



# **ACTIVE GAMERS AUSTRALIA**

## **School Holiday Program**

### **Policy and Procedure Document**

#### **2024**

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## **INTRODUCTION**

Welcome to the Active Gamers Australia School Holiday Program.

Active Gamers Australia has a vision that places emphasis on providing young people with a place and time to benefit from the social and cognitive aspects of video gaming while balancing this with a range of other positive activities including physical exercise. The organisations mission is to work cooperatively to provide leadership and services that are effective and sustainable in meeting the changing needs of young people and families in our communities. The values and behaviours for the organisation focus on the notions of integrity, responsibility, innovation and respect.

The School Holiday Program has its own service philosophy that was developed utilising years of experience in social gaming settings, academic research, and a focus on encouraging the development of positive behaviours.

An Outside School Hours Care (OSHC) service offers an inclusive and safe environment for the provision of a childcare service for children of primary school age. It aims to meet a range of a child's social, emotional, recreational, physical outside-school-hour needs. OSHC services provide care to school age children primarily while their parents are working, training, or seeking employment.

The introduction of the National Standards is the first step towards achieving Australia-wide consistency in the provision of Outside School Hours Care. They represent baseline standards for the provision of childcare for primary school age children across all states and territories. The implementation of the national standards will improve the capacity of the community to protect the health, wellbeing and rights of all children attending OSHC services in response to industry demand, and consistent with Australia's ratification of the United Nations Declaration of the Rights of the Child, 1959 and the United Nations Convention on the Rights of the Child, September 1990.

The Active Gamers Holiday Program has been operating since 2018, and is committed to offering a fun, caring, high quality program for families with school-aged children, including children with additional needs, during school holidays. The School Holiday Program offers a varied program consisting of centre-based days, programmed visitors, and excursions. Each program is governed by Active Gamers Australia (Approved Provider) to ensure consistency and regulatory compliance across all programs.

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## **VENUES**

<b><i>South Canberra</i></b>	<b><i>Inner North Canberra</i></b>	<b><i>Gungahlin, Canberra</i></b>	<b><i>Campbelltown, NSW</i></b>
ACT AFL Centre 8 Spoering Street Phillip, ACT	Lyneham High School, 61 Goodwin Street Lyneham, ACT	Gold Creek High School, 2913/130 Kelleway Ave, Nicholls ACT 2913	Eagle Vale High School, Drysdale road, Eagle Vale, NSW, 2558
Tel: 0478 269 828	Tel: 0466 079 149	Tel: 0412 099 681	Tel: 0456 077 942
66 Approved places	77 Approved places	66 Approved places	75 Approved places

**Telephone numbers are active during business hours**

## **HOURS OF OPERATION**

The above School Holiday Programs all operate from 8:00AM to 6:00PM, Monday to Friday for up to two weeks during the April, July, September/October holidays and up to 3 weeks during the January holidays at the approved venues.

The program does not operate on public holidays.

## **CONTACT DETAILS**

### **Administration**

School Holiday Program Team Leader & Administration Officer

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**Website:**

Date of last review: February 2024

To be reviewed: January 2026

## **PHILOSOPHY**

The Active Gamers Australia School Holiday Program is a service that aims to serve the community and develop mutually supportive and respectful relationships between educators and children; and educators and families. The program is a recreation-based care service, which aims to ensure children attending feel valued as individuals, while providing all children with extensive opportunities to promote play based learning in the areas of social, emotional, physical, intellectual and creative development.

Our program is structured to include daily routines, such as snack and lunch breaks, so as to continue to work within the familiar daily structure of the school setting. Although the daily program has a structure of routine, there are many opportunities that allow for spontaneous and impromptu ideas from children to be explored and investigated together with the educators.

Within the program, educators utilise children's ideas and interests to engage them in intentional teaching actions. Through questionnaires, enrolment forms and program-based discussions, children and families inform educators about their child's interests and needs. Educators will listen with intent to a child's conversations and seek to extend, challenge or affirm children's experience throughout the day. Family and community involvement are integrated into the program to help build upon the children's interests.

The School Holiday Program has an inclusive philosophy, aiming to catering for the specific needs of children with disabilities and those from culturally and linguistically diverse backgrounds. The program's environmental settings seek to welcome families and children, and reflect and enrich the lives and identities of those participating in the program. Educators seek to promote cultural competence and acceptance of difference. As the program works collaboratively with children and their families, the program reflects the diversity of the community that utilise its services in a positive and respectful manner.

Our program is established to support the wellbeing and needs of each child. Our goal is to offer a flexible and evolving program for all children who attend. The day will be filled with a variety of experiential aspects including: gaming, sport and creativity. Within the programs environment there is the opportunity for small and large groups of children to engage and play.

The venue is set up for "active" noise, as well as a quiet space. These spaces offer diverse experiences that support children's experience. Educators recognise that children develop and learn differently from one another, so the environments will reflect this.

Games and technology are embraced and utilised for learning opportunities within the program. The use of technology and traditional resources are used to promote and develop life skills.

Participation in recycling, health and nutrition are all encouraged. The program strives to promote and deliver respectful ways of living.

The School Holiday Program seeks to introduce children to a wide range of activities and experiences that they may not be exposed to in their home or school settings before. The end goal of every activity and experience provided by the School Holiday Program is for children to have fun. The educator's aim is to establish safe and respectful environments where children are confidently able to explore and engage with each other through play based learning.

Children participate in fun play and leisure activities initiated by both themselves and the educators. Through this safe and welcoming environment children are free to develop their independence, resilience and self-confidence. All these attributes will contribute to the success of the children's future.

## **EDUCATIONAL PROGRAM AND PRACTICE**

### **Policy Statement**

The Active Gamers Australia School Holiday Program will provide a program developmentally appropriate to the leisure needs of the children attending the service and will provide for the development of each child's social, physical, emotional and intellectual potential, without substituting for the care they receive from their parents. Children will have a voice in the program planning, implementation and evaluation processes.

The School Holiday Program venue is designed to be a child-friendly place with multiple choices. Staff set up the venue with numerous activity areas, which the children can experience throughout each day. The venue will offer children – a games area, a quieter area and spaces to read and rest, combined with outdoor space and / or sports areas. We aim to provide a variety of areas and activities so to engage all children. We understand that although children require interactive and engaging programs, they also require areas to rest and relax.

A variety of centre-based and occasionally excursion activities are planned for each program. Activities include video gaming, board/card gaming, community member visits, sport, indoor & outdoor games/activities, and just 'hanging out'. Activities are adapted to meet individual and group interests, talents and abilities. Children have opportunities to pursue their current interests and develop new ones.

A detailed schedule of activities planned each day is displayed at the program. Our programs are developed with the children as the focus, so our qualified educators provide

lots of open-ended activities to allow child initiated experience. We also provide activity topics to encourage intentional teaching where possible.

The School Holiday Program has adopted the National Quality Framework (NQF) for school aged care that has been introduced on January 1<sup>st</sup> 2012.

## **Procedure**

- The Educational Leader, the Responsible Persons and Educators will be responsible for the development of the program and for creating an atmosphere and environment responsive to the needs of each individual child and to the group as a whole which reflects the philosophy and goals of the service.
- The Responsible person will act on behalf of the the Nominated Supervisor for all programs and each program will have between 1 and 3 Qualified Supervisor's. The Responsible Person will also act on behalf of the Educational Leader at that program. The qualified supervisors at each program, together with the Responsible Person, will make up the Leadership team at each Service.
- The basis for all programming and children's program will be undertaken using the National Quality Standards – Quality Area 1: Education program and practice as a guide. The program will specifically utilise the ACT/NSW Framework for School Aged Care, My Time Our Place.
- All staff will be encouraged to explore and use good quality resources and training to offer fresh experiences for children and to further their own professional development and skills.
- The programs will be balanced, providing a range of indoor/outdoor experiences, quiet/active times and settings, structured/unstructured activities, and opportunities to learn and practise life and social skills.
- Programs will include opportunities that foster and enhance:
  - friendships between children
  - individual child/staff interactions
  - cooperative and responsible behaviours among children
  - individual and group interests
  - the special needs interests and talents of every child.
- Programs will be flexible enough to allow for spontaneity, enjoyment and the unexpected. An approach to activities that values both processes and end products will be encouraged.
- Written programs will be displayed where parents are able to see them and can discuss any aspect of the program with staff. Parents will be encouraged to have input into program development. Parent evaluations of the program will be encouraged and considered. The extent to which parents wish to be involved will be respected.
- Children's programs will be inclusive of the cultural and linguistic diversity of all families using the service. They will support children to explore a range of cultural experiences in an environment free from racial prejudice and harassment.
- The service will provide a variety of equipment and materials for all children to play with and use regardless of gender.
- The program will be child-centred and will allow children to experience a variety of



experiences and pursue their own interests. There will be a range of activities so that children can choose from. There will be child lead and intentional teaching practices within the programs.

- Staff are responsible for implementing the planned activities and modifying or changing them if necessary (to suit the needs of individual children and groups). There are opportunities during each day for staff and children to implement their own games and activities. This is a necessary part of the program as it offers children greater choice and enjoyment and gives them a sense of ownership of the program.
- Children will be actively involved in programming processes through discussions and conversations, group sessions and planning; their suggestions and opinions will be listened to and acted on.
- Children will be appropriately supervised at all times.
- Staff will join in the children's activities where appropriate and encourage them to try new experiences.
- Staff will be supportive and encouraging and communicate with children in a friendly, positive and courteous manner. They will be encouraged to form friendly relationships with each child in their care. When communicating with children, staff will ensure they are understood.
- Staff will be supportive and encouraging and communicate with children in a friendly, positive and courteous manner. They will form warm relationships with each child in their care. When communicating with children, staff will ensure they do so at the child's level.
- All staff will be responsible for working cooperatively with each other and the children to plan for the needs of the children, and for evaluating programs in relation to the stated philosophy and goals.
- Staff will regularly talk to parents concerning their child's interests and activities and respond to suggestions from parents.
- When children first attend the service the needs of both parents and children will be respected. The parent may telephone the service during the session for reassurance that their child has settled in. Staff will provide information to the parent regarding the children's participation and wellbeing.
- Where possible, new children will be encouraged to visit the service with their parents before enrolment to facilitate the child's orientation into the service.
- Structured activities and routines will be built around the regular events of the day (i.e. arrivals and departures, snacks/drinks) and will take into account the developmental needs of individual children, children's attendance patterns, the weather and physical environment, the numbers and ages of children in a given group, children with special needs, new children entering the group and the expectations of parents.
- Activities that are planned for the School Holiday program include gaming, sports activities, indoor and outdoor play, small and large group activities and individual play. Special group activities for older children may be organised from time to time. These will be planned collaboratively by staff, children and parents.
- Considerations will include the:
  - enthusiasm of the children
  - availability of suitable indoor and outdoor space or an excursion venue

- transport, materials or equipment required
- staffing levels and required staff: child ratio
- cost
- number and ages of children
- service philosophy and policies.

#### **References:**

ACECQA National Quality Framework Resource Kit (2012) Education and Care Services National Regulations (2012).

[https://www.acecqa.gov.au/sites/default/files/2018-05/my\\_time\\_our\\_place\\_framework\\_for\\_school\\_age\\_care\\_in\\_australia\\_0.pdf](https://www.acecqa.gov.au/sites/default/files/2018-05/my_time_our_place_framework_for_school_age_care_in_australia_0.pdf)

**Date of last review: February 2024**

**To be reviewed: January 2026**

### **CHILDREN'S PROGRAM POLICY**

The School Holiday Program recognizes the United Nations Declaration of the Rights of the Child (1959) and strives to see that the principles stated in the declaration are observed through policy and practice.

#### **Principle 1**

The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

#### **Principle 2**

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.

#### **Principle 3**

The child shall be entitled from his birth to a name and a nationality.

#### **Principle 4**

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

### **Principle 5**

The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

### **Principle 6**

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

### **Principle 7**

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

### **Principle 8**

The child shall in all circumstances be among the first to receive protection and relief.

### **Principle 9**

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form. The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

### **Principle 10**

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

The Active Gamers Australia School Holiday Program is committed to nurturing and extending each child's social, physical, emotional and intellectual development in a child-friendly, supportive and fun environment.

## **PLANNING CYCLE**

Our program planning is developed around the National Quality Framework for school aged Education and Care, My Time Our Place. School age children experience learning in a wide range of settings.

Family, school and the community (including school age care setting / OSHC) provide diverse opportunities for children to explore relationships and ideas, and build competence and skills. The diversity in family and community life means that school age children experience belonging, being and becoming in many different ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning.

Each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation. Documentation will be delivered on whole groups, not necessarily individual children (within the first 3 programs that child attends). Where it is evaluated and reflected upon that an individual child needs extra assistance then documentation will take place to help assess and monitor that individual child.

Evaluations are carried out throughout the program to assist educators what activities worked, and which did not. These evaluations also help educators link the learning outcomes of children to the Framework for School Aged Care and directs future planning.

Our program builds upon the National Quality Framework's essential 3 elements, which are all intertwined:

- Practice
- Principles
- Outcomes

Practice refers to:

- Adopting holistic approaches
- Collaborating with children – through group discussions, reflections and team projects
- Planning and implementing play and leisure activities
- Creating environments that have a positive effect on children
- Valuing children and their families
- Reflecting and evaluating the program which we provide and always seeking to improve

Principles are:

- Developing secure, respectful and reciprocal relationships
- Valuing partnerships – between children; children and educators; educators and

families; and between children and their community

- Having high expectations and equity - "The Rights of the Child"
  - the right;
  - to survival;
  - to develop to the fullest;
  - to protection from harmful influences, abuse and exploitation; and to
  - Participate fully in family, cultural and social life.
- Respect for diversity – the child's sense of belonging, not only to a culture but to a set of values and beliefs of their own family

Outcomes are:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of well being
- Children are confident and involved learners
- Children are effective communicators

Program Supervisors discuss program activities with other educators, children and parents during each program. A leadership group will meet during the term to plan activities for future programs. Feedback from educators, children and parents is included in the planning process.

Children are important in the planning cycle.

Special group activities for older children may be organised from time to time. Educators, children and parents will plan these collaboratively. Considerations will include the:

- Enthusiasm of the children
- Availability of suitable indoor and outdoor space or an excursion venue
- Transport, materials or equipment required
- Staffing levels and required staff: child ratio
- Cost
- Number and ages of children
- Service philosophy and policies.

Excursions and/or programmed visitors will be organised and give variety to the program. Children benefit from experiences in the local and wider community (see Excursions policy for specific policies and procedures).

**Date of last review: February 2024 To be reviewed: January 2026**

## **PLANNING POLICY**

### **Policy Statement**

Active Gamers Australia School Holiday Program believes that planning is an integral part

of the service, and encourages all stakeholders (children, parents, and staff) to be involved in its development.

## **Procedures**

### **The Program Supervisor is responsible to ensure that:**

- Staff will provide opportunities for children and parents to participate in program planning.
- This can be verbally, via surveys or written suggestions.

### **The Team Leader is responsible to ensure that:**

- All staff are paid to attend any team program planning meetings. It is expected that staff will spend time planning the program, evaluating past activities and addressing needs and issues. Supervisors are expected to attend meetings throughout the year.

## **References:**

ACECQA National Quality Framework Resource Kit  
(2012) Education and Care Services National  
Regulations (2012)

**Date of last review: February 2024**

**To be reviewed: January 2026**

## **NOTIFICATION OF CHANGE TO POLICIES**

### **Procedure**

Parents of children enrolled at the service will be notified at least 14 days before making any changes to a policy or procedure that will affect;

- The services provision of education and care to any child enrolled at the service
- The family's ability to utilise the service.

Parents of children enrolled at the service will be notified at least 14 days before making any change that will affect the fees charged

All changes of policy and procedure will be displayed at the service as required by the National Regulations.

## **References:**

ACECQA National Quality Framework Resource Kit (2012)  
Quality Area 6 – Collaborative partnerships with families and  
communities. Education and Care Services National Regulations

(2012)

**Date of last review: February 2024**

**To be reviewed: January 2026**

## **INFORMATION TO BE NOTIFIED TO REGULATORY AUTHORITY**

### **Policy Statement**

Active Gamers Australia will notify the Regulatory Authority of any changes as required to meet National Regulations

### **Procedure**

The Regulatory Authority will be informed of

- Any change to address of the approved provider or the principal office of the approved provider.
- The appointment of receivers or liquidators or administrators to the approved provider or any other matters that affect the financial viability and ongoing operation of the education and care service.
- Any change to the hours and days of operation of the education and care service
- Any incident that requires the approved provider to close or reduce the number of children attending the education care service for a period
- Any circumstance that poses a risk to the health, safety or wellbeing of a child or children attending the service.

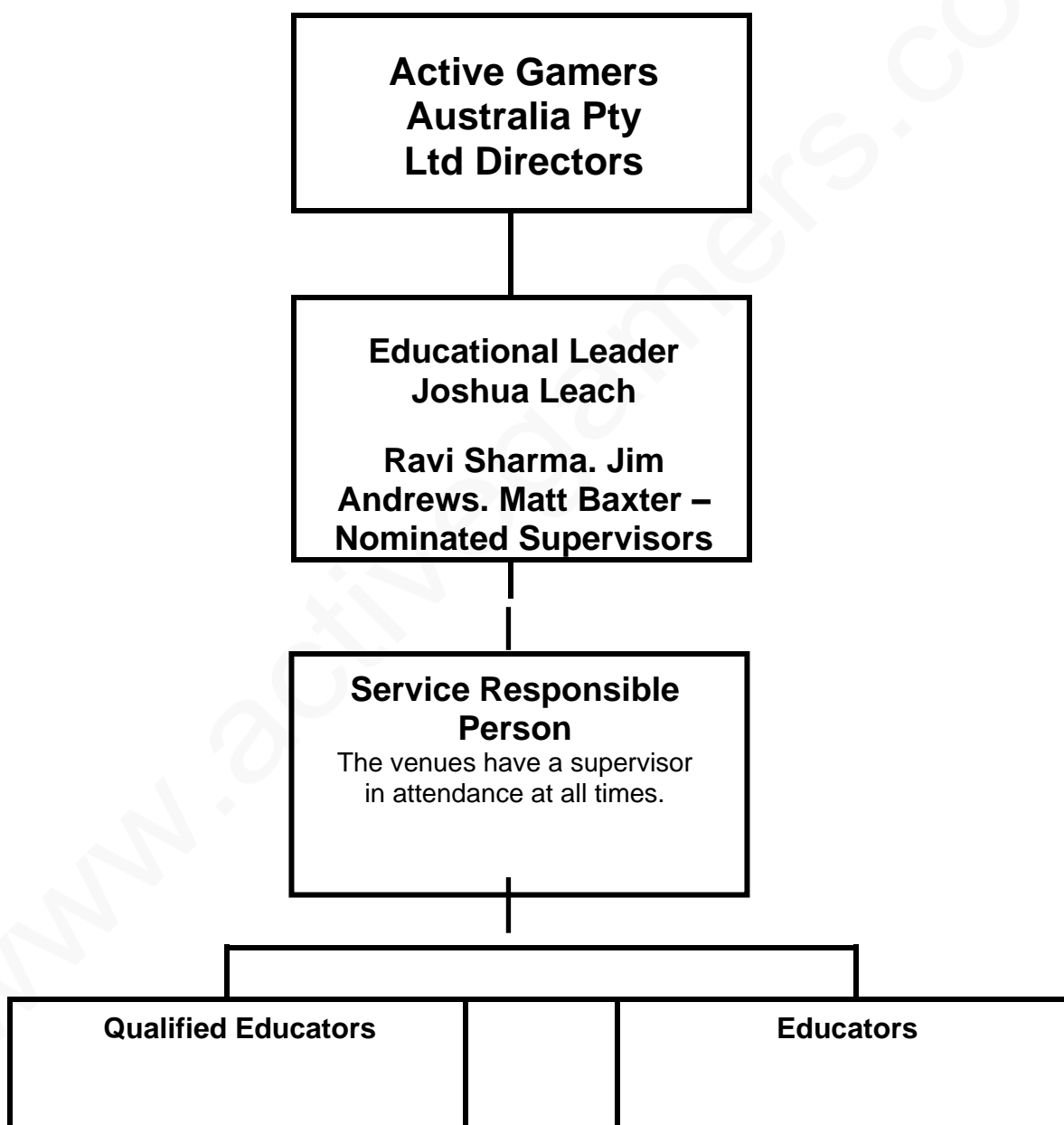
### **References:**

ACECQA National Quality Framework Resource Kit (2012)  
Quality Area 6 – Collaborative partnerships with families and communities. Education and Care Services National Regulations (2012)

**Date of last review: February 2024**

**To be reviewed: January 2026**

## **MANAGEMENT STRUCTURE:**



Date of last review: February 2024

To be reviewed: January 2026



## **SERVICE CONTACT INFORMATION**

<b>CO-ORDINATOR</b>	
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<b>ADMINISTRATION</b>	
Ravi Sharma <a href="mailto:ravi@activegamers.com.au">ravi@activegamers.com.au</a>	0456077942
<b>OFFICE HOURS</b> 9.30am to 4.30pm - Monday to Friday  Voicemail is activated when staff members are unavailable and after office hours.	
<b>POSTAL ADDRESS:</b> <b><u>please use for all correspondence</u></b>	PO Box 180, Campbell, ACT, 2612
<b>GENERAL EMAIL</b>	<a href="mailto:info@activegamers.com.au">info@activegamers.com.au</a>
<b>WEBSITE</b>	<a href="http://www.activegamers.com.au">www.activegamers.com.au</a> follow the links to School Holiday Program

## **QUALITY ASSURANCE AREAS AND MATCHING POLICY DOCUMENTS**

### **Quality Area 1: Educational Program and Practice**

#### **1.1 Section 168 and 323**

<b>Section or Regulation</b>	<b>Policy</b>
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A program is based in a) an approved learning framework b) is delivered in a manner that accords with the approved learning framework, 3) is based on the developmental needs, interests and experiences of the child and d) is designed to take into account the individual differences of the child	<a href="#">Educational Program and Practice</a> <a href="#">Children's Individual Needs Policy</a> <a href="#">Diversity and Inclusion Policy</a> <a href="#">Cultural Inclusion and Religious Beliefs Policy</a> <a href="#">Children's Services Act and Regulations Policy</a>
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### 1.1 Regulation 73, 75 and 76

Section or Regulation	Policy
Educational programs	<a href="#">Children's Individual Needs Policy</a> <a href="#">Diversity and Inclusion Policy</a>  <a href="#">Cultural Inclusion and Religious Beliefs Policy</a> <a href="#">Children's Services Act and Regulations Policy</a> <a href="#">Educational Program and Practice</a>
Information about educational program to be kept available	<a href="#">Educational Program and Practice</a>
Information about educational program to be given to parents	<a href="#">Educational Program and Practice</a>

