be released into the care of persons not authorised to collect the child, e.g. court orders restricting custody and access. If an unauthorised person is not willing to leave the premises without the child, the educator will call the police.
- (e) Late collection:**
- Children must be collected by the closing time of the service.
 - Educators should be notified as soon as possible if the authorised nominee will be later than expected and the child will be informed to avoid unnecessary anxiety.
 - If a child remains at the centre after closing time and parents have not made arrangement for their collection, centre staff will commence calling all known contact numbers. In the event that there is no response from contact numbers or parents are unable to arrange collection, advice will be sought from the Directors and or police.
 - Late fees from closure time will apply as outlined in the Enrolment Handbook. This includes a \$20.00 late fee and an additional \$1 per minute.
- (f) Children Leaving the Service Unattended:**
- No child will be permitted to travel home or to another activity on their own unless written direction or approval or, in an emergency, verbal direction or approval is received from a known parent or guardian of the child. These records (including documentation of verbal approval) will be kept.
 - If a child leaves the service in any other circumstances and for any reason without permission, the staff will assess the situation immediately and will call the police and a parent / guardian as quickly as reasonably possible.
 - Staff will not leave the centre to pursue a child if it will or may leave the other children in the Service with insufficient supervision or it will or may expose that staff member to an unacceptable risk of personal harm.
- (g) Responsibility of Families Regarding Absent Children:**
- Families are required to notify the Peak Sports and Learning Administration team 1300 467 325 before 2pm if children will be absent from the service. Administration will record the absences in an appropriate place where other educators will be aware of the information and changes to the roll.
 - Families will be informed of their notifying responsibilities upon enrolment and through the Enrolment Handbook.

Version Control Table

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|-------------|-------------|---|
| 1 | Jan 2014 | March 2018 | Directors | Amendments to procedures as needed annually. |
| 2 | March 2018 | March 2019 | Directors | Version Control table introduced. Rewritten and edited to reflect 2018 updated Quality Standards. Addition of school pickup collection procedures, late collection procedures, kindergarten collection. |
| 3 | April 2019 | April 2020 | Directors | Reviewed and no major amendments. |

Supervision of Children Policy

Policy Statement

At Peak Sports and Learning we understand that effective supervision is one of the most basic and important priorities in caring for children. Supervision is constantly observing and responding to individual children or groups of children to contribute to their safety and wellbeing. High levels of supervision are essential to protect children from hazards or harm that may arise in their daily experiences in play, physical activity and daily routines. Peak Sports & Learning's staff ratio is strictly adhered to at all times. Our educators are attuned to the needs of all children that attend our service to ensure the highest level of safety and wellbeing for the children. Effective supervision also allows educators to engage in meaningful interactions with children.

Our service is committed to:

- Complying with the Education and Care Services National Law and Regulations at all times.
- Ensuring that children are supervised at all times
- Considering the design and arrangement of children's environments to support active supervision
- Using supervision skills to reduce or prevent injury or incident to children and adults
- Guiding educators to make decisions about when children's play needs to be interrupted and redirected
- Supporting educators and their supervision strategies
- Providing consistent supervision strategies when there are staffing changes
- Acknowledging and understanding when supervision is required for high-risk experiences and/or the ratio of adults to children is increased.

Considerations

| Education and Care Services National Law & Regulations | National Quality Standards & Elements | Links to other service policies | Other |
|--|---------------------------------------|---|---|
| Law Sections: 51, 165, 166, 167, 170, 171 Regulations: 82, 83, 99, 100, 101, 102, 115, 123, 155, 168, 176 | Standard 2.2 Element 2.2.1 | <ul style="list-style-type: none"> - Excursion Policy - Child Protection Policy - Delivery and Collection of Children Policy - Incident, Illness, Injury and Trauma Policy - Interactions with Children Policy - Providing a Child Safe Environment Policy - Staffing policy - Centre Risk Assessment Folder - Excursion Risk Assessments - Centre Supervision Zone Maps | <ul style="list-style-type: none"> - My Time, Our Place - Service Philosophy - Centre supervision plans and educator placement maps - Daily Hazards checklist - Risk assessments |

The Principles of Active Supervision - Knowledge, Vigilance, Empowerment

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

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

Knowledge:

- Understanding each child's abilities and skill level by developing meaningful relationships with all children and engaging in their play.
- Using clear and simple rules and boundaries that are developed with and known to all children and consistently applied by educators and enforcing strategies for when children do have to move out of play areas such as buddy systems for toilet access etc.
- Checking the environment for hazards and risks prior to children accessing it and also during supervision and ensuring the setting up of the environment supports active supervision practices.

Vigilance:

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

Empowerment:

- Teach children how to appropriately and safely use equipment and access play areas and take some responsibility for their actions.
- Support children to determine safe and unsafe practices.
- Encourage children's confidence in reminding their peers about safe practices and to alert an educator if there is a problem.

PROCEDURES:

Planning for Supervision

Ratios:

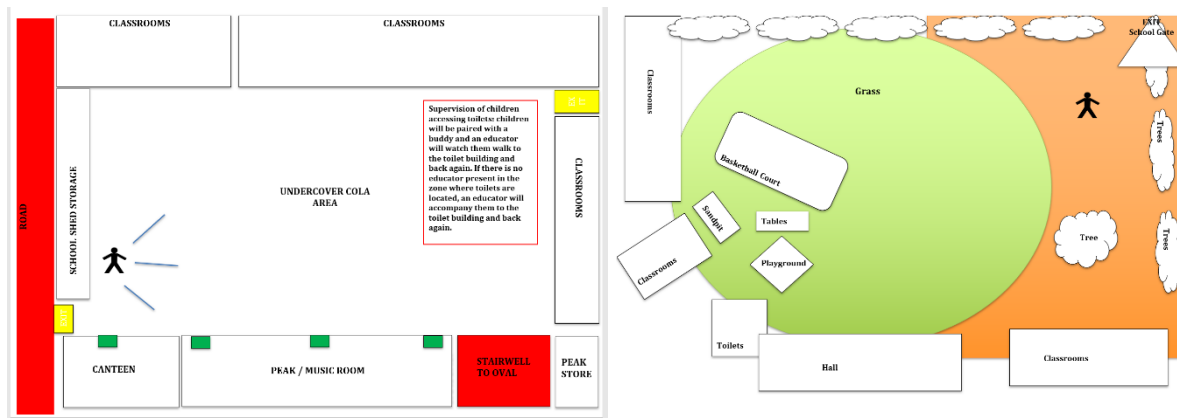
- In accordance with the Education and Care Services National Law and Regulations, the service will ensure that the prescribed ratio of 1 educator for every 15 children is adhered to at all times the service is educating and caring for children.
- For all excursions a risk assessment will be conducted to determine staffing ratios to maintain adequate supervision. The risk assessment will take into account the venue, proximity to pools, dams or the ocean, transport, staffing qualifications, access too first aid, children attending, the general public and the weather.
- Ratios within the centre will consider the educators' skill and experience and the types of

activities children are involved in. Positioning and supervision of children will vary at different times during the session. The Supervisor and educators will be aware of activities that are of higher risk and will constantly discuss and move to where high risk activities are taking place. For example, outdoor play vs. indoor craft, could mean that there is a 1:10 ratio outdoors and a 1:20 at the craft activity. However, the overall ratio remains at 1:15 across the service.

Supervision Zone Maps:

- Zoning areas of the service helps educators to better supervise children when they are accessing various locations such as indoor, outdoor, sporting fields, toilets etc. The service will ensure a zoned map is on display that shows educators the areas they are responsible for supervising. A marker within each zone on the map will demonstrate the most effective vantage point for effective supervision. This will be a location that allows for the educator to see and/or hear the children accessing that zone and acts as a guide only. Educators will move throughout the zone freely and not remain fixed unless the level of supervision requires them to be.
- Each zone may have different duties required of the educators supervising them. Supervisors will communicate this to educators and consider the number of children who may access each zone, the activities that will be happening, possible risk factors and hazards and visibility. For example, it would be unreasonable to expect a sole educator supervising a school oval with 15 children on it to also be responsible for children as they walk between the oval and the indoor facility unless there is a clear view of their walking path. If the path is obstructed, it may be necessary to have a staff member positioned somewhere between the two locations.
- A strategy for children accessing toilet facilities will be included in each service's Supervision Zone map.

Supervision Zone Map



Rosters:

- To ensure there are a sufficient number of educators to meet ratios each time children are being educated and cared for, the service will ensure a roster is completed and made available for educators to review. Staff are required to confirm their shifts weekly through the Zenshifts app.
- When creating a roster, the Director will take the number of expected children enrolled into consideration.
- Fluctuating numbers of casual enrolments will be constantly monitored to ensure that last minute additions to the daily roll are still able to be educated and cared for at the recommended ratio.
- Where possible, and when Inclusion Support funding is available, Peak provides additional educators above recommended ratios to provide support for children with additional needs. These educators are also included on the roster. The additional educators can be used to provide additional supervision in all zones of the centre.

External Agencies:

- From time to time, external agencies are given access to children while attending Peak such as tutors, Occupational therapists and music teachers. Unless written permission is given by the child's parents, the child is not to be left unattended with visiting agencies and must continue to be supervised by Peak educators.

Minimising Risk

Risk Assessments:

- Each supervision zone of the service comes with its own unique risks and hazards. To minimise the possibility of children, educators or visitors being harmed anywhere in the service, certain zones have a risk assessment completed and documented. This assists educators in being able to focus on supervising and interacting with children rather than dealing with hazard reduction during key supervision times.
- The service maintains a Centre Risk Assessment Folder containing general risk assessments and safety measure controls for zones and activities including: potential emergencies, bus runs, toilets, oval, craft, sport, cooking, sandpit, play equipment, gardening, and interacting with pets.
- Daily hazard checks are undertaken to ensure the area in which we operate from is safe and secure for children and staff. Checks are completed daily to ensure all areas are clean, tidy and that no potential risks or hazards have arisen.
- Equipment and facilities are well maintained and looked after ensuring safe use and safe practice.
- Educators will ensure that children understand not to access unsupervised areas of the service and that potentially hazardous items are kept out of areas that children have access to in accordance with service safety procedures.
- All children at Peak are taught and regularly reminded of the catch phrase, "If we can't see you, we can't save you"

Supervision Outside of the Service

Transporting children to and from the service during Before and After School Care:

- Employees of Peak Employment services will be responsible for driving the buses that children will be transported in. Children will be signed out of the centre when exiting the service premises to get on the bus during BSC and signed out of care when they arrive at school. During ASC children will be signed into care when they are picked up on the bus and signed into the centre when they arrive at the service premises.

Transporting children to and from excursions

- There are obvious hazards that can be identified when children are outside of the service environment. Such times may include excursions, when children are moving between the service and extracurricular activities on the same site. When transporting children Educators will discuss and document the potential hazards and risks associated with the transportation of children whether it is via walking, buses or other modes. Child ratios when transporting children will be determined via a risk assessment. Ratios on the risk assessment will be adhered to at all times.
- Risk Assessment forms are completed prior to excursions, incursions and any activity deemed as a potential risk; and are available to families for all excursions and activities that are undertaken.
- Educators will ensure that children are supervised at all times whilst under the care of the

service but outside of the service grounds and that any activities and play children undertake during these times is appropriate to the environment they are in and free from potential hazards where possible.

- Educators will ensure they are familiar with the procedures for locating a missing child who has not arrived at their expected collection point.
- Educators will ensure that children using public bathroom facilities will be accompanied to the facilities where possible, educators will not enter cubicles with children unless necessary. If this is required two educators will be present. Head counts and roll calls will occur regularly, throughout the excursion.

Partnerships with Children

- Our service involves children in all aspects of the services daily operations including the rules and boundaries that guide their behaviour. Children are offered opportunities to develop their own rules and boundaries in partnership with educators, which then allow them to better understand the reason for limits and acknowledge the consequences when these are not adhered to.
- The age of children in our service range greatly, which reflects various levels of play behaviour. Educators will assess each play scenario in accordance with children's development and adapt supervision strategies to meet individual needs. For example, younger children may require more active supervision than older children do or if children are doing an activity that poses a greater risk, which will affect the level and type of supervision given to that area.
- Educators respect all children's rights to privacy and allow them the space to be independent but particularly children in older age groups. Educators will develop supervision strategies that monitor but also allow older children to self-manage their play and limit setting.
- Educator's supervision levels will add to and enrich the play of children and only disrupt activities if there is a need due to hazard and risk identification.
- Educators will engage in play with children and interact with them in accordance with our services values and beliefs whilst also supervising. This helps to build meaningful relationships and helps to minimise challenging behaviours.

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|----------------|----------------|-------------|---|
| 1 | September 2018 | September 2019 | Directors | Nil – This is the first version. |
| 2 | October 2019 | October 2020 | Director | Changes to clarify supervision during transportation. |

Excursion and Incursion Policy

Policy Statement

Peak will provide a range of excursions and incursions, particularly during Vacation Care sessions, to extend the educational programming at the service. We believe these experiences enrich the children's learning by allowing them to engage with members of the community who have specialised knowledge in a wide range of areas, additional to that of Peak educators. Excursions are designed to allow children to explore their physical and social environment, including their local community, away from the service's premises.

In planning excursions and incursions, input is gained from families, staff and children. Permission is sought for all excursions and incursions, they are carefully planned, with potential risks assessed and minimised. Educators take into consideration planning experiences that encourage and extend the children's knowledge, allowing them to learn through the My Time Our Place outcomes.

Considerations

| Education and Care Services National Regulations | National Quality Standard | Other Service policies/documentation | Other |
|--|--|--|---------------------|
| Regulations: 100 to 102 | Standard 1.1.1, 1.1.2, 1.1.3, 1.3.3, 2.2.1 | <ul style="list-style-type: none">- Transportation Policy and Safety Management System manuals- Health & Safety Policies including Sun Safety and Water Safety | My Time, Our Place. |

Procedures

Planned incursions and excursions will consider:

- 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.
- Keeping additional costs for families to a minimum.

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;
- Any risks associated with water-based activities
- 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 specialised skills are required;
- The proposed activities;
- The likely length of time of the excursion;
- A checklist of items that should be taken on the excursion: attendance roll, first aid kit including EpiPen and asthma puffers, medications, first aid register, mobile phone and a list of emergency contact numbers.

- Verbal instructions to children on safety guidelines and appropriate behaviour expected whilst on excursions.

Alternative Locations within the School

From time to time, Peak may need to relocate to another building within the school, for example the school library or a classroom. On these occasions a risk assessment will be conducted. Centre Supervisors will ensure that the information and equipment necessary for excursions is taken to the alternative location.

Permission

- Families' permission will be obtained at arrival to the centre on the day of each excursion or incursion. Specific permission is required for swimming. By signing the excursion permission form, the family member is authorising their child to attend the activities stated.
- Excursions to locations visited on a regular basis such as a local aged care centre may be undertaken without prior notice if families 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. Once an initial risk assessment has been carried out for regular outings, risk assessments are not required for subsequent outings to the same place, unless there is a change to the place or venue.

Supervision

- Children will be orientated to the risk elements and procedures prior to attending any excursion. This includes elements such as what to do if they become separated from the group, toilet procedures, talking to strangers etc.
- Adequate numbers of educators to effectively supervise the children will be rostered on for excursions. Numbers of educators take into consideration the ages and developmental stage of the children attending the excursion and be based on a risk assessment of the excursion.
- Head counts are conducted regularly throughout the duration of the excursion.
- Children will wear a band of 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 is stationed outside the door of restrooms 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 must be determined. One educator must step out onto the road, and if necessary, stop traffic from both directions. The remaining educators then lead children across the road.

Information and Equipment

Information and equipment to be taken on excursions will include:

- The daily roll featuring a list of all children attending and special information sheet on medical considerations
- The centre mobile phone with contacts for each child and emergency contact numbers
- The Hart first aid kit including asthma puffers and EpiPen
- Any medication for children attending and their medication administration form
- First aid register
- Other information/equipment noted on the Risk Management Plan.

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 Director or Supervisor will call the Police and the family.

Transporting Children to/from an excursion:

- Peak will transport children to and from excursions using our own private bus transportation. The same procedures will apply as outlined in our **Transportation Policy and Safety Management System manuals**.
- Children are only permitted to travel to an excursion on any form of transport with written permission from their families.
- In some circumstances where the site of the excursion is close to the service, it will be appropriate for children and educators to walk to the site.
- The decision to walk should be preceded by a risk assessment and the route should be determined consistent with the objective of ensuring the safety of educators and children.

Water Safety

- The service 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.
- A ratio of 1 educator to 5 children will be maintained on water-based excursions such as the local swimming pool
- Risk assessments will be carried out for programmed water-based activities.
- Additional information will be obtained about each child's swimming ability from parents, along with an onsite practical assessment conducted in the pool to ensure that non-swimmers are identified. Non-swimmers will not be allowed to enter the deep part of the pool.

Version Control Table

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|-------------|-------------|---|
| 1 | Jan 2017 | July 2019 | Directors | Nil – small amendments to procedures |
| 2 | August 2019 | August 2020 | Directors | <ul style="list-style-type: none">- Rewritten and edited to reflect 2018 updated Quality Standards.- Permission and risk assessments of Incursions added- Sections added on procedures for lost children, walking excursions, bus transportation, water safety. |

Transport for Excursions Policy

Overview

Children have the right to be safe while travelling in transport provided by Peak Sports and Learning. All vehicles used need to comply with the appropriate legislation and regulations and Transport Operations. Maximum safety precautions will be maintained and parent permission will be obtained before a child travels on any type of transport. Licence checks on all drivers will be completed.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

Duty of Care

Transport Operations

All vehicles used must be registered in New South Wales.

Procedures

Drivers are to be licensed to carry the required number of passengers for the purpose. Peak Sports and Learning will request the transport company to provide confirmation and evidence of this fact before engaging the company for the excursion.

Staff generally transport children and will fulfil the requirements of paragraphs above apply in relation to that the transport qualifications.

In selecting transport, Peak Sports and Learning will ensure that a communication system is available for use in the event of emergency.

Peak Sports and Learning will in all cases check prior to the excursion what alternative arrangements are available in the event of breakdown.

Peak Sports and Learning will, where ever practicable and affordable, use buses fitted with seat belts or where this is not possible, ensure that suitable safety precautions are taken.

Children will not be left in the sole care and custody of bus drivers or others who are not employees of Peak Sports and Learning.

Vehicle breakdown/accident:

In the event of injury occurring in the course of being transported, see the *Incidents, Injury and trauma and illness policy*

- While waiting for replacement transport/repairs, children will be kept safe, comfortable and occupied with suitable activities.

In the event of a late return to the Centre, every effort will be made to notify parents e.g. to arrange for a notice to be displayed at Peak Sports and Learning or to contact parents individually.

Dealing with Infectious Disease Policy

Policy Statement

Peak Sports and Learning will provide a safe and hygienic environment that will promote the health and wellbeing of the children and educators. This is achieved by preventing and reducing the spread of infectious diseases through the implementation of procedures that are consistent with guidelines of NSW State Health Authorities. We also ensure that we are meeting all reporting and regulatory requirements to support the health and wellbeing of children, families and staff in our services.

Considerations

| Education and Care Services National Regulations | National Quality Standard | Other Service policies/documentation | Other |
|--|---------------------------|---|--|
| Regulation: 85, 86, 87, 88 | Standard 2.1.2 | <ul style="list-style-type: none">- Parent Handbook- Staff Handbook- Enrolment and Orientation Policy- Providing a Child Safe Environment Policy- Incident, Injury, Illness and Trauma Policy | <ul style="list-style-type: none">- Disability Discrimination Act 1975- NSW Anti-discrimination Act 1977- Work Health and Safety Act 2011- Staying Healthy in Child Care (5th Edition)- NSW Dept. of Health guidelines |

Procedure

Prevention

- Universal precautions will be consistently applied across service practices to ensure prevention of the spread of infections is effective.
- Department of Health guidelines on infectious diseases information will be regularly available at the service for reference by staff, management and families. This is available at: <https://www.health.nsw.gov.au/Infectious/factsheets/Pages/childhood.aspx>
- If a child is showing symptoms of an infectious disease whilst at home, families are not permitted to bring the child to the service. Children who appear unwell when being signed in by their family will not be permitted to be left at the service.
- Parents/Guardians are to be informed at the time of enrolment that it is their responsibility to inform the service immediately of an infectious disease that has been discovered in their family. This is important to minimise the risk of spread of the illness.

Management of an Outbreak of Infectious Disease

- Where there is an outbreak of an infectious disease, each enrolled child's family/emergency contact will be notified within 24 hours under ordinary circumstances. The service will maintain confidentiality when issuing the notification and ensure it is not prejudicial or identify any children.

- In the event of an outbreak of vaccine-preventable disease at the service or school attended by children at service, children not immunised will be required to stay at home for the duration of the outbreak, for their own protection.
- If a child develops symptoms of a possible infectious disease whilst at the service, their family will be contacted to take the child home. Where they are not available, emergency contacts will be called to ensure the child is removed from the service promptly.

Exclusion of Children with infectious Disease

- Children and staff with infectious diseases will be excluded from the service for the period recommended by the Department of Health. Recommended Minimum Periods of Exclusion are outlined in *Staying Healthy – Preventing Infectious Diseases in Early Childhood Education and Care Services 5th edition*, Commonwealth of Australia 2012. This information is also available at: <https://nhmrc.gov.au/about-us/publications/staying-healthy-preventing-infectious-diseases>
- The decision to exclude or re-admit a child or staff member will be the responsibility of the Nominated Supervisor based on the child's symptoms, medical opinion and Department of Health guidelines for children who have an infectious disease or who have been exposed to an infectious disease.
- The Centre Supervisor on duty has the right to refuse access if concerned about the child's health.
- Children and staff with diarrhoea will be excluded for 24 hours after the symptoms have disappeared or after a normal stool.

