



# East Adelaide School Out of School Hours Care

## Child-Safe Environment Policy.

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Last: August 2019

Next Review: August 2022

### 1. Background

The following is taken from QIAS Factsheet #2 from the National Childcare Accreditation Council:

**All children have the right to be safe at home, at school and in their childcare service. The provision of safe environments for children is essential to prevent injury and enable them to grow and develop.**

**The management and staff of each service have a duty of care to provide safe child care environments.**

### 2. Relationships to Other Policy/Regulation

Regulations	National Quality Standard	Other policies/service documentation	Other legislation/Guidelines
168	2.2		
103-115		Emergency and Evacuation policy	Child protection Act 1993
82&84		Infectious Diseases and Infestations policy.	OHS&W Act DECD Child Protection Policy.
155		Incident, Injury, Trauma and Illness policy.	
		Interactions with Children Policy	
		Staffing Policy	
		Excursions Policy	



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### 3. Definitions

Dfe	Department for Education
ACECQA	Australian Children's Education and Care Quality Authority
ESB	Education Standards Board

### 4. Policy Statement on Child-Safe Environment

East Adelaide OSHC service stakeholders are committed to the provision of a healthy environment in which children can grow and be safe. Educators and staff have an obligation to all children attending the service and are committed to defend their right to care and protection. To support this right and ensure children's protection, the service complies with the procedures set down under the Children's Protection Act 1993 section 11(1) and (2) when dealing with any allegations of abuse or neglect of children.

#### 4.1 Physical Environment:

The Approved Provider must ensure:

- The premises, furniture and equipment are safe, clean and in good repair. There should be a system in place for monitoring and maintaining the premises, furniture and equipment.
- That for each child in care there is a minimum of 3.25 square metres of unencumbered indoor play space that is suitable for children.
- That for each child in care there is at least 7 square metres of outdoor space that is suitable for children.
- Indoor areas must be well ventilated, have adequate natural light and be maintained at comfortable temperatures.
- There are adequate, developmentally and age appropriate toilet, handwashing and hand drying facilities, located and designed to enable safe use by children with convenient access from both indoor and outdoor spaces.
- The service has adequate facilities for safe handling, preparation, storage and disposal of food and beverages.
- There is a capacity to provide effective supervision of the designated area.

When advice is needed in relation to any aspect of the above information, questions need to be directed to the Education and Early Childhood Services Registration and Standards Board of South Australia (the State Regulatory Authority).

#### 4.2 Tobacco-, drug- and alcohol free environment:

The Approved Provider must ensure:



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- That all children are being educated and cared for in an environment free from the use of tobacco, illicit drugs and alcohol.
- That the nominated supervisors, educators, other staff and volunteers of the service are not affected by alcohol when on the premises and the service is operating.
- That the nominated supervisor, educators, other staff and volunteers of the service are not affected by drugs that adversely affect the person's ability to educate and care for children when on the premises and the service is operating

#### 4.3 Child Protection:

In relation to Child Protection, the Approved Provider must ensure:

- All services operated on DFE sites must adhere to the Child Protection in Schools, Early Childhood Education and Care Services policy and, therefore, do not need to develop their own specific policy to deal with section 4.3. The DfE Policy can be located on the DfE website.
- All adults who are working and volunteering in programs for children must undergo relevant Criminal History Screening.
- The Children's Protection Act 1993 requires educators, staff and volunteers to notify the Child Abuse Report Line (131 478) if they suspect, on reasonable grounds, that a child has been or is being abused or neglected. This responsibility is part of the broad duty of care that staff and volunteers have towards the safety and wellbeing of children and young people.
- All educators and other staff should complete the Responding to Abuse and Neglect Education and Care training prior to working with children or, if this is not possible, they should be provided with a copy of Protective Practices for Staff in Their Interactions with Students.
- Reporting Child Abuse and Neglect, Mandatory Notification Guidelines are held at the service and must be read and understood by the staff, the Approved Provider and the Advisory Committee. These guidelines are also available to families.
- Employer and employee obligations in relation to allegations of child abuse are included in educators and committee handbooks. These obligations are specifically details to support new educators/other staff and committee members at the beginning of their employment/membership.
- As mandated notifiers, educators/other staff are required to attend approved training in relation to mandatory notification of child abuse. This will be paid for by the service.
- The service ensures families are aware that the service nominated supervisor, staff educators and volunteers are mandated notifiers under the Act.