### 1.2 Regulation 74

Section or Regulation	Policy
Documenting of child assessments or evaluations for delivery of educational program	<a href="#">Evaluation Policy</a>

## Quality Area 2: Children's health and safety.

### 2.1.2, 2.3.1, 2.3.2 Section 165

Section or Regulation	Policy
An approved provider, nominated supervisor and/or family day care educator of an education and care service must ensure that all children being educated and cared for by the service are adequately supervised at all times that the children are in care of that service.	<a href="#">Security Policy</a>

### 2.3.2 Section 167

Section or Regulation	Policy
The approved provider of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.	<a href="#">Infection Control Policy</a> <a href="#">Infectious Disease Policy</a> <a href="#">Accident Policy</a> <a href="#">Emergency Management Policy</a> <a href="#">Safe and Secure Venue Policy</a> <a href="#">Security Policy</a> <a href="#">Storage of Dangerous Products Policy</a> <a href="#">Staffing and Ratios</a>

### 2.1.3, 2.1.4, 2.2.1 Regulation 77

Section or Regulation	Policy
Health, hygiene and safe food practices	<a href="#">Hygiene Policy</a> <a href="#">Food Preparation Facilities Policy</a>

### 2.2.1 Regulation 78 - 80

Section or Regulation	Policy
Children have access to safe drinking water at all times and are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day.	<a href="#">Nutrition Policy</a>
The food or beverage provided for the child is nutritious and adequate in quantity and the food or beverage is chosen having regard to the dietary requirements of the individual child.	<a href="#">Nutrition Policy</a>
A Weekly menu is displayed at a place at the education and care service premises accessible to parents of children being educated and cared for by the service, and accurately describes the food and beverages to be provided by the service each day.	<a href="#">Nutrition Policy</a> <a href="#">Food Preparation Facilities Policy</a>

### 2.1.2 Regulation 81

Section or Regulation	Policy
The needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children	<a href="#">Children's Program Policy</a>

### 2.3.2 Regulation 82 and 83

Section or Regulation	Policy
Tobacco, drug and alcohol free environment	<a href="#">Health of Staff Policy</a>
Staff members and family day care educators not to be affected by alcohol and drugs.	<a href="#">Health of Staff Policy</a>

### 2.3.4 Regulation 84

Section or Regulation	Policy
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The nominated supervisor and staff members at the service who work with children are advised of the existence and application of the current child protection law, and any obligations that they may have under that law.	<a href="#">Child Protection Policy</a>
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#### 2.1.4, 2.3.3, 2.3.4 Regulation 85 – 87

Section or Regulation	Policy
Procedures to be followed by nominated supervisors and staff members at the service in the event that a child is a) injured, b) becomes ill c) suffers a trauma.	<a href="#">Illness Policy</a> <a href="#">Accident Policy</a>
Notification to parents of incident, injury, trauma and illness must be as soon as practicable but not more than 24 hours after the occurrence.	<a href="#">Illness Policy</a> <a href="#">Accident Policy</a>
Incident, injury, trauma and illness record	<a href="#">Illness Policy</a> <a href="#">Accident Policy</a>

#### 2.1.4 Regulation 88 and 89

Section or Regulation	Policy
If there is an occurrence of an infectious disease at an education and care service the approved provider must ensure that reasonable steps are taken to prevent the spread of infectious disease at the service.	<a href="#">Infection Control Policy</a> <a href="#">Infectious Disease Policy</a>
An appropriate number of first aid kits must be kept having regard to the number of children being educated and cared for by the service. The first aid kits must be suitably equipped and the first aid kits must be easily recognisable and readily accessible to adults, having regard to the design of the education and care service premises.	<a href="#">First Aid Policy</a>

#### 2.1.1, 2.1.4, 2.3.2 Regulation 90 and 91

Section or Regulation	Policy
Medical conditions policy	<a href="#">Medication Policy</a> <a href="#">Children's Individual Medical Plan Policy</a> <a href="#">Asthma Policy</a> <a href="#">Emergency Treatment of Asthma Attack</a> <a href="#">Anaphylaxis Management Policy</a>

Medical conditions policy to be provided to parents	<a href="#">Medication Policy</a> <a href="#">Children's Individual Medical Plan Policy</a> <a href="#">Asthma Policy</a> <a href="#">Emergency Treatment of Asthma Attack</a>
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	<a href="#">Anaphylaxis Management Policy</a>  Parents are sent a letter showing where to find relevant policies online and are provided policy upon request.
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### 2.1.1, 2.1.4 Regulation 92 – 96

Section or Regulation	Policy
Medication Record	<a href="#">Medication Policy</a> <a href="#">Children's Individual Medical Plan Policy</a> <a href="#">Asthma Policy</a> <a href="#">Emergency Treatment of Asthma Attack</a> <a href="#">Anaphylaxis Management Policy</a>
Administration of medication	<a href="#">Medication Policy</a> <a href="#">Children's Individual Medical Plan Policy</a> <a href="#">Asthma Policy</a> <a href="#">Emergency Treatment of Asthma Attack</a> <a href="#">Anaphylaxis Management Policy</a>
Medication may be administered to a child without an authorisation in case of anaphylaxis or asthma emergency	<a href="#">Medication Policy</a> <a href="#">Children's Individual Medical Plan Policy</a> <a href="#">Asthma Policy</a> <a href="#">Emergency Treatment of Asthma Attack</a> <a href="#">Anaphylaxis Management Policy</a>
Procedure for administration of medication	<a href="#">Medication Policy</a> <a href="#">Children's Individual Medical Plan Policy</a> <a href="#">Asthma Policy</a> <a href="#">Emergency Treatment of Asthma Attack</a> <a href="#">Anaphylaxis Management Policy</a>
Self administration of medication	<a href="#">Medication Policy</a>

### 2.3.3 Regulation 97 and 98.

Section or Regulation	Policy
Emergency and Evacuation procedures	<a href="#">Emergency Management Policy</a>
Telephone or other communication equipment	<a href="#">Safe and Secure Venue Policy</a>

### 2.3.2 Regulation 99

Section or Regulation	Policy
Collection of children from premises and excursions	<a href="#">Arrangement of the Delivery and Collection of Children</a>

### 2.3.1, 2.3.2 Regulation 100 – 102

Section or Regulation	Policy
Risk assessment must be conducted before the excursion	<a href="#">Excursion and Ratio Policy</a>
Conduct of risk assessment for excursion	<a href="#">Excursion and Ratio Policy</a>
Authorisation for excursions	<a href="#">Excursion and Ratio Policy</a>

### 2.3.3 Regulation 160

Section or Regulation	Policy
Child enrolment records to be kept by approved provider and family day care educator.	<a href="#">Confidentiality Policy</a> <a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>

### 2.1.1, 2.3.2, 2.3.3 Regulation 161

Section or Regulation	Policy
Authorisations to be kept in enrolment record.	<a href="#">Confidentiality Policy</a> <a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>

### 2.1.1, 2.1.4, 2.3.2, 2.3.3 Regulation 162

Section or Regulation	Policy
Health information to be kept in enrolment record.	<a href="#">Confidentiality Policy</a> <a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>

### 2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3, 2.3.2, 2.3.3 Regulation 168

Section or Regulation	Policy
Nutrition food and beverages, dietary requirements	<a href="#">Nutrition Policy</a>
Sun Protection	<a href="#">Sunsmart Policy</a>
Water Safety Including safety during any water based activities	<a href="#">Water Safety Policy</a>
The Administration of first Aid	<a href="#">First Aid Policy</a>
Incident, injury, trauma and illness procedures complying with regulation 85	<a href="#">Illness Policy</a> <a href="#">Accident Policy</a>
Dealing with infectious disease, including procedures complying with regulation 88	<a href="#">Infectious Control Policy</a> <a href="#">Infectious Disease Policy</a>

### 2.1.1, 2.1.3, 2.1.4, 2.2.1, 2.3, 2.3.2, 2.3.3 Regulation 168

Section or Regulation	Policy
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Dealing with medical conditions in children including the matters set out in regulation 90	<a href="#">Medication Policy</a> <a href="#">Children's Individual Medical Plan Policy</a> <a href="#">Asthma Policy</a> <a href="#">Emergency Treatment of Asthma Attack</a> <a href="#">Anaphylaxis Management Policy</a>
	<a href="#">Hygiene Policy</a> <a href="#">Food Preparation Facilities Policy</a>
Emergency and evacuation including matters set out in regulation 97	<a href="#">Emergency Management Policy</a>
Delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99	<a href="#">Arrangement of the Delivery and Collection of Children</a> <a href="#">Collection of Children Policy</a>
Excursions. Including procedures complying with regulations 100-102	<a href="#">Excursion and Ratio Policy</a>
Providing a child safe environment	<a href="#">Safe and Secure Venue Policy</a> <a href="#">National Standards Policy</a>
Staffing	<a href="#">Staffing</a> <a href="#">Code of Conduct for Staff Members</a>
Interactions with children including the matters set out in regulations 155 and 156	<a href="#">SHP Behaviour Management Workflow</a> <a href="#">Anti-Bullying Policy</a> <a href="#">Children's Individual Needs Policy</a> <a href="#">Diversity and Inclusion Policy</a> <a href="#">Celebration and Festivities Policy</a> <a href="#">Cultural Inclusion and Religious Beliefs Policy</a>
Enrolment and orientation	<a href="#">Enrolment and Fee Collection Policy</a> <a href="#">Orientation Policy</a>
Governance and management of the service, including confidentiality of records	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>
Payment of fees and provision of a statement of fees charged by the education and care service.	<a href="#">Enrolment and fee collection policy</a>
Dealing with complaints.	<a href="#">Grievance and Complaint Policy</a>

#### **2.1.1, 2.1.4, 2.3.3, 2.3.4 Regulation 177**

<b>Section or Regulation</b>	<b>Policy</b>
Prescribed enrolment and other documents to be kept by approved provider	<a href="#">Record Keeping Policy</a>

#### **2.1.1, 2.1.4, 2.3.3, 2.3.4 Regulation 178**

<b>Section or Regulation</b>	<b>Policy</b>
Prescribed enrolment and other documents to be kept by family day care provider	<a href="#">Record Keeping Policy</a>

## Quality Area 3 Physical environment

### 3.1.2 Regulation 103

Section or Regulation	Policy
Premises, furniture and equipment to be safe, clean and in good repair	<a href="#">Resources and Equipment Policy</a>

### 3.1.1 Regulation 104

Section or Regulation	Policy
Fencing	All children are over preschool age and therefore regulation 104 Fencing does not apply.

### 3.2.2 Regulation 105

Section or Regulation	Policy
Each child must have access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of that child.	<a href="#">Resources and Equipment Policy</a>

### 3.1.1 Regulation 106 – 112

Section or Regulation	Policy
Laundry and hygiene facilities – an approved provider must ensure the service has laundry facilities or access to laundry facilities.	<a href="#">Laundry and Hygiene Policy</a>
Space requirements – indoor space – for each child being educated and cared for by the service the education and care service has at least 3.25 square metres of unencumbered indoor space.	<a href="#">Facilities Available Policy</a>
Space requirements – outdoor space – for each child being educated and cared for by the service, the education and care service premises has at least 7 square metres of unencumbered outdoor space.	<a href="#">Facilities Available Policy</a>
Toilet and hygiene facilities	<a href="#">Toilet and Hygiene Policy</a>
Ventilation and natural light - indoor spaces must be well ventilated, have adequate natural light and be maintained at a temperature that ensures the safety and wellbeing of children.	<a href="#">Safe and Secure Venue Policy</a>
The approved provider must ensure that an adequate area or areas are available for a) conducting the administrative functions of the service b) consulting with parents of children and c) conducting private conversations	<a href="#">Administrative Space Policy</a>
The approved provider of the service must ensure that adequate and appropriate hygienic facilities are provided for nappy changing.	<a href="#">Toilet and Hygiene Policy</a>



### 3.1.3 Regulation 115

Section or Regulation	Policy
Premises designed to facilitate supervision.	<a href="#">Facilities Available Policy</a>

### 3.1.1 Regulation 117

Section or Regulation	Policy
Glass – Any glazed area of a residence or	<a href="#">Safe and Secure Venue Policy</a>

approved family day care venue of the service complies with subregulation (2)	
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## Quality Area 4: Staffing Arrangements

### 4.1 Regulation 137-143

Section or Regulation	Policy
Approval of qualifications – the National Authority must publish on its website lists of qualifications it has approved for the purposes of law.	Please see National Authority Website <a href="http://www.acecqa.gov.au">www.acecqa.gov.au</a>
Application for qualification to be assessed for inclusion on the list of approved qualifications	<a href="#">Staffing</a>
Application for determination of equivalent qualification	<a href="#">Staffing</a>
Application for determination of an equivalent qualification	<a href="#">Staffing</a>
Additional information for application for determination of equivalent qualification	<a href="#">Staffing</a>
Translations of documents	<a href="#">Staffing</a>
Certification of documents	<a href="#">Staffing</a>

### 4.1 Regulation 144

Section or Regulation	Policy
Family Day educator assistant	Not applicable

### 4.1 Regulations 145-152

Section or Regulation	Policy
Staff record – A staff record must be kept for that service including information about nominated supervisors, staff members, educational leaders	<a href="#">Staff Record Policy</a>

Staff record must contain the following information for the nominated supervisor – full name, address and date of birth, any relevant qualifications; if applicable the supervisor is working toward a relevant qualification, evidence of any approved training, identifying number of current working with children check.	<a href="#">Staff Record Policy</a>
Staff record must contain the following information for staff members – full name, address and date of birth, any relevant qualifications; if applicable the supervisor is working toward a relevant qualification, evidence of any approved training, identifying number of current working with children check.	<a href="#">Staff Record Policy</a>
The staff record must include the name of the	<a href="#">Staff Record Policy</a>
person designated as the educational leader.	
The staff record must include the name of the responsible person at the centre based service.	<a href="#">Staff Record Policy</a>
The approved provider must keep a record of each educator who works directly with the children being educated and the hours that each educator works.	<a href="#">Record Keeping policy</a>

#### 4.1 Regulation 153

Section or Regulation	Policy
Register of family day care educators	Not applicable

#### 4.1 Regulation 154

Section or Regulation	Policy
Record of staff, family day care co-ordinators and family day care educator assistants	Not applicable

#### 4.1 Regulation 55

Section or Regulation	Policy
Quality improvement plans	<a href="#">Quality Improvement Plan</a>

#### 4.1 Regulation 168 (2)(i)

Section or Regulation	Policy
Staffing	<a href="#">Staffing</a>

	<a href="#">Code of Conduct for Staff Members</a>
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### Quality Area 5: Relationships with children.

#### 5.2 Section 166

Section or Regulation	Policy
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Offence to use inappropriate discipline. No child being educated and cared for by the service is subjected to a) any form of corporal punishment, b) any discipline that is unreasonable in the circumstances.	<a href="#">Behaviour Management Policy</a>
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### 5.1, 5.2 Regulation 155

Section or Regulation	Policy
Interactions with children	<a href="#">Children's Program Policy</a> <a href="#">Behaviour Management Workflow</a> <a href="#">Children's Individual Needs Policy</a> <a href="#">Diversity and Inclusion Policy</a> <a href="#">Reduce Bias and Prejudice within our service Policy</a> <a href="#">Cultural Inclusion and Religious Beliefs Policy</a>

### 5.2 Regulation 156

Section or Regulation	Policy
Relationships in groups	<a href="#">Children's Program Policy</a> <a href="#">Active Gamers Australia Philosophy</a>

### 5.1, 5.2 Regulation 73

Section or Regulation	Policy
Educational Program	<a href="#">Children's Program Policy</a> <a href="#">Children's Individual Needs Policy</a> <a href="#">Cultural Inclusion and Religious Beliefs Policy</a> <a href="#">Educational Program and Practice</a> <a href="#">Diversity and Inclusion Policy</a> <a href="#">Celebration and Festivities Policy</a> <a href="#">Children's Services Act and Regulations Policy</a>

### 5.1, 5.2 Regulation 74

Section or Regulation	Policy
Documenting of child assessments or evaluations for delivery of educational program.	<a href="#">Child Evaluation Policy</a>

## Quality Area 6: Collaborative partnerships with families and communities

### 6.1, 6.2, 6.3 Regulation 157

Section or Regulation	Policy
Access for parents.	<a href="#">Collection of Children Policy</a>

**6.1, 6.2 Regulation 172**

Section or Regulation	Policy
Notification of change of policies or procedures.	<a href="#">Notification of change to policies</a>

**6.1, 6.2, 6.3 Regulation 175**

Section or Regulation	Policy
Prescribed information to be notified to Regulatory Authority.	<a href="#">Information to be notified to Regulatory Authority</a>

**6.1, 6.2, 6.3 Regulation 73, 74, 75, 76, 80 and 86**

Section or Regulation	Policy
Educational programs	<a href="#">Children's Individual Needs Policy</a> <a href="#">Diversity and Inclusion Policy</a> <a href="#">Celebration and Festivities Policy</a> <a href="#">Cultural Inclusion and Religious Beliefs Policy</a> <a href="#">Children's Services Act and Regulations Policy</a> <a href="#">Educational Program and Practice</a>
Documenting of child assessments or evaluations for delivery of educational program	<a href="#">Evaluation Policy</a>
Information about educational program to be kept available	<a href="#">Educational Program and Practice</a>
Information about educational program to be given to parents	<a href="#">Educational Program and Practice</a>
Weekly Menu	<a href="#">Nutrition Policy</a> <a href="#">Food Preparation Policy</a>
Notification to parents of incident, injury, trauma and illness	<a href="#">Illness Policy</a> <a href="#">Accident Policy</a>

**6.3 Regulation 99 and 102**

Section or Regulation	Policy
Collection of children from premises and excursions	<a href="#">Arrangement of the Delivery and Collection of Children</a>
Authorisation for excursions	<a href="#">Excursion and Ratio Policy</a>

**6.1, 6.2, 6.3 Regulation 111**

Section or Regulation	Policy
Administrative space	<a href="#">Administrative Space Policy</a>

**6.1 Regulation 168 (2)(k)**

Section or Regulation	Policy
Enrolment and orientation	<a href="#">Enrolment and Fee Collection Policy</a> <a href="#">Orientation Policy</a>

**6.1, 6.2, 6.3 Regulation 171 and 173**

Section or Regulation	Policy
Policies and procedures to be kept available	Policies and Procedures are regularly emailed to all staff. Hard copies are available upon request.
Prescribed information to be displayed	<a href="#">Notification of change to policies</a>

### 6.1 Regulation 177

Section or Regulation	Policy
Prescribed enrolment and other documents to be kept by approved provider	<a href="#">Record Keeping Policy</a>

### 6.1, 6.2, 6.3 Regulation 181 and 183

Section or Regulation	Policy
Confidentiality of records kept by approved provider	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>
Storage of records and other documents	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>

## Quality Area 7: Leadership and service management.

### 7.1.5 Section 12, 13, 21, 109

Section or Regulation	Policy
Applicant must be a fit and proper person.	<a href="#">Fit and Proper Person Policy</a>
Matters to be taken into account in assessing whether fit and proper person.	<a href="#">Fit and Proper Person Policy</a>
Reassessment of fitness and propriety	<a href="#">Fit and Proper Person Policy</a>
Matters to be taken into account in assessing whether fit and proper person	<a href="#">Fit and Proper Person Policy</a>

### 7.3.1 Regulations 158-162

Section or Regulation	Policy
Children's attendance record to be kept by approved provider.	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>
Child enrolment records to be kept by approved provider and family day care educator.	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>
Authorisations to be kept in enrolment record.	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>
Health information to be kept in enrolment record.	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>

### 7.1.5 Regulation 163 and 164

Section or Regulation	Policy
Family day educator assistants to be fit and proper persons.	<a href="#">Fit and Proper Person Policy</a>

Record of visitors.	Not applicable
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### 7.3.1 Regulation 167

Section or Regulation	Policy
Record of Services Compliance	<a href="#">Record of Service Compliance</a>

### 7.1.1, 7.3.1, 7.3.4, 7.3.5 Regulation 168

Section or Regulation	Policy
Nutrition food and beverages, dietary requirements	<a href="#">Nutrition Policy</a>
Sun Protection	<a href="#">Sunsmart Policy</a>
Water Safety Including safety during any water based activities	<a href="#">Water Safety Policy</a>
The Administration of first Aid	<a href="#">First Aid Policy</a>
Incident, injury, trauma and illness procedures complying with regulation 85	<a href="#">Illness Policy</a> <a href="#">Accident Policy</a>
Dealing with infectious disease, including procedures complying with regulation 88	<a href="#">Infectious Control Policy</a> <a href="#">Infectious Disease Policy</a>
Dealing with medical conditions in children including the matters set out in regulation 90	<a href="#">Medication Policy</a> <a href="#">Children's Individual Medical Plan Policy</a> <a href="#">Asthma Policy</a> <a href="#">Emergency Treatment of Asthma Attack</a> <a href="#">Anaphylaxis Management Policy</a> <a href="#">Hygiene Policy</a> <a href="#">Food Preparation Facilities Policy</a>
Emergency and evacuation including matters set out in regulation 97	<a href="#">Emergency Management Policy</a>
Delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99	<a href="#">Arrangement of the Delivery and Collection of Children</a> <a href="#">Collection of Children Policy</a>
Excursions. Including procedures complying with regulations 100-102	<a href="#">Excursion and Ratio Policy</a>
Providing a child safe environment	<a href="#">Safe and Secure Venue Policy</a> <a href="#">National Standards Policy</a>

### 7.1.1, 7.3.1, 7.3.4, 7.3.5 Regulation 168

Section or Regulation	Policy
Staffing	<a href="#">Staffing</a> <a href="#">Code of Conduct for Staff Members</a>
Interactions with children including the matters set out in regulations 155 and 156	<a href="#">SHP Behaviour Management Workflow</a> <a href="#">Anti-Bullying Policy</a> <a href="#">Children's Individual Needs Policy</a> <a href="#">Diversity and Inclusion Policy</a> <a href="#">Celebration and Festivities Policy</a> <a href="#">Cultural Inclusion and Religious Beliefs Policy</a>

Enrolment and orientation	<a href="#">Enrolment and Fee Collection Policy</a> <a href="#">Orientation Policy</a>
Governance and management of the service, including confidentiality of records	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>
Payment of fees and provision of a statement of fees charged by the education and care service.	<a href="#">Enrolment and fee collection policy</a>
Dealing with complaints.	<a href="#">Grievance and Complaint Policy</a>

#### 7.1.1, 7.3.1, 7.3.4, 7.3.5 Regulation 170-172

Section or Regulation	Policy
Policies and procedures to be kept available.	Policies and Procedures are regularly emailed to all staff. Hard copies are available upon request.
Notification o change to policies or procedures.	Notification of change of policies or procedures

#### 7.3.1 Regulations 173 – 176

Section or Regulation	Policy
Prescribed information to be displayed	<a href="#">Notification of change to policies</a>
Time to notify certain circumstances to Regulatory Authority	<a href="#">Notification of change to policies</a>
Prescribed information to be notified to Regulatory Authority	<a href="#">Notification of change to policies</a>
Prescribed information to be notified to Regulatory Authority.	<a href="#">Notification of change to policies</a>
Time to notify certain information to Regulatory Authority	<a href="#">Notification of change to policies</a>

#### 7.3.1 Regulations 177-180

Section or Regulation	Policy
Prescribed enrolment and other documents to be kept by approved provider	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>
Evidence of prescribed insurance	Display evidence of insurance at each individual centre

#### 7.1.1 Regulations 181 – 183

Section or Regulation	Policy
Confidentiality of records kept by approved provider	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>
Storage of records and other documents	<a href="#">Children's Records Policy</a> <a href="#">Record Keeping Policy</a>

# **CONFIDENTIALITY POLICY**

## **Policy statement**

The School Holiday Program protects the privacy and confidentiality of individuals by ensuring that all records and information about individual children, families, staff and management are kept in a secure place and are accessed by or disclosed only to those people who need the information to fulfil their responsibilities at the service or have a legal right to know.