Children returning to the Service after Contracting an Infectious Disease

- Children who have contracted an infectious disease, may only return to the service on presentation of a medical certificate, which confirms that they are no longer infectious. The Nominated Supervisor is not permitted to allow these children to return without this appropriate medical clearance.
- If there is a difference of opinion between Parents/Medical Practitioner and the educators about whether a child is well enough to return to the service, the Nominated Supervisor should seek advice from the services local Public Health Unit in attempt to resolve this issue.

Management of HIV/AIDS/Hep B and C

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

Infectious Diseases requiring Notification to the local Public Health Unit

- Nominated Supervisors will notify their local public health unit (PHU) by phone (call 1300 066 055) as soon as possible after they are made aware that a child enrolled at the service is suffering from one of the following vaccine preventable diseases:
 - Diphtheria
 - Mumps
 - Poliomyelitis
 - Haemophilus influenzae Type b (Hib)
 - Meningococcal disease
 - Rubella ("German measles")
 - Measles
 - Pertussis ("whooping cough")
 - Tetanus

Precautions to Prevent Cross Infection and Spread of Disease

- Hand washing will be practised by all educators and children upon entering the service, before preparing or eating food and after all dirty tasks such as toileting, cleaning up any items, wiping a nose, before and after administering first aid, playing outside or handling an animal.
- The service will be cleaned daily and rosters maintained as evidence of the cleaning tasks being undertaken.
- All toilet facilities will have access to a basin or sink with running water, soap and paper towel for washing and drying hands.
- Women and girls will have access to proper feminine hygiene disposal.
- Soap and paper towel will also be available in the kitchen area.
- All toilets, hand basins and kitchen facilities used by the service will be cleaned and disinfected daily. General surfaces will be cleaned with detergent after each activity and at the end of the day and all contaminated surfaces will be disinfected.
- Toys will be washed, cleaned and disinfected on a regular basis with material items such as dress ups and cushion covers laundered as required but a minimum of quarterly.
- Educators will maintain and model appropriate hygiene practices and encourage the children to adopt effective hygiene practices. As part of children taking increasing responsibility for their own health and physical wellbeing, educators should acknowledge children who are modelling hygiene practices.
- Informal education in proper hygiene practices will be conducted on a regular basis, either individually or as a group through conversations, planned experiences, inclusion in service routines and reminders. Health and hygiene practices will be highlighted to parents, and where appropriate information sheets or posters will be used by educators to support these practices.
- Educators will aim to provide a non-judgmental approach to differences in hygiene practices and standards between families in order to support children's developing sense of identity. Where practices differ to standards expected in the service remind children that these are practices to be followed in the service but they may be different for them at home.
- All educators will be advised upon appointment to the position to maintain their immunity to common childhood diseases, tetanus and Hepatitis B through immunisation with their local health professional
- All staff dealing with open sores, cuts and bodily fluids shall wear disposable gloves and practice universal precautions.
- Staff with cuts, open wounds or skin diseases such as dermatitis should cover their wounds and wear disposable gloves.

- Disposable gloves will be properly and safely discarded and staff are to wash their hands after doing so.
- If a child has an open wound it will be covered with a waterproof dressing and securely attached.
- If bodily fluids or blood gets on the skin but there is no cut or puncture, wash away with hot soapy water.
- In the event of exposure through cuts or chapped skin, promptly wash away the fluid, encourage bleeding and wash in cold or tepid soapy water.
- In the event of exposure to the mouth, promptly spit it out and rinse mouth with water several times.
- In the event of exposure to the eyes, promptly rinse gently with cold or tepid tap water or saline solution.
- In the event of having to perform CPR, disposable sterile mouth masks are to be used, or if unavailable a piece of cloth. The staff person in charge of the first aid kit will ensure that a mask is available in the kit at all times.
- Any exposure should be reported to the Centre Supervisor/Nominated Supervisor and management to ensure proper follow up procedures occur.
- When assisting children with toileting and nappy changing, staff will ensure that they wear gloves and wash their hands afterwards. They will also encourage the child to wash their hands.
- Staff will consider the resources they are using when assisting school age children when toileting to ensure they are age appropriate and ensure privacy for the child and ease of use by staff.
- Any soiled clothing shall be handled using disposable gloves and be placed in a sealed plastic bag for the parents to take home for laundering. The service will never rinse soiled clothing.
- Any blood or bodily fluid spills will be cleaned up immediately, using gloves and the area fully disinfected. Cloths used in cleaning will be wrapped in plastic bags and properly disposed of according to current infection control guidelines.

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|-------------|-------------|---|
| 1 | Jan 2017 | March 2018 | Directors | Nil – small amendments to procedures |
| 2 | August 2018 | August 2019 | Directors | Rewritten and edited to reflect 2018 updated Quality Standards. Addition of procedures for preventing cross infection and the spread of disease, Management of HIV and Hepatitis, confidentiality |
| 3 | August 2019 | August 2020 | Directors | Inclusion of the most recent NSW Health information and website links |

Medical Conditions Policy including Anaphylaxis, Asthma, Diabetes and Epilepsy Management

Policy Statement

Peak Sport and Learning will work closely with children, families and where relevant schools and other health professionals to manage medical conditions of children attending the service. At Peak, we believe in providing an inclusive environment for all children and will support children with medical conditions to participate fully in the day to day program. The service and all educators will effectively respond to and manage medical conditions including asthma, epilepsy, diabetes and anaphylaxis at the service to ensure the safety and wellbeing of children, educators and visitors. Medications will only be administered to children in accordance with the National Law and Regulations.

Considerations

| Education and Care Services National Law and Regulations | 2018 National Quality Standard | Other Service policies/documentation | OTHER |
|--|---|---|--|
| Regulations: 90-91 Law: Section 173 | Standard 2.1.2, 2.2.1, 2.2.2, 6.2.1 | <ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Providing a Child Safe Environment Policy - Excursion Policy - Management of Incident, Injury and trauma Policy - Infectious Disease Policy - Administration of First Aid policy | <ul style="list-style-type: none"> - Work Health and Safety Act 2011 - Individual Medical Management Plans and corresponding resources. - My Time, Our Place: 1.2, 1.4, 3.1 |

Procedure

Enrolment procedures for children with medical conditions:

- Families will be asked to inform the service of any medical conditions the child may have at the time of enrolment. This information will be recorded on the child's enrolment form.
- Upon enrolment, the service will provide the family with a copy of this policy in accordance with regulation 91.
- Specific or long-term medical conditions such as Anaphylaxis, Asthma, diabetes and Epilepsy will require the completion of a **Medical Management Plan** developed in conjunction with the child's doctor and family. This plan should include the correct dosage of any medication as prescribed.
- Parents are required to provide the medication identified in the Medical Management Plan. Parents are required to provide updates to the Medical Management Plan annually or if treatment changes are made.
- It is a requirement of the service that a **Risk Minimisation Plan** is developed in consultation with the child's family. Peak Administration staff will communicate with the family and, if necessary, any relevant health professionals as soon as possible and preferably 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.
- Administration staff will send **Medical Management Plan** and **Risk Minimisation Plan** to the Centre Supervisor for review and parent's approval and signature and inclusion in the risk management folder.
- Content of the **Risk Minimisation Plan** will include:
 - Identification of any risks to the child or others by their attendance at the service.
 - Strategies identified to reduce risks of exposure to allergens or anything that may impact the health of the child.
 - Identification of any practices or procedures that need adjustment at the service to minimise risk e.g. food preparation procedures.
 - Parents/Guardians are responsible for communicating any changes to the child's medical management plan. This can be provided in person at the centre to the Responsible Person or to Administration by email.
 - Any small amendments to the risk minimisation plan will be written on the existing plan and acknowledged by initial by the Parent/Guardian and Responsible Person.

Centre procedures for children with medical conditions:

- The service will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The service will adhere to privacy and confidentiality procedures when dealing with individual health needs.
- Centre Supervisors are also responsible for raising any concerns with a child's parents about any medical condition known to the service, or any suspected medical condition that arises.
- The Nominated Supervisor is responsible for ensuring that a minimum of one educator who is currently qualified in senior first aid, asthma management and anaphylaxis management is present at the service at all times.
- Peak centres will maintain a **Risk Minimisation Folder** containing children's medical management and risk minimisation plans. This will be clearly labelled and accessible to all staff members.

Communication Plan for children with Medical Conditions

Communication relating to the medical conditions for children will include the following steps:

1. Upon enrolment the family is to provide the Medical Management Plan. The family is provided with a copy of this policy upon enrolment via email and in accordance with regulation 91.
2. The child's Medical Management Plan will be held digitally in the child's enrolment with an expiry date noted. The expiry of the document will be 12 months from the date signed by the Medical Practitioner or as otherwise specified.
3. A copy of the Medical Management Plan and risk minimisation template will be emailed from Administration to the centre to print and include in their Medical Action Plan and Risk Minimisation Folder.
4. The Nominated Supervisor and/or Responsible Person will complete a Risk Minimisation Form to be reviewed and signed by the Parent/Guardian. This will be updated annually.
5. All details of new enrolments are provided in the weekly staff Newsletter emailed. Serious allergies or health conditions will be displayed each week in the weekly newsletter to staff.
6. If changes occur to the child's condition or the medical plans, the family will inform the Nominated Supervisor and/or Responsible Person immediately in person or via email and

provide updated medical plans. The Risk Minimisation Plan will be reviewed and updated where applicable.

7. All long-term medical conditions including allergies or anaphylaxis, asthma, epilepsy, diabetes of children present will be printed with the daily roll. It is deemed the responsibility of every educator at the service to read and refer to the list at the commencement of their day.
8. The folder containing children's Medical Action Plans and Risk Minimisation Plans for children's medical management will be clearly labelled and accessible to all staff members.
9. All staff will be informed of the medical policies, risk minimisation folder and daily list on initial employment and provided orientation on what action to take in the event of a medical emergency involving that child.
10. In addition to regular conversations between the Nominated Supervisor, Responsible Persons, Educators and families, the centre will formally request updates to medical conditions information through Medical Plan expiry emails generated from FullyBooked Child Care Management Software and through other communication platforms, such as Newsletters and emails.

Medical Condition: Anaphylaxis / Allergy

Anaphylaxis is the most severe form of allergic reaction. The symptoms of anaphylactic shock may include hives, itching, swelling, watery eyes, runny nose, vomiting, diarrhoea, stomach cramps, coughing, wheezing, throat tightness/closing, difficulty swallowing, difficulty breathing, dizziness, fainting, loss of consciousness or a change of skin colour. The most dangerous symptoms are breathing difficulties or a drop in blood pressure, which can be potentially fatal. Products that contain nuts are known to cause anaphylaxis in some people.

Peak Sports and Learning recognises the increasing prevalence of children attending services who have been diagnosed with severe allergy and anaphylactic reactions. Such reactions may be the result of allergies to eggs, peanuts, tree nuts, cow's milk, shell fish, fruit, bee or other insect stings, latex, particular medications or other allergens as identified through professional diagnosis. It is known that reactions to allergens may occur through ingestions, skin or eye contact or inhalation of food particles.

Procedures and Risk Minimisation Strategies for Children with Anaphylaxis and Severe Allergies

- An EpiPen will be kept available to staff at all times in a labelled first aid kit (Red Hart First Aid Kit). This first aid kit will also be taken on all excursions and emergency evacuations. Signs will be displayed clearly throughout the centre to indicate the location of the EpiPen.
- Children who are diagnosed with severe allergies or anaphylaxis who require an EpiPen will provide one to be kept for them at the service. This will be collected and stored securely at the centre in a location that is easily accessible to staff.
- A Medical Management Plan will be provided by parents/cares and a Risk Minimisation Plan will be developed for each child with Anaphylaxis. In addition, practices will be carried out to ensure that the service is, to the best of our ability, providing an environment that will not trigger an allergic reaction. These practices will be documented and reflected upon, and potential risks reduced if possible.
- Where a child has a life-threatening food allergy the service will endeavour to be free of the particular food allergen in the service. Families will be advised not to supply that allergen for

their own children. This is the case for nuts in all Peak centres. Individual centres are also free of specific allergens such as eggs and berries.

- Where possible Peak will provide alternatives to children with food allergies such as soy milk and gluten free bread.
- Signs will be displayed clearly throughout the service to ensure all families, educators, other staff and visitors are aware the service is a nut aware centre. Signs of other allergens will also be displayed if a child with that allergy attends a service.
- Where it is necessary for other children to consume a 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.
- Educators will not allow children to share food, utensils or food containers.
- Educators will prepare food in line with a child's medical management plan and family recommendations
- Peak will consider whether it's necessary to change or restrict the use of food products in craft, science experiments and cooking classes so children with allergies can participate.
- Educators will be instructed on measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food, such as careful cleaning of food preparation areas and utensils.
- Educators will closely supervise all children at meal and snack times and ensure food is eaten in specified areas.
- Consult risk minimisation plans when making food purchases and planning menus.

Responding to incidents involving severe allergies or anaphylaxis:

- Educators should be on the lookout for symptoms of an allergic reaction as they need to act rapidly if they do occur.
- In conjunction with the **Administration of First Aid Policy**, the medical management plan will be followed in the event of any allergy or anaphylaxis incident.
- If a child is displaying symptoms of an anaphylactic reaction our service will:
 - Call an ambulance immediately by dialling 000.
 - Ensure the first aid trained educators/educators with approved anaphylaxis management training provides appropriate first aid which may include the injection of an auto immune device EpiPen in line with the steps outlined by the Australian Society of Clinical Immunology and Allergy and CPR if the child stops breathing.
 - Contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.

Medical Condition: Asthma

Asthma is a chronic lung disease that inflames and narrows the airways. While developing the Medical Conditions Risk Minimisation Plan Peak Sports and Learning will implement procedures where possible to minimise the exposure of susceptible children to the common triggers which can cause an asthma attack.

Procedures and Risk Minimisation Strategies for Children with Asthma

- A Medical Management Plan will be provided by parents/cares and a Risk Minimisation Plan will be developed for each child with asthma. In addition, practices will be carried out to ensure that the service is, to the best of our ability, providing an environment that will not trigger an asthmatic reaction. These practices will be documented and reflected upon, and potential risks reduced if possible.

These triggers include:

- dust and pollution
 - inhaled allergens, for example mould, pollen, pet hair
 - changes in temperature and weather, heating and air conditioning
 - emotional changes including laughing and stress
 - activity and exercise
- The service will display an Asthma chart called First Aid for Asthma Chart for under 12 years or Asthma First Aid in a key location at the service.
 - Children who are diagnosed with asthma are encouraged to provide a Ventolin inhaler which can be either stored at the centre or, if parents indicate in writing as outlined in our **Administration of Medication Policy**, can be kept in the child's bag for self-administration.
 - In conjunction with the **Administration of First Aid Policy** and **Administration of Medication Policy**, all educators and volunteers at the service must follow a child's Medical Management Plan in the event of an incident related to a child's specific health care need, allergy or medical condition.
 - A Ventolin inhaler will be kept available to staff at all times in a labelled first aid kit (Red Hart First Aid Kit). This first aid kit will also be taken on all excursions and emergency evacuations. Signs will be displayed clearly throughout the centre to indicate the location of the Ventolin inhaler.

An Asthma First Aid kit should contain:

- Blue or grey reliever puffer.
- A spacer device that is compatible with the puffer.
- A face mask compatible with the spacer for use by children under 5.
- 70% alcohol swabs for cleaning devices. Note puffers, spacers and face masks from the Kit must be thoroughly cleaned after each use, if they are reusable, to prevent cross contamination. To clean: Remove canister from puffer and wash device (but not canister) in warm water with kitchen detergent, do not rinse or rub dry, allow devices to air dry, when dry, wipe the mouth piece inside and outside with a 70% alcohol swab, when completely dry, replace the canister and ensure puffer is working correctly.

Responding to incidents involving Asthma:

- An asthma attack can become life threatening if not treated properly. If a child is displaying asthma symptoms, our service will ensure first aid trained educators/educators with approved asthma management training immediately attends to the child.
- If the procedures outlined in the child's medical management plan do not alleviate the asthma symptoms, or the child does not have a medical management plan, the educator will provide appropriate first aid, which may include the steps outlined by Asthma Australia as follows:
 - Sit the child upright and stay with the child and be calm and reassuring
 - Give 4 puffs of blue reliever puffer medication
 - Use a spacer if there is one
 - Shake puffer
 - Put 1 puff into spacer
 - Take 4 breaths from spacer
 - Repeat until 4 puffs have been taken
 - Shake, 1 puff, 4 breaths

- Wait 4 minutes, if there is no improvement, give 4 more puffs as above
- If there is still no improvement call emergency assistance 000
- Keep giving 4 puffs every 4 minutes until emergency assistance arrives
- Contact the child's parent or authorised contact where the parent cannot be reached.

Medical Condition: Diabetes

Diabetes is a chronic condition where the levels of glucose (sugar) in the blood are too high. Glucose levels are normally regulated by the hormone insulin.

The most common form of diabetes in children is type 1. The body's immune system attacks the insulin producing cells so insulin can no longer be made. People with type 1 diabetes need to have insulin daily and test their blood glucose several times a day, follow a healthy eating plan and participate in regular physical activity.

Type 2 diabetes is managed by regular physical activity and healthy eating. Over time type 2 diabetics may also require insulin.

Procedures and Risk Minimisation Strategies for Children with Diabetes

- Where it is deemed necessary, training will be organised for Educators by Diabetes Australia.
- A Medical Management Plan will be provided by parents/cares and a Risk Minimisation Plan will be developed for each child with diabetes. In addition, practices will be carried out to ensure that the service is, to the best of our ability, providing an environment that prevents the child suffering hypoglycaemia (hypo). These practices will be documented and reflected upon, and potential risks reduced if possible.
- While developing the Medical Conditions Risk Minimisation Plan our service will implement procedures where possible to ensure children with diabetes do not suffer any adverse effects from their condition while at the service.
- These include ensuring they do not suffer from hypoglycaemia (have a "hypo") which occurs when blood sugar levels are too low. Things that can cause a "hypo" include:
 - A delayed or missed meal, or a meal with too little carbohydrate
 - Extra strenuous or unplanned physical activity
 - Too much insulin or medication for diabetes
 - Vomiting
- The Risk minimisation plan will be developed taking into account whether the child is enrolling in Before or After School Care, or Vacation Care and general planned activities such as meal times, exercise.
- Children with Type 1 diabetes may also need to limit their intake of sweet foods. Our service will ensure information about the child's diet including the types and amounts of appropriate foods is part of the child's Medical Management Plan and that this is used to develop the Risk Minimisation Plan.

Responding to incidents involving Diabetes (hypoglycaemia "hypo"):

If a child is displaying symptoms of a "hypo" our service will:

- Ensure the first aid trained educator provides immediate first aid which will be outlined in the child's medical management plan and may include giving the child some quick acting and easily consumed carbohydrate.

- Call an ambulance by dialling 000 if the child does not respond to the first aid and CPR if the child stops breathing.
- Contact the parent/guardian or the person to be notified in the event of illness if the parent/guardian cannot be contacted.

Medical Condition: Epilepsy

Epilepsy is a disorder of the nervous system characterised by seizures (convulsions, sometimes called 'fits'). A seizure is not necessarily the result of epilepsy but can be caused by a head injury, high fever, brain tumour, poisoning, drug overdose, stroke, infection, or anything which severely impairs supply of oxygen or blood to the brain. The management of seizures is the same irrespective of the cause.

People with epilepsy may be aware that they are about to have a seizure because of a brief sensation – a perceived sound, a smell, or a feeling of movement. This is termed an 'aura'. Seizures range from a mild blackout called a simple partial seizure to sudden uncontrolled muscular spasms. If a seizure involves the whole body it is referred to as a tonic clonic seizure. A major seizure can come on very suddenly but seldom lasts longer than 2-3 minutes. After the seizure the person may not remember what happened and may appear dazed and confused as well as sleepy or exhausted.

Procedures and Risk Minimisation Strategies for Children with Epilepsy

- A Medical Management Plan will be provided by parents/cares and a Risk Minimisation Plan will be developed for each child with epilepsy.
- While developing the Risk Minimisation Plan our service will implement procedures, where possible, to ensure children with epilepsy do not suffer any adverse effects from their condition while at the service. These include ensuring within the environment that there are no flickering lights at the centre or minimising any flickering light during transport.
- Educators will be aware of sign and symptoms of an epileptic seizure including:
 - Suddenly cry out
 - Fall to the ground (sometimes resulting in injury) and lie rigid for a few seconds
 - Have a congested and blue face and neck
 - Have jerky, spasmodic muscular movements
 - Froth at the mouth
 - Bite the tongue
 - Lose control of bladder and bowel

Responding to incidents involving Seizures

For all seizure events:

- remain calm
- ensure other children in the vicinity of the seizure event are being supported
- note the time the seizure started and time the event until it ends
- talk to the child to make sure they regain full consciousness
- stay with and reassure the child until they have fully recovered
- provide appropriate post seizure support or adjustments

The service will contact the parent/guardian or emergency contacts in any seizure event.

A **tonic-clonic seizure** (convulsive seizure with loss of consciousness) presents as muscle stiffening and falling, followed by jerking movements.

During this type of seizure:

- protect the head e.g. place a pillow or cushion under the head
- remove any hard objects that could cause injury
- do not attempt to restrain the child or stop the jerking
- do not put anything in the child's mouth
- as soon as possible roll the child onto their side – you may need to wait until the seizure movements have ceased.
- For a seizure with impaired awareness (non-convulsive seizure with outward signs of confusion, unresponsiveness or inappropriate behaviour) avoid restraining the child. You may need to guide the student safely around objects to minimise risk of injury.