#### 4.4 Dangerous Products

In relation to Dangerous Products, the Approved Provider must ensure:

- It is recommended that non-hazardous and non-toxic products should be used in a care environment, wherever possible.
- Any hazardous or toxic cleaning products should be stored in a lockable cupboard with their relevant Material Safety Data Sheets.



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- In the interests of the children's health, staff are encouraged to use environmentally friendly products at the service, wherever possible.

#### 4.5 Identifying Potential Hazards

Staff should carry out regular checks to identify and remove hazards, where possible, to manage safety risks. Steps to be taken:

- Identify the hazard that may cause illness or injury.
- Assess the risk.
- Control the risk.

#### 4.6 Supervision:

The service is committed to:

- Complying with educator to child ratios.
- Ensuring that children are actively 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 care-giving strategies.
- Providing consistent supervision strategies when the service requires relief staff.
- Acknowledging and understanding when supervision is required for high-risk experiences and/or the ratio of adults to children needs to be increased.
- Assessing all activities and, when supervision is identified as a high risk experience, strategies are developed to minimise the risk according to the group of children.

It is understood there is a shared legal responsibility and accountability between, and a commitment by, all educators and staff to implement the service's policies, procedures and practices.

Staff must use their professional judgement when providing supervision to children, in addition to OSHC requirements for adult to child ratios. The amount and intensity of supervision of children will vary depending on:

- The degree of risk associated with the experience
- The age, developmental level and ability of children
- The location of the experience.

#### 4.7 Child unable to be accounted for:

In the event that a child is unable to be located on site at any point in time, the following procedures will be implemented:

- When searching for a child, educators will communicate initially via walkie-talkie that a child is missing and visually scan areas being supervised. Areas including toilets, entry and exit points, other areas of the school yard must be scanned. An educator will conduct a search of other areas of the school in which care is not being provided to see if child can be located in an out of bounds area.



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- Should the child still not be located, the Responsible Person will follow Emergency and Evacuation policy to locate child and find out from other children about any knowledge of child's whereabouts.
- Should this process not locate the child, the Responsible Person will contact Police Assistance as a matter of urgency and advise of the situation and include details of child, age, what they were wearing. Family members of missing children will be contacted to inform them of the situation and process being followed.

Upon identifying a child has left the grounds of the service will enact the following

- In the event that a child is seen exiting the site by an educator – the educator will contact Responsible Person via walkie talkie. If educator to child ratio permits, a Qualified Educator will attempt to return child to service on site. This educator must be contactable by both mobile phone and walkie talkie. The educator will be guided by the *Professional Practices for Children and Young People* when attempting to return a child to site.
- Staff may make legitimate use of physical restraint based on best practice (eg Non-Violent Crisis Intervention – NVCi) if all non-physical interventions have been exhausted or are impossible in the circumstances and a child or young person is posing an immediate danger to themselves or others. Staff must only use physical restraint only as a last resort. Use of appropriate physical force may be permitted to ensure that the staff's duty of care to protect children and young people and staff from foreseeable risks of injury is met.
- In the event that it is evident a child has left the site and has not been seen by an educator
  - Responsible Person in charge to delegate to the highest qualified educator the role to contact police and call the parents - describing child, details of name, age, what they were wearing. Police must be contacted the moment it is determined that a child has left site. Responsible Person to delegate emergency roles based on emergency response team planning document.
  - Leader to find out from other children briefly what they know, ensure ratio is maintained before leaving the service with a vehicle to look for the missing child.
  - If missing child is located by educator
    - child must be picked up by police assistance rather than in personal vehicle or walked back to service with an educator if in distance

ensure they are contactable via mobile phone

Should the child fail to return to service despite educator's attempts, the child must be picked up by Police and returned to service.

### 4.8 Anti-Bullying Policy

The service is committed to ensure East Adelaide OSHC is a safe environment, free from bullying for all members of the OSHC community.

Bullying is defined in four different areas which are the following:

- Bullying is repeated verbal, physical, psychological or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies. Bullying includes a wide range of conduct that causes another person to feel embarrassed, offended, hurt, humiliated, insulted, ridiculed, angry or afraid.



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- Harassment is behaviour that targets an individual or group due to their identity, race, culture or ethnic origin: religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age; ability or disability and that offends, humiliates, intimidates or creates a hostile environment.
- Cyber bullying uses e-technology as a means of victimising others. It is the use of an internet service or mobile technologies such as email, chat rooms, and discussion groups, instant messaging, web pages or SMS – with the intent of harming another person.
- Violence is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm or physical injury. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

At East Adelaide OSHC we regard bullying as a serious matter and will endeavour to take the following steps to prevent it.