## **Procedure**

- Every employee is provided with clear written guidelines detailing:
  - what information is to be kept confidential
  - what confidential information they may have in order to fulfil their responsibilities and how this information may be accessed.
  - who has a legal right to know particular information
- Confidential conversations that staff have with parents, or the SHP Supervisor or SHP Team Leader has with staff members, will be conducted quietly away from others.
- Personal forms and information must be stored securely and not accessible to non-authorised persons (children/parents/carers).
- Information about staff members will be accessed only by the SHP Team Leader, the individual staff member concerned or administration staff if authorised by the Team Leader.
- All matters discussed at SHP meetings must be treated as confidential.
- No member of staff may give information on matters relating to children to anyone other than the custodial parent/guardian when that information has been obtained in the course of employment at the service. However, staff must give such information to a court of law if subpoenaed to do so. Notwithstanding these requirements, confidential information may be exchanged in the normal course of work with other staff members at the service and may be given to the management, when it is needed for the proper operation of the service and the wellbeing of users and staff.
- Members of staff, educators and administration staff will give information to Department of Education and Children's Education and Care Assurance professionals (Children's Services Assessors) upon request, unless that child/family is under protection from the Australian Federal Police, in which case permission must be sought prior by the Australian Federal Police.
- Staff will protect the privacy and confidentiality of other staff members by not relating personal information about another staff member to anyone, either within or outside the service.

The following records for each child are confidential and must be kept in a secure and accessible place:

- personal details (name, address, date of birth)
- relevant medical details (if any)
- relevant custody details (if any)



- details of people authorised to collect children from the program
- forms for signing in and out of children at the beginning and or end of programs
- name, home and work address and phone numbers of parents/carers
- name, address and phone numbers of people 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 (or the chosen alternative of the parents/approved person)
- any special needs or considerations relating to the child's medical needs/excursion needs
- authorisations to administer medication, self administration and details of medication administered
- written authorisations to take children outside the service (e.g. excursions, routine excursions).

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National

Regulations (2010) DEEWR CCMS –

Resource Manual – Privacy Restrictions

DEEWR – Child Care Service Handbook

2013 - 2014

**Date of last review: November 2024  
2026**

**To be reviewed: November**

## **PRIVACY POLICY**

### **Policy statement**

The School Holiday Program considers that the responsible handling of personal and health information is a key aspect of democratic governance and is strongly committed to protecting an individual's right to privacy. SHP will comply with the Information Privacy and Health Privacy Principles as set out in the *Information Privacy Act (2000)* and *Health Records Act (2001)*. SHP has in place a policy that sets out the requirements for the management and handling of personal and health information.

### **Procedure**

- Personal information will only be collected when it is necessary for the function or activity of the SHP and will only be collected by lawful and fair means. Sensitive information will only be collected where the individual has consented or as permitted under the Act.
- Measures are in place to ensure that there will be no unauthorised access to

information. SHP will endeavour to ensure that all data is up to date and accurate. Individuals have the right to access any personal information held about them and may update any incorrect information. Information no longer required will be destroyed in accordance with relevant legislation.

- SHP will use personal information only for the purpose in which it was collected unless required by legislation or it is a reasonable assumption that the original information would be used for this secondary purpose. In any other circumstances, SHP will contact the individual in order to obtain consent.
- Private information regarding children and families will not be disclosed to other families within the service or external persons.
- Staff will respect the parents/guardians rights to confidentiality when these rights do not conflict with the rights and safety of the children e.g. Child Protection matters.

**The Team Leader has a responsibility to ensure that:**

- Only required information and no more is collected from families.
- Collection of information from families will occur in a manner that is not too intrusive.
- All private information regarding children and families will be held in a locked and secure place. Access will be restricted to Management, the Program Supervisor and staff working directly with a child.
- Information which is required for the daily operation of the service, the well-being of children and staff may be exchanged between staff members in the normal course of work and will be treated confidentially.
- Family members are informed about the type of information collected in regard to themselves and their children and the purpose of this.
- Parents are informed that they have the right to view the records held in regard to themselves and their child.
- The Team Leader must inform Management if a request for access has been made and any outcome of that process.
- The Team Leader and Management can refuse access to files based on the terms specified in the Privacy Act or by subpoena.

**References:**

CCMS Child Care Service Handbook 2013 - 2014  
Information Privacy Act 2000 – can be found on  
[www.privacy.gov.au](http://www.privacy.gov.au) ACECQA National Quality  
Framework Resource Kit (2012) Education and Care  
Services National Regulations (2010)

**Date of last review: February 2024  
2026**

**Date To be reviewed: January**

# **EQUAL OPPORTUNITY POLICY**

## **Policy statement**

The School Holiday Program is committed to the principles of Equal Opportunity in relation to community access to the service and the appointment of staff. Individuals will be treated with respect regardless of their gender, race, religion, age, impairment or disability, marital status, pregnancy, sexuality, political conviction, family responsibility or family status. The service will actively promote the positive aspects of diversity and encourage acceptance and appreciation of individual differences. Vacation Care will be made available to the community in accordance with the Commonwealth 'Priority of Access Guidelines'.

The service will actively promote the access and participation of marginalised groups (e.g. those in poverty, those with a disability, Aboriginal and Torres Strait Islanders, or those from minority ethnic groups), both as employees and as users of the service.

## **Procedure**

- The Service will have access up-to-date information regarding Equal Opportunity legislation, multicultural policies and gender equity policies, which will be made available to staff, parents and management on request.
- Equal Opportunity principles are an integral part of the SHP daily programs and routines. Children will be given positive experiences which encourage equal opportunity. Programs will be culturally inclusive and will actively include opportunities for the children to experience and value diversity of culture, gender roles, ability/disability and/or impairment.
- The planning and delivery of the service will reflect the cultural and linguistic diversity of the local and wider community.
- Staff will respect individual children and their families and treat them accordingly. They will take into account individual differences in language, attitudes, abilities, assumptions and expectations in the activities they provide and promote active participation of all children.
- Children who have a disability will not be discriminated against and will have access to the Service where:
  - A place exists
  - They meet the required priority of access guidelines
  - The child can be cared for within existing or available resources.
  - If additional staff members are required to care for and assist the child, they are available (for safety reasons)
- All staff will be selected and employed according to equal opportunity guidelines. Applicants with a disability who apply for advertised positions will be assessed according to the selection criteria and will not be discriminated against because of their disability.
- Where the community the service serves comprises a substantial number of

children of a particular ethnic group, management will actively seek support and include a suitable worker from that group at the service.

- Grievance procedures for the service will be developed and made available to staff. At the beginning of their employment, during orientation, the Team Leader will provide relevant information to staff about the procedures to be followed in the event of harassment or discrimination in the workplace.
- Grievance procedures for the service will be developed and made available to parents. Parents are encouraged to speak to the Program Supervisor or Team Leader concerning procedures to be followed in the event of harassment or discrimination.

**References:**

Equal Opportunities Act 2010 – available on

[www.humanrightscommission.vic.gov.au](http://www.humanrightscommission.vic.gov.au) ACECQA National Quality

Framework Resource Kit (2012)

Education and Care Services National Regulations (2010)

**Date of last review: February 2024  
2026**

**Date To be reviewed: January**

**PRIORITY OF ACCESS POLICY**

**Rationale**

Outside School Hours Care and Vacation Care services provide child care mostly for children attending school.

**Policy Statement**

Active Gamers Australia School Holiday Program will maintain a waiting list for care in application date order and time

**Date of last review: February 2024  
2026**

**Date To be reviewed: January**

**OCCUPATIONAL HEALTH AND SAFETY (OH&S) POLICY**

**Policy Statement**

The management body ensures that all staff and the management team abide by

State and Commonwealth Legislation in regard to health and safety of all staff, children and visitors to the service.

A safe work environment and safe work practices are integral to the wellbeing of staff and families of the School Holiday Program. Staff are to keep safety in the forefront of their minds in what ever they do and are required to actively participate in practices that will prevent accidents and/or injury to themselves, other staff members and families utilizing the service.

### **Active Gamers Australia Guidelines**

Active Gamers Australia is committed to ensuring a safe and healthy work environment is provided and maintained for all personnel. Safety shall be given equal priority with all other business objectives.

Active Gamers Australia's Senior Management accepts responsibility for the effective implementation of this policy and will provide systems, training, supervision and support to ensure a safe and healthy workplace.

All employees have an individual and shared responsibility to perform their duties in a manner which ensures their own safety and that of others.

To achieve this Active Gamers Australia will:-

- ☐ Commit sufficient resources for the effective implementation of the Safety Management System in all workplaces
- ☐ Ensure all employees understand and accept their health and safety responsibilities and are held accountable for those matters within their control.
- ☐ Ensure all personnel are competent and suitably skilled to undertake the tasks which they have been assigned.
- Engage competent contractors who can demonstrate a high standard of safety performance that is compatible with our own Safety Management System requirements.
- 
- ☐ Promptly and completely investigate, report and implement suitable controls for all accidents and incidents.
- Provide an effective system of injury management.

### **SCHOOL HOLIDAY PROGRAM SPECIFIC PROCEDURES**

- Information on staff, i.e. next of kin details etc., are available from administration on request. Where staff details need to be accessed, the Program Team Leader should be notified prior to contacting admin.
- When an injury is reported, the Service staff must immediately ensure that the injured worker is being attended to. It may be necessary to call an ambulance and accompany the staff

member to the hospital. The Team Leader will have to be notified and relief staff organized.

- The injured staff member is to be interviewed and all facts surrounding the injury must be documented. Regardless of the intention to deny or admit a claim, all documentation of a Work Cover claim must be completed within 24 hours of the accident occurring or report received from the injured staff member.
- Staff are encouraged to report all health and safety issues to management as soon as they are identified.
- Safety audits are undertaken of the building and grounds on a periodic basis.
- Action is taken by management following any reported OH&S issues within an appropriate timeline.
- Electrical cords are to be secured so they don't cause a tripping or other hazard.
- Children and adults must not stand on chairs or tables.
- Adults must not leave hot drinks, cleaning materials or other dangerous material within the reach of children.
- Children's space must be safe and not cluttered with items etc. Encourage children to pack away a particular item when they have finished with it, e.g. board games.
- Staff footwear should have a non-slip sole, enclosed toe and a heel strap.

References:

Education and Care Services Regulations – Regulation 168(2)(h) –Policies and procedures are required in relation to providing a child safe environment

Worksafe Advisory Service 1800 136

089

ACECQA National Quality Framework Resource Kit (2012)

Education and Care Services National Regulations (2010)

**Date of last review: February 2024  
2026**

**Date To be reviewed: January**

# **MANUAL HANDLING POLICY**

## **Purpose**

To provide information on the requirements for identification, assessment and control of manual handling work tasks.

## **Scope**

This procedure applies across Active Gamers Australia's operations.

## **Definitions**

Manual Handling means any activity requiring the use of force exerted by a person to lift, push, pull, carry, hold, throw or otherwise move or restrain an animate or inanimate object.

Application of High Force occurs in any task that either most people, or the employees likely to do the task, would find difficult because of the effort it requires.

For example;

- Lifting or carrying a heavy object
- Pushing or pulling an object that is hard to move
- Operating tools with squeeze grips that are too far apart
- Operating tools which are designed for one hand but require the use of two
- Throwing or catching objects
- Lifting a heavy item from a high shelf

Musculoskeletal Disorder means an injury, illness or disease that arises in whole or in part from manual handling in the workplace, whether occurring suddenly or over a prolonged period of time. It specifically excludes an injury, illness or disease, which is caused by crushing, entrapment or cut resulting primarily from the mechanical operation of plant.

Hazardous Manual Handling means manual handling that involves any of the following;

- repetitive or sustained application of force;
- repetitive or sustained awkward posture;
- repetitive or sustained movement;
- application of high force;
- exposure to sustained vibration;
- manual handling of live people or animals;
- manual handling of loads that are unstable, unbalanced or difficult to hold.

## **Procedure Description**

This procedure provides for the review of work tasks to identify those that satisfy the definition of **“hazardous manual handling”**. The procedure then details the

requirement to assess the level of risk associated with these work tasks and determine and implement suitable control measures.

## Procedures

### Supervisors shall:

- Identify all “hazardous manual handling” tasks in accordance with this procedure.
- Assess the level of risk associated with each identified “hazardous manual handling” task.
- Monitor the effectiveness of the implemented controls.
- Undertake or review manual handling identification, assessment and control measures where an employee has received an injury as a result of undertaking a manual-handling task or when changes occur in the workplace to existing tasks.

### Employees shall:

- Follow established safe work practices, and, on becoming aware of a manual handling risk, advise their immediate Supervisor or Health and Safety Representative of the identified risk.

### Contractors shall:

- Comply with the requirements of this Procedure.

## Procedure

### Instruction

### s Risk

### Identificati

### on

The Supervisor, shall identify all “**hazardous manual handling**” tasks that could cause musculoskeletal disorders.

Identified manual handling tasks that could cause “**musculoskeletal disorders**” shall be reassessed at least every two years or when changes to the workplace or task are introduced.

### Risk Assessment

- Each task identified as a “**hazardous manual handling**” shall be assessed by the Supervisor and the employee(s) performing the task to determine the level of risk.



- Each assessment shall be completed under normal working conditions. The following risk factors should be considered;
- The postures, movements and forces involved in the task
- The duration and frequency of the task
- Environmental factors (heat, cold and vibration) that act directly on the person carrying out the task

### **Risk Control**

Appropriate control measures shall be determined for all identified manual handling risks.

### **Elimination**

Where a task has been identified and assessed as a “**hazardous manual handling**” task, the Supervisor shall attempt to determine control measures that eliminate the manual-handling task.

### **Reduction of Risk**

Where elimination of the manual handling task is not possible, the Supervisor, in consultation with employees shall consider the implementation of control measures that will reduce the risk level. One or more of the following control measures should be considered;

- Alter the workplace, or the environmental conditions
  - Alter the system of work
  - Change the objects used
  - Use mechanical aids

### **Information, Training and Instruction**

The Supervisor shall provide information instruction and training to employees in manual handling techniques in conjunction with the above-mentioned controls or as a primary source of control where no other satisfactory and practicable method is available

### **References:**

ACECQA National Quality Framework Resource Kit (2012)  
Education and Care Services National Regulations (2010)

**Last Reviewed: August 2020**

**Next Review: August 2021**

## **DEALING WITH COMPLAINTS POLICY**

## **Policy Statement**

All staff, families and children have the right to have their concerns heard by the Program Supervisor. If resolution has not been reached then their concerns will be passed on to the Team Leader/Responsible Person and higher management.

The Team Leader will ensure that all complaints / grievances are acknowledged, recorded in the grievance log and addressed.

Staff, families and children will be offered the Children's Education and Care Assurance Complaint Contact number (ACT) or Early Childhood Education and Care services in NSW (ph 1800 619 113).

These numbers are all on display at the service.

Complaints around the issues of a serious nature are treated with due attention and in a timely manner.

## **Procedure**

**The Supervisors, Team Leader and higher Management will ensure that:**

- Parents and Children are encouraged to discuss with the Program Supervisor any complaints or concerns they have about the service or staff.
- The Program Supervisor will address all complaints and concerns promptly and respectfully.
- All complaints are dealt with in a confidential manner and documented in the *Grievance / Complaint log*. The Team Leader will be notified within 1 hour of a complaint being received.
- The staff will endeavour to respond to families and children verbally within 24 hours and where needed, or in writing within 5 working days.
- Complaints, which are not resolved to the family's or children's satisfaction, will be referred to a higher level of Management and to the Department of Education
- Complaints which cannot be resolved by Management will be referred to an outside independent person.
- All complaints will be registered in the *Grievance / Complaint log* which tracks complaints made, progress on outcome, and the final resolution.
- All complaints should be addressed to the Program Team Leader :
  - by email - School Holiday Program Team Leader [info@activegamers.com.au](mailto:info@activegamers.com.au) OR
  - Contact the Program Team Leader on 0456077942
- If you have any other concerns or complaints, you can contact the Children's Education and Care Assurance

**The Team Leader has a responsibility to ensure that:**

- Staff are encouraged to voice any concerns, comments, suggestions and grievances promptly.
- Staff are aware of and practice complaint and issue resolution protocols.
- Complaints / issues are responded to promptly
- All complaints will be registered in the *Grievance / Complaint* which tracks complaints made, progress on outcome and final resolution.
- The person lodging the complaint / issue is kept informed of actions taken in response to their concerns
- If unable to resolve the issue mediation may be sought from a third external party.

### **Approved Provider Responsibilities**

- ensure that obligations under the Education and Care Services National Law and National Regulations are met
- ensure the name and contact number of the person to whom complaints can be made is clearly displayed at the service
- ensure that the regulatory authority is notified within 24 hours of any complaints alleging that a serious incident has occurred at the service or that the Education and Care Services National Law has been breached
- discuss the complaint with the complainant and make notes from the meeting or discussion
- take reasonable steps to ensure that nominated supervisors, educators and staff follow the Dealing with Complaints policy
- ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators and staff, and available for inspection
- ensure educators and staff are well informed about their individual child protection responsibilities, reporting and privacy obligations and processes for responding to disclosures
- notify families at least 14 days before changing the policy or procedures if the changes will:
  - affect the fees charged or the way they are collected or
  - significantly impact the service's education and care of children or
  - significantly impact the family's ability to utilise the service
- regularly review the policy and procedures to ensure serious incidents and complaints are investigated promptly, fairly and thoroughly
- ensure that complaints result in reviews of relevant policies, procedures and practices.

### **Nominated Supervisor Responsibilities**

- ensure that regulatory obligations are met in relation to dealing with complaints
- implement procedures for dealing with complaints
- inform families and the broader service community of the Dealing with complaints policy and procedures
- discuss the complaint with the complainant
- ensure the approved provider is aware of the complaint, if it is a notifiable complaint, or if a complaint cannot be resolved
- ensure the complaint is documented

- work co-operatively with the approved provider, educators, staff and/or the complainant during the investigation or resolution of a complaint
- ensure educators and staff are well informed about their child protection responsibilities and reporting and privacy obligations
- ensure educators and staff are well informed about the different ways children express concerns or distress and disclose harm, as well as processes for responding to disclosures from children
- regularly review the policy and procedures to ensure serious incidents and complaints are investigated promptly, fairly and thoroughly
- ensure that complaints result in reviews of relevant policies, procedures and practices.

### **Educators Responsibilities**

- understand and implement the Dealing with complaints policy and procedures
- report all complaints received to the nominated supervisor and/or approved provider promptly so timeframes can be adhered to
- support the nominated supervisor and approved provider in the investigation and/or resolution of complaints
- understand and are aware of child protection law and their individual responsibilities
- are aware of the different ways children express concerns or distress and disclose harm, as well as the processes for responding to disclosures from children
- support children to know who to talk to if they are feeling unsafe and understand the complaint handling processes.

### **Families Responsibilities**

- be familiar with and follow the Dealing with complaints policy and procedures
- raise any issues or complaints in line with the policy and procedures
- cooperate with service representatives dealing with complaints.

## **Complaints that allege a child is exhibiting harmful sexual behaviours**

Providers and educators play an important role in making informed professional judgements regarding problematic and harmful sexualised behaviour involving children.

Problematic and harmful sexual behaviours include behaviours that are outside of the expected range of sexual behaviour for a child or young person's level of development, and may harm the child themselves, other children subjected to this behaviour, or place either child/children at risk of harm. These behaviours include forced, compulsive or coercive penetrative and non-penetrative sexual acts, violation of privacy and exposure to sexual acts and materials. The table below details methods of ensuring stakeholders voices are heard and are supported.

### **Complaints**

We will notify the [regulatory authority](#) within **24 hours** of any complaint alleging that a serious incident has occurred while a child is educated and cared for or complaints alleging that the Law has been contravened (Section 174(2)(b)).

Under the National Regulations, policies and procedures must be in place for dealing with complaints. The name and telephone number of the person to whom complaints can be made must be clearly visible at the service (Regulation 168(2)(o) and Regulation 173(2)(b)).

<https://education.nsw.gov.au/early-childhood-education/regulation-and-compliance/how-to-give-feedback-or-make-a-complaint>

Email (NSW): [ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au)

All stakeholders feel they can be heard and their complaint is processed promptly

Educators will follow procedure and update relevant training to keep at the forefront of practice and ensure we are a child-safe service.