Call an ambulance immediately if:

- there is no Epilepsy Management Plan
- a serious injury has occurred
- Or if ever in doubt.

Other Medical Conditions:

Where it is deemed necessary upon enrolment of any children with medical conditions not sufficiently covered in this policy, this policy will be updated to reflect procedures and practices put in place to manage their condition, health and safety.

Version Control Table

| Version Control | Date Released | Next Review | Approved by | Amendment |
|------------------------|----------------------|--------------------|--------------------|--|
| 1 | Jan 2017 | March 2018 | Directors | Nil – small amendments to procedures |
| 2 | April 2018 | April 2019 | Directors | Rewritten and edited to reflect 2018 updated Quality Standards. Addition of requirement for parents to provide an Epipen and asthma medications for their child. Diabetes included as requiring a risk minimisation plan. |
| 3 | February 2019 | February 2020 | Directors | Combined Anaphylaxis/Allergy policy with medical conditions. Clarification and updates to risk minimization and communication strategies. |
| 4 | May 2019 | May 2020 | Directors | Added Epilepsy Management to policy. |

Incident, Injury, Trauma and Illness

Overview

Peak Sports and Learning proactively strives to avoid injuries occurring at the Centre, and to minimise the impact of injuries and illnesses by responding appropriately and as quickly as possible, to all injuries and illnesses. The rights and responsibilities of parents with respect to injuries and illnesses of their children are acknowledged and will be taken in to account in administering all procedures.

Relevant Laws and other Provisions

National Law: Section 174

National Regulations: Regulations – 85 - 87, 168, 177-178,183

Quality Area 2 – Children’s Health and Safety

Procedures

Parental Permission

Written permission from the child’s parent/guardian will be sought through the enrolment process for the Nominated Supervisor (or, in absence of the Supervisor, a Responsible Person qualified in first aid) to obtain medical attention, in keeping with the Policies and Procedures of Peak Sports and Learning, if required.

Written consent will also be obtained from the parent/guardian for the use of all health and other personal information which Peak Sports and Learning has relating to the child for the purpose of enabling staff of Peak Sports and Learning to:

- administer care and assistance to the child, including by obtaining emergency or other medical assistance or care for the child in accordance with the Injury and Illness Policy and Procedures of the Service; and
- report any injury or illness as required by law.

First Aid

At least one staff member with a current first-aid qualification and annually updated CPR qualification, as required by the Child Care Regulations, will be on duty at all times while children are in attendance at the Centre. Disposable gloves will be worn by staff when administering first-aid, and will be disposed of immediately after use, in a way that they are reasonably secure from children and other staff.

The Supervisor will delegate a qualified staff member to ensure that the following are kept at Peak Sports and Learning at all times, and are accessible to the staff but not to children:

- a fully maintained and equipped first aid kit, adequate for the number of children attending Peak Sports and Learning;
- a recognised and current first-aid manual; and
- a cold pack and ice ready for use in the administering of first aid;
- a store of disposable gloves.

Immediate procedure upon injury or illness

If a child becomes ill or injured while attending Peak Sports and Learning:-

- staff will comfort and calm the child;
- a staff member qualified in first aid will administer appropriate first aid and assess the child’s condition;
- no staff member will administer non-prescribed oral medications to any child;
- if necessary, the Supervisor, or qualified staff member, will ensure that the child is separated from the other children and made as comfortable as possible in quiet, well-ventilated area;

- if necessary, the Supervisor, or qualified staff member, will contact the parents/guardians to collect their child as soon as possible.
- the child will be kept under adult supervision and their condition monitored until the parent's arrival.
- where a child requires medication, consent will first be obtained from the parent/guardian. If this is not possible, consent will be obtained from the child's doctor.

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

- the Supervisor, or qualified staff member, will direct a staff member to call an ambulance;
- all attempts will be made to notify the parents; and
- if parents are unable to accompany the child to the hospital, the Supervisor, or qualified staff member who administered the first aid, will accompany the child provided that they leave at least one staff member who is qualified in first aid at Peak Sports and Learning and that the staff ratios are still met.
- All costs incurred in obtaining medical attention for a child will be met by the parents/guardians.

Recording and Reporting Injuries and Illness

The Supervisor shall delegate to a staff member responsibility to maintain an injury/illness record book, and to ensure that, as soon as reasonably possible after a child suffers an injury or illness at Peak Sports and Learning, a staff member who administered care or first aid to the child enters in the record book all of the information required by the next paragraph.

The information which will be recorded on the Accident/Incident Form after a child suffers an injury or illness at Peak Sports and Learning, is:

- the child's name;
- date and time of accident;
- details of accident;
- parents/guardians contacted;
- treatment and outcome of accident;
- whether first-aid kit was used and if so what treatment;
- staff signature and witness signature; and
- parent's signature confirming knowledge of accident.

The information contained in the injury/illness record book must not be used for any purpose except strictly in accordance with this policy.

The Supervisor will ensure that the parent of a child who is injured or ill at Peak Sports and Learning is informed of the situation, and the treatment given, on collection of the child.

The Supervisor is to report to the relevant State Government Department if a child dies, or suffers an injury at Peak Sports and Learning for which treatment from a medical practitioner was obtained, or ought reasonably to have been sought.

Administration of Medication Policy

Policy Statement

Peak Sports and Learning will work closely with children, families and where relevant schools and other health professionals to manage medical conditions of children attending the service. The administration of medication carries obligations for both parents and staff. While parents must feel confident that the process is carried out efficiently and in accordance with medical prescription, staff must feel they are protected against any possibility that instructions have been misunderstood. For this reason, parents are expected to properly document their requirements and staff are expected to ensure that this has been done before any medication is administered. Medications will only be administered to children in accordance with the National Law and Regulations.

Considerations

| Education and Care Services National Law and Regulations | 2018 National Quality Standard | Other Service policies/documentation | OTHER |
|---|--------------------------------|---|--|
| Regulations: 92-96, 181-184 Law: Section 167 | Standard 2.1.2, 6.2.1 | <ul style="list-style-type: none"> - Parent Handbook - Staff Handbook - Providing a Child Safe Environment Policy - Excursion Policy - Management of Incident, Injury and trauma Policy - Infectious Disease Policy - Anaphylaxis Management Policy - Administration of First Aid policy | <ul style="list-style-type: none"> - Work Health and Safety Act 2011 - Individual Medical Management Plans and corresponding resources. - My Time, Our Place: 1.2, 1.4, 3.1 |

Procedure

Medication for long term medical conditions:

- 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.
- An exception to the following 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 using the **Self-Administration of Authorised Medication Record** including time, educator advised and if the symptoms were relieved.
- In the event of administration or self-administration of asthma medication the Responsible Person on duty (Centre Supervisor) will contact parents immediately or as soon as practical by phone call or text to inform them. The time of this contact will also be recorded on the **Self-Administration of Authorised Medication Record**.

Administration of Medication

- Parents are requested to inform centre staff of any medication given to their child in the hours preceding their attendance at the service.
- No medication will be administered to a child or be self-administered while at the service unless prescribed by a Registered Medical Practitioner. If the medication is an over the counter drug it must be accompanied with a letter from a Registered Medical Practitioner stating the child's name, the dose required and the period for which this dose will be required.
- Medication may only be administered by the service or self-administered while at the service with written authority signed by the child's parent or other responsible person named in the child's enrolment record that is authorised by the child's parent/ guardian to make decisions about the administration of medication. This authority is provided on the **Medication Record Form** outlined below.
- 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 Record Form** providing the following information;
 - Name of child
 - Name of medication
 - Details of the date, time and dosage to be administered.
 - Where applicable, the time of last dosage.
 - Where required, indicate if the child is allowed to administer the medication themselves or have an educator do it.
 - Signature of family member
- In the event that an 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
- 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.
- 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 Record Form**: Name of medication, date, time, dosage, name and signature of person who administered and name and signature of person who verified and witnessed.

Self-Administration of Medication

- Our service permits children to self-administer medication. In this instance, the service will ensure that the **Self-Administration of Authorised Medication Record** is completed for each child using the service who self-administers medication. All self-administration of medication will be overseen by an Educator. A separate form must be completed for each medication if more than one is required.
- 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.
- No medication will be administered to a child, or be self-administered while at the service, unless prescribed by a Registered Medical Practitioner. If the medication is an over the

- counter drug it must be accompanied with a letter from a Registered Medical Practitioner stating the child's name, the dose required and the period for which this dose will be required.
- 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.

Version Control Table

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|-------------|-------------|---|
| 1 | Jan 2017 | March 2018 | Directors | Nil – small amendments to procedures |
| 2 | March 2018 | March 2019 | Directors | Rewritten and edited to reflect 2018 updated Quality Standards. New procedures in place to record self-administration of authorised medications and the importance of communicating with parents at the time of asthma medication events. |
| 3 | April 2019 | April 2020 | Directors | Reviewed, no major amendments |

Administration of First Aid Policy

Overview

Peak Sports and Learning recognises that occasions may arise where emergency first aid management procedures need to be implemented to preserve the health and safety of children and staff. This includes managing a specific health condition as well as where a particular emergency first aid response is needed.

Our service will provide and maintain a high level of care for children attending the service. The service will ensure that Responsible Persons (Centre Supervisors) will be suitably qualified in emergency first aid management, asthma management and anaphylaxis management training (HLTAID004) to ensure full and proper care of all is maintained. Additionally, first aid equipment and support will be available to all children, educators and visitors at the service and whilst on excursions.

Considerations

| Education and Care Services National Law and Regulations | 2018 National Quality Standard | Other Service policies/documentation | OTHER |
|--|--------------------------------|--|-------|
| Regulations: 89, 12, 87 Law: Section 174 | Standard 2.2.2 | <ul style="list-style-type: none">- Parent Handbook- Staff Handbook- Providing a Child Safe Environment Policy- Excursion Policy- Management of Incident, Injury and trauma Policy- Infectious Disease Policy- Anaphylaxis Management Policy | N/A |

Procedure

- The Nominated Supervisor is responsible for ensuring that a minimum of one educator who is currently qualified in senior first aid, asthma management and anaphylaxis management is present at the service at all times.
- The service will endeavour to have all Educators holding a current first aid qualification.
- A current first aid certificate or willingness to undergo training will be advertised for all new positions.
- The centre will budget for the cost of the first aid course or renewal for each Educator as part of the training budget.
- A fully stocked and updated first aid kit (Red Hart First Aid Kit) will be kept in the designated secure place in the centre. This kit also contains an Epipen and Ventolin puffer. Educators are to ensure that this is easily accessible to all educators and volunteers and kept inaccessible to the children. This first aid kit will also be taken on all excursions and emergency evacuations.
- First aid signage will indicate where the first aid kits are located in the centre. Epipen and Ventolin signage will also be present in the centre, at the door of the room where the first aid kit is located and on the front pocket of the Red Hart First Aid Kit.
- A separate backpack style first aid kit will be also maintained and taken on all outdoor activities when moving away from the hall.

- The first aid kits will contain the minimum equipment suggested by the Red Cross or St John's Ambulance and a first aid manual will be kept at the centre.
- A cold pack will be kept in the freezer for treatment of bruises and swelling.
- An inventory of the kits will be maintained and checked on a minimum monthly basis and signed off by the Coordinator/Nominated Supervisor. The checklists may be requested for sighting by management or from the NSW regulatory authority.
- Centre Supervisors will be designated the duty of maintaining the kits to ensure that they are fully stocked, and that all items are within the use by date.
- At orientation, educators and volunteers will be made aware of the first aid kit, where it is kept and their responsibilities in relation to it.
- Qualified first aiders will only administer first aid in minor accidents or to stabilise the victim until expert assistance arrives in more serious accidents.
- Telephone numbers of emergency contacts, local doctor and poisons centre will be located next to the phone.
- In the event of an emergency, the educator administering the first aid must not leave the patient until emergency services or the parent arrives. A second educator should make all emergency calls.
- In all first aid treatments the Centre Supervisor or qualified first aid attendant will review child's medical information including any medical information disclosed on the child's enrolment form, medical management plan or medical risk minimisation plan before attending to the injured or ill child or adult. If the illness or incident involves asthma or anaphylaxis, an Educator with approved asthma or anaphylaxis training will attend to the child or adult.

First Aid Precautions

- In all first aid treatments the Centre Supervisor or qualified first aid attendant will ensure that:
 - disposable gloves are used with any contact with blood or bodily fluids.
 - all blood or bodily fluids are cleaned up and disposed of in a safe manner as per the infectious diseases policy.
 - anyone who has come in contact with any blood or fluids washes their hands thoroughly in warm soapy water.
- To minimise the risk of infection when performing Expired Air Resuscitation, it is required that educators involved in such resuscitation use a disposable pocket mask with a one-way valve.

Administration of First Aid

In the case of a minor first aid incident such as one where a superficial injury occurs, the educator will:

1. Reassure the child
2. Assess the injury
3. Report the incident to the Centre Supervisor
4. Attend to the injured person and apply first aid as required and in the case of asthma, anaphylaxis or epilepsy, with regard to the child's medical information, management plan or risk minimisation plan.
5. Record the incident and treatment given in the **First Aid Register** recording the following details:
 - Date of incident
 - Name, gender and age of child
 - Brief description of incident
 - First aid treatment applied
 - Witness name and signature
 - First aid attendant name and signature

6. Notify the parents either by phone after the incident if seen fit or on their arrival to collect the child.
7. Parental signature confirming knowledge of the accident report form will be gained at the soonest possible convenience and within 24 hours and recorded in the First Aid Register.

In the case of a more **serious first aid incident** such as one where further medical treatment or hospitalisation may occur, the educator will:

1. Reassure the child
2. Assess the injury
3. Report the incident to the Centre Supervisor
4. Centre Supervisor or first aid qualified educator attends to the injured person and applies first aid as required, and in the case of asthma, anaphylaxis or epilepsy, with regard to the child's medical information, management plan or risk minimisation plan.
5. If required, first aid qualified educator or Centre Supervisor notifies and co-ordinates ambulance
6. If required, first aid qualified educator or Centre Supervisor notifies parent or authorised nominee that child requires medical attention from a medical practitioner.
7. If required, educator or Centre Supervisor contacts parent or authorised nominee to collect child from service.
8. Centre Supervisor ensures **Accident Report Form** is completed in full and without delay and parent or authorised nominee is notified as soon as possible and within 24 hours of the injury, illness or trauma.
9. Record the incident and treatment given in the **Accident Report form** recording the following details:
 - Date, time, and location of incident
 - Description of injury and circumstances of how it occurred, including witnesses.
 - Treatment given and name and signature of first aid attendant
 - Details of any medical personnel contacted.
 - Name and details of any parent or emergency contact notified or attempted to notify.
 - Time and date of report and name and signature of a person making report
 - Name and signature of nominated supervisor
10. Parental signature confirming knowledge of the **Accident Report Form** will be gained at the soonest possible convenience.
11. Peak Directors will be contacted at the soonest possible convenience.

Reporting obligations

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

Version Control Table

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|-------------|-------------|---|
| 1 | Jan 2017 | March 2018 | Directors | Nil – small amendments to procedures |
| 2 | March 2018 | March 2019 | Directors | Rewritten and edited to reflect 2018 updated Quality Standards. Addition of procedures for minor and serious first aid incidents, precautions for first aid attendants, first aid kit requirements and reporting considerations |
| 3 | April 2019 | April 2020 | Directors | Reviewed, no major amendments. |

Health, Hygiene and Cleaning Policy

Overview

For the ongoing and general health and wellbeing of the children, Peak Sports and Learning strives to ensure for its children and staff a standard of general hygiene which complies, as a minimum, with legal requirements and, as far as reasonably possible, with the standards expected in the wider community.

Relevant Laws and other Provisions

National Regulations: Regulations 77, 99, 168
Quality Area 2 – Children’s Health and Safety

Procedures

Personal Hygiene

Disposable gloves will be worn during:

- Food Preparation
- First aid procedures
- Handling body fluids
- Washing soiled clothing

Wash hands thoroughly with soap and cool running water and then dry thoroughly after the above procedures and before and after food preparation and meal times.

Cleaning Duties

- A list of cleaning duties is to be displayed in every section.

Cleaning Surfaces

- All surfaces which are touched frequently, such as tables, bench tops, taps and floors, are physically cleaned with hot soapy water regularly. Table tops are wiped clean with hot soapy water throughout the day, particularly before and after eating.
- Wherever possible, single-use cleaning materials such as wipes or paper towels are used and then disposed of appropriately. Alternatively, the cloths or sponges for use in each area are stored separately and are washed and/or replaced daily.

Cleaning Washroom and Bathroom Areas

- Washroom surfaces – floors, taps, door knobs, basins, - are thoroughly cleaned on a regular basis.
- Washrooms are checked throughout the day and cleaned as necessary.
- Low shelves, door knobs and other surfaces less frequently touched by children are cleaned regularly, at least weekly.

Cleaning Linen and Clothing

- Tea towels, and face washers are to be machine washed in hot soapy water. They should be sun dried where possible.
- No personal clothing or linen items are to be shared.

Cleaning Kitchen Areas

- Kitchen refuse is to be deposited in a lined bin with and removed from the kitchen daily (refer to individual room procedures for more detail).
- Cutting boards are to be made from a non-porous material and washed daily.

- Cups and plates used by all children are to be thoroughly washed using hot water.
- Children will be encouraged not to use utensils which have been dropped on the floor or to eat food which has been handled by another child.

Cleaning and Disposal of Body Fluids – urine, blood, vomit, mucous and faeces

- The procedure for dealing with and cleaning up spills of body fluids will be displayed in a prominent place.
- Disposable gloves must be worn when cleaning up any spill of body fluids.
- Care is to be taken by the person who is cleaning the contaminated area not to expose their own open skin wounds, sores or mucous membranes (eyes, mouth, or nose) to body fluids, secretions or excreta.
- Staff with skin cuts or dermatitis should take particular care, by covering wounds with a dressing. If necessary, explain to the children why the staff member is wearing gloves.
- The bulk of any spilt blood, faeces, vomit or urine will be first cleaned up with paper towels. The towels are then disposed of in sealed bags.
- The surface must be cleaned with hot soapy water.
- Hands must then be washed and dried thoroughly.

Washing Hands

Staff will wash their hands, and ensure that children wash their hands, thoroughly with soap and water:-

- before handling, preparing and eating of food
- prior to and after giving First Aid
- after toileting, handling of animals or other activities which could lead to the spread of infection
- after contact with/cleaning of body fluids (blood, mucus, vomit, urine, faeces etc)

Peak Sports and Learning will place noticeable signs/posters around the Centre to alert children to the need to wash their hands.

Nutrition, Food & Beverage Policy including Food Safety

Overview

At Peak we have a strong focus on educating for and developing children's health through promoting a healthy lifestyle. We believe that good nutrition is essential for each child's healthy growth and development. For this reason, the service will provide nutritious, good quality food that is consistent with the Dietary Guidelines for Children and Young People in Australia. We will aim to provide a relaxed and enjoyable environment for children to eat their meals and snacks ("My Time, Our Place" 1.1). All food served at the service will be consistent with the child's own dietary requirements, and take into consideration the children's likes and dislikes as well as any cultural requirements of families ("My Time, Our Place" 3.2). High standards of hygiene will be maintained throughout all food preparation. We will encourage the development of the children's good eating habits through the modelling and reinforcing of healthy eating and nutrition practices by educators. We will seek out opportunities to grow our own food and collaborate with children to use food we have grown ourselves in our menu planning ("My Time, Our Place" 3.4). Where possible, our families will be encouraged to share recipes and traditions to enrich the variety and enjoyment of food by the children and support the children's development of, respect for and understanding of diversity ("My Time, Our Place" 1.3).

Considerations

| Education and Care Services National Regulations | National Quality Standard | Other Service policies/documentation | Other |
|--|---------------------------|---|---|
| Regulations 77, 78, 79, 80 | Standard 2.1.3 | <ul style="list-style-type: none">- Parent Handbook- Staff Handbook- Health, Hygiene and Cleaning Policy- Dealing with Infectious Diseases Policy- Management of Anaphylaxis Policy | <ul style="list-style-type: none">- Australian Dietary Guidelines for children and adolescents. https://www.nhmrc.gov.au/about-us/publications/australian-dietary-guidelines- National <i>Food Standards Code (FSANZ)</i>- <i>Food Act 2003 (NSW)</i>- <i>Food Regulation 2010 (NSW)</i>- NRG@OOSH (Network of Community Activities) |

Procedures

Promoting Nutrition and Healthy Living

- Peak educators will model a healthy and active lifestyle and encourage nutrition awareness and healthy, hygienic behaviours in the children.
- A daily menu will be on display for families and children at all times and be an accurate representation of the food and drink that is being served.
- All menus will be developed using the Australian Dietary Guidelines for children and adolescents.
- All children's individual needs such as allergies, cultural requirements, and health needs will be communicated through the enrolment process and on the daily roll considerations.

Individual eating plans will be developed to accommodate individual needs where required. Occasionally, where necessary, families will be advised if they are required to supply specific foods for their child.

- Food and drink consistent with the menu will be provided for breakfast, morning and afternoon tea as well as small nutritious snacks available as necessary.
- Fresh drinking water and clean cups will be available at all times for the children and educators.
- During vacation care, families will be asked to provide their child's lunch and drinks, unless otherwise stated on the program.
- Children and families will be encouraged to share family and cultural traditions, ideas and recipes to contribute to the menu through an e cookbook.
- Healthy eating is consistently promoted within the service. Education of healthy eating habits will be developed through ongoing example, specific activities, notices, displays, posters and information sheets to families.
- The denial of food will never be used as a punishment.
- Children's cooking activities will be encouraged to develop life skills and to broaden their nutrition experiences.