- Educators will communicate and interact effectively with students and engage in collaborative problem solving relationships to address issues of bullying and critically reflect on practices and develop the knowledge and skills needed to manage incidents of bullying successfully.
- Establish, maintain, and make explicit and model OSHC's expectations and values related to bullying.
- Teach students appropriate grievance procedures, countering harassment strategies, conflict resolution and problem solving skills and teach students how to respond appropriately if they witness bullying and to support students to be effective bystanders.

Parents are encouraged to assist your child to discuss the problem with an educator and to approach an educator if you have any concerns about your child.

- Parents/Caregivers will support OSHC in maintaining a safe and supportive environment.
- Be aware of signs of distress in your child and keep OSHC informed of concerns about behaviour, their children's health issues or other matters of relevance. Communicate in a respectful manner with the OSHC educators about issues of concern and assist your child to discuss the problem with a teacher.
- Discourage any planned physical or verbal retaliation if your child is bullied by discussing positive strategies and be positive about your child's qualities and encourage your child to be tolerant, caring and compassionate.

Responding to incidents of bullying at East Adelaide OSHC:

- We will use our EAS Values to teach students, staff and parents about respectful relationships, taking responsibility for their actions, the importance of friendly, caring interactions with others and developing their own sense of worth and that of others.

There are varying degrees of incidents that may constitute bullying and the school response will be appropriate to cater for this range.

- Responses seek to restore positive relationships and enable students to learn appropriate social behaviours. Responses will be age-appropriate and involve communication with parents of both parties.



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- **Low level 1:**

Incidents require an understanding of the incident and an approach to assist the learning of those involved.

Consequences will match the OSHC behaviour procedures these include:

- Warning
- Time out
- Incident report that is to be signed off by the Parent/Caregiver.

- **Medium level 2**

Incidents usually address repeated behaviours and more significant consequences may be applied in line with OSHC behaviour procedures.

Consequences Include:

- Incident Report to be signed by Parent/Caregiver
- Phone call home to Parents/Caregivers.

- **High level 3**

Incidents usually address severe and entrenched behaviours with significant consequences consistent with OSHC behaviour policy. This includes physical, cyber and verbal bullying.

Consequences Include:

- Incident report to be signed by parent/Caregiver.
- Phone call home to Parents/caregiver.
- Meeting with leadership at school in liaison with the OSHC Director and Parents/Caregiver.
- Suspension
- Contract to be signed by student and parent/caregiver on the return from OSHC if suspended.

## 5. Resources/References:

1. Creating Child Safe Environments, August 2010 at [www.dfc.sa.gov.au](http://www.dfc.sa.gov.au)
2. DfE Responding to Abuse and Neglect at <https://www.education.sa.gov.au/child-protection/child-safe-environments/obligations-mandatory-notifiers-and-child-safe-organisations-0>
3. DfE Policy: Child Protection in Schools, Early Childhood Education and Care Services at <https://www.education.sa.gov.au/doc/child-protection-schools-early-childhood-education-and-care-policy>
4. DfE Cyber Safety: Keeping Children Safe in a Connected World at <https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/cyber-safety-bullying-and-harassment>



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5. KeepingThemSafe: The SA Government Child Protection Reform program at [www.dfc.sa.gov.au/pub/default.aspx?tabid=283](http://www.dfc.sa.gov.au/pub/default.aspx?tabid=283)
6. Safety in Children's Services Factsheet, Sonja Tansey for NCAC 2006 at [www.acecqu.gov.au](http://www.acecqu.gov.au) (go to NCAC archive)
7. Child Protection Policy at [www.acecqu.gov.au](http://www.acecqu.gov.au) (go to NCAC archive)
8. Protective Practices for Staff in Their Interactions with Students (2019) DfE at <https://www.education.sa.gov.au/doc/protective-practices-staff-their-interactions-children-and-young-people>
9. Community and Disability Services Ministers' Conference (2005) Creating safe environments for children— Organisations, employees and volunteers: National framework. Retrieved January 18, 2007, from [www.ocsc.vic.gov.au/downloads/childsafe\\_framework.pdf](http://www.ocsc.vic.gov.au/downloads/childsafe_framework.pdf)
10. East Adelaide School- Anti Bullying Policy 2015