<b>Ensuring stakeholders voices are heard and are supported</b>	
Children who have allegedly been exposed to sexual abuse by another child	<ul style="list-style-type: none"> <li>• The child's voice is heard</li> <li>• Children are supported reassurance of safety in service - (by people they trust)</li> <li>• Child Protection procedures are engaged</li> </ul>
Child who has sexually abused another child	<ul style="list-style-type: none"> <li>• Ensure they are supervised at all times</li> <li>• Ensure they are aware their behaviour is inappropriate, however, they are supported and intentional teaching occurs around child safety and child protection</li> </ul>
Educators	<ul style="list-style-type: none"> <li>• Confidentiality is upheld during all parts of the process</li> <li>• Intentionally teaching Child Protective behaviours</li> <li>• Prompt and detailed documentation &amp; recording</li> <li>• Following procedure to maintain confidentiality</li> <li>• Make sure everyone is using language that respectfully describes the sexually harmful behaviour and does not stigmatise the child</li> </ul>
Nominated Supervisors	<ul style="list-style-type: none"> <li>• Reporting under regulatory requirements (within 24 hours)</li> <li>• Provide educators with current and reputable training</li> <li>• Have a procedure for documenting discussions with the complainant</li> </ul>
Families Child who has been sexually abused	<ul style="list-style-type: none"> <li>• Concerns are discussed with confidentiality</li> <li>• Seek to Support, reassure, ensure voices have been heard and offer debriefing/counselling</li> <li>• Family is given clear information of the progress of the complaint</li> <li>• Families feel confident that any concerns or issues they may raise are handled promptly and professionally</li> </ul>
Families of a child who sexually abused another child	<ul style="list-style-type: none"> <li>• Steps in reporting,</li> <li>• Refer to counselling service</li> </ul>

**References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National Regulations (2012), Section 168.

Employment Award and National Employment Standards available on

[www.fairwork.gov.au](http://www.fairwork.gov.au) Occupational Health and Safety Act 2004

Section 172 Offence to fail to display prescribed information

Section 174 Offence to fail to notify certain information to Regulatory Authority

Regulation 168 Education and care service must have policies and procedures

Regulation 170 Policies and procedures to be followed

Regulation 171 Policies and procedures to be kept available

Regulation 172 Notification of change to policies or procedures

Regulation 173 Prescribed information to be displayed - education and care service other than a family day care service

Regulation 176 Time to notify certain information to Regulatory Authority

<https://www.childabuseroyalcommission.gov.au/children-harmful-sexual-behaviours>

<https://www.childabuseroyalcommission.gov.au/improving-institutional-responding-and-reporting>

**Date of last review: June 2024**

**To be reviewed: April 2026**

**BEHAVIOUR MANAGEMENT**

The School Holiday Program aims to maintain a quality program that is safe and fun for all involved. This involves regularly reviewing and updating of program policies. Our behaviour management policy is provided below:

**Policy Statement**

The Active Gamers Australia School Holiday Program implements a positive behaviour management policy. Staff members and children establish agreed behaviours at the start of each program. These agreements are displayed at the program and positively reinforced on a daily basis.

Positive behaviour management relies on effective communication between all parties (children, parent/guardians, staff and management).

The School Holiday Program reserves the right to send any child home from the program where the child:

- Acts in such a way that threatens the physical and or emotional health of any child, staff member or themselves
- Repetitively or deliberately does not follow the instructions given by staff
- Consistently absconds or leaves the premises without adult supervision or permission
- Has an illness or other health related issue that may be dangerous to other children, staff members or themselves
- Deliberately damages any property or belongings

Where a child's behaviour is not appropriate, program staff will involve parents/guardians to positively manage the behaviour.

If the inappropriate behaviour persists, the Team Leader will be informed to determine a further course of action. This may include a meeting with the child's parents to further determine if the program is still appropriate for the child in question. If children behave in a dangerous manner towards other children or staff; or abscond or fail to stay within the permitted areas, that child/ren may not be able to attend excursions or may not be permitted to continue their use of the holiday program at any of the venues.

## **GUIDING CHILDREN'S BEHAVIOUR IN A POSITIVE WAY**

To implement a proactive behaviour management policy, it is important to consider the adult role, program content and environment. All of these need to be considered before the behaviour occurs.

### **Adult role**

- All behaviour has meaning
- Look past the words or the behaviour to get to the meaning/feelings behind it.
- Staff should respect and acknowledge the feelings of the children – active listening
- Put the behaviour in context:
- What might the child be thinking/feeling?
- Time of day, food and water intake, and energy levels.
- Is this behaviour normal for this child?

- Ensure that your expectations are appropriate:
- Is the behaviour hurting anyone?
- What age and stage is the child at?
- Does it really matter?
- Is it safe?
- Adults must remember that they are a role model – model positive behaviour.
- Consult the child's 'child profile' (if they have one) – get to know the child.

### **Program**

Ensure that the program:

- has choice,
- is open ended
- has a framework to follow
- has the choice for children to be on their own
- enables the children to have some control over the program
- 'process is just as important as product'.

### **Environment**

- The environment should show that the children have a say in the program.
- There should be choice of activities and choice within activities.
- Choose the activity and then choose how to do it (quietly, tidy up, give everyone a turn, etc)

### **Agreed behaviours**

For this policy to be successful, staff must ensure that:

- Children are involved in the process of establishing agreed behaviours (This is done at the start of each holiday program)
- Agreed behaviours are positively reinforced on a daily basis
- Talk to the children about behaviour in a way they are likely to understand. Some examples: 'Care for the feelings of others', 'Respect yourself and others', 'Follow instructions from staff,' 'Look after equipment', 'Use equipment responsibly'

### **Active listening**

"Listening looks easy, but it's not simple.

Every head is a world." Cuban proverb

Try to work out the reasons behind a child's behaviour rather than focussing on the behaviour.

This behaviour management policy complied with regulations that state that no child is to be subjected to a) any form of corporal punishment, b) any discipline that is unreasonable under the circumstances.



**References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

- Quality Area 5 – Relationships with children

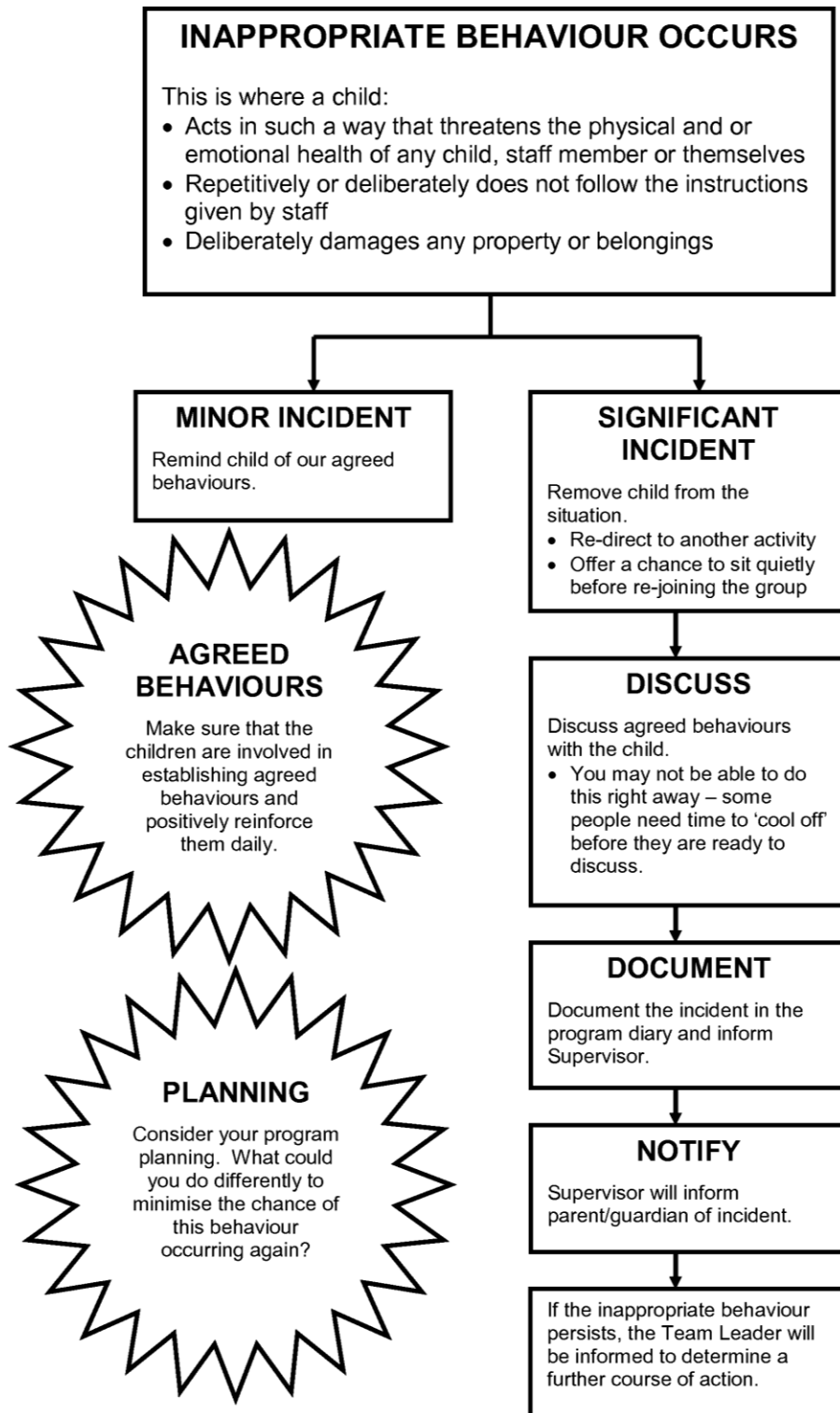
Education and Care Services National Regulations (2012), Section 168

2j – Interactions with children.

**Date of last review: February 2024  
2026**

**To be reviewed: January**

**BEHAVIOUR MANAGEMENT WORKFLOW**



## **ANTI-BULLYING POLICY**

### **Rationale**

Bullying is one of the top three concerns for both boys and girls aged between 5 and 14 who call Kids Help Line. Calls about bullying have continued to increase steadily over recent years – in 2000 Kids Help Line

counsellors spoke to nearly 7000 callers about this issue. It is now recognized that there is an indisputable link between bullying in childhood and adolescent anxiety, low self-esteem, loss of confidence and depression and self-harm. Research has shown that one in six Australian students are bullied every week, and that those children are three times more likely to develop depressive illnesses (Rigby, 1997).

Bullies usually do not realise the effect their behaviour has on their victims. They believe that their actions are justifiable ("They deserved it", "They annoyed us").

Bullies have reasons for their behaviour such as; they get attention or even popularity, it's fun, it makes life less boring, "everyone does it", to protect themselves from being bullied or to get food or money or special things.

Adults can; listen to the child's point of view, provide consequences, focus on the behaviour, use a problem-solving approach, help the young person develop empathy, keep good relationships with the young person, look out for bullying behaviour in adult models - including teachers and parents, keep calm, help find other ways of managing situations and problems, say clearly that it is NOT OK to bully and describe what it might look like if there was no bullying.

The Active Gamers Australia School Holiday Program implements a positive and safe environment and aims to maintain this safe, positive and secure environment for all children and staff. Staff members and children establish agreed behaviours at the start of each program, including the Active Gamers Australia School Holiday Program's stance on bullying. The programs follow a strict anti-bullying policy.

The School Holiday Program reserves the right to send any child home from the program or refuse care where the child:

- Acts in a violent or threatening manner towards another child or staff member
- Uses degrading or abusive language towards another child or staff member
- Deliberately tries to isolate another child from an activity due to their gender, age, disability, appearance or religion  
e.g. "You can't play with us because you are black/brown/Asian/disabled etc"

Where a child's behaviour is classed as inappropriate and acknowledged as a form of bullying, program staff will involve parents/guardians to positively manage the behaviour. The child will be spoken to regarding their behaviour. The following steps will be taken depending on whether it is the

child's first offence or not.

[www.activegamers.com.au](http://www.activegamers.com.au)

- **First Bullying Offence** – The child will be asked to write a letter apologizing for their behaviour to the bullied child. They will be asked to put in their letter what they could have done differently next time – e.g. they lashed out because they didn't win or get their turn at a game. The child's parent/guardian will be shown the letter and a behaviour management plan will be sent home to be completed by the child and parent, and to be returned to the program
- **Second Bullying Offence** – The child will be asked to write a letter apologizing for their behaviour to the supervisor of the program. They will be asked to explain why they did/said what they did, and how they could rectify the situation. They will also be asked to determine a suitable consequence for the behaviour. The child's parent/guardian will be shown the letter and a behaviour management plan and incident form will be completed with the parent/guardian.
- **Third/Final Bullying Offence** – The child will be asked to write a letter to the Team Leader explaining their behaviour and why they have continued to behave in a manner that bullies other children/staff. They will be asked to defend their opportunity to be apart of the program. An incident form will be sent home to parents. If the child can explain themselves and shows remorse, they may be allowed to stay on in the program. If the child does not really care for any consequences then the school holiday program may not be the best place for them.

All children reserve the right to feel safe and protected. They are attending the program to have fun, learn new skills and make new friends. After all incidents, children will be spoken to and asked why that behaviour occurred. They will also ask if they understand differences that exist between people, and conversations will evolve from there.

Throughout the programs, activities are run that highlight the differences between people, why we are all unique, as well as, developing team building skills.

### **Policy Statement**

Active Gamers Australia School Holiday Program is committed to developing a safe and secure environment, which encourages children to interact positively with respect for others.

## **Procedures**

### **The staff team has the responsibility to ensure that:**

- They are aware of all forms of bullying behaviour - physical bullying, verbal bullying, and relational bullying
- They make it safe for children to report bullying
- Let everyone know the consequences of bullying
- Children are encouraged to be considerate and supportive to each other.
- Children are encouraged and supported in developing friendship skills.
- Children are assisted in developing assertiveness and confidence and self- protection skills - how to walk confidently, stay alert to what's going on around them, and to stand up for themselves verbally.
- Discussion with the children about the program valuing kindness toward others is had at the beginning of each program so that young people know that kindness is valued.
- The safety and security of all children is ensured by supervising them at all times, monitoring, modelling, teaching and reinforcing safety practices.
- Children are taught ways to resolve arguments without violent words or actions.
- Children are encouraged to follow the list of responsibilities to ensure that bullying is minimized or eliminated in the service.
- A child's parent/guardian is consulted when their behaviour consistently conflicts with the service's expectation that all children should feel safe whilst in attendance.

### **The children are encouraged to;**

- Report bullying incidents
- Persuade the person being bullied to talk to an adult
- Encourage the person being bullied to talk to them about what is happening
- Offer to speak to an adult on the bullied person's behalf
- Ask the bullies to stop

### **The Team Leader and Program Supervisors are responsible to ensure that:**

Parents are aware that the program may exclude a child from the service if all

attempts to modify bullying behaviour fail and other children's safety is compromised.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National Regulations (2012),

Section 168 [www.kidshelp.com.au](http://www.kidshelp.com.au) for anti-bullying tips and general advice about children

[www.education.unisa.edu.au/bullying](http://www.education.unisa.edu.au/bullying) - Dr Rigby - research on bullying and its effects on children

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **PARENT BEHAVIOUR**

Active Gamers Australia implements a positive behaviour management policy which has been extended to incorporate parents/guardians as well.

Positive behaviour management relies on effective communication between all parties (children, parent/guardians, staff and management).

When speaking to staff members, we ask that all parents/guardians speak to and treat staff in a respectful manner. We ask that parents/guardians please refrain from using any foul language or obscenities.

Swearing and foul language will not be tolerated  
Threatening or verbally abusing staff will not be tolerated

Physical contact of a threatening manner will not be tolerated

All interactions between staff and parents need to be respectful and not threatening in any way.

If a parent/guardian is deemed to be aggressive towards a member of staff, and the situation is not able to be resolved, staff will contact the team leader, and if deemed necessary the police. An incident form will be completed.

If a parent has a complaint or grievance they may contact the Team Leader. We encourage all parents to put complaints into writing where possible. Alternatively,

you may contact the Children's Education and Care Assurance division of the ACT or NSW governments directly, in writing:

Children's Education and Care Assurance  
GPO BOX 158  
CANBERRA ACT 2601  
Or by phone:  
(02) 6207 1114

NSW Department of Education  
Locked Bag 5107  
PARRAMATTA NSW 2124  
Or by phone: 1800 619 113

### **References:**

ACECQA National Quality Framework  
Resource Kit (2012) Education and Care  
Services National Regulations (2012)  
Education and Care Services National Law  
Act (2010)

**Date last reviewed:**  
**2026**

**August 2020**

**To be reviewed: January**

## **OUTDOOR PLAY AND RECREATION POLICY**

### **Rationale**

*“Changes in the environment and technology have encouraged many Australians, especially young people, to lead less physically active lives. This trend is contributing to the increasing ill health of our population. Physical activity has been shown to help reduce the risk of heart disease, stroke, diabetes, cancer and bone disease. It has also been shown to improve mental health, self-esteem and body image, particularly in children and adolescents.” page 9*

*“Parents, teachers, child care workers and health professionals have a responsibility to assist young children to develop healthy eating and to encourage them to be physically active.” Page 10*

- Eat Smart-Play Smart – National Heart Foundation of Australia

### **Policy Statement**



The Active Gamers Australia School Holiday Program encourages all children to participate in outdoor play and recreational activities on a daily basis.

### **Procedures**

**The staff have a responsibility to ensure that:**

- Outdoor equipment is appropriate to the developmental levels of the children it is catering for.
- Active experiences are provided outdoors or in the outdoor space.
- The outdoor curriculum focuses on child development.
- Energetic play is encouraged whilst outdoors or in the outdoor space.
- Ball games and other large muscle experiences are offered outdoors or in the outdoor space.

### **References:**

ACECQA National Quality Framework  
Resource Kit (2012) Education and Care  
Services National Regulations (2012)  
Education and Care Services National Law  
Act (2010)

**Date last reviewed: August 2020  
2026**

**To be reviewed: January**

## **EXCURSION AND RATIO POLICY**

### **Policy Statement**

The Active Gamers Australia School Holiday Program considers age appropriate excursions/ programmed visitors to be an integral part of the vacation care service as they provide variety which adds to children's life experiences.

### **Procedures**

**The Program Team Leader is responsible to ensure that:**

- Parents will be advised in writing about planned excursions

in the program guide and on reminder white boards at the program venues.

- Parents/guardians sign an excursion authority to give permission for their children to participate in local and major excursions.
- Parent/guardians written consent is filed with the child's information.
- Active Gamers Australia Holiday Programs 'Best Practice' for staff/child ratios for excursions are as follows
  - Local / routine excursions 1 staff member: 11 children
  - Major excursions 1 staff member: 11 children or 1:11 based on risk assessment
  - Swimming 1 staff member: 6 children.
- There are two 2 staff on duty at all times. There is 1 nominee on duty at all times.
- Staff supervise children closely on excursions and conduct head counts and similar supervision techniques, they also require children to adhere to safety precautions.
- Risk assessments are conducted and read by staff prior to boarding transport and leaving the program venue

## **EXCURSIONS**

**When going on excursions Supervisors and Staff must take with them:**

1. Attendance roll.
  2. Contact details for all children attending the excursion.
  3. List of children's additional needs including allergies, medical conditions, dietary needs, disabilities, etc.
  4. First Aid kit (main and bum-bags) including sunscreen & Medications
  5. Two-way radios &/or Mobile Phone
  6. Sports equipment etc for lunch time play (if applicable)
  7. Staff supervise children closely on excursions and conduct head counts and similar supervision techniques, they also require children to adhere to safety precautions.
- Sunscreen is to be applied to all children before leaving the centre if going to be outdoors and re-applied every three hours and keep children in the

shade where possible when outside, between October and March.

- Children are encouraged to wear clothing that covers as much skin as possible. This includes shirts with collars and longer sleeves, longer style dresses and shorts and rash vests or t- shirts.
- Children and staff are encouraged to wear hats that protect their face, neck and ears,  
e.g. legionnaire, broad brimmed or bucket hats, whenever they are outside between October and March.
- Check to make sure a child has not left behind a bag, their lunch, or jumper as you are leaving the program venue to go on the excursion
- Staff must ensure that all children are accounted for before leaving the excursion venue. Take particular care if more than one program is attending.
- When the service visits an unfamiliar location, the Team Leader will attend prior to the excursion to gain safety information and determine the location of toilets, lunch area, play area and possible activities etc.

An injury or incident involving medical attention must be reported immediately to Team Leader for the purposes of WorkSafe and/or regulatory incident notification. Insurer notification may also be required.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)  
– Quality Area 1 – Educational Program and Practice.  
- Quality Area 2 – Children’s health and safety  
Education and Care Services National Regulations (2012).

**Date of last review: February 2024**

**To be reviewed: January 2026**

## **EVALUATION POLICY**

### **Policy Statement**

The Active Gamers Australia School Holiday Program believes continual assessment and evaluation of the service by the management, parents, staff and children is integral part of program planning.

### **Procedures**

**The Program Team Leader and staff have the responsibility to ensure that:**

- Children and parents are surveyed regularly to ensure the program offered reflects their needs and interests.
- A variety of survey techniques are used with children which may include informal discussion, pre-enrolment surveys, suggestion box, written surveys, and children's interest checklist.
- Staff will regularly evaluate activities, the program, excursions and programmed visitors formally through evaluation forms and children's evaluation forms and informally throughout the program and at staff meetings.
- Parents and staff work collaboratively towards continuous improvement via service evaluation including suggestion boxes, parent surveys, informal discussion, and formal discussions should parents wish to make time to speak to the team leader outside School Holiday periods.

**References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice. Standard 1.1 Offences related to required programs.

- Quality Area 6 – Collaborative partnerships with families and communities Education and Care Services National Regulations (2012), Section 74.

**Date of last review : August 2020**

**To be reviewed: January 2026**

**RESOURCE AGENCIES AND REFERRALS POLICY**

**Policy Statement**

1. Resource agencies and workers are accessed to assist staff in meeting the individual health and developmental needs of children.
2. Families are consulted before a resource agency is contacted for

assistance with their child's health and/or development.

## **Procedures**

**The Program Team Leader has a responsibility to ensure that:**

- Permission is obtained from parents/guardians prior to referral to any agency.
- A register of community resources is available for staff and families to refer to.
- The team is represented at local network meetings and training sessions.
- Links are made with key workers and agencies.
- Every effort is made to help families who seek help from an external agency.

## **References:**

ACECQA National Quality Framework Resource Kit (2012)

Education and Care Services National Regulations (2012), Section 74.

**Date reviewed: August 2020**

**To be reviewed: January 2026**

## **INTERACTION WITH CHILDREN POLICY**

### **Policy Statement**

Active Gamers Australia School Holiday Program will encourage warm nourishing relationships between children, family and educators that support and view children as strong, powerful, competent, complex and full of possibilities.

### **Procedures**

The relationship between educator's families and children is an important aspect of a service. The My Time Our Place Framework provides a vision for the children's learning at Active Gamers. Relationships between educators and children can have an impact on other relationships and can dictate the mood of the group, or the whole environment. The value of other skills like observing, planning, and organising the environment depends upon the extent to which educators can develop these relationships. Children who are safe and secure in

the relationship with their educator/s are confident in their learning and can enjoy and feel relaxed in their time at the program. Children need positive relationships with adults that they can trust and who respond to them. This is the foundation that they need to feel good about themselves and their being in the world, and secure enough to take pleasure in actively exploring and learning about themselves, people, and things around them. Children continually are learning communication and social skills. The way in which educators relate and interact with them and to other people is an important source of information about how they should communicate and interact with others. Therefore, these adults should relate to children in a positive way which responds to each child's individual needs and enables the child to develop the ability to relate in a similar positive way to others.

Children also need adults who actively teach them communication skills, by relating to them in ways which build upon their existing and emerging social and interactive communication skills, and by providing them with opportunities, and activities to exercise and develop these skills.

**The Nominated Supervisor and Educational Leader shall:**

- Guide professional development and practice to promote interactions with children that are positive and respectful.
- Establish practice guidelines to ensure that interactions with children are given priority and those interactions are authentic, just and respect difference.