Allergen Management

- We recognise that food allergies can cause serious, life threatening conditions for some children. To keep all our children safe, Peak aims to eliminate those foods that have been determined to cause severe allergic reactions in children.
- Where a child has a life-threatening food allergy the service will endeavour to be free of the particular food allergen in the service. Families will be advised not to supply that allergen for their own children. This is the case for nuts in all Peak centres. Individual centres are also free of specific allergens such as eggs and berries.
- Upon enrolment, parents are asked to indicate any allergies their child may have. In the case of severe allergy, parents will provide the child's Medical Action Plan and an Anaphylaxis Risk Minimisation form will be developed.
- Peak centres will maintain a risk minimisation folder containing children's medical management and risk minimisation plans. This will be clearly labelled and accessible to all staff members.
- All dietary allergies or anaphylaxis of children present will be printed with the daily roll. It is deemed the responsibility of every educator at the service to read and refer to the list at the commencement of their day.
- Food will be stored, prepared and served with all care taken to ensure that there is no presence of a known allergen.
- If an educator becomes aware of a child being exposed to food which is a known allergen to them, the Supervisor must be notified immediately.

Food Safety

- All food will be prepared and stored in a hygienic manner as per the current Australian New Zealand Food Standards.
- Opened food will be stored in tightly sealed containers, labelled with the open date and use by date, and stored appropriately.
- Kitchen equipment will be cleaned and stored appropriately.
- Surfaces are cleaned and sanitised with a chlorine based, food grade product before and after food preparation.
- All perishable foods will be stored in the refrigerator and the temperature should be monitored to ensure it is less than 5°C,
- Children will be encouraged not to share their drinking and eating utensils.

- Tongs and spoons will be used for the serving of food. Where possible, educators will encourage children to serve their own food and drinks to encourage the development of their food handling skills as well as acknowledging their growing sense of independence.
- All cups, plates and utensils will be washed in hot, soapy water.
- Children should be seated while eating or drinking.
- Educators must wear gloves when preparing food. Care must be taken to avoid contaminating food by only using them for one continuous task and then discarding them. Gloves must be removed, discarded, hands washed and the gloves replaced with a new pair before handling food and before working with ready to eat food after handling raw food.
- Gloves must be removed and discarded before using the toilet, smoking, coughing, sneezing, using a handkerchief, eating, drinking or touching the hair, scalp or body. They will then be replaced if food preparation continues.
- All rubbish or leftover food is to be disposed of immediately in lidded bins and bins emptied daily and regularly cleaned with disinfectant.
- Containers are to be cleaned and stored appropriately to ensure pests are not able to contaminate them.
- Children will be encouraged to be involved in food preparation to assist them to have opportunities to learn more about hygiene practices when preparing food. This participation should always be supervised and an explanation provided to children on the reasons why hygienic conditions are maintained.
- The service will regularly review and evaluate food handling practices in line with current best practice guidelines from recognised authorities.
- The service will provide food handling and hygiene information to parents.

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|--------------|-------------|--|
| 1 | Jan 2017 | May 2018 | Directors | Nil – small amendments to procedures |
| 2 | June 2018 | October 2019 | Directors | -Rewritten and edited to reflect 2018 updated Quality Standards. -Links added from Centre philosophies and QIP - Allergen Management added |
| 3 | Oct 2019 | Oct 2020 | Directors | Amalgamated Food and Beverage Policy with Development of Nutrition Policy. |

Tobacco Drug and Alcohol Free Environment Policy

Overview

Exposure to tobacco smoke, drugs or alcohol may pose major health risks for both staff and children. Children's exposure to tobacco, drugs or alcohol can have long term lasting effects physically, socially and mentally. Educators, staff and volunteers must act in a responsible manner and in no way promote or encourage the negative use of tobacco, drugs or alcohol.

Relevant Laws and other Provisions

National Law: 167

National Regulations: Regulations 82 – 83

Quality Area 2 – Children's Health and Safety

Procedures

- Staff are not to smoke, in cars, inside the premises or where a child can see them, at any time while children are in care
- Storage of cigarettes and lighters to be out of sight and reach of children at all times.
- The Office, the premises surrounding the Office and the Office car park are smoke free zones.
- Students, volunteers and visitors to the service will not be permitted to smoke on the premises and will adhere to the Smoke Free Environment Policy.
- It is illegal to provide smoking or tobacco products to persons under the age of 18.
- Parents, family members or relatives of children enrolled in the Scheme will not be permitted to smoke on Child Care Providers premises and will adhere to the Smoke Free Environment Policy.
- Families are to be made aware of this policy at during enrolment.
- The Scheme will encourage and support staff to stop smoking.
- The responsibility for enforcing this policy rests with supervisor and staff/Child Care Providers. All are obliged under the Occupational Health and Safety Legislation to protect the health of their fellow staff/Child Care Providers, and visitor, while in the Scheme.
- Child Care Providers are not permitted to smoke while representing the service on Excursions and outings.
- Educators, staff and volunteers must be of 0.00 blood alcohol content during all work hours.
- Educators, staff and volunteers must not consume or be affected by drugs (including prescription medication) that may impair their capacity to provide education and care to children at Peak Sports and Learning
- The Scheme will include this policy as part of its employee induction procedures.

Staff who violate this policy are in serious breach of their employment conditions and a disciplinary procedure resulting in termination of employment may be commenced.

Child Protection Policy

Overview

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

The safety and welfare of all children is of paramount importance. Staff and management have a legal responsibility, as Mandatory Reporters, to take action to protect and support children they suspect may be at significant risk of harm. Our service will carry out the responsibilities of Mandatory Reporters as indicated under legislation. This responsibility involves following the procedures as outlined by Community Services and the NSW Commission for Children and Young People.

Considerations

| Education and Care Services National Regulations | National Quality Standard | Other Service policies/ Documentation | Other |
|---|-----------------------------------|---|--|
| Law: Sections 166-167 Regulations: R84, r85, r86, r87, r109, r110, r114, r115, r155, r170, r176, r168. | Quality Area's 2, 3, 4, 5, 6 & 7. | <ul style="list-style-type: none"> - Parent handbook - Staff handbook - Health and Safety policies and procedures - Staffing policies and procedures - Interactions with Children Policy | <ul style="list-style-type: none"> - NSW Children and Young Person's (Care and Protection) Act 1998 - Commission for Children and Young People Act 1998 - Child Protection (Prohibited Employment) Act 1998 - Ombudsman Act 1974 (with relevant Child Protection Amendments) - NSW Department of Community Services Mandatory Reporting Guidelines - NSW Child Protection Interagency Guidelines (2006) - Legislation Amendment (Wood Inquiry Recommendations) Act 2009 No 13 - Keep Them Safe – Information session/ overview participants manual 2009/ 2010 - My Time, Our Place. |

Procedures

Staffing Arrangements

- The service will keep up-to-date policies and procedures on recruiting, selecting, training and managing paid employees to ensure all persons working at the service are suitable.
- The service upholds a Code of Conduct in relation to employers, educators, volunteers, students, families and children to ensure the safety and wellbeing of children.
- The service aims to educate all parties about their roles in child wellbeing and also about signs of abuse and ensure that all requirements of child protection requirements are being met.
- Educators at our service are aware of their obligations under the law in regards to the welfare of children and at all times uphold their obligation.
- Relevant staff, including Directors, Supervisors and qualified trainees will be trained in an accredited course, Identify and Respond to Young People at Risk (CHCPRT001).
- Child protection training is included in the induction process of all staff. In addition to this, our service provides regular training to all educators on child wellbeing issues to ensure that, in the event a child has suffered abuse, the service can act quickly in the best interests of the child.
- All staff employed by the service including management, educators, volunteers and students will be subject to a Working with Children Check carried out by the NSW Commission for Children and Young People.
- The administrative team will be responsible for keeping Working with Children Checks on file in line with the requirements of the Education and Care Regulations. Procedures will be implemented to update checks before expiry.
- When the service engages a self-employed individual or external agency to provide services, the provider is required to provide a Working with Children Check carried out by the NSW Commission for Children and Young People

Mandatory Reporting

- A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.
- In OOSH services mandatory reporters are:
 - Staff that deliver services to children
 - Management, either paid or voluntary, whose duties include direct responsibility or direct supervision for the provision of these services.
- Staff 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) Parents/ carers unwilling or unable to provide necessary medical care

b1) parents/ carers unwilling or unable to arrange for the child or young person to receive an education

c) Child is at significant risk of harm – Physical / Sexual abuse

d) Child is at significant risk of harm – Domestic violence

- e) Child is at significant risk of harm – Serious Psychological harm*
- f) Child is at significant risk of harm – Prenatal report*

- Any staff member that forms a belief based on reasonable grounds that a child is at risk of harm should ensure they record the details of the report in a clear objective format.
- Each Peak centre uses a Child Protection Diary where any staff concerns are recorded and copies of any reports are also kept with this diary.
- Reports should be treated with strict confidentiality in adherence to the service's Confidentiality Policy and Procedures.
- Any staff who forms a belief based on reasonable grounds that a child is at risk of harm should discuss their concerns with their Supervisor or Director, as he or she may have information the staff member is not aware of. The Supervisor will then assist staff in running the online Mandatory Reporters Guidelines tool (see point below for more information) to determine whether the report meets the threshold for significant risk of harm.
- If directed by MRG to report to Community services, staff should report their concerns to the Child Protection Helpline:
 - Child Protection Helpline 132 111
- When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child's information, family information, reporter details and outcomes of the MRG.
- If the Supervisor or Director has been advised to but has not reported to Community Services, the reporting staff member is legally responsible to do so.
- Once a report is made to the CS Helpline no further report needs to be made unless new information comes to hand.

Mandatory Reporting Guide

- A Mandatory Reporting Guidance tool has been developed to help frontline mandatory reporters, including OOSH workers determine whether the risk to a child or young person meets the new statutory threshold of 'risk of significant harm'. The MRG will guide reporter on what action should be taken. The MRG is an interactive tool and is available online at: <https://reporter.childstory.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.
- 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.
- For assistance with referral information:
 - Human Services Network www.hsnet.nsw.gov.au
 - Family Services NSW www.familyservices.nsw.asn.au

Where a complaint is made about a staff member or someone in the service

- Should an incident occur that involves a child being put at risk of harm from a member of staff, volunteer, trainee or person visiting the service, this is regarded as 'reportable conduct' and necessitates such conduct being reported to the NSW Ombudsman within 30 days.
- Where the allegation is made to a staff member or member of management the facts as stated will be recorded in writing, using an Incident Report template that includes dates, times, names of person/s involved, name of person making allegation and the person making the report. This report should be kept on record and treated as strictly confidential.
- If the Centre Supervisor is suspected then the Director should be informed.
- The relevant forms together with information and assistance are available on line at <https://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 staff member involved, the staff member should be encouraged to take special leave or removed from duties involving direct care and contact with children, until the situation is resolved.
- Support should be provided to all involved. This support can be given in the form of counselling or referral to an appropriate agency.

Physical Contact with children and Child Protection Considerations

Peak educators will, upon employment and as part of their induction training, be issued with a Code of Conduct and accompanying document entitled **Appropriate Physical Contact in OOSH**. This document provides a series of guidelines for all educators to follow and also forms part of Peak's Interactions with Children, Child Protection and Child Safe policies. Educators are expected to follow these guidelines in all interactions with children.

For further information

- Child Story <https://reporter.childstory.nsw.gov.au>
- Human Services Network www.hsnet.nsw.gov.au
- Ombudsman www.nswombudsman.nsw.gov.au
- Community Services www.community.nsw.gov.au
- NSW Commission for Children and Young People www.kids.nsw.gov.au
- Child Protection Helpline 13 2111

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|---------------|-------------|--|
| 1 | Jan 2017 | March 2018 | Directors | Nil – small amendments to procedures |
| 2 | November 2018 | November 2019 | Directors | Rewritten and edited to reflect 2018 updated Quality Standards. Links added to the new Supervision of Children Policy regarding appropriate physical contact with children Section added to include Appropriate Physical Contact in OOSH Section added to define procedures for staffing in relation to child protection |

Emergency and Evacuation Policy

Overview

Personal safety and security of children, staff and volunteers (all persons on the premises) are of prime importance whilst in attendance at Peak Sports and Learning. The Service therefore takes a proactive approach to managing emergencies, developing emergency procedures and equipping staff and children with sound knowledge of them. Safety are carried out on a daily basis on the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas and recorded in the QIP journal to show any issues and solutions.

Relevant Laws and other Provisions

National Regulations: Regulations – 97, 168

Quality Area 2 – Children’s Health and Safety

Procedures

Smoke alarms are fitted and the Supervisor or School (or a delegate) will test them regularly in accordance to the manufacturer’s instructions.

The Supervisor will be responsible to ensure that:

- there is an alarm bell or whistle for sounding warnings of an emergency, which is kept in good working order, and tested regularly;
- Peak Sports and Learning has appropriate fire extinguishers that are properly installed and maintained and that staff have basic training in the use of the fire blankets and fire extinguishers kept at the venue.

Procedures

Emergency evacuation procedures will be clearly displayed near the entrance of each room at Peak Sports and Learning. Staff are to ensure that all exits are kept clear and unlocked to enable a quick departure.

Emergency evacuation procedures and harassment procedures will be carried out at least once a term for After School Care and at the beginning of each Vacation Care program. This drill will occur on different days of the week so that all staff and children are familiar with the procedures.

- Emergency telephone numbers will be clearly displayed within the Service.
- For these emergency situations, staff will have access to a telephone outside of the room.
- A record showing that the above prevention measures have been implemented will be kept stating the date, time, and any comments and signed by the Supervisor.
- In an emergency situation, the staff member who first discovers the emergency will sound the alarm bell – 5 loud sharp whistles blows.

The Supervisor, or in her/his absence the Responsible Person will take charge of the situation and delegate staff to:-

- Telephone the relevant emergency number;
- Check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
- The supervisor will determine which emergency evacuation point will be used depending on the nature and position of the emergency.
- Collect sign-in sheets and parent contact numbers;
- Close all doors and windows (only if able) to help to contain the fire (if relevant);
- Once at the designated assembly area, check the roll to make sure that all children and staff are accounted for.
- Attempts to extinguish fires will occur only when the room is evacuated, if the fire is very small, and the person trained in using the extinguisher is in no immediate danger.

No one will re-enter, nor be permitted to re-enter, a building in which there is or has been a fire, under any circumstances, unless and until the emergency service advises that it is safe to do so.

Harassment and Lock Down Policy

Overview

Peak Sports and Learning seeks to protect children and staff from harassment by all persons.

Relevant Laws and other Provisions

National Regulations: Regulations 97, 168

Quality Area 2 – Children's Health and Safety

Procedures

In the event of harassment or unauthorised persons refusing to leave the premises the Supervisor, or in her/his absence, the Responsible Person will initiate the following drill:-

- The staff member or child (if appropriate) being harassed, or the closest observer of the child or other staff member being harassed, will give a prearranged signal, which is made known to all staff, to begin the drill;
- The Supervisor, or other person who receives the signal, will sound the alarm bell;
- The Supervisor will immediately obtain and if possible record relevant information e.g. physical descriptions, car registration etc;
- A staff member will witness and provide back-up for the Supervisor, but only if it does not place that person in a position of unacceptable risk or harm to themselves, to any child or to others;
- A staff member will telephone the relevant emergency number;
- A staff member will check and evacuate all rooms including the toilets, storage rooms and near-by buildings on the premises;
- A staff member will collect sign-in sheets and parent contact numbers;
- A staff member will close and lock all doors and windows (only if appropriate and able to do so);
- Once at the designated assembly area, a staff member will check the roll to make sure that all children and staff are accounted for.
- During all such drills, staff are to calm the children and provide them with suitable games and activities as far as reasonably possible.
- No one will leave, nor be permitted to leave, the area in such a drill until the Supervisor is satisfied that it is safe to do so.
- At no time will staff try to physically remove an unwanted visitor.
- All threatening situations will be evaluated as soon as possible after the event and any necessary modifications or enhancements to these procedures made accordingly.

Water Safety Policy

Overview

A high level of vigilance is essential in relation to water safety and children's access to water hazards. Peak Sports and Learning will take every precaution to identify the risks, and document and implement hazard management strategies that protect children from water related accidents.

Relevant Laws and other Provisions

National Law 167

Regulations 100 – 102, 168

Quality Area 2 – Children's health and safety

Procedures

Water safety will be adhered to at our service when on excursions around water. Staff will ensure that all children attending our service are protected from the dangers of water at all times. A risk assessment will be conducted before any excursion to a water facility.

The Supervisor will:

- Inform carers and all staff about dangers of water for children – and the need for constant supervision when children are participating in water activities.
- Ensure that staff members hold current, recognised CPR certificates.
- Check that a resuscitation chart is available (e.g. when an excursion is to a pool, and/or in your Excursion First Aid Kit).
- Remove all objects from around a pool or other water hazard that a child could use to climb over fencing, such as logs, trees, bikes, chairs, bins.

The Supervisor will ensure no child swims in the swimming pool without:

- Written permission from parent or guardian to learn water safety and swimming
- Appropriate adult-child ratios are in place.
- Supervision provided by a person with a first aid certificate, and a recognised award experience in water safety and rescue procedures.

The supervisor will closely supervise children near water at all times, never leave children alone near any water, supervised by at least two adults if children are using a paddling pool.

Sun Protection Policy

Overview

Australia has the highest rate of skin cancer in the world. Skin cancer, including melanoma and non-melanoma, is the most common cancer in Australia.

Exposure to ultraviolet (UV) radiation in childhood is a major risk factor for the development of skin cancer later in life. By implementing a best-practice Sun Protection Policy, Peak Sports & Learning can help protect staff and children from UV radiation and teach children good sun protection habits from an early age to reduce their risk.

Sun protection times are a forecast for the time of day UV levels will reach 3 or above. At these levels, sun protection is recommended for all skin types and the policy areas should be implemented. In NSW, UV levels are high enough (UV 3 or above) to damage unprotected skin most months of the year. UV levels are particularly high during the summer months, and highest in the middle of the day. UV levels and daily sun protection times can be accessed via the SunSmart App or Cancer Council Australia's home page to determine sun protection requirements.

Relevant Laws and other Provisions

My Time, Our Place The Framework for School Age Care in Australia

National Quality Standard – All seven quality areas

Education and Care Services National Regulations 113 – Outdoor space - Natural Environment, 114 'Outdoor space – shade' and Regulation 168 education and care service must have policies and procedures 2

Procedures

Scheduling outdoor activities

Quality Area 1 – Educational program and practice, Quality Area 2 – Children's health and safety

- UV levels and daily sun protection times are used to plan daily activities and ensure a correct understanding of local sun protection requirements.
- Sun protection is included in service participation risk assessments, including excursions where all sun protection practices are planned, organised, understood and available.

Shade

Quality Area 3 – Physical environment

- The availability of shade is considered for all outdoor activities and excursions.
- Shade options are provided, maintained and promoted to the children.
- Activities and play spaces are set up and moved throughout the day to take advantage of shade patterns. Shade options can include a combination of portable, natural and built shade. Cancer Council encourages regular shade assessments and the monitoring of existing shade structures, to assist in planning for additional shade.

Hats

Quality Area 2 – Children's health and safety

- All staff and children are encouraged to wear SunSmart hats* that protect their face, neck and ears.
- Children without a SunSmart hat are encouraged to play in the shade or are provided with a spare SunSmart hat.

SunSmart hats include:

- Broad-brimmed hats with a brim size of at least 6cm (adults 7.5cm).
- Bucket hats with a deep crown and brim size of at least 5cm (adults 6cm).
- Legionnaire style hats.

Baseball caps or visors do not provide enough sun protection and therefore are not recommended.

Clothing

Quality Area 2 – Children’s health and safety

- Staff and children are required to wear SunSmart clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible.
- Children without SunSmart clothing are encouraged to play in an area protected from the sun (e.g. under shade, veranda or indoors) or are provided with spare clothing.

SunSmart clothing includes wearing:

- Loose fitting shirts and dresses with sleeves and collars or covered neckline.
- Longer style skirts, shorts and trousers.

Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

Sunscreen

Quality Area 2 – Children’s health and safety

- SPF30+ (or higher) broad-spectrum water-resistant sunscreen is available at the service.
- All staff and children are encouraged to apply sunscreen 20 minutes before going outdoors and reapply every 2 hours.
- Permission to apply sunscreen is included in the service enrolment form. Where children have allergies or sensitivity to the sunscreen, parents are asked to provide an alternative sunscreen, or the child encouraged to play in the shade.
- Families ensure sunscreen is applied prior to attending vacation care.

Cancer Council recommends usage tests before applying a new sunscreen. All sunscreen is stored in a cool, dry place and the expiry dates monitored.

Role modelling of staff

Quality Area 1 – Educational program and practice, Quality Area 5 – Relationships with children

Staff act as role models and demonstrate SunSmart behaviours by:

- Wearing a SunSmart hat, protective clothing, and wearing sunglasses (optional)
- Applying SPF30+ broad-spectrum water-resistant sunscreen
- Promoting the use of shade
- Discussing sun protection with children and demonstrating a positive and proactive approach to the management of sun protection in the service.

Sun safety is everyone’s responsibility. By being role models ourselves and leading the way with our own sun safety, we can inspire our children to be SunSmart when they step outside.

Education

Quality Area 1 – Educational program and practice, Quality Area 4 – Staffing Arrangements, Quality Area 5 – Relationships with children

- Children are provided with opportunities to take leadership roles in managing sun protection e.g. accessing daily UV levels and sun protection times, hat reminders and management of sunscreen.

- Children understand why sun safety is important and learn how to take effective sun protection actions. Further information is available from Cancer Council NSW's website www.sunsmartnsw.com.au.

Information and policy availability

Quality Area 6 – Collaborative partnerships with families and communities, Quality Area 7 – Governance and leadership

- Sun protection policy, procedures, requirements and updates are made available to staff, families and visitors.
- Sun protection information and resources are accessible and communicated regularly to families.
- All parents/families are informed of the sun protection policy including appropriate hat, clothing and sunscreen requirements on enrolling their child in the service or vacation care.

Sunglasses (optional)

Quality Area 2 – Children's health and safety

- Staff and children are encouraged to wear close-fitting wrap-around sunglasses that cover as much of the eye area as possible and comply with Australian Standard AS1067 (Sunglasses: Category 2, 3 or 4).

Review

Quality Area 4 – Staffing arrangements, Quality Area 7 – Governance and leadership

- Management regularly monitor and review how effectively they implement their sun protection policy.

Sun protection policies must be updated and submitted to Cancer Council NSW every three years to maintain SunSmart status.

Reference: Cancer Council SunSmart Policy CAN6643 03/19

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|-------------|-------------|---|
| 1 | January 2016 | March 2019 | Directors | Adopted SunSmart Cancer Council policy for Sun protection |
| 2 | May 2019 | May 2020 | Directors | Adopted the updated NSW SunSmart policy for Sun protection from Cancer Council. |

Safe Sleep & Rest Policy

Overview:

Peak Sports and Learning believes that effective rest and, where necessary, sleep strategies are important factors in ensuring a child feels safe, secure and comfortable in the service environment. Rest is defined as a period of inactivity, solitude, calmness or tranquility and is considered different to a child being in a state of sleep in regards to the school age care of children. Whilst the majority of children who access our service may never need to sleep or rest during their time at the service, it is important that educators can accommodate the rest needs of all children regardless of their age if it is needed. Examples of when this may be necessary are when children are feeling unwell, if they are tired from an excursion or if they have additional needs and their rest requirements are greater than their peers.

Considerations:

| Education and Care Services National Law and Regulations | National Quality Standard | Other Service policies/documentation | MTOP |
|--|---------------------------|--|------|
| Regulation 81 Law Section 165, 167 | Standards 2.1 and 2.2 | <ul style="list-style-type: none">- Medical Conditions Policy- Staffing Arrangements Policy- Incident, Injury, Trauma and Illness Policy- Inclusion of Children with Special Needs Policy | 1.1 |

Procedures:

(a) Safe Sleeping Practices

- In accordance with the Education and Care Services National Law and Regulations, Peak Sports & Learning will ensure that the needs for sleep and rest of children in the service are met, having regard to the ages, developmental stages and individual needs of the children.
- The service's Sleep and Rest Policy is based on recommendations from the evidence-based practice detailed on the ACECQA website.
- The service consults with families about their child's individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest.
- If a family's beliefs and practices are in conflict with the evidence-based practice recommendations, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.
- Peak Sports and Learning has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.
- In meeting the service's duty of care, it is a requirement that management and educators implement and adhere to the service's Sleep and Rest Policy.
- All children will be placed on their back to rest when first being settled for a rest. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will rest with their face uncovered.
- Children's rest environments are free from cigarette or tobacco smoke.
- The rest environment, equipment and materials will be safe and free from hazards.
- Educators monitor resting children at regular intervals and supervise the rest environment.

(b) Rest for School Age Children

- If a child requests a rest then there is a designated area for the child to be inactive and calm, away from the main group of children.
- The designated rest area may be a cushion, mat or seat in a quiet section of the care environment.
- Quiet, solitary play experiences are available for those children who request the need for a rest or time away from their peers.
- Safe resting practices are relevant to school age children because, if they are resting or sleeping they should be monitored at regular intervals and a child's face should be uncovered when they are sleeping as described above.
- Educators will show awareness of children's comfort and avoiding overcrowding when children are in need of rest or sleep.
- Our service will provide a range of both active and restful experiences throughout the program and support children's preferences for participation.

(c) Safe Resting Practices for a Child who is Unwell

- Refer to the service's Incident, Illness, Injury and Trauma policy for additional information.
- Child will be encouraged to rest in a quiet, comfortable and safe place.
- Child will be encouraged to lie down & make themselves comfortable when displaying signs of being unwell.
- Children will be allowed to find their own sleeping position.
- All children will rest with their face uncovered.
- Children who are unwell (and waiting collection from a parent /guardian) will be given the highest supervision priority and monitored especially if the child has a high temperature, vomited or received minor trauma to their head. For example, a child who has received a blow to the head while playing sport.
- Parents will be contacted immediately to make arrangements to collect the child as soon as possible.

(d) The Rest/Sleep Environment and Equipment

- The service will ensure a rest or sleep space is available or can be made available to children at all times. This includes the quiet area "Sleep & Rest Area" or "Chill Out Zone" where cushions are available or beanbags, a lounge etc.
- The area and equipment will be checked regularly as part of the services safety check and hazard identification practices.
- Hygiene standards will be maintained when children use the rest/sleep area and equipment such as regularly washing pillow cases and blankets, particularly when a child is unwell.
- The service will ensure the room temperature, airflow, noise and lighting is conducive to sleep and rest when necessary.
- Children's clothing items should be checked prior to them sleeping to ensure it doesn't present any hazards to them whilst asleep.

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|------------------------|----------------------|--------------------|--------------------|--|
| 1 | March 2018 | March 2019 | Directors | Written to reflect 2018 updated Quality Standards. |
| 2 | March 2019 | March 2020 | Directors | Small amendments and updates |

Environment and Sustainability Policy

Overview

Peak Sports and Learning actively participates in caring for our environment and promotes sustainable practices through educating and working with the children, families and wider community. Children develop positive attitudes and values about sustainability by engaging in learning experiences, joining in discussions that explore solutions to environmental issues, and watching adults model sustainable practices. Sustainability is embedded in both our philosophy and program. A Sustainability Management Plan guides the implementation of environmental sustainability practices and assists Educators to regularly review and improve these practices.

Considerations

| Education and Care Services National Regulations | National Quality Standard | Other Service policies/documentation | Other |
|--|---|---|---|
| Regulation 113 | 1.1.3 1.2.1 1.3.2 1.3.3 3.2.3 5.2.1 7.1.1 6.2.3 7.2.1 | <ul style="list-style-type: none">- Parent Handbook- Staff Handbook- Service Philosophy- Sustainability Management Plan- Enrolment and Orientation Policy | <ul style="list-style-type: none">- My Time Our Place- “The Little Green Steps” Guide for Educators- “Growing Minds Greening Communities” Sustainability Resource kit for Educators |

Procedures

From Our Philosophy:

Sustainable practices are embedded in the children’s daily routine and in their day-to-day activities, these include:

- *Using recyclable materials where possible.*
- *Encouraging children to use half flush on the toilets.*
- *Encouraging children to turn the water off when they have washed their hands.*
- *Encouraging children to recycle paper and rubbish within their rooms, at home and when in the wider community.*
- *Talking with the children about electricity and encouraging them to turn off lights.*
- *Educating children in the natural decomposition cycle through exposure and participation in worm farms and composting food scraps.*
- *Educating children and having them participate in ‘garden to plate’ activities i.e. seed sprouting, weeding, vegetable gardens, cooking amongst other activities.*

- *Educating children in how to care for pets and letting them actively participate in caring for the centre pet.*
- *Educating children on caring for plants and our waterways i.e. recycling water etc*

Sustainability in our Routines

- Educators share and engage children and families in eco-friendly practices, aim to give children and their families an awareness of the need to protect the planet and its future for the generations to come.
- Educators discuss sustainability with the children and families. Ask the children and the families to come up with some ideas to improve the sustainability of the Centre.
- The Centre will make the following part of their daily routine:
 - Recycling and reusing materials for learning activities
 - Minimising waste and effectively using service resources
 - Water Conservation
 - Energy Conservation
 - Gardening
 - Composting
 - Purchasing sustainable equipment
 - Ensuring that children take care of resources to reduce loss or damage
 - Saving leftover drinking water to place in the garden.
 - Turn off taps, light switches etc when not in use.
 - Fish and plants are grown and children are involved in their care
- Use the least hazardous cleaning substance appropriate for the situation, for example, ordinary detergent for cleaning dirt from tables and other surfaces.
- Educators to role model good sustainable practices.
- Encourage children to recycle paper. Provide recycle bins at craft area and model how to use them properly.
- Maintain a garden, a worm farm and a compost bin. Discuss with the children how it all works and why we need to do this. Implement environmentally friendly pest and weed management.
- Containers for composting food scraps are used in the kitchen and at afternoon tea.
- Children participate in composting and garden care daily.
- Reduce the amount of plastic and disposable equipment at the Centre and aim to purchase materials made from natural fibres.
- “Reduce, re-use and recycle” signs and information are displayed at the Centre and it should be a natural process for all concerned.
- A sustainability display is in each Centre with photos and ideas to educate children and families. Children are involved in updating and adding to this display.
- Books with environmental themes are included in the reading area.
- Families are encouraged to donate reusable materials such as jars, containers and magazines. A poster and collection point is located at the parent information area.

Sustainability in our Program

- Our educators will promote learning programs that explore ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:
 - Connecting children to nature through art and play and allowing children to experience the natural environment through natural materials like wood, stone sand and recycled materials, plants including native vegetation, nesting boxes, a vegetable garden with gardening tools and watering cans.
 - Developing education programs for water conservation, energy efficiency and waste reduction.
 - Celebrating children's environmental knowledge and sustainable activities.
 - Include books with environmental themes in the reading area.
 - Involving children in nature walks, education about plants and gardening and growing plants and flowers from seed.
 - Engaging children in learning about the food cycle by growing, harvesting, and cooking food.
 - Using resource kits and information on environmental issues targeted at early childhood services such as "The Little Green Steps" Resource kits on Water, Waste and Wildlife.
 - Enlisting the help of groups with expertise in environmental issues, for example bush care groups, wildlife rescue groups, Clean Up Australia, to deliver elements of our sustainability program.
 - Acknowledging and celebrating environmental awareness events like Clean Up Australia Day and Walk to School Day.

Sustainability in Administration

- Review procedures and policies regularly to make them more sustainable
- Maintaining and regularly reviewing a Sustainability Management Plan with all centres
- Reduce paper by considering electronic newsletters, invoices, enrolment records, child observations etc.
- Purchase only recycled copy paper, paper towels and recycled toilet paper.
- Purchase only environmentally friendly cleaning products
- Email information to families about how they can help their children learn about sustainability and what they can do at home, as well as at the Centre.
- Keep up to date with local council and Government departments regarding information on sustainable practices in your local community. Look for grants that allow you to improve water and energy conservation.
- Sustainability to be included in staff and family newsletters
- Sustainability to be an item on meeting agendas and relate to the Quality Improvement Plan

Sustainability Management Plan

Overview

This Sustainability Management Plan, in conjunction with our Environmental Sustainability Policy guides the implementation of sustainable practices and assists Educators to regularly review and improve these practices. The checklist below ensures that each Peak centre has an ongoing self-assessment and defined time frames to implement any actions needed to continually improve in Quality Area 3 of the National Quality Framework.

| Bathroom | YES | NO | Action Required and When |
|--|-----|----|--------------------------|
| Signs displayed to turn off taps | | | |
| Signs displayed to use half flush | | | |
| Taps turned off and not dripping | | | |
| Lights turned off when not in use and signs in place | | | |
| Natural light wherever possible. | | | |
| Children aren't wasting water when washing hands | | | |

| Kitchen | YES | NO | Action Required and When |
|---|-----|----|--------------------------|
| Signs displayed to turn off taps | | | |
| Lights turned off when not in use and signs in place | | | |
| Appliances turned off at power points at night where possible | | | |
| Fruit and veggies washed in a tub rather than a running tap | | | |
| Water used sparingly for cleaning up | | | |
| Scraps are placed in compost bin or worm farm tubs | | | |
| Separate recycling and waste bins used | | | |
| Reusable containers for food storage | | | |
| Reusable cutlery, plates and cups | | | |
| Refrigerator energy efficient, seals intact, well maintained | | | |
| Cotton dishcloths used | | | |
| Use a full sink of water to wash or soak items rather than running water from the tap | | | |

| Hall | YES | NO | Action Required and When |
|--|-----|----|--------------------------|
| Lights turned off when not in use and signs in place | | | |
| Maximise the use of natural light and ventilation throughout the day | | | |
| Fans used rather than air-conditioners in summer | | | |
| Staff, children, wear warm clothing in winter | | | |

| | | | |
|--|--|--|--|
| A 'cosy corner' with blankets for children to use in winter | | | |
| Gas heater operated correctly and conforms to Australian Standard | | | |
| Furnishings and cushions dust free | | | |
| Strict procedures in place to care for pets and signs in place to educate children in their care | | | |
| Children sort waste in to correct bins including recycling, compost, worm farm and general rubbish | | | |
| Signage is displayed to educate children to use bins correctly | | | |
| Recycled paper, cardboard and other materials used for activities | | | |
| Reverse Garbage and other recycle centres used | | | |
| Parents contribute recycled paper, fabric, wool, containers etc | | | |
| Both sides of paper and scrap paper used in free time art | | | |
| Baskets provided for recyclable paper at craft table | | | |
| Finishing off tub used for colouring in sheets | | | |
| Arts and crafts materials are non-toxic | | | |
| Natural, and water-based paints are used | | | |
| Children regularly engage in activities and discussions that educate them about environmental sustainability | | | |

| General and Purchasing | YES | NO | Action Required and When |
|---|-----|----|--------------------------|
| Non-toxic cleaning products used | | | |
| Chemical air-fresheners not used | | | |
| Aerosol spray bottles not used | | | |
| Electrical products have high energy star ratings | | | |
| Low wattage and small appliances preferred to larger ones | | | |
| Water using fixtures and appliances, have the highest water efficiency rating | | | |
| Products with batteries avoided | | | |
| Products bought in bulk or re-usable containers | | | |
| Products with packaging recycle symbol chosen | | | |
| Reusable shopping bags are used | | | |

| Outdoors and Nature Play | YES | NO | Action Required and When |
|---|-----|----|--------------------------|
| Walking and use of public transport for excursions encouraged. | | | |
| Activities involve but don't waste water | | | |
| Children are involved in care of gardens, worm farm and compost | | | |
| Food from the garden is used in cooking and food preparation | | | |
| Gardens, potted plants maintained and watered | | | |
| Signs displayed to educate children on plant and garden care | | | |
| Use mulch on gardens | | | |
| Compost and natural fertilisers used | | | |
| Non-toxic sprays used for all plants | | | |
| Children have access to a mud pit or sand pit | | | |
| Elements of nature are used inside in displays and activities | | | |

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|-------------|-------------|---|
| 1 | Jan 2017 | March 2018 | Directors | Nil – small amendments to procedures |
| 2 | August 2018 | August 2019 | Directors | <ul style="list-style-type: none"> - Rewritten and edited to reflect 2018 updated Quality Standards. - Sections added for Routines, Program and Administration - Policy linked to a Sustainability Management Plan |
| 3 | August 2019 | August 2020 | Directors | -Reusable containers introduced to reduce use of cling wrap. |

Enrolment Policy

Overview

Peak Sports and Learning uses enrolment procedures to obtain all appropriate information about the specific needs of each child and to impart appropriate information to parents/guardians.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

Regulations: 90, 102, 157, 160 – 162, 168, 177, 181, 183

Quality Area 2, 6, 7

Procedures

Families must complete our FullyBooked Enrolment form online at least 24 hours prior to your child's first attendance. Where additional paperwork is required, such as Allergy Medical Management forms, Additional Support information form, court orders etc, bookings will not be accepted until all form are received and have time to be reviewed and processed to ensure each child's health and safety.

A centre orientation is always encouraged to give families and children an opportunity to find the service and meet the Educators prior to commencement.

Peak Sports & Learning Terms and Conditions are to be accepted upon enrolment via FullyBooked or also in the event when an important change is made.

Enrolment information is captured by the Administration Team at the head office where parents or carers will have all enrolment procedures and information explained and offer a meet and greet at the centre with the relevant Supervisor. A copy of the enrolment Handbook and Policies will be sent to families upon enrolment.

Children must be formally enrolled in Primary School (Kindergarten to Year 6) to attend Peak Sports & Learning. Where the child is not successfully linked to centrelink for Child Care Subsidy the service requires a copy of the child's Birth Certificate to confirm name and age.

Any children with Medical Conditions such as Asthma, Anaphylaxis, diabetes or Additional Needs may be required to fill out or provide additional information prior to commencement. The service must have all required documentation and the child will not be accepted into the service without this being completed.

Strictly for the purposes of enabling Peak Sports and Learning to fulfil its Duty of Care responsibilities to the child and comply with these policies and procedures, the following information in relation to children is requested from all parents/guardians, and records are kept in a secure and accessible place:

- personal details (name, address, and date of birth);
- relevant medical details;
- relevant parental/guardianship and residential details (if any);
- details of people authorized to collect children from the program;
- permission for the child to leave the program unaccompanied;
- signing in and out of children at the beginning and/or end of program;
- name, home and work address and phone numbers of parent/guardian;
- name, address and phone number of persons who may be contacted in an emergency;
- name, address and phone number of the child's doctor;
- authorisation to seek emergency medical, hospital and ambulance services;

- any special medical, physical, emotional, dietary, religious, cultural or other needs or considerations relating to the child;
- medication records; and excursion permission forms.

The enrolment form shall also include the consent of the parent/guardian to the use of the information by Peak Sports and Learning in keeping with this Information Handling Policy and the other Policies and Procedures of Peak Sports and Learning from time to time.

The Terms a Conditions of enrolment are held in the Child Care Management Software and are to be acknowledged and agreed upon enrolment.

Families will also need to contact the Family Assistance Office to have their eligibility for Child Care Subsidy assessed. Parents will also be advised they will need to accept their enrolment through MyGov to ensure they receive any eligible Child Care Subsidy payments.

Peak Sports and learning cannot provide its services to a child, and may refuse to do so, if the parent/guardian refuses to give any or all of the above information, as Peak Sports Learning will not be able to discharge its Duty of Care and other responsibilities to the child without this information. All information obtained through the enrolment procedures will be kept in strictest confidence and used only for the purposes for which it is obtained.

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|-------------|-------------|---|
| 1 | Jan 2010 | July 2018 | Directors | Nil – small amendments to procedures |
| 2 | July 2018 | July 2019 | Directors | Amendments to include requirements around Child Care Subsidy. |
| 3 | August 2019 | August 2020 | Directors | Amendments with updated Terms and Conditions. |

Safety Policy

Overview

At Peak Sports and Learning we understand that children's health and safety is an essential part of children's growth and development and requires policies and procedures in place to ensure a high standard of safety and minimize accidents and injuries at Peak centres. Staff safety is also of the utmost importance.

Relevant Laws and other Provisions

National Regulation 168

Quality Area 3- Physical Environment

Quality Area 2- Children's health and safety

National Quality Standards: 2.1, 2.2, 2.2.1, 2.2.2, 2.2.3

Reference Documents

Education and Care Services National Act 2010

Working with Children Act (NSW)

The Charter of Human Rights and Responsibilities Act 2006

Family Law Act 1975

Procedures

At Peak Sports and Learning we are committed to making sure that Safety checks are carried out on the premises, indoors and outdoors, and all equipment to ensure the safety of our children and educators.

All staff should be constantly aware of their surrounding environment and monitor safety at all times.

General Safety

- All areas of the school will be maintained in a clean and tidy manner.
- Pathways and floor spaces where appropriate will be kept clear and safe from tripping hazards.
- Educators will discuss dangerous situations, dangerous substances and items and safety practices with the children regularly. This will be reflected in the educational program across the curriculum.
- Educators will post simple warning signs around the school where potentially dangerous substances or items are stored.
- The school will provide parents with written information about accident prevention, safety and safe storage of potentially dangerous products and items in the home.
- Children will not have access to water play activities unless under supervision by educators
- Educators will be aware of the need to place themselves in positions which allow good supervision of the play areas and children.
- Children will not be permitted to play on fences or gates, play with locks on gates, or throw sand or water.
- No child will be allowed to leave the premises without an authorised adult.
- Workplace, Health and Safety (WHS) is a standard item on director meetings.
- All educators are required to have approved up to date First Aid, Asthma and Anaphylaxis training. This training is paid for by Peak Sports and Learning. There will always be at least one educator on site with current approved first aid qualifications.

Risk Assessments

Peak Directors carry out written risk assessments prior to excursion bookings. These are regularly reviewed and cover potential risks to children, staff and visitors to the service.

All staff are trained in the risk assessment process to ensure understanding and compliance. All excursions away from the centres are individually risk assessed.

Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by whom?

Electrical Equipment

All electrical cables are kept out of the reach of children, shielded by furniture and clipped in place wherever possible.

Electrical equipment is tested and tagged biannually to ensure and regulate equipment functionality. This is carried out by a qualified electrician.

Dangerous substances

All dangerous substances including chemicals MUST be kept out of children's reach. All substances must be kept in their original containers with their original labels attached. Where possible environmentally friendly less harmful products will be purchased. These items will be stored in tubs and clearly labelled out of reach of children.

Transport and outings

The arrangements for transporting and the supervision of children when away from the centre is carefully planned. The centres will have a comprehensive documented running sheet relating to outings, which incorporates all aspects of health and safety procedures.

Peak has its own fleet of buses. These buses are regularly serviced and maintenance records are kept to ensure their safety.