**Educators and staff will:**

- Respond to children's communication in a just and consistent manner.
- Respond sensitively to children's attempts to initiate interactions and conversations.
- Initiate one to one interactions with children during daily routines and conversations with each child.
- Support children's efforts, assisting and encouraging as appropriate.
- Support children's secure attachment through consistent and warm nurturing relationships.
- Support children's expression of their thoughts and feelings.
- Encourage children to express themselves and show an interest and participate in what the child is doing
- Encourage children to make choices and decisions.
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- Acknowledge each child's uniqueness in positive ways
- Respect cultural differences in communication and consider alternative approaches to own.

**Role Modelling**

Educators model positive interactions when they:

- Show care, empathy and respect for children, educators and staff and families;
- Learn and use effective communication strategies; Remember - quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

- Quality Area 1 – Educational Program and Practice.
- Quality Area 2 – Children's health and safety
- Quality Area 5 – Relationships with children
- Quality Area 6 – Collaborative partnerships with families and communities Education and Care Services National Regulations (2012), Section 168

**Date of last review: February 2024**

**To be reviewed: January 2026**

## **CHILDREN'S INDIVIDUAL NEEDS POLICY**

### **Policy Statement**

Active Gamers Australia School Holiday Program will ensure that all children are catered for within the program plan.

### **Procedures**

**The staff have a responsibility to ensure that:**

- The children's program offers a balance of activities, ensuring flexibility and providing for child-initiated activities.
- Experiences are adapted to meet the needs of individual children.
- Planning for children focuses on strengths and interests and ways to extend and challenge existing skills for all children.
- Programming includes individual children's needs where possible and the needs of groups of children.
- Programming can be carried out to ensure individual needs are

met through diary admissions, children's evaluation, parent's evaluations, staff evaluations, question and answer time with children, interviews with children etc. All collections of evidence to support programming should be documented where possible.

- Support agencies may be used (with parental permission) to maximize the inclusion of all children into the service.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

- Quality Area 5 – Relationships with children

- Quality Area 6 – Collaborative partnerships with families

and communities Education and Care Services National

Regulations (2012), Section 168

**Date of last review: February 2024**

**To be reviewed: January 2026**

## **CHILD EVALUATION POLICY**

### **Policy Statement**

Active Gamers Australia School Holiday Program will ensure that all children are catered for within the program plan by regularly evaluating the child's wellbeing, development and learning.

### **Procedures**

#### **The staff have a responsibility to ensure that:**

- Evaluations assessing wellbeing, development and learning of children are regularly conducted.
- These evaluations are taken into consideration when developing the program
- Evaluations are documented in a way that is easily understood by educators, parents and children.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)



- Quality Area 1 – Educational Program and Practice.
- Quality Area 2 – Children’s health and safety.
- Quality Area 5 – Relationships with children.
- Quality Area 6 – Collaborative partnerships with families and communities. Education and Care Services National Regulations (2012), Section 168

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **DIVERSITY AND INCLUSION POLICY**

### **Policy Statement**

1. All children have equal access to equipment, resources and play equipment within the service.
2. The service will ensure that we provide section of all resources.
3. The service will incorporate awareness of diversity in its programs.
4. Our service environment will reflect the value of diversity.
5. The service may include children with high support needs, including children with physical disabilities, language, learning difficulties or health concerns.

### **Procedures**

**The staff team has the responsibility to ensure that:**

- They actively promote inclusion in their interactions with children, adults and other staff members.
- They encourage fairness in children’s play and recreation.
- Children are encouraged to participate in all experiences provided in the program.
- They acknowledge and value diversity.
- They encourage children to recognize discrimination and prejudice, and demonstrate ways to challenge it.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

- Quality Area 1 – Educational Program and Practice.
- Quality Area 2 – Children’s health and safety.
- Quality Area 5 – Relationships with children.
- Quality Area 6 – Collaborative partnerships with families and communities. Education and Care Services National Regulations (2012), Section 168

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **REDUCE BIAS AND PREJUDICE WITHIN OUR SERVICE POLICY**

### **Policy Statement**

1. Staff Respect and value each child as unique.
2. The programs will be free of any bias and prejudice.
3. Staff will guide children’s behaviour in a positive way.
4. Staff will create an environment that is inclusive of all children regardless of their background, religion, social status, race and abilities.

### **Procedures**

#### **The staff team has the responsibility to ensure that:**

They role model inclusive and respectful behaviour.

They help children to recognise prejudice and bias and understand the impact that prejudice and bias has on the person/child being prejudiced against.

They will interact with children, staff and parents without any bias or prejudice.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

- Quality Area 5 – Relationships with children

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **CELEBRATIONS AND FESTIVITIES POLICY**

### **Policy Statement**

The Active Gamers Australia School Holiday Program acknowledges that celebrations and festivals assist children to celebrate their own cultures and practices and learn about others.

### **Procedures**

**The Program Supervisor has the responsibility to ensure that**

- The program includes a range of experiences representing everyday life for the community we live in.
- Staff use the opportunities of holidays and festivals to teach children that not all people approach these times in the same way as others.
- Children are encouraged to celebrate festivities related to their culture or lifestyle with the group i.e. sharing information/resources related to event celebrated at home.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)  
– Quality Area 1 – Educational Program and Practice.  
- Quality Area 2 – Children’s health and safety  
- Quality Area 6 – Collaborative partnerships with families and communities. Education and Care Services National Regulations (2012), Section 168

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **CULTURAL INCLUSION AND RELIGIOUS BELIEFS POLICY**

## **Policy Statement**

1. Active Gamers Australia School Holiday Program is non-denominational and therefore does not teach religion to the children.
2. Active Gamers Australia School Holiday Program offers an approach to programming which is sensitive to all cultures, religions and ethnic groups.
3. Active Gamers Australia School Holiday Program provides materials which depict the multicultural and diverse society that we live in.
4. Staff encourage children to respect and value each other.
5. Staff are aware of the diverse family structures that are present within the service.

## **Procedures**

### **The staff team has a responsibility to ensure that:**

- Practices are reviewed to meet the individual needs of children where appropriate.
- Children's religious beliefs are catered for within the service where appropriate
- Materials used in the service are checked to ensure that they are reflective of the society we live in.
- The program models an attitude of value and respect for all cultures and religious practices.
- Children's needs and interests are responded to in a culturally sensitive way.
- Acknowledge and promote family diversity within the program.

## **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

- Quality Area 5 – Relationships with children.

- Quality Area 6 – Collaborative partnerships with families and communities. Education and Care Services National Regulations (2012), Section 168 Multicultural Resource Centre

Children's Services Resource and  
Development Officer VICSEG

## **RESOURCES AND EQUIPMENT POLICY**

### **Rational**

Active Gamers Australia School Holiday Program recognises that in order to effectively coordinate a service, safe and secure storage facilities need to be provided for the storage of the following items:

- Administration requirements including children's records
- First aid equipment
- Cleaning materials as well as other dangerous items.

### **Policy Statement**

Active Gamers Australia School Holiday Program believes that children should have access to a range of equipment which is developmentally appropriate, safe and well maintained.

A range of equipment will be provided to allow for a balanced program meeting the developmental, recreation needs and interests of all children.

### **Procedures**

**The Program Team Leader is responsible to ensure that:**

- All equipment purchased or donated to the service meets Australian Safety Standards.
- Staff check equipment regularly to ensure it is clean, complete and safe. Any equipment not meeting this standard will be removed from use and reported to the Management team.
- Staff check and maintain equipment cleanliness with routine cleaning of all materials that are often handled.
- Equipment and resources are stored in a safe and secure place.
- Staff instruct children in the proper use of equipment and resources.
- All equipment is checked for safety on a regular basis. Unsafe equipment is removed from use and disposed of or repaired.

**References:**

ACECQA National Quality Framework Resource Kit (2012)  
– Quality Area 3 – Physical Environment

**Date of last review:** August 2020

**To be reviewed:** January 2026

## **VIDEOS, TELEVISION, COMPUTERS, ELECTRONIC GAMES, MOBILE PHONE POLICY**

### **Policy Statement**

The Active Gamers Australia School Holiday Program is an extension of home and children's leisure time. Fundamental to our program is teaching children the importance of enjoying screen time in moderation and the benefits of balancing screen and non-screen based activities. Therefore screen-based activities such as watching movies or television, playing electronic games on computers or consoles, and use of handheld devices such as mobile phones and tablets will be offered as part of a balanced program of activities.

### **Video game suitability selection method**

Active Gamers Australia uses a number of resources to determine the suitability of gaming content for the school holiday program. In line with the eSaftey Commission's recommendations, we consult:

<https://www.common sense media.org/app-reviews>

<https://www.net-aware.org.uk/>

<http://www.classification.gov.au/Pages/Search.aspx>

<https://childrenandmedia.org.au/>

<https://raisingchildren.net.au/preschoolers/play-learning/media/video-games-apps>

Across the numerous rating organisations and methods, an individual title maybe recommended for differing ages. For example the popular game, 'Fortnite' is rated by Common sense media parents as 11+, common sense kids as 10+ but as 13+ by other classifiers. In these cases we individually assess game titles for their suitability for our group of participants and request parental permission for deference to the outcome of our assessment.

Game content suitability is rated against a number of criteria including positive messages, positive role models & representations, ease of play, violence, sex,

language, consumerism and drink, drugs & smoking and whether participants are allowed to play the game. We favour game content that has high ratings in the positive aspect categories.

## **Procedures**

**The staff team has the responsibility to ensure that:**

- Children do not engage in screen-based experiences during the other program sessions (such as physical activity sessions and meal times).
- The content of program and games is appropriate for all the children present. These activities are limited to C, G and PG ratings. Other ratings will be individually assessed by the service and parents for appropriateness. MA and R rates games and content will not be available in the program.
- The Parents / Families have the responsibility to ensure that: Children may bring electronic games from home into the programs with the consent of the Team Leader or Program Supervisor. All games brought from home must be of a G or PG rating. Program staff take no responsibility for games or devices brought to the program. They are the responsibility of the child. Staff are permitted to confiscate a game or device if deemed unsuitable and it will be returned to the parent upon collection of the child. All electronic games may only be used in combination with the programmed activities.

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **ITEMS FROM HOME POLICY**

### **Policy Statement**

The Active Gamers Australia School Holiday Program recognises that children sometimes bring their own materials, games to vacation care, however children are responsible for these items whilst at the service.

## **Procedures**

**The staff team has the responsibility to ensure that:**

- Children are encouraged to keep items from home in their bags when not using them to ensure they are safe and secure.
- Staff take no responsibility for items brought to the centre by children in care. Parents should only allow children to bring items if they are responsible for them and any loss or breakages.

**Date of last review: February 2024**

**To be reviewed: January 2026**

## **FACILITIES AVAILABLE POLICY**

### **Policy Statement**

Active Gamers Australia School Holiday Program is committed to complying with the space requirements identified in the National Standards Guidelines. This is essential for ensuring that children can use the space in a way that maximises their enjoyment of the activities in a safe manner.

The following space requirements will be provided as a minimum:

- Indoor space 3.25 square metres of unencumbered (clear) space per child.
- Outdoor space 7 square metres of useable play space per child.

### **Procedures**

**The Management has a responsibility to ensure that consideration is given to the following:**

- Indoors- provision of quiet areas, space for playing indoor games, and an area for sick children to be cared for under staff supervision.
- Outdoors –spaces for playing a variety of physical games under staff supervision that includes sun-smart considerations during summer months.
- Supervisors, leaders and staff design and maintain the area in a way that facilitates supervision of children
- The facilities are expanded as the service grows.



- Venue agreements are in place for areas the School Holiday Program has access to.
- Access to the facility will be guaranteed on all days unless prior notification is received whereby suitable alternative space is made available.
- Coordinator and staff to have access to rooms to set up the daily program at least half an hour prior to each session.
- An area will be identified for the storage of children's bags and belongings.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 3 – Physical Environment

– DHS – Implementation Guidelines for National Standards for Outside School Hours Care, May 1996

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **WORKING WITH FAMILIES**

The Active Gamers Australia School Holiday Program is committed to working with families in a collaborative manner in order to provide a high quality child care service that meets the needs of children, families and the community. Parent participation and communication is critical to the success of the service and its programs.

*“Services should provide for adequate parent and staff participation in the management and in the development of the services policies and programs.”*

Fascia, 2000

## **FAMILY INVOLVEMENT POLICY**

### **Policy Statement**

The Active Gamers Australia School Holiday Program actively encourages family

involvement in the development of the program and Management of the service.

## **Procedures**

### **The Management is responsible to ensure that:**

- Families are encouraged to participate in the programs when appropriate.
- If required family members have a Working with Children check / Police check, and any other relevant information prior to Families working within our programs.

### **The Program Team Leader has the responsibility to ensure that:**

- Formal Evaluations are conducted to allow families to have input into the future planning of the service.
- Informal evaluations of the service occur throughout the year.
- Parents are encouraged to attend the service to observe and participate with their child within the child's first program.
- Families are encouraged to participate in ways that acknowledge and value diversity.

### **The staff team has the responsibility to ensure that:**

- All family members names are known
- Family members are welcomed upon arrival.
- Families are treated with respect and their concerns are listened to and acted on in a quick manner

## **References:**

ACECQA National Quality Framework Resource Kit (2012)

Education and Care Services National Regulations (2012), Section 168

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **PARENTAL REQUESTS POLICY**

### **Policy Statement**

1. Staff will consider all requests from families in regard to their children.
2. Where a parental request cannot be fulfilled an explanation will be provided.

### **Procedures**

- Discussions will be held with families in regard to the benefits of the experiences provided to the children in the service.
- Developmental advantages and disadvantages are explained to families when a request is made regarding their child to enable them to make an informed decision.
- Respect is given to families in regard their right to make decisions on behalf of their child.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)  
Education and Care Services National Regulations (2012), Section 168

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **VISITORS TO THE CENTRE POLICY**

### **Policy Statement**

All visitors are required to report to a staff member and show identification if appropriate/available on entering any School Holiday Program venue.

### **Procedures**

**Staff are responsible to ensure that:**

- All visitors are approached and asked who they are and what the purpose of their visit is.
- All visitors will be asked to show some form of identification.

- All unauthorised visitor's are asked to leave the premises.
- Visitors are introduced to children if appropriate.
- Children are advised of the purpose of the visit.

**The Program supervisor and Program Team Leader are responsible to ensure that:**

- Staff are notified of the presence of any maintenance workers on site.

#### **References:**

ACECQA National Quality Framework Resource Kit (2012)

- Quality Area 7 Leadership and service management

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **COLLECTION OF CHILDREN POLICY**

#### **Rationale**

*"To ensure that a child is collected from a children's service by people who have the legal responsibility for caring for the child, it is important that child carers are aware of the different responsibilities that adults may have regarding a child.."*

DHS & Legal Aid (1999)

#### **Policy Statement**

All parents and authorised persons have access to Active Gamers Australia School Holiday Program and their children at all times, unless relevant Court Orders are held by the service that specify otherwise or permitting the parents entry would pose a risk to the safety of the children and staff

#### **Procedures**

**The staff have the responsibility to ensure that:**

- A copy of all court orders in relation to residence and specific issues orders must be provided to the service upon enrolment or as obtained by the parent/guardian. These documents will be attached to the child's records and treated confidentially.
- Parents need to notify the service of any changes to these

documents as soon as they occur.

- All parents/ Guardians need to show photo ID to staff upon collecting their children. All parents/Guardians must make sure ID is on them at all times, and must be prepared to show ID to collect their child.
- On enrolment parents are to provide the names of people who are allowed to have contact with their children, and who can collect them from the service. This is done to ensure the safety of all children.
- Staff members are to check the name on the photo ID against the list of approved persons to collect a child and sign the roll in completion. A person is not allowed to collect a child if they do not have ID, or if the ID does not match the authorisation list.
- If the supervisor cannot confirm that the person trying to collect the child is allowed to have access to the child, then the Team Leader will be notified immediately, and under the Team Leaders discretion the police may be contacted.
- A parent/guardian must be over 16 years of age to sign a child out. Older siblings who are not 16 years or over are not able to sign a child out.
- Regulations allow a child to sign themselves out with written parental permission. Active Gamers Australia policy is that all guardians that sign a child out of a service must be over the age of 16 years. No child is able to sign themselves out, even with parental permission.

**Parents have a responsibility to ensure that:**

- The service is provided with a copy of all current court orders in relation to their child.
- The Program Team Leader is notified if there are any changes to these orders as soon as they occur.

**References:**

ACECQA National Quality Framework Resource Kit (2012)  
– Quality Area 1 – Educational Program and Practice.  
- Quality Area 2 – Children's health and safety  
- Quality Area 6 – Collaborative partnerships with families and communities  
Education and Care Services National Regulations (2012).

## **ARRANGEMENTS OF THE DELIVERY AND COLLECTION OF CHILDREN**

### **Policy Statement**

The personal safety and security of children while at the service is of primary importance. To ensure this safety, the service will provide a safe and secure environment for the delivery and collection of children.

### **Procedures**

**The Program Team Leader has a responsibility to ensure that:**

- All children being dropped off at a venue are greeted by a staff member and that a staff member informs the parent(s)/guardian(s) aware of any new developments in the daily program that they need to be aware of, including the reminding of excursion days coming up.
- The staff member needs to make sure parent(s)/guardian(s) are aware of the correct method in which they need to sign their child/children in using the School Holiday Program daily sign in sheet.
- All parent(s)/guardian(s) will need to be able to provide photo identification when asked, upon collection of the child. Without photo identification the child cannot be collected from the program.
- All children upon collection, will be signed out using the School Holiday Program daily sign in sheet. Staff will witness this and initial they have witnessed the parent/guardian signing the child out.
- At any time, a parent(s)/guardian(s) is unable to collect a child, and an emergency contact is called to come and collect. The emergency contact must show photo proof of identity to staff upon request.
- Routine head counts will be carried out throughout the day and rolls will be called and marked on at least two occasions over the day.
- The Program Team Leader will notify supervisors if Administration has made them aware of any changes to an enrolment or if a child is ill or has changed a day that they are attending.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

- Quality Area 2 – Children’s health and safety
  - Quality Area 6 – Collaborative partnerships with families and communities
- Education and Care Services National Regulations (2012)

**Date of last review: April 2024**

**To be reviewed: April 2026**

## **CHILD SAFE ENVIRONMENT**

### **Policy Statement**

Our Service is committed to the safety, wellbeing and support of all children and young people. Our Educators and staff will treat all children with the utmost respect and understanding.

Our Service believes that:

- Children are capable of the same range of emotions as adults.
- Children’s emotions are real and need to be accepted by adults.
- A reaction given to a child from an adult in a child’s early stages of emotional development can be positive or detrimental depending on the adult’s behaviour.
- Children, who preserve, enhance and better understand their body’s response to an emotion are more able to predict the outcome from a situation, evade them or ask for help.

National Quality Standard (NQS)

Quality Area 2: Children’s Health and Safety		
2.2	Safety	Each child is respected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.
2.2.3	Child Protection	Management, Educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
84	Awareness of child protection law
273	Course in child protection

Related Policies

## Child Protection Policy

### Purpose

All Educators and staff are committed to identifying possible risk and significant risk of harm to children and young people at the Service. We comprehend our duty of care responsibilities to protect children from all types of abuse and always adhere to our legislative obligations.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our Service will perform proficiently and act in the best interest of the child, assisting them to develop to their full potential in a secure and caring environment by:

- Promoting the safety of children.
- Preventing child abuse.
- Ensuring effective processes are in place to respond to and report allegations of child abuse.
- Creating and maintaining a child safe environment under the National Quality Standard.

### Scope

This policy applies to children, families, educators, staff and visitors of the Service.

### What is abuse ?

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident, or can be a number of different incidents that take place over time.

Abuse can be classified into seven types:

1. Physical abuse
2. Sexual abuse
3. Grooming
4. Emotional or psychological harm
5. Neglect
6. Family violence
7. Children exhibiting inappropriate sexual behaviour.

### Definitions

Maltreatment refers to non-accidental behaviour towards another person, which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or unintentional and include acts of omission and commission. Specifically abuse refers to acts of commission and neglect acts of omission. Note that in practice the terms child abuse and child neglect are used more frequently than the term child maltreatment.

Significant Harm refers to circumstances causing concern for the safety, welfare and wellbeing of a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent.

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing.

Reasonable grounds refers to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- First hand observation of the child or family.
- What the child, parent or other person has disclosed.
- What can reasonably be indirect based on observation, professional training and/ or experience that causes the mandated reported to believe the child has been abused



- or is likely to be abused.
- Signs of physical or sexual abuse leading to the belief that the child has been abused.

Failure to disclose refers to the failure of a mandated reporter who has reasonable belief that a child under 16 has had a sexual offence committed to them by an adult to make a report to the police.

Failure to protect refers to a person of authority in the organisation who has the power or responsibility, but who negligently fails to reduce or remove the threat of substantial risk of child sexual abuse.

Mandatory Reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In NSW, mandatory reporting is regulated by Children and Young Persons (Care and Protection) Act 1998 (the Care Act).

### **Mandatory Reporters**

Mandatory reporters are people who deliver the following services, wholly or partly, to children as part of their paid or professional work. Under the act mandated reporters include:

- Doctors
- Nurses
- Teachers (including early childhood teachers)
- School principals
- Police

According to the act mandated reporters (including people employed in children's services and unpaid managers of these services) must make reports if they form a belief based on reasonable grounds that a child is in need of protection because:

- The child's basic physical or psychological needs are not being met or are at risk of not being met.
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care.
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education.
- The child has been, or is at risk of being physically or sexually abused or ill-treated.
- The child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm.
- The parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm.

To form a belief the reporter must be aware of matters that lead them to reasonably believe that a child is in need of protection.

### **Indicators of Abuse**

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs which assist in recognising harm to children are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect. However a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out

specifically what is causing the stress. Abuse and neglect can be single incidents or ongoing, and may be intentional or unintentional.

### **Physical Child Abuse**

Physical child abuse is the non-accidental infliction of physical injury or harm of a child.

Examples of physical abuse may include beating, shaking or burning, assault with implements and female genital mutilation.

Indicators of physical child abuse

Physical indicators of physical child abuse include (but are not limited to):

- Evidence of physical injury that would not likely be the result of an accident.
- Bruises or welts on facial areas and other areas of the body, e.g. back, bottom, legs, arms and inner thighs.
- Burns from boiling water, oil or flames or burns that show the shape of the object used to make them, e.g. iron, grill, cigarette.
- Fractures of the skull, jaw, nose and limbs, especially those not consistent with the explanation offered, or the type of injury possible at the child's age of development.
- Cuts and grazes to the mouth, lips, gums, eye area, ears and external genitalia.
- Bald patches where hair has been pulled out.
- Multiple injuries, old and new.
- Effects of poisoning.
- Internal injuries.