Water supplies

A fresh drinking supply is available and accessible to all children, staff and visitors at all times through school bubblers and Peak's own supply of beverages. Children are encouraged to remain hydrated.

All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C. This is a part of the schools in which we lease from responsibility.

Toys and Equipment

Equipment purchased will be checked for safety.

Toys and equipment will be in good condition and clean and will be appropriate to the age and development of the children. Damaged or broken toys and equipment will be repaired or replaced when they are found or will be withdrawn from use till they are repaired. Toys and equipment will be cleaned regularly with disinfectant.

Toys and equipment will be put away when not in use.

Potentially dangerous items used with the children e.g. knives for cooking experiences will be supervised by educators during activities. Items will be removed from activity areas when not in use and stored appropriately.

All outdoor equipment will comply with current Australian Standards and the child care regulations. When setting up the playground environment educators members will be aware of; soft fall surfaces under and around equipment, the height from which a child can fall, the size of the equipment, the age and development of the children, the need to check for sharp or rough edges, holes or areas that can trap body parts, the need to maintain equipment in good order, safe positioning on even surfaces, securely anchored, and not too close to other equipment or movement pathways.

Adequate shade areas will be provided through shade sails, large trees and awnings. Trees and shrubs found to have low or dangerous branches will be pruned to ensure safety for all.

The OSHC Room will be sprayed annually by a professional pest controller (cockroaches, spiders, etc) Undertaken by the school. This is the school's responsibility.

Road Safety

Parents will be encouraged to; Remove their child from the car door on the footpath side of the road (the safety door side).

Always hold their child's hand when crossing the road.

Drive within the speed limit for this area and the roads surrounding the OSHC and to watch for pedestrians.

Not double park cars.

Always use approved child restraints when traveling in cars.

Building, Furniture, Fittings, Fencing and Gates

The building will be maintained in good working order by the school. The school will be kept clean and tidy. Floors will be smooth and even with non slip surfaces. Paint on walls will be maintained in a reasonable and safe condition to ensure children have no access to old paint.

Glazed areas accessible to children will meet Australian Standards and will meet the requirements set down by the child care regulations.

Furniture and fittings will be kept in good condition, cleaned daily and will be suitable for the age group of the children using it e.g. the height and size of tables, chairs, shelving, toilets, basins.

Shelving or cupboards will be secure or will have secure castors. Chair legs will have secure legs with rubber caps at base. Table tops will have rounded corners.

Furniture and equipment will be placed in safe positions, not blocking walkways or posing tripping hazards and not placed near windows or glass.

Confidentiality Policy

Overview

The aim of Peak Sports and Learning Confidentiality Policy is to safeguard the privacy of each child, family, staff member and other organisations and / or individuals involved with the centre.

Peak Sports & Learning is required to disclose information to the Department of Education and other government agencies. The service adheres to the Privacy Act 1988 and ensures that information in child/ren's enrolment record is not divulged to another person unless necessary for the care or education of child/ren, to manage medical treatment of child/ren, or where expressly authorised by the parent, or if required by law or in accordance with the Privacy Act 1988.

Relevant Laws and other Provisions

Regulation 181, 183, 184

Quality Area 7 – Governance and Leadership

National Quality Standard 7.1.2

Procedures

At Peak Sports and Learning we are committed to making sure that any child, parent/caregiver, staff member, student/visitor/volunteer involved with our centre has their individual privacy respected and protected. This will, in turn, create more successful relationships with these important people.

We are committed to ensuring that information provided to us remains protected from misuse, loss or unauthorised access and we do this by providing locked storage areas, alarm systems, administrative protocols and by limiting computer access to electronically stored information.

For us to provide high quality child care and to satisfy our legal and licensing requirements, we need to collect and hold information about those involved in the centre. We also seek to update this information as often as deemed necessary and families are encouraged to inform the Peak Sports and Learning Centre should any of their information change.

Much of this information we require is 'sensitive'. In relation to children and their families, we gather and hold information before, during and after enrolment at the Peak Sports and Learning.

This information can only be seen by the parent/caregiver it pertains to, some centre staff, authorised representatives from the Department of Communities. We also collect and hold information relating to our staff, job applicants, volunteers, visitors, students and contractors.

We collect the information required in a variety of ways. These include, but are not limited to; enrolment forms, face to face discussions, use of a daily diary between staff and families, meetings, personal correspondence, use of electronic mail and telephone calls. In regards to families and children, Peak Sports and Learning may gain information from a third party and examples of this may include reports from Doctors, Speech Therapists and specialist services which are updated in our Quality Improvement Plan.

With a Parents/Care Givers written consent, Peak Sports and Learning may disclose some information to another source. This may include government departments or medical practitioners.

Acceptance and refusal of Authorisations

Overview

Peak Sports and Learning requires authorisation for actions such as the administration of medications, collection of children, excursions and providing access to personal records.

This policy outlines what constitutes a correct authorisation and what does not, and may therefore result in a refusal.

Relevant Laws and other Provisions

Regulation 168 – 2m

Children (Education and Care Services National Law Application) Act 2010

Quality Area 7 – Governance and Leadership

National Quality Standard 7.1.2

Procedures

The Nominated Supervisor and Administrator will:

1. Ensure documentation relating to authorisations contains:

(a) The name of the child enrolled in the service;

(b) Date;

(c) Signature of the child's parent/guardian, or nominated contact person who is on the enrolment form;

(d) The original form/letter/register provided by the service.

A record of attendance, kept at the care setting includes full name of each child attending, arrival and departure times, signature of the person who delivers and collects the child or the Nominated Supervisor or Educator.

2. Apply these authorisations to collection of children, administration of medication, excursion and access to records.

3. Keep these authorisations in the enrolment record.

4. Exercise the right of refusal if written or verbal authorisations do not comply.

5. Waive compliance where a child requires emergency medical treatment for conditions such as anaphylaxis or asthma. The Educator or service can administer medication without authorisation in these cases, provided they contact the parent/guardian as soon as practicable after the medication has been administered.

Correct authorisation is obtained, referred to and applied appropriately ensuring reduction in possible risk.

If demand for places provided at Peak Sports and Learning exceeds those available, priority of access will be given based on guidelines given by the Department of Education, Employment and Workplace Relations.

The program and staff will encourage equal, cultural diversity and will attempt to understand individual children's backgrounds and provide opportunities that are sensitive to their needs. To enable children to participate in the range of activities at Peak Sports and Learning, the Supervisor will invite and encourage all parents/guardians and their child to meet with staff regularly to agree how the Centre can adequately meet the needs of the particular child.

Complaint Handling Policy

Overview

Peak Sports and Learning invites comments and complaints from children, parents/guardians, staff and the community, to ensure that the centre is providing its service in keeping with these policies and procedures and other applicable requirements. Peak Sports and Learning respects and considers all complaints, which require a resolution, seriously and attempts to find a satisfactory resolution wherever possible.

Relevant Laws and other Provisions

Regulation 168

Quality Area 7

National Quality Standard 7.1.2, 7.1.3, 7.2.1, 7.2.3

Procedures

The Supervisor shall be the first contact for all complaints.

However, the complainant will have direct access to the management committee, and the Supervisor will permit and, if appropriate, encourage the complainant to do so, if:

- The complaint is about the conduct of the supervisor.
- The complainant is not comfortable to take the complaint to the coordinator;
- The complainant is not satisfied with the supervisor's handling of the complaint.
- The complaint is about a matter of management and administration Policy.

For this purpose, parents and others will be kept informed of the current contact details of the chair of the Directors through the parent handbook, newsletter or other appropriate form of communication, and otherwise will be available on request.

The supervisor will ensure that another staff member is present when meeting with any person to discuss a complaint. The Supervisor will make and keep a written record of the discussion at the time, or immediately afterwards, and will have the other staff member, and if possible the complaint, sign that record. A copy should be provided to the complainant on request.

The supervisor will seek to resolve all genuine and reasonable complaints in the most appropriate way possible in consultation with the complainant.

Discussions with the complainant are not to be conducted in presence of the children, other staff or parents, and heated discussions are to be avoided as far as possible.

The supervisor is to promptly log all complaints, the records of relevant discussions, and the resolution of the complaint in a complaints record book, and is to report to the Directors on all entries in this record book at each meeting of the Directors.

To protect the privacy of all individuals, and encourage openness and honesty in the handling of complaints, the complaints record book is a confidential document, which will not be accessible to any person, provided that the supervisor will provide copies of relevant entries only to a complainant on request.

The Directors shall have the final say on whether a matter is relevant and should be provided to a complainant on request if there is a dispute between the supervisor and the complainant in that respect.

Interactions with Children Policy

Overview

Peak Sports and Learning strives to provide the highest level of education and care for each child in a warm, nurturing and safe environment. Our philosophy is based on the concepts of FITNESS, EDUCATION & FUN. The three ingredients to getting children actively involved in sports, literacy and numeracy and most of all, having rewarding, fun experiences. We provide an environment that reflects this philosophy, and along with the principles of “My Time, Our Place”; the development of secure, respectful and reciprocal relationships with children are fostered and encouraged. Interactions between educators and children promote an environment of collaboration, that enables building meaningful relationships with each individual child, all families and members of the community.

We will endeavor throughout all interactions with children to nurture their optimism, happiness and sense of fun and we will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identify. Genuine respect for diversity and a commitment to equity is reflected in all our interactions with children. Educators involve children in the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

Considerations

| Education and Care Services National Regulations | National Quality Standard | Other Service policies/documentation | Other |
|--|---------------------------|---|---|
| Regulations: 73, 74, 76, 155, 156, 168 | Quality Areas 1, 5 and 6. | <ul style="list-style-type: none">- Parent Handbook- Staff Handbook- Staff Code of Conduct- Programming and Evaluation records- Behaviour Support and Management Policy- Supervision of Children Policy- Inclusion Policy- Providing a Child Safe Environment Policy | <ul style="list-style-type: none">- My Time, Our Place.- Appropriate Physical contact in OOSH, Network of Community Activities publication |

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 regard 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 with 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.

Physical contact with children and child protection considerations

Peak educators will, upon employment and as part of their induction training, be issued with a Code of Conduct and accompanying document entitled **Appropriate Physical Contact in OOSH**. This document provides a series of guidelines for all educators to follow and also forms part of Peak's Interactions with Children and Child Safe policies. Educators are expected to follow these guidelines in all interactions with children.

Particular consideration is given to situations where educators need to assist children with changing, toileting or in times where a child needs to be moved away from the main supervised play areas due to behavioural considerations. In these circumstances the following procedures will be followed:

- Where a child soils themselves as a one-off occurrence, parents will be contacted as soon as possible to inform them of the incident.
- Wherever a child is capable of toileting or changing themselves independently they will do so without physical assistance from educators.
- Children who regularly require changing and toileting assistance will have an agreed toileting plan in place which has been signed by parents. Parents will be informed of toileting occurrences on collection of their child
- When a toileting plan is in place, while changing a child's nappy or undergarments, two educators will be present. The second educator will observe discreetly from a distance so as to not overwhelm the child.
- When a child, due to behaviour or emotional distress, requires time away from the main areas of the centre, the child may be moved to an area that is not visible. This may be the canteen, a quiet area or hiding spot. In this circumstance the educator accompanying the child should remain visible to other educators.
- All efforts will be made to ensure that two staff members will accompany a single child on a bus run. If this is unavoidable, in rare circumstances, parents will be informed that it is necessary to transport a child alone with an educator.

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|----------------|----------------|-------------|--|
| 1 | Jan 2017 | March 2018 | Directors | Nil – small amendments to procedures |
| 2 | September 2018 | September 2019 | Directors | Rewritten and edited to reflect 2018 updated Quality Standards. Paragraphs added from centre philosophies Links added to the new Supervision of Children Policy, Links to updated policies including Child Safe Environment, Inclusion and Behaviour Support and Management Policies. Section added to include Appropriate Physical Contact |
| 3 | Sept 2019 | Sept 2020 | Directors | Nil amendments |

Behaviour Support and Management Policy

Policy Statement

This behaviour management policy is based on Peak Sports and Learning's philosophy, and on the behaviour management strategies of the 'Positive Behaviour for Success' model, which encourages the learning success of all children despite diversity, disadvantage or disability. Our philosophy is to strive to provide the highest level of education and care for each individual child in a warm, nurturing and safe environment. We strive to create a welcoming environment of collaboration, that enables building meaningful relationships with each individual child. Our environment plays a critical role in fostering a sense of belonging and acceptance to ensure all children feel safe and secure in our care. We ensure that we foster an environment that is inclusive, respectful, and shows appreciation for cultural diversity.

Our service will ensure that 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. Rather, 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 will adopt 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.

Considerations

| Education and Care Services National Regulations | National Quality Standard | Other Service policies/documentation | Other |
|---|---|--|---|
| Regulations: 73, 74, 76, 155, 156, 157, 168. | 1.1, 1.2 2.2 3.2 4.1 5.1, 5.2 6.1, 6.2 | Confidentiality Enrolment & Orientation Providing a Child Safe Environment Interactions with Children Child Protection | Children (Education and Care Services National Law Application) Act 2010 UN Convention on the Rights of the Child My Time, Our Place. PBS - Positive Behaviour for Success |

Procedures

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. This will be made available as part of the training budget.
- Whilst at the service, we expect that the children will comply with the following basic rules:
 - Respect each other
 - Respect other people's property and that of the service
 - Share with other children and be inclusive^[1]_{SEP}
 - 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.

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.

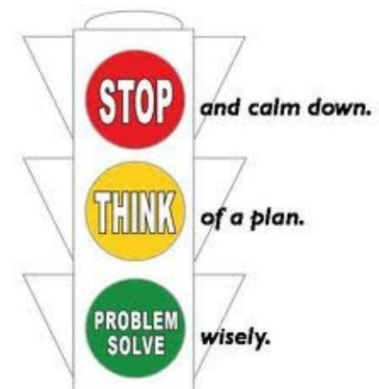
Strategies for Behaviour Management

(1) Study star and sports star awards

- As a behaviour management technique, each centre will have the following
- Raffle bin 1x study star and 1x sports star
- Raffle tickets
- When a child displays positive behaviours, helping out, good reading, bringing along homework sportsmanship etc, they receive a raffle ticket from staff.
- At the end of each term a study star and sports star of the month is awarded.
- These children receive a certificate, trophy and a prize from the prize box.
- At the end of the year at the Kids Christmas Party a study star and sports star of the year is awarded for each centre. These children receive a gift voucher and a certificate.
- During Vacation Care the raffle is drawn daily and the child chooses a prize from the prize box.

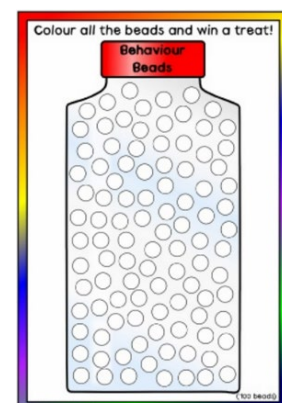
(2) Stop, Think, Do

- Children who are identified by educators as requiring correction of their behaviour will be placed on the traffic light system of STOP THINK DO. This allows the child to correct their own behavior through series of negotiated warnings and consequences for inappropriate behaviour.



(3) Behaviour Beads

- To encourage teamwork and appropriate behaviour, Peak has a Behaviour Beads program where good behaviour is acknowledged for the group as a whole.
- Children are invited to colour in a bead on the behaviour beads chart. Once 100 beads have been coloured in, the children can collectively choose a reward. Most commonly we hold a party day where we all can celebrate and acknowledge the great effort of all that contributed.



Redirection and 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 STOP THINK DO strategy will be implemented, the child's name will be moved to the yellow light and 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.
 - If the behaviour persists the child's name may be moved to the red light, further consequences may be implemented at the discretion of the supervisor. A discussion will be held with the child's family when the child is collected.

Persistent inappropriate behaviour:

- If inappropriate behaviour is of a serious nature or is persistent or accelerating, a supervisor may complete an incident report to document this behaviour. This can then be provided to parents and, once signed, filed in the child's enrolment records.
- 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 Directors, 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.

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|---------------|-------------|--|
| 1 | Jan 2017 | March 2018 | Directors | Nil – small amendments to procedures |
| 2 | November 2018 | November 2019 | Directors | Rewritten and edited to reflect 2018 updated Quality Standards. Paragraphs added from centre philosophies Sections added to include guidelines for educators and procedures for managing persistent inappropriate behavior including exclusion from the service. |

Exclusions for Behavioural Reasons Policy

Overview

Peak Sports and Learning has a Duty of Care to all children who attend and staff who work within, the Service. If:

- A child exhibits inappropriate behaviour, or behaviour which threatens the safety or wellbeing of any child or other person at our service;
- In the supervisor's reasonable opinion, the behaviour amounts, or may amount, to a threat to the safety or wellbeing of any child or other person at the Service; and the behaviour support and management procedures have been properly applied first but without success, or the behaviour presents such an immediate potential threat that it is not reasonably possible to apply those procedures,

Then the child whose behaviour is inappropriate or has caused the threat to safety or wellbeing may be excluded from Peak Sports and Learning temporarily or, in some cases permanently.

Relevant Laws and other Provisions

Procedures

First, second and third instance breach of rules which is unacceptable behaviour:

- Staff member who was present will write an incident report detailing the incident. Staff member to sign the report and parent/guardian and child requested to do so.

Third incident:

- In addition to the above steps, after a third incident has been recorded a letter will be sent to the parent/guardian from Directors, stating that the child cannot return to Peak Sports & Learning for one week.
- At the end of that week, a meeting will be held between the Supervisors, parent and child to discuss possible strategies for including the child back into the program. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from the Service.

Physical danger to child or others:

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

As part of the service's behaviour management policy, specific details in regard to the service's approach to issues of bullying are described in the anti-bullying policy. The Service has a Duty of Care to all children who attend and staff who work within the Service.

- Peaks Sports and Learning is committed to providing a safe and caring environment, which fosters respect for others. This service will not tolerate bullying. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.

Procedures

Staff will:

- Model caring and tolerant behaviour towards children, parents and other staff members
- Manage all observed or reported incidences of bullying as set out in this policy under "Responding to a Bullying Incident"

- Carefully monitor children's behaviour while participating in any of the service's programs or activities
- Encourage children to report any incidents of bullying that they are either involved in or witness
- Protect the target from further harm
- Assist the bully to change his/her behaviour
- Keep a record of bullying behaviour
- Children will report any incidents of bullying that they are either involved in or witness
- Help someone who is being bullied
- Do everything they can to keep the play safe and happy
- Use the strategies that they have been encouraged to use to deal with a bullying incident

Parents will:

- Encourage their child to report if they are bullied
- Watch for signs of bullying
- Speak to Peak staff if their child is being bullied or they suspect bullying
- Work with Peak in seeking a permanent solution
- Model caring and tolerant behaviour when interacting with children, staff or other parents
- Promote strategies that enable their child to feel empowered and confident if they have to deal with a bullying incident

Responding to a Bullying Incident

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

The following steps will be followed.

Procedures

- Step one: Report incident of bullying (witness, victim or third party).
- Step two: Incident recorded and appropriate response sought.
- Step three: Staff member intervention. Discussion with children involved and witnesses.
- Mediation between children with the aim to find an appropriate solution to the problem. Children are encouraged to use conflict resolution strategies. A back up plan is considered in the event that the first solution proves unsuccessful.
- Step four: Agreed solution implemented. Implement back up plan if necessary.
- Step five: Report of repeat occurrence of incident.
- Step six: Interview with Supervisor. Parent's notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented.
- Step seven: Monitoring of implementation of consequences.
- Step eight: Further offences may result in suspension from the service followed by intervention/mediation involving the services director. Re-entry may require agreed behaviour contract.

Reporting guidelines and directions policy

In the event that a child or relative discloses information to an adult, please see the child protection policy

Inclusion of Children with Additional Needs

Overview

At Peak we value every child's active participation in all aspects of our program including sports, learning and having fun, in a safe and nurturing environment. We aim to provide an inclusive and supportive program that provides experiences that enrich the learning and development of each child based on their individual needs, abilities, skills and knowledge. Through the implementation of My Time Our Place outcomes and the principles Being, Belonging and Becoming, our children are encouraged to develop their own sense of identity, to be valued as an important member of the group, to develop secure relationships with adults and other children, to learn fairness and respect for the uniqueness of each person.

In order to successfully meet the additional needs of children who face challenges to inclusion, the service will ensure that appropriate inclusion support services are accessed and that funding for additional educators above regulated ratios are provided where possible. Educators will work in strong partnership with families and, where necessary, with other external organisations in order to support children's well-being and full access to the program.

Relevant Laws and other Provisions

| Education and Care Services National Regulations | National Quality Standard | Other Service policies/documentation | Other |
|--|---|---|---|
| Regulation: 73, 74, 75, 76, 155, 156, 168. | 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 4.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.2.1, 6.2.2 | <ul style="list-style-type: none">• Peak Centre Philosophy• Confidentiality Policy• Enrolment & Orientation Policy• Interactions with Children Policy• Behaviour Management and Support Policy• Multicultural and Anti-Bias Policy | <ul style="list-style-type: none">• NSW Anti-Discrimination Act 1977• UN Convention on the Rights of the Child• My Time, Our Place: Framework for School Age Care in Australia• Inclusion Development Fund Manager https://www.idfm.org.au/home |

Procedures

Enrolment Procedures for Children with Additional Needs:

- Upon enrolment, families of children who are identified as having additional needs will be asked to complete an Additional Needs Support Form which allows staff to understand how best to support the child.
- Peak Directors will review this information and any medical diagnosis information provided. At this time the directors may request further information or documentation to ensure adequate support and accommodations can be made to ensure the safety and wellbeing.
- If children are identified as having high needs, Peak Directors may decide to apply for Inclusion

Support funding. An email will be sent to families outlining the application process and a request for a medical diagnosis is issued in order to complete the application.

- On approval of enrolment families are encouraged to attend the centre with their child for an orientation visit prior to their first day. This allows the child to meet the educators and for families to establish communication with educators about their child's needs.

Inclusion Support Agencies

- The service will access appropriate additional support funding, assistance and resources for children with additional needs including children with high ongoing support needs.
- Educators will talk to children's families about any concerns they have and offer the family links to other support services within the community such as Inclusion Support Agencies; Community Health Services etc.
- Educators will work with families, inclusion support agencies and other specialists associated with the child to develop individual support plans.

Inclusive Practices

- Where possible Peak will ensure equipment and transportation is accessible to all children.
- Educators will actively seek information from children, families and the community about their individual needs and use this information to provide children with a variety of experiences that will enrich the environment within the service.
- Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child rearing practices. Specific requests will be acknowledged where practical, to demonstrate respect and ensure continuity of care of the child.
- Educators will be sensitive and attentive to all children and respect their unique qualities and abilities. The service will ensure that the service environment reflects the lives of the children and families using the service and ensure children's individual needs are accommodated at the service.
- Children with additional needs will be provided with the necessary support and resources to allow them to fully participate in the service. This may require the assistance of specialty services, adaptation of the environment, changes to routines and educator arrangements in order to facilitate inclusion. The service will achieve this in collaboration with the child's family.
- Educators will treat all children equitably and encourage them to treat each other with respect and fairness.
- Educators will act as positive role models by encouraging all children to be involved in a variety of activities.
- Educators will role model appropriate ways to challenge discrimination and actively promote inclusive behaviours in children.
- Children will never be singled out or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other to help children understand and find strategies to counteract these behaviours.

Educator recruitment and professional development

- The Centre Supervisor and Educators will attend professional development and team meetings that build knowledge and understanding of a range of additional needs and awareness of inclusive practices.
- All educators will be provided with a code of conduct on commencement of employment to ensure they are committed to developing positive interactions with children.

VERSION CONTROL TABLE

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|-------------|-------------|---|
| 1 | Jan 2017 | March 2018 | Directors | Nil – small amendments to procedures |
| 2 | August 2019 | August 2020 | Directors | <ul style="list-style-type: none">- Rewritten and edited to reflect 2018 updated Quality Standards.- Policy aim updated to reflect 2019 Centre Philosophy- Enrolment procedures added- Inclusive practices added- Inclusion support funding process defined |

Multicultural, Inclusion & Anti-Bias Policy

Overview

- Welcome families of all nationalities, religions and special needs.
- To ensure that strategies are in place for developing acceptance of and support for all children.
- Peak Sports and Learning will provide support, information and consideration to all families to ensure acceptance is developed.
- The structure, planning and implementation of children's programs shall reflect multicultural and multilingual nature of Australian society.

Peak Sports and Learning will consult with community groups and relevant agencies to develop equitable and culturally relevant programs to support staff in promoting an inclusive atmosphere for all children.

Relevant Laws and other Provisions

Quality Area 1

Quality Area 6

Procedures

- Ensure staff actively encourage all children to show empathy and self confidence, irrespective of gender and other differences.
- Develop interest and respect in different cultural backgrounds via books, media, music and videos.
- Staff and children discuss gender or other bias in children's play and in their relationship with one another.
- To help develop views about stereotyping, staff encourage children to critically evaluate text and images in books, films, advertisements and other media.
- All displays, posters, children's books and other materials are monitored to ensure they are inclusive of all people.
- Maintain and learn community languages.
- Staff monitor children's play and learning to prevent the development of inequity in children's relationships.
- To increase their own self-awareness, staff actively monitor their responses and behaviours for biases.
- To appreciate other perspectives, languages and values of cultures in the community to ensure effective inclusion and acceptance of all children in the service.

Managing Duty of Care - Non attending Children

Overview

- Peak Sports and Learning recognises that on the rare occasion, children not enrolled into the service or attending the service may seek assistance from the supervisor and staff. For whatever reason the children seek assistance, Peak Sports and Learning will ensure their safety and wellbeing.

Peak Sports and Learning will

- Observe both their duty of care and statutory obligations to the best of their knowledge and capacity.
- This policy is recommended as guidance in making appropriate decisions which are in the best interests of preserving the safety and wellbeing of all children.

Relevant Laws and other Provisions

Procedures

Peak Sports and Learning will endeavour to establish a mutually beneficial relationship and coexistent policy with the school (if appropriate) to ensure that the duty of care is upheld by all parties involved.

To this extent the service will:

- Follow school procedure by sending children to the office if they are not booked in.
- Communicate with the office by telephone or in person that the child has been referred to the office for collection by parents or guardians

If the office is unattended the Supervisor shall observe the following procedure when recording children as attending who are currently enrolled at the service:

- Make reasonable attempts to call parents or authorised persons
- Ensure the service licensed capacity is appropriate
- Ensure strict adherence to ratios and other legislative guidelines

If the office is unattended the Supervisor shall observe the following procedure when observing their duty of care for children who are not currently enrolled in Peak Sports and Learning:

- Make reasonable attempts to call parents or authorised persons known to the child
- Ensure the children are safe and secure but not participating in the licensed activities of the service
- Call the police for support when a reasonable time has passed without any notification

Use of Photographic and Video Images of Children

Overview

Peak Sports and Learning encourages the appropriate use of photographic and video images of children attending the service to support and promote their involvement in relevant programs and activities. The privacy of children and families will be respected and maintained at times when educators take photographs/recordings.

Relevant Laws and other Provisions

NQS: 5.1.2 The dignity and rights of every child are maintained.

Procedures: General

- Parents/Guardians are required to specify authorisation and permission for photographs of their children to be taken and used by the service upon enrolment. This can be updated at any time.
- The enrolment form collects permission for four (4) different scenarios:
 - You may photograph and/or video this child at the service for the purpose of documenting learning experiences.
 - You may store and share this child's image, sound and video recording in hard copy or digitally across the school and service (eg newsletter, visual displays, emails to families).
 - You may store and share this child's image, sound and video recording digitally on social media.
 - You may use photographs and video recordings in Peak Sport and Learning Pty Ltd professional educational material for training purposes, internal and external advertising and marketing, including print media, web content, social media and electronic media (including the internet).
- Parents shall be requested for special permission to be granted where:
 - Photographs are taken which are intended to be used for promotional purposes and may be viewed by persons outside of the local community in which the service resides.
 - Educators or Trainee Educators are requested to use photographs or to take photographs that will be published in assignments.
 - Anyone other than an educator requests to take photographs of the children while at the centre. For example, a professional photographer who may be at the centre creating media for Peak's promotional purpose or a visitor operating an incursion/excursion who requests to take photographs for their promotional purpose.
 - If a parent has given permission for their child to be photographed by anyone other than a staff member or educator, the service does not accept responsibility for the distribution or use of any photograph taken.
- The service will respect the wishes of all families who do not wish their child to be photographed and will be responsible for ensuring that the child is not photographed while in attendance at the service. This may mean however, that the child may be removed from group situations where photos will be taken.
- Employee's of Peak Sports and Learning are only permitted to photograph children using equipment owned solely by Peak Sports & Learning.

- Processing of photographs will be conducted at professional photographic laboratories or within the service using the printing equipment available.

Where authorised Peak may publish photographs on the below platforms:

(1) Storypark

- Storypark is a private online system that helps educators and parents work together to record, share and extend children's learning.
- The child's development is captured by posting photos, videos and notes relative to the individual child or a group of children.

(2) Newsletters

- MailChimp is an email marketing platform that is used only for communicating information to families. Centre specific newsletters may contain photos of children for communication of learning experiences where appropriate permission is gained.

(3) Social Networking Websites: Facebook

- Peak Sports and Learning maintains a Facebook page to engage and maintain relationships with families and the local community.
- The service will use social media to support already established family communication methods.
- Staff responsible for updating social media must not post names or recognisable photographs of children, visitors or family members on the page without permission. Generally photos should be in a group setting or where photos are taken from behind the group avoiding clear facial recognition.
- The social media site will be used to share information and program updates with service families and may include (but not be limited to) the following:
 - General service notices and reminders;
 - Promotion of upcoming service and/or community events;
 - Seeking ideas and suggestions on service program and operations;
 - Providing important links and information relating to children's health and wellbeing;
 - Reaffirming details provided through other family communication sources such as newsletters, notices and flyers; and/or
 - Photographs depicting daily events, environment and activities.

(4) Peak Sports and Learning Website

- Peak Sports and Learning maintains a website to enable enrolment and provide families and the community with information and updates on our service.
- The information shared may include (but is not limited to) the following:
 - Promotion of upcoming service and/or community events;
 - Providing important links and information relating to children's health and wellbeing;
 - Photographs depicting events, children participating in the service, the service's environment and activities.

(5) Print Media

- Peak Sports and Learning may utilise print media for advertisement and communication purposes.

- As referenced above (under dot point 4), special permission must be granted by families if their child is to be the subject of any promotional activity that may reach the wider public and if anyone other than educators will be capturing these photographs.

Version Control Table

| Version Control | Date Released | Next Review | Approved by | Amendment |
|------------------------|----------------------|--------------------|--------------------|---|
| 1 | Jan 2017 | Jan 2018 | Directors | Nil – small amendments to procedures |
| 2 | Feb 2018 | Feb 2019 | Directors | Revised with introduction of Facebook page and photo permission forms. |
| 3 | April 2019 | April 2020 | Directors | Revised in accordance with changes in software, FullyBooked, StoryPark and MailChimp. |

Communication and support for Staff, Volunteers and Parents Policy

Overview

Peak Sports and Learning is committed to developing partnerships with families which contribute to building a strong and inclusive community within the service. Shared decision making with families enables Peak Sports and Learning to ensure that there is a consistent bond between children's experiences at home and whilst in the care of Peak Sports and Learning.

Relevant Laws and other Provisions

National Law: Section 172, 175

Regulations: 73, 75-76, 80, 86, 99, 102, 111, 157, 168, 171, 173

Quality Area 6

Procedures

- Peak Sports and Learning will always where possible encourage parents to talk to staff at arrival and pickups times. Staff will be responsible for talking to parents about their child's participation in the program.
- Information shall be made accessible to families regarding the service policies and procedures in relevant handbooks. A copy of the Peak Sports and Learning Handbook will be available online, there will also be copies available to view at each centre.
- Information shall be dispersed to families, volunteers and staff through appropriate newsletters, flyers and other methods of communication.
- Training materials and strategies shall be made available and accessible to help staff, volunteers and parents identify and manage risks of harm.
- Peak Sports and Learning will display a copy of the daily program and a range of information at the entrance of each centre for families to view.
- Peak Sports and Learning will provide an administration area for parents.
- Peak Sports and Learning will document and conference with parents regarding their child's development interests and experiences regarding learning activities.
- Families have opportunities to be involved in the service and contribute to service decisions. A Peak Sports and Learning Parents & Families committee has been established and meet biannually to discuss service decisions. Regular feedback forms are also given to parents and children to ensure that future decisions are in the best interests of all parties.

Education, Curriculum & Learning Policy

Overview

Peak Sports and Learning is committed to developing positive learning environments and guiding experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individualised program while documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Relevant Laws and other Provisions

Regulations: 73 - 76

Quality Area 1 Educational program and practice


Rationale:

Peak Sports and Learning aims to work in accordance with the National Quality Framework and the My Time our Place Learning Outcomes and Quality Areas and the NSW Department of Education and Training Curriculum and Syllabus. Our service is unique and like no other in NSW as we have qualified and training school teachers on staff. This allows our program to specifically target educational needs of children including language and literacy, mathematics, PDHPE and Creative Arts. The feedback received from parents is our program is beneficial to children's learning, social and emotional outcomes. Parents select our service as our program is catered for the needs of working parents who still require their children to be academically and physically supported through the tutoring and sports time our program is centred around. They are comforted in the fact that teachers or training teachers are those conducting these structured activities whilst their children are having fun participating in them!

Aim: Children are known as constructivists, which mean they learn by doing. They construct their knowledge through events, individual actions and exploration to discover their properties. Children are curious, active explorers who respond to the environment according to their understanding of it. Having current Primary School Teachers on the staff at Peak Sports and Learning we believe that we have a deep understanding of how children learn. Having this understanding will allow us to better develop their children's, emotional, physical, thinking skills. Peak Sports and Learning's teachers are up to date on current educational philosophies and continually engage in professional development. This allows the children to be taught in an environment that provides the best possible opportunities.

At Peak Sport and Learning we will:

- Offer children a balance of structured and unstructured activities to choose from.
- Involve children in the decision making process.
- Evaluate to see what worked, what didn't work and how activities could be improved upon.
- Written evaluations will be filed for future reference and referral.
- Have a broad range of challenging, stimulating activities on offer.
- Cater for the different ages, genders, abilities and interests of the children.
- Take into account the indoor and outdoor space and equipment that is available.
- Offer opportunities for play and development that the children may not normally get at home.
- Utilise the different skills and talents of the staff members.
- Have a balance of indoor/outdoor, noisy/quiet, and active/passive activities.
- Recognise that children have been at school all day and want to relax and have fun.
- Artworks are displayed in an attractive way, so it can be seen by anyone who is interested.
- Provide opportunities for family members to be involved in the program – ask if they have a special interest or talent that can be utilised.



These factors are taken into consideration when programming for After School Care, Before School care and Vacation Care. Each of these approaches covers a range of motion that ensures a program is delivered well and successfully. The most important thing is that the children's needs are being met and these approaches ensure that all aspects of children's learning within our program are covered. These approaches are utilised in conjunction with the 'My Time Our Place Learning Outcomes' and the National Regulations and elements.

Code of Conduct

Overview

Our code of conduct is based on the principles of fairness, respect, integrity and responsibility. Peak Sports and Learning is committed to improving the social and economic wellbeing of children and staff through the provision of providing a high quality service.

Relevant Laws and other Provisions

Regulations 168

Quality Area 4

Quality Area 7

National Quality Standard 4.2, 7.1

Procedures

Commitment to child safety

All children who come to Peak Sports and Learning have a right to feel and be safe. Peak Sports and Learning is committed to the safety and wellbeing of all children and young people accessing our services and the welfare of the children in our care will always be our first priority. We aim to create a child safe and child friendly environment where children feel safe and have fun.

This policy was developed in collaboration with all our employees, volunteers and the children who use our services and their parents. It applies to all employees, volunteers, children and individuals involved in the organisation.

Children's rights to safety and participation

Peak Sports and Learning employees encourage children to express their views, and make suggestions, especially on matters that directly affect children. We actively encourage all children who use our services to 'have a say' about those things that are important to them. We value diversity and do not tolerate any discriminatory practices.

We teach children about what they can do if they feel unsafe. We listen to and act on any concerns children, or their parents raise with us and if required we report and grievances and complaints to proper authorities and supervisors.

Support for Employees

Peak Sports and Learning seeks to attract and retain the best employees and staff. We provide support and supervision so people feel valued, respected and fairly treated. We have developed a code of conduct to provide the following:

Reporting and responding to suspected abuse and neglect

We will not tolerate incidents of child abuse. Abuse and neglect includes:

Physical abuse - when a person purposefully injures or threatens to injure a child or young person.

Emotional abuse - an attack on a child or young person's self-esteem e.g. through bullying, name calling, threatening, ridiculing, intimidating or isolating the child.

Sexual abuse - any sexual act or sexual threat imposed on a child or young person.

Neglect - where a child or young person is harmed by the failure to provide the basic physical or emotional necessities.

Employees must notify the supervisor who will contact The Child Wellbeing Unit as soon as possible if they have a reasonable suspicion that a child has been or is being abused or neglected.

We are responsible for ensuring that employees are aware how to make appropriate reports of abuse or neglect. We will also provide opportunities for employees and volunteers to attend an information session on mandatory reporting.

A person does not necessarily exhaust his or her duty of care to a child by making a report to the Child Wellbeing Unit– they may still have a role in supporting the child or young person. For example, Supervisors may also report any form of abuse to for further support or to ensure that takes all reasonable steps to keep the child and others safe.

At Peak Sports and Learning, we have significant influence in developing an informed, dynamic and democratic society by providing experiences that inspire and facilitate teaching and learning. In a small, complex organisation, this relies on the ethical principles and good judgement of each individual employee. All staff are required to be familiar with the code of conduct and to follow it and undertake a working with children check.

Outcomes

Peak Sports and Learning endorses the following code of conduct to provide guidance to our employees responsible for activities involving children and young people under the age of 13 years. The code serves to protect children and reduce any opportunities for abuse or harm to occur. Management, employees and supervisors all agree to abide by code of conduct as stated in their conditions of employment.

Directors/ Supervisors will:

- Be responsible for the overall welfare and wellbeing of employees.
- Be responsible for developing policies and educational programs.
- Be accountable for managing and maintaining a duty of care towards employees.
- Appoint a Supervisor to provide information and support to all employees, volunteers, children, young people and their families regarding child protection matters.

Employees will:

- Be responsible to the Nominated supervisor for each centre
- Be responsible for the administration and programs of Peak Sports and Learning.
- Maintain a duty of care towards others and be accountable for matters relating to the aim and purpose of Peak Sports and Learning's program.
- Have an up to date knowledge of Peak Sports and Learning's policies and procedures
- Establish and maintain a child safe environment in the course of their work (e.g. when conducting activities related to the aim and purpose of Peak Sports and Learning's program).
- Be fair, considerate and honest with others.
- Treat children and young people with respect, listen to and value their ideas and opinions and protect their wellbeing.
- Operate within the rules and policies of Peak Sports and Learning and its activities.
- Be professional in their actions through their use of language, presentation, manner and punctuality.
- Resolve conflicts fairly and promptly and report and act on any breaches of these standards of behaviour through established procedures.
- Maintain strict impartiality.
- Comply with specific organisational guidelines on physical contact with children.
- Respect the privacy of children and their families and only disclose information to people who have a need to know.
- Maintain a child safe environment for children and young people.
- Wear their uniform for the intended purpose only.



We will not:

Use prejudice, oppressive behaviour or language with children

Discriminate on the basis of age, gender, race, culture, vulnerability or sexuality.

Initiate unnecessary physical contact with children or do things of a personal nature that children can do for themselves.

Develop 'special' relationships with specific children for our own needs.

Show favouritism through the provision of gifts or inappropriate attention.

Have contact with children outside of the organisation's programs.

Staffing Ratios Policy

Overview

Peak Sports & Learning will endorse the appropriate number of educators to children, taking into consideration qualification requirements and experience, which meet National Regulations and Standards.

Considerations

| Education and Care Services National Regulations | National Quality Standard | Other Service policies/documentation | Other |
|--|---------------------------|--|---|
| 122, 123, 125 – 126, 136, 145-151, 173 | 4.1.1, 7.1.2, 7.1.3 | Supervision of children policy Excursion Policy Transport of children policy Child Protection | Children (Education and Care Services National Law Application) Act 2010 My Time, Our Place. ECA Code of Ethics |

Procedures

In setting staff ratios, consideration will be given to the activities undertaken, ages and abilities of the children and any special needs that the children may have. Staffing qualifications and experience will also be given consideration. Nominated Supervisors will be responsible for ensuring adequate supervision is maintained at all times.

Educator to child ratios

Our ratios will always meet the minimum requirements as stated below for centre based school aged care:

- Our educator to child ratio will be a minimum of 1 educator to 15 children.
- For all excursions a risk assessment will be conducted to determine staffing ratios to maintain adequate supervision. The risk assessment will take into account the venue, proximity to pools, dams or the ocean, transport, staffing qualifications, access too first aid, children attending, the general public and the weather.

Responsible Person and Supervision

- The Approved Provider or Nominated Supervisor will ensure that regulations in relation to the supervision of children are adhered to.
- A Responsible Person is required to be physically present at the Service at all times that children are being educated and cared for. The Responsible Person will be a person with management or control placed in day-to-day charge of the Service. The Responsible Person must be at least 18 years old and have adequate knowledge and understanding of the provision of education and care to children.
- Our Service will clearly communicate the Responsible Person on duty, which will be displayed in the entrance area for families, educators, staff and visitors and in the staff sign in book.

- The Responsible Person will adhere to Service policies and procedures and maintain a safe and healthy environment for children.
- The Responsible Person will always act with professionalism when dealing with children, educators, visitors and families.
- At all times there will be at least one staff member who holds a current First Aid certificate, Anaphylaxis Training, Asthma management training and Child Protection Training.
- There will be a minimum of two educators at all times when children are in attendance.
- Educators rostering and routines will at all times make sure enough educators are available for the adequate supervision of children.
- All educators will sign in and out when they arrive and leave the service.
- All educators will sign on and off the floor each time they begin to work directly with children, or when they are moving away from working directly with children.
- At no time will students or volunteers be included in the ratio of adults supervising children. Students and volunteers will never be left alone with a child or group of children.
- Rosters will be designed and implemented to ensure that children receive continuity of care.

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|--------------|-------------|---|
| 1 | Jan 2010 | October 2018 | Directors | Nil – small amendments to procedures |
| 2 | October 2018 | October 2019 | Directors | Service ratio policy has always been 1:15, but minimum requirement from 1 Oct 2018. Changes made to reflect compliance. |
| 3 | October 2019 | October 2020 | Director | Nil amendments |

Staffing Recruitment, Training, Evaluation and Professional Development

Overview

The Directors of Peak Sports and Learning recognise the importance of staff in the delivery of day to day programs and Peak Sports and Learning's service goals and philosophies. Staff will be recruited, trained and encouraged to participate in professional development to ensure that industry best standards are maintained and improved at the service.