Behavioural indicators of physical child abuse include (but are not limited to): In an infant or toddler:

Self-stimulatory behaviours, for example, rocking, head banging.

- Crying excessively or not at all.
- Listless and immobile and/or emaciated and pale.
- Exhibits significant delays in gross motor development and coordination.
- Their parent/carer is unresponsive or impatient to child's cues and unreceptive to support.

In all children:

- Disclosure of physical abuse, e.g. by child, friend, family member.
- Inconsistent or unlikely explanation for cause of injury.
- Wearing clothes unsuitable for weather conditions to hide injuries.
- Wariness or fear of a parent, carer or guardian and reluctance to go home.
- Unusual fear of physical contact with adults.
- Fear of home, specific places or particular adults.
- Unusually nervous, hyperactive, aggressive, disruptive and destructive to self and/or others.
- Overly compliant, shy, withdrawn, passive and uncommunicative.
- Change in sleeping patterns, fear of the dark or nightmares and regressive behaviour, e.g. bed-wetting.
- No reaction or little emotion displayed when being hurt or threatened.
- Habitual absences from the Service without reasonable explanation, where regular attendance is expected.
- Complaining of headaches, stomach pains or nausea without physiological basis, poor self-care or personal hygiene.

### **Child Sexual Abuse**

Child sexual abuse is when a person uses power or authority over a child to involve them in a sexual

activity.

This can include a wide range of physical and non-contact sexual activity

- Physical sexual contact:
  - Kissing or fondling a child in a sexual way
  - Masturbation
  - Fondling the child's genitals
  - Oral sex
  - Vaginal or anal penetration by a penis. Finger or other object
- Exposure of the child to pornography
- Non-contact offences:
  - Talking to a child in a sexually explicit way
  - Sending sexual messages or emails to a child
  - Exposing a sexual body part to a child
  - Forcing a child to watch a sexual act including showing pornography to a child
  - Having a child pose or perform in a sexual manner (including child sexual exploitation)
  - Grooming or manipulation

Child sexual abuse does not always involve force. In some circumstances a child may be manipulated into believing that they have brought the abuse on themselves, or that the abuse is an expression of love through a process of grooming.

Any child can be victim of sexual abuse, however children who are vulnerable, isolated and/or have a disability are disproportionately abused and are much more likely to become a victim.

Indicators of child sexual abuse

Physical indicators of child sexual abuse include (but are not limited to):

- Injury to the genital or rectal area, e.g. bruising, bleeding, discharge, inflammation or infection.
- Injury to areas of the body such as breasts, buttocks or upper thighs.
- Discomfort in urinating or defecating.
- Presence of foreign bodies in the vagina and/or rectum.
- Sexually-transmitted infections.
- Frequent urinary tract infections.

In all children, infants and toddlers:

- Disclosure of sexual abuse, e.g. by child, friend, family member.
- Drawings or descriptions of stories that are sexually explicit and not age-appropriate.
- Persistent and age-inappropriate sexual activity, e.g. excessive masturbation or rubbing genitals against adults.
- Wariness or fear of a parent, carer or guardian and reluctance to go home.
- Unusual fear of physical contact with adults.

- Change in sleeping patterns, fear of the dark or nightmares and regressive behaviour, e.g. bed-wetting.
- Wearing clothes unsuitable for weather conditions to hide injuries.
- Unusually nervous, hyperactive, aggressive, disruptive and destructive to self and/or others.
- Exhibits significant delays in gross and fine motor development and coordination.
- Overly compliant, shy, withdrawn, passive and uncommunicative.
- Fear of home, specific places or particular adults.
- Poor self-care or personal hygiene.
- Complaining of headaches, stomach pains or nausea without physiological basis.

#### Child sexual exploitation

Child sexual exploitation is also a form of sexual abuse where offenders use their power, (physical, financial or emotional) over a child to sexually or emotionally abuse them.

It often involves situations and relationships where young people receive something (food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money etc.) in return for participating in sexual activities.

Child sexual exploitation can occur in person or online, and sometimes the child may not even realise they are a victim.

#### Grooming

Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later time. Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.

Sometimes it is hard to see when someone is being groomed until after they have been sexually abused, because some grooming behaviour can look like "normal" caring behaviour.

Examples of grooming behaviours may include:

- Giving gifts or special attention to a child or their parent or carer (this can make a child or their parent feel special or indebted).
- Controlling a child (or that child's parents) through threats, force or use of authority (this can make a child or their parent fearful to report unwanted behaviour).
- Making close physical contact or sexual contact, such as inappropriate tickling and wrestling.
- Openly or pretending to accidentally expose the victim to nudity, sexual material and sexual acts (this in itself is classified as child sexual abuse but can also be a precursor to physical sexual assault).

#### Indicators of grooming

Behavioural indicators that a child may be subject to grooming include (but are not limited to):

- Developing an unusually close connection with an older person.
- Displaying mood changes (hyperactive, secretive, hostile, aggressive, impatient, resentful, anxious, withdrawn, and depressed).
- Using street/different language; copying the way the new 'friend' may speak; talking about the new 'friend' who does not belong to his/her normal social circle.
- Possessing gifts, money and expensive items given by the 'friend'.
- Being excessively secretive about their use of communications technologies, including social media.
- Being dishonest about where they've been and whom they've been with.

#### Emotional Abuse

Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by

threats, or by witnessing family violence.

It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person, to the extent that the child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health. Emotional abuse may occur with or without other forms of abuse.

Indicators of emotional abuse

Physical indicators of emotional abuse include (but are not limited to):

- Language delay, stuttering or selectively being mute (only speaking with certain people or in certain situations).
- Delays in emotional, mental or physical development.

Behavioural indicators of emotional abuse include (but are not limited to):

In all children, infants and toddlers:

- Overly compliant, passive and undemanding behaviour.
- Extremely demanding, aggressive and attention-seeking behaviour or anti-social and destructive behaviour.
- Low tolerance or frustration.
- Poor self-image and low self-esteem.
- Unexplained mood swings, depression, self-harm.
- Behaviours that are not age-appropriate, e.g. overly adult, or overly infantile.
- Exhibits significant delays in gross and fine motor development and coordination.
- Poor social and interpersonal skills.
- Violent drawings or writing.
- Lack of positive social contact with other children.

### **Neglect**

Neglect includes a failure to provide the child with:

- An adequate standard of nutrition
- Medical care
- Clothing
- Shelter
- Supervision

To the extent that the health or physical development of the child is significantly impaired or placed at serious risk.

In some circumstances the neglect of a child:

- Can place the child's immediate safety and development at serious risk.
- May not immediately compromise the safety of the child, but is likely to result in longer term cumulative harm.

This includes low-to-moderate concerns for the wellbeing of a child, such as:

- Concerns due to conflict within a family.
- Parenting difficulties.
- Isolation of a family or a lack of apparent support.

Both forms of neglect must be responded to via the Four Critical Actions for Early Childhood Services.

### **The Four Critical Actions**

ACTION 1. Immediate response to an incident.

ACTION 2. Reporting and consulting.

ACTION 3. Contact parents if appropriate.

ACTION 4: Ongoing support.

## Indicators of neglect

Physical indicators of neglect include (but are not limited to):

- Appearing consistently dirty and unwashed.
- Being consistently inappropriately dressed for weather conditions.
- Being at risk of injury or harm due to consistent lack of adequate supervision from parents.
- Being consistently hungry, tired and listless.
- Having unattended health problems and lack of routine medical care.
- Having inadequate shelter and unsafe or unsanitary conditions.

Behaviour indicators of neglect include (but are not limited to):

In all children, infants and toddlers:

- Being left with older children or persons who could not reasonably be expected to provide adequate care and protection.
- Gorging when food is available or inability to eat when extremely hungry.
- Begging for, or stealing food.
- Appearing withdrawn, listless, pale and weak.
- Aggressive behaviour, irritability.
- Little positive interaction with parent, carer or guardian.
- Indiscriminate acts of affection and excessive friendliness towards strangers.
- Exhibits significant delays in gross and fine motor development and coordination.
- Poor, irregular or non-attendance at the Service (where regular attendance is expected).
- Refusal or reluctance to go home.
- Self-destructive behaviour.
- Taking on an adult role of caring for parent.

## Family Violence

Family violence is behaviour towards a family member that may include:

- Physical violence or threats of violence.
- Verbal abuse, including threats.
- Emotional or psychological abuse.
- Sexual abuse.
- Financial and social abuse.

A child's exposure to family violence constitutes child abuse. This exposure can be very harmful and may result in physical harm and long-term physical, psychological and emotional trauma. Action must be taken to protect the child, and to mitigate or limit their trauma.

Research shows that during pregnancy and when families have very young babies:

- There is an increased risk of family violence.
- Pre-existing family violence may increase in severity.
- There is an opportunity for intervention as families are more likely to have contact with services.

The longer that a child experiences or is exposed to family violence, the more harmful it is.

## Family violence in Aboriginal and Torres Strait Islander communities

In identifying family violence in Aboriginal and Torres Strait Islander communities it is important to recognise that:

Aboriginal and Torres Strait Islander family violence may relate to relationships that aren't captured by the Western nuclear family model (e.g. grandparents, uncles and aunts, cousins

and other community and culturally defined relationships).

Aboriginal and Torres Strait Islander family violence can also include cultural and spiritual abuse.

Perpetrators of Aboriginal and Torres Strait Islander family violence may not be Aboriginal and Torres Strait Islander people.

Aboriginal and Torres Strait Islander family violence occurs in a historical context of colonisation, dispossession, and the loss of culture. This has resulted in the breakdown of kinship systems and of traditional law, racism, and previous government policies of forced removal of children from families. However, this should never detract from the legitimacy of the survivor's experience of violence, or your obligation to report and respond to any suspected family violence.

#### Indicators of family violence

Physical indicators of family violence may include (but are not limited to):

- Speech disorders.
- Delays in physical development.
- Failure to thrive (without an organic cause).
- Bruises, cuts or welts on facial areas, and other parts of the body including back, bottom, legs, arms and inner thighs.
- Any bruises or welts (old or new) in unusual configurations, or those that look like the object used to make the injury (such as fingerprints, handprints, buckles, iron or teeth).
- Internal injuries.

Behavioural indicators of family violence may include (but are not limited to): In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging.
- Crying excessively or not at all.
- Listless and immobile and/or emaciated and pale.
- Exhibits significant delays in gross motor development and coordination.

In all children, infants and toddlers:

- Violent/aggressive behaviour and language.
- Depression and anxiety.
- Appearing nervous and withdrawn, including wariness of adults.
- Difficulty adjusting to change.
- Developmentally inappropriate bedwetting and sleeping disorders.
- Extremely demanding, attention-seeking behaviour.
- Participating in dangerous risk-taking behaviours to impress peers.
- Overly compliant, shy, withdrawn, passive and uncommunicative behaviour.
- 'Acting out', such as cruelty to animals.
- Demonstrated fear of parents, carers or guardians, and of going home.
- Complaining of headaches, stomach pains or nausea without physiological basis.

### **Inappropriate Sexual Behaviour**

Inappropriate sexual behaviour includes:

#### Problem sexual behaviour

Problem sexual behaviour is the term used to describe concerning sexual behaviour exhibited by children under the age of 10 years. Children under 10 years are deemed unable

to consent to any form of sexual activity and cannot be held criminally responsible for their behaviour.

#### Sexually abusive behaviour

Sexually abusive behaviour is the term used to describe concerning sexual behaviour by children aged 10 years or older and under 15 years of age. A child is considered to exhibit sexually abusive behaviour when they have used power, authority, or status to engage another party in sexual activity that is unwanted or the other party is unable to give consent. A child who engages in sexually abusive behaviour may be in need of therapeutic treatment. It may also be an indicator that the child has been or is being sexually abused by others.

Sexually abusive behaviour may amount to a sexual offence. A sexual offence includes rape, sexual assault, indecent acts and other unwanted sexualised touching, all of which are offences under the *Crimes Act 1958*.

It may be difficult to determine the nature of children's sexual behaviour, including whether the behaviour:

- Constitutes a sexual offence
- Is indicative of any underlying abuse

Most critically the 'Four Critical Actions for Early Childhood Services: Responding to Incidents, Disclosures or Suspicions of Child Abuse' will be followed if:

- You witness an incident, receive a disclosure or form a reasonable suspicion that a child has engaged in inappropriate sexual behaviour, even if you're not sure (these actions will support you to report to Police).
- A child's inappropriate sexual behaviour leads you to form a reasonable belief that the child may be subject to abuse.

#### Implementation

Our Service opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. To ensure best practice, all Responsible persons will attend approved Child Protection training certified by a registered training organisation. Responsible persons will continue to keep up to date, by completing Child Protection Awareness Training at regular intervals, ensuring they keep up to date with their current responsibilities as Mandatory Reporters.

#### Management/Nominated Supervisor will ensure:

The Nominated Supervisor of the Service and any certified supervisor in day-to-day charge of the Service have successfully completed a course in child protection approved by the Regulatory Authority.

- All employees are:
  - Clear about their roles and responsibilities regarding child protection.
  - Aware of their requirements to immediately report cases where they believe a child is at risk of significant harm to the appropriate authority.
  - Aware of the indicators showing a child may be at risk of harm or significant risk of harm.
- To provide training and development for all educators and staff in child protection.
  - All new staff including casuals, need to:
    - read Child Protection Policy: Responding to and reporting students at risk of harm



- read the Child Protection Policy Guidelines: Responding to and reporting students at risk of harm

All staff must complete:

- Child Protection Awareness Training (induction) when commencing their role, and
  - annual mandatory child protection training (Child Protection Update) every year.
- To provide Educators and staff with a reporting procedure and professional standards to safeguard children and protect the integrity of Educators and staff.
  - To validate a Working with Children Check for all Educators and staff unless the person meets the criteria for exemption from a WWCC.
  - To provide access to relevant acts, regulations, standards and other resources to help Educators and staff meet their obligations.
  - Records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy.
  - To notify the Child Protection Services within 30 days of becoming aware of any allegations and convictions for abuse or neglect of a child made against an employee and ensure they are investigated and appropriate action taken.
  - To notify Child Protection Services of details of employees against whom relevant disciplinary proceedings have been completed or people whose employment has been rejected because of a risk identified in employment screening processes.
  - To notify the regulatory authority as soon as practicable of any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring whilst the child is being educated and cared for by the Service.
  - To notify the regulatory authority as soon as practicable of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.

### **Accusations against Educators or other Staff**

Accusations of abuse or suspected abuse against Educators, staff members, the Nominated Supervisor and/or Approved Provider are treated in the same way as allegations against other people. Reports will be made to the Child Protection Helpline where a child is at risk of significant abuse by a person at the Service. If the Nominated Supervisor is involved in the abuse then the Approved Provider or most senior Educator will assist in notifying the Child Protection Helpline. Where the offence requires immediate police action, the police will be called on 000.

Educators will:

- Be able to recognise indicators of abuse.
- Respect what a child discloses, taking it seriously and follow up their concerns.
- Allow children to be part of decision-making processes where appropriate.
- Comprehend they are mandatory reporters under the legislation and report any situation where they believe on reasonable grounds a child is at risk of significant harm to the Police on 000.
- Be able to contact the Department of Communities and Justice (NSW) or Child protection (ACT)
- Reporting risk of significant harm. Any member of the community, including mandatory reporters, who suspect, on reasonable grounds, that a child or young person is at risk of significant harm should report their concerns to the Child

Protection Helpline. Mandatory reporters should telephone 133 627.

- Contact the police on 000 if there is an immediate danger to a child and intervene instantly if it is safe to do so.
- Promote the welfare, safety and wellbeing of children at the Service.
- Prepare precise records recording exactly what happened, conversations that took place and what you observed to contribute to the investigations of abuse or suspected abuse by the local Child Protection service, or dealings with referral agencies.
- Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people.

### **Documenting a Suspicion of Harm**

If Educators have concerns about the safety of a child they will:

- Record their concerns in a non-judgmental and accurate manner as soon as possible.
- Record his or her own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).
- Not endeavour to conduct their own investigation.
- Document as soon as possible so that the details are accurately apprehended including:
  - Time, date and place of the suspicion.
  - Full details of the suspected abuse.
  - Date of report and signature.

### **Documenting a Disclosure**

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.

When receiving a disclosure of harm the Service will:

- Remain calm and find a private place to talk.
- Reassure the child or young person it is right to tell.
- Let the child or young person take his or her time.
- Let the child or young person use his or her own words.
- Accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult.
- Not promise to keep a secret.
- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe.
- Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries.
- Not attempt to conduct their own investigation or mediate an outcome between the parties.
- Document as soon as possible so the details are accurately captured including:
  - Time, date and place of the disclosure.
  - Record 'word for word', what happened and what was said, including anything they said and any actions that have been taken.
  - Date of report.

- Signature.
- Do not confront the perpetrator.

#### Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the complaint should not inform the person they have made the complaint about. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

#### Protection for reporters

Reports made to Child Protection Services are kept confidential. However, a law enforcement agency may access the identity of the reporter if this is needed in connection with the investigation of an alleged serious offence against a child. If the report is made in good faith:

- It does not constitute unprofessional conduct or a breach of professional ethics.
- The reporter cannot be held legally liable.
- The reporter is not liable for the eventual outcome of any investigation.

#### Confidentiality for reporters

Under current legislation, confidentiality is provided for reporters, and prevents the name or any information likely to lead to the identification of the reporter to be disclosed unless in very specific circumstances.

The identity of the reporter must remain confidential unless:

- The reporter chooses to inform the child or family of the report.
- The reporter consents in writing to their identity as the reporter being disclosed.
- A court or tribunal decides it need this information in order to ensure the safety and wellbeing of the child.
- A court or tribunal decides that in the interests of justice the evidence needs to be given.

#### **Breach Of Child Protection Policy**

All Educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

- Does something that a reasonable person in that person's position would not do in a particular situation.
- Fails to do something that a reasonable person in that person's position would do in the circumstances.
- Acts or fails to act in a way that causes harm to someone the person owes a duty of care.

#### **Managing a Breach in the Child Protection Policy**

Management will investigate the breaches in a fair, unbiased and supportive manner by:

- Discussing the breach with all people concerned will be advised of the process.
- Giving the educator the opportunity to provide their version of events.
- Documenting the details of the breach, including the versions of all parties and the outcome will be recorded.
- Ensuring the matters in relation to the breach are kept confidential.
- Approaching an appropriate outcome which will be decided based on evidence and discussion.

### Outcome of a Breach in Child Protection Policy

Depending on the nature of the breach outcomes may include:

- Emphasising the relevant element of the child protection policy and procedure.
- Providing closer supervision.
- Further education and training.
- Facilitating between those involved in the incident (where appropriate).
- Disciplinary procedures if required.
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

### Reportable Conduct Scheme (NSW)

The NSW Reportable Conduct Scheme monitors how organisations investigate and report on allegations of certain conduct towards children

The scheme details the responsibilities of the 'head' of the 'relative entity' in dealing with issues relating to misconduct in a care service. This includes:

- reportable allegations
- reportable convictions
- responses to, and investigations, of reportable allegations
- submitting reports and documents

<https://ocg.nsw.gov.au/organisations/reportable-conduct-scheme/how-scheme-works#section-target-1>

Reporting Authority	Report portal / Contact Details
For child wellbeing referral in NSW, make a submission to the Department of Communities and Justice's Child Story portal	<a href="https://reporter.childstory.nsw.gov.au/s/">https://reporter.childstory.nsw.gov.au/s/</a>
For child wellbeing referral in ACT, make a submission to ACT Child Protection	<a href="https://www.act.gov.au/community/child-protection-and-youth-justice/report-child-abuse-or-neglect">https://www.act.gov.au/community/child-protection-and-youth-justice/report-child-abuse-or-neglect</a>
Reporting risk of significant harm. Any member of the community, including mandatory reporters, who suspect, on reasonable grounds, that a child or young person is at risk of significant harm should report their concerns to the Child Protection Helpline.	Mandatory reporters should telephone 133 627 (NSW)  Office of the Children's Guardian 132 111 (NSW)
Mandatory/Protective Report Contact your local Child Protection service provider immediately ACT	For After Hours Child Protection Emergency Services call 1300 556 729 (ACT)

### Safety in the online environment

Online technologies are constantly changing which presents significant challenges for services, parents and carers. Online behaviour needs to be addressed in the policy to promote child safety.

### **Promoting a culture of online safety for all children**

- The Active Gamers program runs information sessions for children twice weekly on the subject of cybersafety, these:
  - Inform children about appropriate use of the services technology, safety tools and how to seek help and report concerns including cyberbullying and online grooming.
  - Keep up to date with current online safety issues and expert information from specialist government and non-government bodies including the Office of the e-Safety Commissioner
  - Inform children about appropriate use of Xbox and PC accounts
  - Inform students about online safety risks, including:
    1. cyberbullying and trolling
    2. invasion of privacy or digital surveillance
    3. inappropriate sharing of images
    4. phishing, harvesting of personal information or data theft
    5. identity theft
    6. malevolent software (malware)
    7. offensive images and messages
    8. age-inappropriate online content
    9. impersonation/catfishing
    10. grooming.
  - Outline acceptable use of personal devices for students.
  - Use filtering software on school-based devices.
  - Advise children on how they can seek help from a trusted adult if they are exposed to inappropriate imagery or content that upsets them.
- The service ensures that only age-appropriate digital content is available for children, using a combination of digital account controls and Educator active supervision.
- Educators supervise online activity and respond to breaches of the online policies and procedures with appropriate consequences.

### **Sources**

- Australian Children's Education & Care Quality Authority 2014.
- Children's Guardian Regulation 2022. Children and Young Persons (Care and Protection) Act 1998
- Guide to the Education and Care Services National Law.
- Education and Care Services National Regulations.
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- <https://ocg.nsw.gov.au/organisations/reportable-conduct-scheme>
- Reporting abuse and neglect. <https://aifs.gov.au/cfca/publications/reporting-abuse-and-neglect>
- <https://aifs.gov.au/publications/families-policy-and-law/14-mandatory-reporting-laws>
- Office of the e-Safety Commissioner

## **CHILD PROTECTION POLICY**

### **Rationale**

*“Children have the right to protection from physical, emotional, verbal and sexual abuse and neglect” FACS 2000. “Children have the right to be physically and emotionally safe at all times” (Responding to abuse – DHS July 2003)* Staff working with children take on a duty of care to ensure that all children are safe from harm.

### **Policy Statement**

The Active Gamers Australia School Holiday Program is committed to supporting the health and well-being of all children and staff at the School Holiday Program. The health and welfare of all children and staff in the School Holiday Program is paramount. The service will act on behalf of children to protect their rights to safety and security in accordance with Section 64 of the Children and Young Persons Act 1989.

*“From a child protection perspective, using the term ‘harm’ instead of ‘abuse’ helps to focus on the effects on the child rather than the actions of the adult. This distinction becomes important when undertaking an assessment of the child’s ongoing safety and wellbeing, as well as the parents’ capacity to protect the child.” (Responding to Abuse – DHS July 2003)*

### **What is Child Abuse?**

An act by parents/guardians which endangers a child or young person’s (a person under seventeen years of age) physical or emotional health and well-being.

- **Physical harm** – is a non-accidental injury to a child by a parent/guardian. The injury may take the form of bruising, cuts, burns or fractures.
- **Sexual harm** – when an adult, someone bigger and/or older than the child uses power, authority or force over the child to involve him/her in sexual activity. Including fondling the child’s genitals, masturbation, oral sex, vaginal or anal penetration by a penis, finger or other object or exposing pornography to the child.
- **Emotional harm** – when a child is repeatedly rejected or frightened by threats, involving name-calling, being put down or continual

coldness from the parent/guardian to the extent it has an effect on the child's physical and emotional growth and development.

- **Neglect** – the failure to provide the basic necessities to the child such as food, clothing, shelter, supervision to the extent that the child's health and development are at risk.

Staff receive briefings on reporting suspected harm of a child. This helps staff when a child or person known to the child discloses harm to the child and what to do if they notice unusual behaviour of a child of that age.

School Holiday Program staff are mandated to report suspected harm of a child. If staff suspect harm of a child they are to contact the Responsible Person/Nominated supervisor, who will support the member of staff in reporting the suspected harm.

## Helping the Child

If a child discloses that they have been abused it is paramount that the staff member remains calm and supportive of the child. It is important to not ask the child any questions, but to listen actively to the child. At the earliest convenience the staff member is to report the disclosure to the supervisor, and the Responsible Person/Nominated supervisor who will then support the staff member in making a report to child protection.

## Procedure

### In cases of actual or suspected child harm:

1. Any case of actual or suspected harm is reported **immediately to the Program Supervisor /Team Leader.**
2. Detailed records of staff concern to be kept with specific details of incidents, injuries, suspicions, conversations with child / parent / others and any other relevant information. You can never keep too much information.
3. The Program Supervisor will help staff to make a report to Child Protection.
4. A step by step guide to making a report to Child Protection

<b>Step 1 Responding to concerns</b>	<b>Step 2 Forming a Belief on Reasonable Grounds</b>	<b>Step 3 Making a referral to Child Protection Services</b>	<b>Step 4 Making a report to Child Protection</b>
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<p>If your concerns relate to a child in need of immediate protection; or you have formed a belief that a child is at significant harm</p> <p><b>Go to Step 4</b></p> <p>If you have significant concerns that a child and their family need a referral to child protection services</p> <p><b>Go to step 3</b></p> <p>In all other situations</p> <p><b>Go to step 2</b></p>	<p>Consider the level of immediate danger to the child. As yourself Have I formed a belief that the child has suffered or is at risk of suffering significant harm?</p> <p><b>YES/NO</b></p> <p>Am I in doubt about the child's safety and the parent's ability to protect the child?</p> <p><b>YES/NO</b></p> <p>If answered yes to a) or b)</p> <p><b>Go to step 4</b></p> <p>If you have significant concerns that a child and their family need a referral to Child First for family services</p> <p><b>Go to Step 3</b></p>	<p>For child wellbeing referral in NSW, make a submission to the Department of Communities and Justice's Child Story portal:</p> <p><a href="https://reporter.childstory.nsw.gov.au/s/">https://reporter.childstory.nsw.gov.au/s/</a></p> <p>In the ACT:</p> <p><a href="https://www.act.gov.au/communitiy/child-protection-and-youth-justice/report-child-abuse-or-neglect">https://www.act.gov.au/communitiy/child-protection-and-youth-justice/report-child-abuse-or-neglect</a></p> <p>Have notes ready with your observations and child and family details.</p>	<p>Mandatory/Protective Report</p> <p>Contact your local Child Protection service provider immediately</p> <p><b>For After Hours Child Protection Emergency Services call 1300 556 729 (ACT) or Office of the Children's Guardian 132 111 (NSW)</b></p> <p>Have notes ready with your observations and child and family details.</p>
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### References:

ACECQA National Quality Framework Resource Kit (2012) - Quality Area 2 – Children's health and safety  
 Education and Care Services National Regulations (2012).

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **COMMUNICATION POLICY**

### **Rational**

The role of the family in Active Gamers Australia School Holiday Program is paramount to its success and outcomes for children. Family members have a great deal of knowledge about their child which can be shared with the service. Open and effective communication between staff and families is



encouraged at all times. Staff encourage communication on a regular basis by greeting parents/guardians upon arriving and collecting their child.

### **Policy Statement**

Active Gamers Australia School Holiday Program will provide information to families on a regular basis via a range of methods which may include: newsletter, notice boards and face to face communication with staff.

### **Procedures**

#### **The Program Team Leader is responsible to ensure that:**

All new families will be able to access a copy of the Active Gamers Australia School Holiday Program Family Handbook upon confirmation of their first booking with the program.

- All families will be provided with a copy of the Active Gamers Australia School Holiday Program Handbook upon request.
- Newsletters and notices are issued to families, as they become available.
- The Program Team Leader is available to discuss programs and activities at any time.

#### **The staff team has the responsibility to ensure that:**

- Parents are requested to read the notice boards and programs plan displayed at the service in order to keep informed of activities at the service.
- Families wishing to discuss matters of a more confidential nature are encouraged to make an appointment with the Program Supervisor or Team Leader.
- They initiate and facilitate regular communication with parents/guardians.
- Parents are provided with feedback regarding their children's progress.
- All communication occurs in a respectful and courteous manner.

#### **Families have a responsibility to ensure that:**

- Staff are notified of any relevant information about their child's health, development and personal/family matters.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

Education and Care Services  
National Regulations (2012).

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **HEALTH AND SAFETY**

The Health and Safety of the children, staff and families of the service is paramount. Active Gamers Australia School Holiday Program will ensure that the Health and Safety needs of all concerned are met.

## **INCIDENT INJURY AND TRAUMA POLICY**

### **Policy Statement**

Active Gamers Australia will plan for and respond effectively to accidents and medical emergencies

### **Procedures**

The health and safety of children in education and care services is the responsibility of all approved providers and educators. Policies and procedures (including documented records) must be in place to effectively manage the event of any incident, injury, trauma and illness that occurs in the program by law. Young children's innate desire to explore and test their growing capabilities is essential in developing wellbeing.

Educators must consider the understanding of all the elements of wellbeing and ensure that programs also acknowledge the importance of risk management to provide a safe environment and reasonably protect children from potential harm.

Maintain communication with families to ensuring that they are informed of any incidents, injury, trauma and illness to their child/ren as required;

- Ensure that records of any incident, injury, trauma and illness are documented, transmitted to the Department of Education and Communities as required and kept in storage according to regulatory requirements; and

- Ensure that this policy is implemented in conjunction with our Emergencies and evacuation policy. The approved provider, nominated supervisor and educators will consider the development of children's wellbeing as paramount to the educational philosophy of the service.

All educators will be aware of the development of wellbeing, and children's emerging capabilities, and plan the program accordingly. The procedures of the service will include the following:

**Approved Providers will:**

- Notify the Regulatory Authority of any serious incident at the education and care service, the death of a child, or complaints alleging that the safety, health or wellbeing of a child was, or is, being compromised.

**Nominated Supervisors will:**

- Ensure that educators are rostered so that at least one educator who holds a current approved first aid qualification is present at all times that the children are being educated and cared for by the service;
- Ensure the service holds the correct number of first aid kits required, suitably equipped, and maintained;
- Ensure that all staff are aware of the completion of appropriate records in the event of any incident, injury, trauma or illness to children whilst in the care of the service, and that this information is completed no later than 24 hours after the incident occurred;
- Make staff aware of the appropriate accessibility for approved officers and families to these records and the appropriate storage of these records according to regulatory requirements;
- Complete an audit of the Injury, incident, trauma and illness reports to reflect on the effectiveness of the procedures in place at the service;
- Give staff access to appropriate up to date information, or professional development on the management of incidents; and
- Make certain that all staff have access to the Regulations and

Law and are aware of their responsibilities under these ensuring that this occurs as part of staff induction or orientation to the service and that position descriptions reflect this responsibility.

**Educators will:**

- Ensure that all children have opportunities to engage in experiences that enhance their sense of wellbeing and allow children to develop a sense of assessing risks for themselves as appropriate;
- Consider the planning of the physical environment and experiences, ensuring that the spaces are safe;
- Thoughtfully group children to effectively manage supervision and any potential risks to children's health and wellbeing;
- Respond to children in a timely manner. Provide reassurance and ensure children's emotional and physical wellbeing is paramount at all times;
- Seek further medical attention for a child if required;
- Be aware of the signs and symptoms of illness/trauma, and update their understanding as part of their ongoing professional development;
- Be aware of individual children's allergies and immunisation status and use this knowledge when attending/responding to any incident, injury or illness;
- Respond to children showing signs of illness and begin monitoring the symptoms of the child, and recording as appropriate. Educators will contact the child's authorised person to inform them of the illness signs, or to request the collection of the child;
- In response to a child registering a high temperature, follow procedures for temperatures, and complete the incident, injury, trauma and illness record as required;
- Maintain appropriate work health and safety standards when attending to children's injuries and applying first aid;
- Develop partnerships with families and use this understanding to guide the development of practice in relation to individual

children's emerging capabilities;

- Check that equipment and furniture in the service is well maintained and that any materials that may be hazardous are removed or repaired.
- Ensure that hazardous items are inaccessible to children; and
- Be involved in regularly reviewing and discuss policy and procedure and consider any improvements that need to be made to this policy.

**Families will:**

- Be informed of policies and procedures upon enrolment with regards to first aid, illness whilst at the service, and exclusion practices, including immunisation status and illnesses at the service;
- Inform the service of their child's particular requirements, and provide any relevant paperwork to the service, such as immunisation status, letters from a medical professional etc;
- Be notified of any incident, injury, trauma, or illness as soon as is practicable, but no later than 24 hours after the noted incident, and will be provided with a copy of the report
- Receive access to this policy and notification of its existence;
- Have the opportunity to provide input into the review and effectiveness of policies and procedures of the service via various methods;

**Evaluation**

Educators respond in a timely manner to any incident, and documentation is completed, shared, and stored as appropriate. Regular reviews of procedures and policy are implemented.

Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.

**Relevant Legislation:**

Education and Care Services National Regulations 2011: 12, 85, 86, 87, 88, 89, 103, 136-137, 176 (2) (a)

Education and Care Services National Law Application Act 2010: 167

### **Links to National Quality Standard**

QA1 Educational Program and Practice

QA6 Collaborative partnerships with families and communities

2.1 Children's health is promoted

2.3 Each child is protected

### **Key Resources:**

Guide to the National Quality Standard ACECQA (2011)

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations ACECQA (2011)

MPOT – My Place Our Time

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **MEDICAL CONDITIONS POLICY**

Active Gamers is committed to supporting all children to be safely involved in programs regardless of their medical needs. The health and safety of all persons entering our Children's Service, is of paramount importance to us and it is understood that there is a shared legal responsibility, commitment and accountability by all persons to implement our Service's Medical Conditions Policy.

### **Objectives**

Staff and educators will work with families to minimise the risk of

exposure to children of foods, and other substances, which are known common triggers of severe allergy or anaphylaxis in children or which are identified triggers for specific children within their care. Staff and educators will ensure that any medical conditions that they are notified of are managed appropriately and in accordance with any medical management plan provided.

## Policy

### Active Gamers Management will:

- Ensure that we meet the requirements of the Education and Care Services National Law and Regulations with one Approved Anaphylaxis Management Trained, Approved Emergency Asthma Management and First Aid Qualified educator, and that the training is updated regularly.
- During the enrolment process seek information about any specific health care need, allergy or relevant medical condition that a child may have. This information will then be communicated verbally and in writing (Current Medical Management Plan specific to the child will be required) to all educators and staff caring for the child.
- Encourage ongoing communication with families in regards to medical status of children.
- Conduct regular assessments of the day to day management of the service to ensure that the risk of exposure to relevant allergens is being minimised.
- On enrolment provide a copy of the Medical Conditions Policy to all families.
- Provide a copy of the Medical Conditions Policy to all adults engaged as Educators and staff at the centre
- Develop a risk mitigation plan for when a child with an identified medical condition is in the centre, in consultation with families, educators and staff. This will include where the medical management plan is to be located, where medication is kept, how medication is maintained within expiry date, means of communication to any new staff within the child's room or within the food preparation area, procedure to be applied in relation to managing the risk on excursions. This plan should be documented and signed by the senior educator and the family and retained on file.
- Ensure that **practices for the self-administration of medication** for children over pre-school age include:
  - Authorisation for the child to self-administer medication is recorded in the administration of medication record for the child.

- Any medication must be given to service staff or educators for storage purposes
- When medication is required for self-administration, staff or educators will provide the medication to the child.
- Self-administration of medication for children over pre-school age must take place under the supervision of service staff or educators (it must be witnessed by a second staff member)
- The self-administration of medication must be documented as per Administration of Medication Policy.
- Where a child has been diagnosed as at risk of anaphylaxis, a notice stating this must be displayed at the service.

#### **Active Gamers Educators will:**

- Adhere at all times to the current Active Gamers Medication Policy and the Active Gamers Medical Conditions Policy
- Administer prescribed medication in accordance with the Administration of Medication form and/or the Medical Management plan (authorised by a registered health care professional) provided to the Centre by the family or, in the case of an adult with an identified medical condition, that individual.
- Adhere to the terms and requirements of a Medical Conditions Communication Plan (Communication Plan) agreed to between the Centre and the family or, in the case of an adult with an identified medical condition, that individual, their registered health care professional (where applicable) and/or any external organisation specialising in the treatment and care of individuals with the identified medical condition (with permission from the authorised guardian noted on the enrolment form)
- Develop a communications plan for staff members, educators and families.
- Children with specific health care needs, allergies or relevant medical conditions may not be left at the service without their medication.
- Display emergency contact phone numbers by the telephone.
- In the situation where a child who has not been diagnosed as having a medical condition but appears to be suffering from an acute medical condition staff and educators will:
  - Call an ambulance 000
  - Commence first aid measures
  - Contact parents
  - If parents cannot be contacted then contact



## emergency contacts

### **Legal Guardian's responsibilities**

- Ensure that appropriate information regarding their child's medical condition and medication is provided to the Centre at enrolment or upon diagnosis of the medical condition
- Convey clear information to Educators regarding details of the medical condition, known triggers (if appropriate) and provision of a medical management plan for long term illnesses, allergies and reactions that may require medication. Medical management plans must be completed and signed by your registered health care professional. These plans must be updated annually or earlier as necessitated by the condition and any treatment changes.
- Medications must be labelled appropriately and carry a registered health practitioner or pharmacist label indicating child's name, administration instructions and appropriate storage instructions. If equipment is required to dispense medication appropriately this must also be labelled with the child's name and accompany the medication
- Provision of all medications required to accompany a child suffering a medical condition as noted in their Medical Management Plan and removal of such medication from their child's bag upon entry to the service ensuring that medications are handed to a member of staff for safe storage
  1. Involvement in the development of an appropriate risk mitigation plan for their child
  2. Involvement in the development of an appropriate communication plan

### **Responsibilities of an adult with regard to a known Medical Condition**

- Ensure all appropriate information regarding the medical condition is recorded by a registered health practitioner and/or pharmacist and provided to the Director/ Nominated Supervisor upon diagnosis of the medical condition or engagement with Active Gamers
- Convey clear information to the Director/ Nominated Supervisor regarding details of the medical condition, known triggers (if appropriate) and provision of a medical management plan for long term illnesses, allergies and reactions that may require medication, completed and signed by your registered health care professional. This plan is to be updated annually or earlier as necessitated by the condition or any change to treatment.
- Medications must be labelled appropriately and carry a registered health practitioner or pharmacist label indicating person's name, administration instructions and appropriate storage instructions. If equipment is required to dispense medication appropriately this must also be labelled with the person's name and accompany the medication

- Provision of all medications required to accompany an individual suffering a medical condition as noted in the Medical Management Plan and storage of any bag containing such medication or equipment in an area not accessible to children with advice provided to the Director/ Co-workers of the location of such medication and equipment.
- Involvement in the development of an appropriate risk mitigation plan for themselves
- Involvement in the development of an appropriate communication plan

### **Managing the Medical Condition of Children at Risk of Anaphylaxis**

All Families of a child at risk of anaphylaxis will be provided with a copy of the Active Gamer's Medical Conditions Policy including severe allergy and anaphylaxis, asthma and diabetes.

Children requiring an EpiPen cannot be left at the service without an EpiPen. Families must supply the service with a complete EpiPen Kit and an Anaphylaxis Action Plan completed by a medical practitioner. The EpiPen kit is to be kept in a designated place known to staff and it must be within the storage and use by date as required by manufacturer.

EpiPen is stored in a container in a location easily accessible to adults, inaccessible to children and away from direct sources of heat.

Anaphylaxis action plans are to be displayed in a prominent position. Families will need to notify the service if there are changes to the plan and provide an updated and signed action plan.

The service's Critical Incident procedure for the management of anaphylaxis is in place and all staff/educators (where applicable) understand the procedure.

Parent/guardian's current contact details are available from a designated location known to staff. Information regarding any other medications or medical conditions (eg asthma) is available to staff.

Some common triggers of Anaphylaxis include food, bites and stings, medication and other (including latex and exercise induced).

### **In relation to the child at risk from food related allergies**

- Practical strategies to avoid known triggers including;
  - The daily notation of known triggers in the Centre's foyer for a child or adult in attendance at the centre

- Strict adherence to a "nut-free" environment, including food brought from home, fund raising foods available for purchase and education of Centre stakeholders in hygiene procedures to minimise exposure to known allergens
- Notification of kitchen staff and educators of the presence of an anaphylactic person within the Centre
- Strict compliance with food preparation and segregation requirements
- Strict adherence to the Centre's Food Handling Policies and Procedures, Nutrition Policies and Mealtime Procedures
- Age appropriate education of children
- A child at risk from food related allergies should only eat food that has been specifically prepared for him/her. Where the service is preparing food for the child, ensure that it has been prepared according to the Family and GP instructions.
- There should be no trading or sharing of food or food utensils with this child.
- In some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all experiences.
- When the at risk child is allergic to milk, ensure non-allergic babies are held when they drink formula/milk.

#### **In relation to other practices at the service**

- Ensure tables, bench tops and high chairs are washed down after eating.
- Ensure hand washing for all children and Educators upon arrival at the service, before and after eating.
- Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children.
- Staff should discuss the use of foods in experiences such as cooking with families/guardians.
- All staff are trained in measures to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils.

#### **In relation to the child at risk from bite and sting allergies**

- Staff and educators carry out risk assessment of play spaces to minimise exposure to known triggers.

- Children will be supervised at all times.

### **Managing the Medical Condition known as Asthma**

To facilitate effective care for a child with asthma, Active Gamer's staff & educators should:

- Ensure families provide updated information on the child's health, medications, allergies, their doctor's name, address and phone number, emergency contact names and phone numbers and an Asthma Action Plan Or Management Plan approved by their doctor, on enrolment and prior to the child starting in the service, or when the child is diagnosed, or when changes to their asthma/treatment occurs.
- Ensure appropriate Administration of Medication forms are signed.
- Be aware of aspects of the indoor environment that may be triggers for asthma in children, which include:
  - dust mites, gardens/pollen, mould, chemicals, animals, air pollution, bush fires, colds and flu,
  - diet/food, emotions, exercise, heating/air conditioning, medications, stress, weather /thunderstorms.
- Reduce exposure of children to indoor allergens by:
  - regularly vacuuming and shampooing carpets, rugs and upholstered furniture, cushion covers, throw rugs and washing fluffy toys;
  - regularly cleaning bedclothes;
  - treating and preventing growth of mould (when using chemical sprays such as pesticides and cleaning agents, spray when children are not present in the immediate vicinity);
  - controlling pest infestations;
  - minimising keeping pets indoors and ensuring they are in a clean and healthy condition; and
  - using dust resistant mattress and pillow covers.
  - wet dusting window sills, doors and shelving regularly.

### **In any case where a child is having an acute asthmatic attack the following steps should be followed**

- Administer first aid or medical treatment according to either:
  - emergency Asthma First Aid Plan,
  - the child's Asthma Action Plan or Medical Management Plan, or,
  - a doctor/ paramedic's instructions.
- Dial 000 for an Ambulance and notify the families
- Staff/educators must inform the nominated supervisor if they

administer first aid.

### **Managing the Medical Condition known as Diabetes**

In consultation with parents and registered health practitioners, Active Gamers staff and educators will;

- Obtain a Diabetes Action Plan, authorised by a registered health practitioner and containing the following information;
- A clear means of identifying the sufferer
- Documentation of significant blood sugar level symptoms (hypo-glycaemic or hyper-glycaemic)
- Documentation of any first aid response including any prescribed medication
- Identification and contact details of the registered health practitioner who completed the form
- When a sufferer is identified, educators and staff employed at the Active Gamers Service should be taught to recognise the risk, understand risk mitigation actions, know what actions to undertake in the case of a sufferer experiencing high or low blood sugar reactions and instruction in the administration of glucagon.
- Record all incidences of low or high blood sugar reactions, including those requiring medical intervention on the appropriate Illness, Injury, Incident or Trauma form duly signed by the supervising Educator, the Director or Assistant Director and the legal guardian of the child
- Allow additional trips to the toilet / nappy change area
- Allow the sufferer to eat as required regardless of Centre routines
- Encourage age appropriate education of children

### **Managing a known medical condition and undiagnosed conditions**

To facilitate effective care for a child with any known medical condition Active Gamers staff & educators should:

- Ensure families provide information, on enrolment and prior to the child commencing care, about the child's health, medications, medical condition, allergies, their doctor's name, address, phone number, emergency contact names and phone numbers, and any relevant Action Plan or Medical Management Plan approved by their doctor. Families should be made aware that this information needs to be updated for any new medical diagnosis or changes to the condition/treatment of their child during their period of enrolment at the service.
- Ensure written consent has been given for the administration of any medications.
- Ensure policies and procedures are adhered to when administering medication and first aid treatment in emergencies.
- Where a specific condition is diagnosed families must supply a written

Medical Management Plan for the child prior to their attendance at the service. This should include:

- signs & symptoms to be aware of,
  - any specific monitoring required,
  - any specific medication/treatment required,
  - what action to take in the event of a medical emergency, including emergency contacts for the child's doctor and family, or what first aid to give.
  - what meals and snacks are required including food content, amount and timing,
  - what activities and exercise the child can or cannot do, and
  - whether the child is able to go on excursions and what provisions are required.
- In an emergency involving a child with any known medical condition dial 000 for an ambulance and notify the family in accordance with the Critical Incident policy and procedures, and administer first aid or emergency medical aid according to the child's Action Plan, Medical Management Plan or a doctor's/paramedics instructions.