Relevant Laws and other Provisions

Regulations: 55, 168

Quality Area: 4

National Quality Standard 4.2

Procedures

Directors will be responsible for the recruitment, training, evaluation and professional development of all staff including supervisors. Directors, Supervisors and staff will be responsible for Peak Sports and Learning's quality improvement plan which will guide all future recruitment, orientation and training programs.

Recruitment of employees and volunteers

Peak Sports and Learning applies the best practice standards in the recruitment and screening of employees and volunteers. We interview and conduct referee checks on all employees and volunteers and require criminal history reports for prescribed positions. Effective, transparent and equitable recruitment processes will be used to ensure that Peak Sports and Learning attracts and retains employees who can best meet the needs of children and their families.

- Staff will be selected in the recruitment process on their qualifications and their ability to provide an educational experience that meets Peak Sports and Learning philosophy.

Training and evaluation of employees and volunteers

Peak Sports and Learning recognises that training is an ongoing process which enables staff to confidently fulfil their roles in which they have been employed. Staff will be provided with on the job training days upon their employment with Peak Sports and Learning as part of their orientation. Regular training and staff evaluations will be conducted by the Directors of Peak Sports and Learning. Staff are also required to attend fortnightly meetings which will include staff training and professional development.

Professional Development

All Peak Sports and Learning staff will be required to undertake relevant professional development as required to fulfil their role. This professional development will include both formal and informal training opportunities. Where possible professional development will include nationally recognised courses. Professional development will also be included in all staff meetings.

Participation of Volunteers and Students on Practicum Policy

Overview

The Directors of Peak Sports and Learning recognise the importance of staff and volunteers in the delivery of day to day programs and Peak Sports and Learning's service goals and philosophies. This policy will provide guidelines for the engagement and participation of volunteers and students at Peak Sports and Learning, while ensuring that children's health, safety and wellbeing is protected at all times.

Relevant Laws and other Provisions

Regulations: 168

Procedures

For the purpose of this policy the following definitions have been established.

Student: A person undertaking a practicum placement as part of a recognised early childhood Qualification or cert IV in Outside School Hours Care. This student will be supported by an educational institution in the completion of their placement.

Volunteer: A person who willingly undertakes defined activities to support the education and care programs at a children's service in an unpaid or honorary capacity. These activities may include direct contact with children, administrative tasks, or preparing materials or food.

Peak Sports and Learning is committed to:


- Supporting connections with educational institutions to provide opportunities for students to undertake practicum placements as part of their studies
- Building relationships with community members and providing suitable opportunities to engage volunteers to contribute to the programs and activities of the service
- Ensuring the health, safety and wellbeing of each child at the service through consistent compliance with this policy and procedures when engaging volunteers or students.

Volunteers and students may participate in programs and activities at the service from time to time in order to observe and experience the education and care Peak Sports and Learning provides. This will be encouraged and facilitated by Peak Sports and Learning wherever appropriate and possible.

At Peak Sports and Learning Volunteers and students can expect:

- a safe and well-managed workplace
- meaningful work experience with appropriate direction, supervision and training
- An environment that is rich with educational experiences
- recognition for their contribution.

The role that volunteers play at Peak Sports and Learning varies and can include working with groups of children, preparing materials or food, assisting with administrative tasks or working one-on-one with individual children. Peak Sports and Learning is responsible for ensuring that volunteers are suitable to work with children, and that children's health, safety and wellbeing is protected at all times. Prior to participation at the service, a volunteer (aged 18 years or over) must be in possession of a



Working with Check and this must be sighted and a record kept by the Nominated Supervisor. Volunteers will only be engaged to complement, not replace, the work of paid staff.

Volunteers and Students must not be asked to perform tasks:

- that they are untrained, unqualified or too inexperienced to undertake
- that put the children or themselves in a vulnerable or potentially unsafe situation
- where there is a conflict of interest.

Prior to commencing work at the service, all volunteers should be interviewed to ascertain their suitability for, and interest in, the tasks they will be undertaking, and to assess whether the volunteer's goals can be achieved. All volunteers or students on practicum are required to fill out an induction checklist before commencing.

It is a requirement under the Education and Care Services National Regulations 2011 that the Approved Provider uses the staff record to document the details of all students and volunteers. The staff record must include the full name, address and date of birth of each student or volunteer who participates at the service. Peak Sports and Learning will keep a record for each day on which the student or volunteer participates at the service, including the date and the hours of participation.

Governance Policy

Overview

The governance of Peak Sports and Learning is concerned with the systems and processes that ensure the overall direction, effectiveness, supervision and accountability of the Company.

The Directors of Peak Sports and Learning takes ultimate responsibility for the governance of Peak Sports and Learning. However, governance is not a role for Directors alone. Governance is also concerned with the way the Directors work with Management, staff and other stakeholders to ensure that Peak Sports and Learning is effectively and properly run.

Relevant Laws and other Provisions

Regulation 168

Quality Area 7

Procedures

Business Structure

The Directors of Peak Sports and Learning are Grant Neill, Ashleigh Neill and John Good and are ultimately responsible for the governance of Peak Sports and Learning.

Policy

The function of the Directors of Peak Sports and Learning is to collectively ensure the delivery of its objectives, to set its strategic direction, and to uphold its values. The Directors should collectively be responsible and accountable for ensuring and monitoring that Peak Sports and Learning is performing well, is solvent, and is complying with all its legal, financial, and ethical obligations. The responsibilities of the Directors that cannot be delegated to any other person or body include:

- a. Compliance monitoring – ensuring compliance with the objects, purposes and values of Peak Sports and Learning, and with its Constitution;
- b. Organisational governance – setting or approving policies, plans and budgets to achieve those objectives, and monitoring performance against them;
- c. Strategic planning – reviewing and approving strategic direction and initiatives;
- d. Regulatory monitoring – ensuring that Peak Sports and Learning complies with all relevant laws, regulations and regulatory requirements;
- e. Financial monitoring – reviewing the organisation's budget, monitoring management and financial performance to ensure the solvency, financial strength and sound performance of Peak Sports and Learning;
- f. Financial reporting – considering and approving annual financial statements and required reports to government;
- g. Organisational structure – setting and maintaining a framework of delegation and internal control;
- h. Leadership selection – selecting, evaluating the performance of the Centre Supervisors and the Educators.
- i. Risk management – reviewing and monitoring the effectiveness of risk management and compliance within Peak Sports and Learning ; agreeing or ratifying all policies and decisions on matters which might create significant risk to Peak Sports and Learning, financial or otherwise;
- j. Dispute management – dealing with and managing conflicts that may arise within Peak Sports and Learning, including conflicts arising between Supervisors, educators or service users

- k. Social responsibility – considering the social, ethical and environmental impact of all activities and operations and ensuring that these are acceptable, and
- l. Relationship with Management/ Supervisors
The Directors focus on the strategic direction and the core policies of Peak Sports and Learning, and are also involved in the day-to-day operational decisions.

Procedures

1. Internal controls
The Directors should set and maintain standing orders, policies and procedures, and systems of financial control, internal control, and performance reporting. The Directors should ensure that there is a system for the regular review of the effectiveness of its financial control, internal control, performance reporting, and policies and procedures.
2. Managing risk
The Directors should undertake a full risk assessment (either periodically or on a rolling basis) and take appropriate steps to manage the organisation's exposure to significant risks. The Directors must regularly review the risks to which the organisation is subject, and take action to mitigate risks identified.
3. Governance Costs
The Directors recognises that governance is a cost to Peak Sports and Learning and thus will invest in individual Supervisor training and development to increase its governance capability and performance.

The Directors will make every reasonable effort to facilitate training for the board as a whole to maximise the value-adding contribution to the organisation.

All costs associated with governance effectiveness will be designed to ensure the development of the highest standard of governance.

Responsibilities

1. It is the responsibility of the Directors to
 - a) establish and maintain standing orders, policies and procedures, and systems of financial control, internal control, and performance reporting, and
 - b) to clearly demarcate and delegate the functions of management, any sub-committees and staff.
2. It is the responsibility of management to address key management and operational issues within the direction and the policies lay down by the Board.

Determining the Responsible Person at Peak Sports & Learning

Overview

This policy will provide guidelines to assist in determining the Responsible Person at Peak Sports and Learning.

Peak Sports and Learning - Provider Approval no. PR-40001129

Peak Sports Learning ATF Peak Sports Unit Trust – Provider Approval no. PR-40004041

Peak Sports and Learning Nominated Supervisors

Tullimbar, Oak Flats, Ulladulla, North Nowra, Pleasant Heights, TIGS – Grant Neill CS No. 00028189

Shellharbour, Mt Terry, Nowra, Shell Cove – John Good CS No. 00028192

Dapto - Ashleigh Neill CS No. 00028199

Relevant Laws and other Provisions

Regulations: 102, 103, 168

Quality Area 4 & 7

Procedures

Peak Sports and Learning is committed to:

- meeting its duty of care (refer to Definitions) obligations under the law
- ensuring staffing arrangements contribute to the health, safety, wellbeing, learning and development of all children at the service
- meeting legislative requirements for a Responsible Person to be on the service premises at all times.

This policy applies to the Approved Provider, Nominated Supervisor, Responsible Person, educators, staff, students on placement, volunteers and parents/guardians of Peak Sports and Learning

Under the Education and Care Services National Law Act 2010, it is an offence to operate an approved centre-based education and care service unless a Responsible Person is present. Legislation requires that a Responsible Person is physically in attendance at all times the service is educating and caring for children. The Responsible Person is either the Approved Provider (or the person in management or control of the service), the Nominated Supervisor of the service, or a Responsible Person who has been placed in day-to-day charge of the service.

Peak Sports and Learning will at all times display a sign with the Nominated Supervisor's name and the Responsible Person's name, who is responsible at the time for the delivery of the educational program. This sign will be displayed prominently at the entrance of the service.

Peak Sports and Learning will not operate a service unless there is a Nominated Supervisor appointed for that service. The Nominated Supervisor may not be in attendance at the service at all times, but in their absence, a person with a Supervisor Certificate (a Responsible Person) is to be placed in charge, ensuring there is always someone on the service premises who has been assessed as fit and proper by the Regulatory Authority and appropriately trained by Peak Sports and Learning. The Responsible Person placed in day-to-day charge of a service will not have the same responsibilities under the National Law as the Nominated Supervisor.

Peak Sports and Learning will gain written consent form each Nominated and Responsible Person at Peak Sports and Learning.

Peak Sports and Learning will ensure that information about the Nominated Supervisor and Responsible Persons, including name, address, date of birth, evidence of qualifications and approved training, and a Working with Children Check is kept on the staff record notifying the Regulatory Authority in writing if there is a change of person in the role of Nominated Supervisor

The Nominated Supervisors for Peak Sports and Learning will be responsible for:

- providing written consent to accept the role of Nominated Supervisor
- ensuring that, in their absence from the service premises, another person with a suitable skills and qualifications (a Responsible Person – refer to Definitions) is placed in day-to-day charge of the service
- ensuring they have a sound understanding of the role of Responsible Person
- ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service
- developing rosters in accordance with the availability of Responsible Persons, hours of operations and the attendance patterns of children
- notifying the Approved Provider and the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings
- notifying the Approved Provider if the Regulatory Authority cancels their Supervisor Certificate for any reason.

Responsible Persons for Peak Sports and Learning are responsible for:

- providing written consent to accept the role of Responsible Person
- checking that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service
- informing the Approved Provider and/or Nominated Supervisor in the event of absence from the service due to leave or illness so they can be replaced by another Responsible Person ensuring they have a sound understanding of the role of Responsible Person abiding by any conditions placed on the Supervisor Certificate
- understanding that a Responsible Person placed in day-to-day charge of an approved service does not have the same responsibilities under the National Law as the Nominated Supervisor
- notifying the Approved Provider and the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status as fit and proper, such as the suspension or cancellation of a Working with Children Check card or teacher registration, or if they are subject to disciplinary proceedings notifying the Nominated Supervisor.

Animals Policy

Overview

At Peak Sports and Learning we believe it be important that children learn through life skills such as caring for pets and animals. We understand the importance of those centres that do have animals ensure the animal is adequately cared for. This is necessary for the health and safety of the children and to ensure the protection of animal rights.

Relevant Laws and other Provisions

National Law: Section 172, 175

Regulations: 90

Standard (As per National Standards for Outside School Hours Care)

2.11.1 Any animal or bird kept by the service shall be maintained in a clean and healthy condition.

2.11.2 The service shall ensure that there is no animal, bird or livestock present in the program area which is likely to be a source of infection or which in any way may be detrimental to the well-being of the children.

Procedures

- Animals kept on the premises shall be maintained in a clean and healthy condition and will in no way be detrimental to the wellbeing of the children.
- Any animals cared for by this service will be given adequate care. Children will be given the opportunity to share in the responsibility of looking after any animals in care. Animals cared for by the service will have plenty of food, water, air, bedding and shelter.
- Children and educators will wash their hands after handling animals.
- The children's safety and health is not to be put at risk by any animals kept at the service. Medical forms must be checked for any pet allergies.

References:

- Education and Care Services National Regulations 2011. Regulations 90
- DEEWR, Child care Service Handbook 2011-2012
- RSPCA, NSW

Communication with Community Policy

Overview

Peak Sports and Learning acknowledges the importance of its local community and seeks to act as a responsible neighbour and community member, both in the interests of its community and of enhancing the experience of children as members of the community.

Relevant Laws and other Provisions

National Law: Section 172, 175

Education and Care Services National Law Act, 2010 and Regulations 2011

Quality Area 6 & Quality Area 7

National Quality Standard: 6.1, 6.2, 6.2.3, 7.1.3

Procedures

Peak Sports and Learning will hold current contacts and information on relevant community resources, such as our website and educators will be made aware of them through regular staff meetings.

Members of the community will have free access to meet with the Directors, supervisors and educators and Nominated Supervisor by appointment (provided that parents and children of the Service are the greater priority), to discuss any issues or concerns with respect to the Outside School Hours Care.

Peak Staff will treat all enquiries and concerns, and the people making them, seriously and with respect and will endeavour wherever possible to answer questions and provide required information.

Any deficiencies in the Centre which are identified through the QIP Journal process and can be rectified will be taken in to account by modifying or enhancing Policies and Procedures, or the program, as appropriate.

Attendance Bookings and Absences

Peak Sports & Learning plans staffing rosters, food orders and learning materials in advance. Therefore, where attendances are booked or cancelled within 48 hours of the booking date a late booking fee or cancellation fee is applicable.

1. CHILD CARE SUBSIDY

All children's and parents CRN's must be supplied to the Centre.

Families need to complete a Child Care Subsidy assessment (Centrelink - online via myGov), including confirming the child care service as your provider after enrolment – otherwise full fees will be charged.

2. BOOKINGS

48 hours in advance – via website

Attendances may be booked via the FullyBooked family log in.

Within 48 hours of booking – via office

Attendances may be booked via the Peak Sports & Learning head office, by calling 1300 467 325 or emailing admin@peaksportslearning.com.au

Attendances that are booked within 48 hours of booking time will attract a late booking fee.

See Centre Enrolment Handbook for specific centre rates and charges.

3. CANCELLATIONS

48 hours in advance – via website

Attendances may be cancelled via the FullyBooked family log in.

Within 48 hours of booking – via office

Attendances may be cancelled via the Peak Sports & Learning head office, by calling 1300 467 325 or emailing admin@peaksportslearning.com.au

Attendances that are cancelled within 48 hours of booking date will have the session fee removed and attract a small cancellation fee.

See Centre Enrolment Handbook for specific centre rates and charges.

Where notice is not provided before latest cut off time, the full charge for the attendance applies (less any subsidies where applicable)

Other Absence Information

- Absences displayed on your invoice do not relate directly to Peak but are the absences information recorded with Centrelink and may be carried over from other child care services

PUBLIC HOLIDAYS

Peak Sports and learning does not operate on Public Holidays. Days of operation are NSW Public school days or School holidays only. You will not be charged on public holidays.

LATE PICK UP FEES

After 6:00pm a \$20.00 charge will be issued plus an additional \$1 per minute. Late fees are applied at the end of the week when attendance rolls are finalised by the office.



Fee Payment Policy

Overview

Fees will apply to any Before School Care, After School Care or Vacation Care sessions.

Aim of Policy

To provide affordable child care to families using Peak Sports and Learning services.

To facilitate the financial viability of Peak Sports and Learning services.

To ensure that families are aware of procedural requirements in relation to fees.

Relevant Laws and other Provisions

National Regulations: Regulation 168, 172

Quality Area 6.2, 7.1.2

RATIONALE

Fees payable are to maintain our educator:child ratios, maintain and continually develop the skills of our high quality staff, facilities and resources to ensure that the Centre is able to provide the highest possible quality of care and range of resources to aid the development and growth of children enrolled.

PAYMENT ADVICE

Statement notifications are sent every Monday for the past week to the primary parent email address.

Parents/Guardians are able to log into their FullyBooked account and review any relevant charges.

Statements will display confirmed attendances and confirm any payments received.

Peak Sports & Learning also accepts term payments in advance. If you wish to pay a School Term upfront, please request from administration and a quotation can be sent.

PAYMENT METHODS

Direct Debit is Peak Sport & Learning's preferred payment option.

DIRECT DEBIT

Direct Debit (nominated account or credit card):

Invoices are sent each Monday and the balance specified will be direct debited from the nominated account or credit card via Ezidebit.

Payment is debited Wednesday weekly.

Clearance time can depend on bank intuition. Payment takes up to 48 hours to clear to our account.

Direct debit transactions are referenced on your bank statement as "Peak Childcare".

Direct debits incurs transaction fees which are payable by families/carer's.

| | | |
|-----------------|-------------------------------|-----------------|
| Bank Account | <i>Per transaction</i> | \$0.75 |
| Visa/Mastercard | <i>Per transaction</i> | 1.87% surcharge |
| Amex | <i>Per transaction</i> | 4.4% surcharge |
| Dishonour Fee | <i>Per failed transaction</i> | \$14.80 |

Details to be provided for Direct Debit

All families are to provide current bank or credit card details and will be provided with the Direct Debit agreement.

Bank Account Details Required:

- Account Name
- BSB
- Account Number

Credit Card Details Required:

- Card Number
- Account Name
- Expiry Date

DIRECT BANK TRANSFER

Payment advice sent on Mondays is due by Thursday.

Payment can be made via Direct Bank Transfer to the appropriate Peak centre Westpac Bank Account. Reference of the child's name or parents name should be left so that it can be matched to the enrolment. If there is no option to leave a reference, the Peak administration team must be contacted to advise the amount and date that payment was made. Bank details on invoice.

CHILD CARE SUBSIDY (CCS)

From 2 July 2018, the Government introduced the new Child Care Subsidy (CCS). Peak Sports and Learning is an approved child care service to pass on Child Care Subsidy reductions provided by the Government. Parents may apply for CCS via Centrelink and complete their assessment in their online MyGov account.

The amount of Child Care Subsidy you can get depends on your circumstances. Factors considered are:

- Your family's invoice
- The hourly cap based on primary school aged care
- The hours of activity you and your partner do

More information can be found at <https://www.humanservices.gov.au>

It is the parent/carer's responsibility to apply for these subsidies and to ensure they have a current assessment notice. Failure to comply with the Family Assistance office will result in full fees being charged. Please note for CCS to apply parents must supply us with each child's CRN number and a parent's CRN number, this must be filled out on the enrolment forms.

Once Peak Sports & Learning receives an enrolment you need to confirm the enrolment details. You can do this using your Centrelink online account through MyGov in your My Family section.

THIRD PARTY BILLING

Accounts paid by a third party are not eligible to have Child Care Subsidy applied to fees. CCS is only payable for the childcare fees that individuals are genuinely liable to pay.

NON-PAYMENT OF FEES

Accounts more than 3 weeks in arrears will be emailed a letter for final payment reminder.

If an account is more than 1 month overdue, a late fee of \$10 will be charged to the account.

If payment due dates are repeatedly not met, Peak Sports & Learning can request the family move to Direct Debit in order to provide a continuation of service.

If at any stage you experience financial difficulties, please speak to our Directors immediately. Our Centre *may be able to offer* a negotiated payment plan option for families genuinely in need of assistance to ensure the gradual payment of fees generated.

Families who repeatedly fail to make payment on time or are unable to fulfill the payment plan may be denied access to our service until all outstanding fees and charges are paid in full and *may* be required to make payment in full at the commencement of any subsequent session booked in order to avoid future accumulation of debt unless an agreement has been reached with Directors and confirmed in a written document bearing the signature of the enrolling parent/guardian and the Directors.

OTHER CHARGES

Overdue Accounts – Accounts more than 1 month overdue will have a \$10 overdue charge added to the account.

Late pick up fees - After 6:00pm a \$20.00 charge will be issued plus an additional \$1 per minute. This charge is added at the end of the week once attendance rolls are finalised.

VERSION CONTROL TABLE:

| Version Control | Date Released | Next Review | Approved by | Amendment |
|-----------------|---------------|-------------|-------------|---|
| 1 | Jan 2014 | June 2018 | Directors | Amendments to procedures as needed annually. |
| 2 | July 2018 | July 2019 | Directors | Version Control table introduced. Rewritten and edited to reflect 2018 Child Care Subsidy changes and invoicing changes. |
| 3 | July 2019 | July 2020 | Directors | Amendments with changes to FullyBooked CCMS Software & Third party billing. |



Related Documents

Centre Specific Enrolment Handbook

Employee Induction Manual

WHS Policies & Procedure Manual

Contact Details:

Phone: 1300 GO PEAK (1300 467 325)

Email: admin@peaksportslearning.com.au

Website: www.peaksportslearning.com.au