## DEFINITIONS

**Asthma** is a condition of the airways. People with asthma have sensitive airways in their lungs which react to triggers that set off their asthma. This makes it harder for them to breathe.

**Allergy** occurs when a person's immune system reacts to substances in the environment that are harmless for most people. These substances are known as allergens and are found in house dust mites, pets, pollen, insects, moulds, foods and some medicines.

**Anaphylaxis** is a severe and sudden, life- threatening, allergic reaction when a person is exposed to an allergen.

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **MEDICATION POLICY**

### **Definition**

Medication includes all prescription and over the counter drugs.

### **Policy Statement**

1. All Medication will be administered in accordance with the Education and Care Services National Regulations

(2012).

2. In order to ensure that the interests of staff, children and parents/guardians/approved persons are not compromised, medication will only be administered with written permission from a parent / guardian / approved person or in the case of an emergency, with permission of a medical practitioner.
3. Medication will be kept out of reach of children in keeping with the environmental conditions required of the medication (fridge or cabinet / out of children's reach).
4. Though National Regulations allow a child to self-administer medication, policy is that staff assist all children in administering all medications, with an adult (educator) witness.
5. Educator's will only accept prescribed medication that has been prescribed by a GP for the child in question, which is in its original container and is labelled clearly with name, dosage and use by date (within use by date), with the child's name on it.
6. Educator's will only accept over the counter medication that is labelled and correctly signed in. The name, dosage instructions and use by date must be clearly visible and current (in date).
7. Educator's will not be able to administer medication to child that has not been correctly signed in by the parent, or without a witness.
8. Educator's will not be able to administer extra dosages of medication to a child, if the dosage and time allocations are not clearly stipulated on the permission to administer medication form.

## **Procedures**

### **The Supervisor and Staff are responsible to ensure that:**

- The "Administer Medication Form" is completed by a parent / guardian / approved person every day / week the child is signed in at the program.
- The form has the following completed;
  - Name of the child,
  - Name of the medication to be administered
  - Time and date the medication was last administered
  - Time and date, or circumstances under which, the medication should be next administered
  - Dosage of the medication to be administered.

- Method of administration i.e. orally, injection, cream
- Medication is in its original container bearing the original label and instructions and is before the expiry or use by date
- If the medication has been prescribed for the child by a doctor the original container or original label bears the name of the child to whom medication is to be administered.
- All personal medication excluding asthma Ventolin or Bricanyl inhalers, are stored away from access to all children.
- Written consent is kept on the child's individual file. These files are locked away (where possible) or kept in a lockable filing cabinet and kept confidential.(Standard 5.3 )
- Action plans are kept in the staffroom (kitchen) so staff can clearly see who is Asthmatic or has a serious allergy.
- In an emergency, if the parent / guardian / approved person is unable to be contacted the service will contact emergency services and if necessary the family doctor first and then a registered medical practitioner. Evidence of this permission from the doctor will be kept on file.
- When administering Medication Supervisors and Leaders will ensure 2 staff are present and administering the medication **together**.
- The dosage of the medication administered to the child is checked by the person other than the person administering the medication
- Both staff initial and sign the "Administer Medication Form"
- Staff ensure the form is signed by the parent on collection of the child that day

**Families have a responsibility to ensure that:**

- The "Administer Medication Form" is completed **EVERY DAY / WEEK** their child is in attendance **on the day / week of attendance**.
- A specific time is noted on the medication administration form for the time the child must be medicated.
- Staff must be notified of the last dose of medication the



child had before arriving at the program.

- The medication is in its original container, with the child's name and within due date.
- The Administer Medication Form is signed to verify that the medication was provided correctly by staff at the end of the day on collection of their children.

#### **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National Regulations (2010).

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **CHILDREN'S INDIVIDUAL MEDICAL PLAN POLICY**

### **Policy Statement**

1. Enrolment forms provide families with the opportunity to share their child's medical information with the service staff.
2. Medical details are kept in accordance with the Privacy Act 1988.
3. Individual medical health plans are designed for children with serious health conditions and updated annually.
4. Individual medical health plans are reviewed on an annual basis (to ensure relevance and accuracy) unless there is a change of condition.

### **Procedures**

- Privacy issues are considered when placing information on notice boards.
- Individual medical health plans are designed and reviewed in conjunction with parents, staff and health professionals.
- Individual medical health plans are reviewed annually. If a child's medical management plan has expired by no more than 6 weeks, an exception may be allowed. All exceptions must be approved by the Team Leader. For

the health and safety of all children, and as a best practice, the School Holiday Program, emphasises the necessary annual updated medical management plans.

- It is mandatory for a minimum of ONE staff on duty to be qualified in Level 2 First Aid and CPR
- It is mandatory for a minimum of ONE staff on duty to be qualified in Anaphylaxis Management .
- It is mandatory for a minimum of ONE staff on duty to be qualified in Asthma emergency management training.

**Families are responsible for ensuring that:**

- The service is notified that their child has a medical condition requiring a medical plan. These children must be enrolled with completed Medical Plans signed off by a medical practitioner. Enrolment will be terminated if documentation is not complete.
- The child brings their medication to the service each day. Parents/Guardians must complete the daily or weekly medication plans.
- If asthma, anaphylaxis or epilepsy no longer exists, the parent/guardian **must** provide the program with a doctor's letter confirming this. Without this a signed medical plan and relevant medication is required at the program.

**References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice. Standard 1.1

Offences related to required programs.

- Quality Area 2 – Children's health and safety

Education and Care Services National Regulations (2012).

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **ACCEPTANCE AND REFUSAL OF AUTHORISATIONS POLICY**

This policy outlines authorisation requirements and what a staff member or Educator should do if an authorisation submitted by parents or guardians is incomplete.

Under the National Law and Regulations, early childhood services are required to develop a policy in relation to the acceptance and refusal of authorisations from parents/guardians or authorised contact persons in relation to particular circumstances in order to ensure that the health, safety, wellbeing and best interests of the child are met. These circumstances include but are not limited to:

- Administration of medication (Regulation 96).
- Children leaving the service premises (Regulation 99).
- Children being taken on excursions (Regulation 102).

Active Gamers has developed policies relating to these circumstances that set out the requirements for authorisations. Authorisations from parents/guardians may be made in writing (by letter, verified email or on a specific form provided by the Centre) or verbally, (where a parent may phone to notify staff that someone that is not on their authorised list will be picking up their child).

### **Practices:**

#### **Matters that Require Authorisation**

As a minimum, the Education and Care Services National Regulations require parent or guardian authorisation to be provided in matters relating to administration of medication, medical treatment of the child including transportation by an ambulance service, collection of children from the service and excursions (including regular outings).

Where it is deemed necessary Active Gamers will also require authorisations for other circumstances, e.g. permission to take photographs or videos of the children. Any authorisation that we require for other circumstances will need to comply with the applicable principles set out in this document.

#### **Authorisation Requirements**

Authorisation documents are required for the following situations and must have details recorded as specified:

#### **Administration of medication: (*refer Medication Policy*)**

- the name of the child
- the authorisation to administer medication signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication
- the name of the medication to be administered
- the time and date the medication is to be administered
- the dosage of the medication to be administered
- the manner in which the medication is to be administered
- if the medication is administered to the child
  - i. the dosage that was administered; and
  - ii. the manner in which the medication was administered; and
  - iii. the time and date the medication was administered; and
  - iv. the name and signature of the person who administered the

- medication; and
- v. the name and signature of the person who checked the dosage administered.

**Medical Treatment of the child including transportation by an ambulance service** (included and authorised initially as part of the child's enrolment record or as amended at a later date): (*refer First Aid Policy*)

- The name of the child
- Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital, or ambulance service; and
- Authorisation for the transportation of the child by an ambulance service
- The name, address and telephone number of the child's registered medical practitioner or medical service and if available the child's Medicare number
- The name of the parent or guardian providing the authorisation
- The relationship to the child
- The signature of the person providing authorisation
- The date the authorisation is signed

**Emergency Medical Treatment** (included and authorised initially as part of the child's enrolment record or as amended at a later date):

- In an emergency Active Gamers staff and Educators are able to seek emergency medical assistance for a child as required (medical practitioner, ambulance or hospital) without seeking further authorisation from a parent or guardian. This includes those emergencies relating to asthma and anaphylaxis.

**Collection of children** (included and authorised initially as part of the child's enrolment record or as amended at a later date):

- The name of the child
- The name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation
- The name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises
- The signature of the person providing authorisation
- The period of authorisation, from and to
- The date the authorisation is signed.
- In special circumstances where the authorising parent or guardian provides verbal authorisation over the phone for someone other than a person already named in the enrolment record, the Active Gamers staff member must record and sign the following details:
  - i) The name of the parent or guardian making the authorisation
  - ii) The name of the person they are authorising to collect the child

- iii) The period of the authorisation, from and to
- iv) The date and time the authorisation was received
- v) The staff member's signature

**Excursions** - where the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period, i.e. at the time of enrolment.

- The name of the child
- The date of the excursion (unless the authorisation is for a regular outing)
- A description of the proposed destination for the excursion
- The method of transport to be used
- The proposed activities to be undertaken by the child during the excursion
- That a risk assessment has been prepared and is available at the service
- The name of the parent or guardian providing authorisation
- The relationship to the child
- The signature of the person providing authorisation
- The date the authorisation is signed; and
- For authorisations other than a regular outing
  1. The period the child will be away from the premises
  2. The anticipated number of children likely to be attending the excursion
  3. The anticipated number of staff members and any other adults who will be accompanying and supervising the children on the excursion

**Authorisations for other circumstances** i.e. Permission for Photographs and/or Videos. Authorisations can be included initially on enrolment form and/or amended or provided at a later date.

- The name of the child
- A description of what is being authorised
- The name of the parent or guardian providing the authorisation
- The relationship to the child
- The signature of the person providing authorisation
- The date the authorisation is signed

### **Verification of Authorisation**

- All authorisation forms received from parents or guardians (other than the initial enrolment form) are to be checked for completion and are to be verified that the authoriser (name and signature) is the nominated parent or guardian noted on the enrolment form
- If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction
- No action with regard to the specific activity requiring authorisation should occur unless the authorisation form has been completed correctly and appropriately signed

### **Sources**

ACT Government, *Education and Care Services National Law (ACT) Act 2011*, and the Education and Care Services National Regulations 2011 (available

from <http://www.legislation.nsw.gov.au/>)

**Date of last review: February 2024  
February 2026**

**To be reviewed:**

## **ASTHMA POLICY**

Asthma is a chronic health condition affecting approximately 25% of children. It is one of the most common reasons for childhood admission to hospital. Community education and correct asthma management will assist to minimise the impact of asthma.

The Active Gamers Australia School Holiday Program recognises the need to educate its staff and parents/carers about asthma and to promote responsible asthma management strategies.

### **Aims**

This Asthma Policy aims to:

- Raise the awareness of asthma amongst those involved with the Children's Service.
- Provide the necessary strategies to ensure the health and safety of all persons with asthma involved with the Children's Service.
- Provide an environment in which children with asthma can participate in all activities to the full extent of their capabilities.
- Provide a clear set of guidelines and expectations to be followed with regard to the management of asthma.

### **The Team Leader and Administration will:**

- Ensure that a minimum one staff on duty is trained in Emergency Asthma management
- Provide all staff with a copy of the Asthma Policy upon their appointment to the Children's Service.
- Notify parents about the School Holiday Program Asthma Policy upon enrolment, and provide a current Asthma Management Plan and the School Holiday Program Asthma Policy upon request.
- Identify children with asthma during the enrolment process.
- Store Asthma Action Plans in the child's enrolment record.
- Display Asthma Action Plans and ensure that all staff have read

- and are aware of the children with asthma in their care
- Encourage open communication between parents/guardians and staff regarding the status and impact of a child's asthma

**Supervisors and Staff will:**

- Ensure that they maintain current accreditation in Emergency Asthma Management (valid for three years). If staff's current accreditation expires, they will book in for the next available course that they are able to attend as soon as possible.
- Ensure that they are aware of the children in their care with asthma.
- Ensure, in consultation with the parent/guardian, the health and safety of each child through supervised management of the child's asthma.
- Identify and, where practicable, minimise asthma triggers.
- Where necessary, modify activities in accordance with a child's needs and abilities.
- Ensure that all prescribed asthma medication is administered in accordance with the information on the child's written Asthma Action Plan.
- Administer emergency asthma medication if required according to the child's written Asthma Action Plan. If no written Asthma Action Plan (in an emergency situation only i.e. where a child has not previously been diagnosed with Asthma) is available the asthma emergency procedures outlined in this document should be followed immediately.
- Ensure that children with asthma are treated the same as all other children.
- Ensure that the First Aid Kit contains a blue reliever puffer (e.g. *Airomir, Asmol, Epaq or Ventolin*), a spacer device, concise written instructions on Asthma First Aid procedures and 70% alcohol swabs.
- Ensure the program's spacer device is for single use only. If a child does not bring their own spacer and requires the use of the program's spacer device. The family of that child, must replace the program's spacer within 24 hrs of its use.
- Ensure that an accredited staff member correctly maintains the asthma component of the First Aid Kit.
- Provide a mobile Asthma First Aid Kit for use at activities outside the Education and Care Service.
- Encourage open communication between parents/guardians and staff regarding the status and impact of a child's asthma.
- Promptly communicate any concerns to parents should it be considered that a child's asthma is limiting his/her ability to

participate fully in all activities.

**Parents/guardians will:**

- Inform Administration Staff upon enrolment, that their child has a history of asthma.
- Provide all relevant information regarding the child's asthma via the Asthma Action Plan.
- Complete a current (dated within 12 months of the programs last day) Asthma Action Plan signed by their doctor is to be given to the service prior to the child attending.
- Ensure parents/guardians complete an asthma minimisation plan upon their child's first day or prior to their child commencing care.
- Ensure that their child has an adequate supply of appropriate asthma medication (including reliever) at all times.
- Ensure that their child has their own spacer device, and if they cannot provide one, and the child uses the programs, ensure they replace it within 24 hrs of its use.
- Communicate all relevant information and concerns to staff as the need arises
- Ensure the health and safety of their child through supervised management of the child's asthma.
  - If asthma, anaphylaxis or epilepsy no longer exists, the parent/guardian **must** provide the program with a doctor's letter confirming this. Without this a signed medical plan and relevant medication is required at the program.

**Children will:**

- Wherever practical, be encouraged to seek their reliever medication as soon as their symptoms develop.

**EMERGENCY TREATMENT OF AN ASTHMA ATTACK**

**Action to be taken if a child suddenly collapses or has difficulty breathing with a possible asthma attack**

**Children with a known asthma condition:** Staff will follow the agreed plan of action for the child for the emergency treatment of an asthma attack as detailed in the Asthma Action Plan.

**Children with previously known asthma conditions, but have had a medical letter to state they no longer pertain to the condition:** staff should immediately commence the **standard**



**asthma emergency protocol** detailed below:

Step 1: Sit the child upright and remain calm to reassure them.

Step 2: Without delay shake a blue reliever puffer (inhaler) and give 4 separate puffs through a spacer. Use one puff at a time and ask the child to take 4 breaths from the spacer after each puff.

Step 3: Wait 4 minutes. If there is no improvement repeat step 2.

Step 4: Call an ambulance immediately (dial 112) and state clearly that the child is "having an asthma attack." Follow emergency services instructions (to repeat Step 2)

Continuously repeat steps 2 and 3 whilst waiting for the ambulance.

In an emergency the blue reliever puffer used may be the child's own, from the First Aid Kit or borrowed from another child.

**Children who staff are not aware have pre-existing asthma:**

In this situation, staff will:

Step 1: Call an ambulance immediately (dial 112) and state that the child is having breathing difficulty.

Step 2: Administer 4 separate puffs of a blue reliever puffer via a spacer. Use one puff at a time and ask the child to take 4 breaths from the spacer after each puff.

Step 3: Keep giving 4 separate puffs of a blue reliever puffer every 4 minutes until the ambulance arrives.

This treatment could be life saving for a child whose asthma has not been previously recognised and it will not be harmful if the collapse or breathing difficulty was not due to asthma. Reliever medication is extremely safe, even if the child does not have asthma.

**References:**

ACECQA National Quality Framework Resource Kit (2012)

\_Quality Area 1 – Educational Program and Practice. Standard 1.1 Offences related to required programs.

- Quality Area 2 – Children's health and safety

Education and Care Services National Regulations (2010).

**Date of last review: February 2024  
February 2026**

**To be reviewed:**

## **ANAPHYLAXIS MANAGEMENT POLICY**

Anaphylaxis is a severe, life threatening allergic reaction. One out of every 200 children will suffer from anaphylaxis in their lifetime. Young children may not be able to express that they are experiencing the symptoms of Anaphylaxis.

A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenalin auto-injector called an 'adrenaline auto-injection device'.

The Active Gamers Australia School Holiday Program recognises that the need to adopt a range of procedures and risk minimisation strategies to reduce the risk of a child having an anaphylactic reaction including strategies to minimise the presence of the allergen in the service.

### **Aims**

This Anaphylaxis Management Policy aims to:

- Minimise the risk of an anaphylactic reaction occurring while the child is in the care of the School Holiday Program.
- Ensure that staff respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an 'adrenaline auto-injection device'.
- Raise the community's awareness of anaphylaxis and its management through education and implementation.

### **The Team Leader and Administration will:**

- Ensure a minimum one staff on duty will currently have an accredited anaphylaxis management certificate.
- Ensure staff responsible for the child/ren at risk of anaphylaxis attend anaphylaxis management training at yearly intervals.
- On enrolment ensure all parents/guardians complete the medication and allergies section of the enrolment form and provide a management plan should their child be diagnosed with anaphylaxis.
- Ensure parents/guardians complete an anaphylaxis minimisation plan upon their child's first day or prior to their child commencing care.
- Encourage ongoing communication between parents/guardians and staff regarding the current status of the child's allergies, this policy and its implementation

### **Staff will:**

- Ensure a copy of the child's anaphylaxis action plan is visible to all staff.
- Follow the child's anaphylaxis action plan in the event of an allergic reaction, which may progress to anaphylaxis.
- In the situation where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:
  - Call an ambulance immediately by dialling 112 and state the child is having an suspected anaphylactic reaction
  - Commence first aid measures
  - Contact the parent/guardian
  - If parent/guardian cannot be contacted, contact the next authorised person on the child contact list.
- Ensure that parents/guardians have provided an anaphylaxis plan signed by the child's doctor and their 'adrenaline auto-injection device' kit is complete and in date.
- Ensure that that all 'adrenaline auto-injection device' kits are stored in a safe location that is known to all staff, easily accessible to adults and inaccessible to children but not locked away.
- Ensure that 'adrenaline auto-injection device' kits are taken on excursions when a child at risk attends and carried by the staff member in charge of that child.
- Regularly check the 'adrenaline auto-injection device' expiry date. (The manufacturer will only guarantee the effectiveness of the 'adrenaline auto-injection device' to the end of the nominated expiry month.)

**Parents/guardians of a child at risk of anaphylaxis will:**

- Inform staff, on enrolment or diagnosis of their child's allergies.
- Provide staff with an anaphylaxis management plan and written consent (medication administration form) to use the 'adrenaline auto-injection device' in line with the action plan *signed by a medical practitioner*.
- Provide staff with a complete 'adrenaline auto-injection device' kit.
- Regularly check the 'adrenaline auto-injection device's expiry date.
- Assist staff by offering information and answering any questions regarding their child's allergies.
- Notify staff of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes.
- Communicate all relevant information and concerns to staff, for example, any relating to the health of their child.
- Ensure they complete an anaphylaxis minimisation plan upon their

child's first day or prior to their child commencing care.

- Comply with this policy that no child who has been prescribed an 'adrenaline auto-injection device' is permitted to attend the program without their 'adrenaline auto-injection device'.
  - If asthma, anaphylaxis or epilepsy no longer exists, the parent/guardian **must** provide the program with a doctor's letter confirming this. Without this a signed medical plan and relevant medication is required at the program.

#### **Children will:**

- Wash their hands before and after every meal to reduce the chance of traces of allergens coming into contact with children at risk of anaphylaxis.

#### **Procedures**

- There is a no nut policy at the each of the School Holiday Programs
- No child who has been prescribed an 'adrenaline auto-injection device' is permitted to attend the program without that 'adrenaline auto-injection device'.
- Make parents/guardians aware of this policy and provide access to it on request.
- Display an ambulance contact card in staff rooms, or staff administration areas...
- All children will only eat food that is prepared specifically for him/her.
- Lunch boxes and drink bottles provided by parents for the child should be clearly labelled with the child's name.
- In some circumstances it may be required that a highly allergic child be separated from other children during meal and snack times. If this is the case ensure that the child is not left alone and instead eats with a staff member and can still be included in social discussion. At no other times should children with allergies be separated from the other children and should always be socially included in all activities.
- Ensure tables and bench tops are cleaned after eating
- All parents will be encouraged not to bring food containing specified allergens or ingredients to the program.
- Increase supervision of this child on special occasions such as excursions, programmed visitors.
- All children need to be closely supervised at meal and snack times and consume food in specified areas. To minimise risk children should sit at all times whilst eating.

**References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National Regulations (2012), Section 168 2d-  
Dealing with medical conditions in children, including the matters set out in  
regulation 90.

**Date of last review: February 2024  
2026**

**To be reviewed: February**

## **FIRST AID POLICY**

### **Policy Statement**

In the event of an accident or a child falling ill, first aid equipment and expertise will be available.

### **Procedures**

- A first aid kit will be accessible to the staff and maintained in good order.
- A minimum of one staff present on duty are qualified with an approved First Aid certificate.
- The current approved list is available on the ACECQA website: <https://www.acecqa.gov.au/qualifications/nqf-approved#qwsac>
- A first aid kit will be taken on any excursions as will all medical information relating to the children and staff.
- Where first aid has been administered, an injury report will be filled out by staff, and parents will be notified.
- First Aid kits will be audited at least every 9 months to ensure that no items are missing or expired. Items will be replenished if required.

**All head injuries** are to be reported to the parents, immediately

and documented on the appropriate forms.

**References:**

ACECQA National Quality Framework Resource Kit (2012) – Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National Regulations (2012), Section 168 2(iv)

– The administration of first aid

<https://www.acecqa.gov.au/qualifications/nqf-approved#qwsac>

**Date of last review: June 2024  
February 2026**

**To be reviewed:**

## **LAUNDRY AND HYGIENE POLICY**

### **Policy Statement**

1. Staff will model a high level of personal hygiene.
2. NO MEALS (i.e. full meals e.g. breakfast / lunch) ARE PREPARED AT THE SCHOOL HOLIDAY PROGRAMS.
3. Staff will encourage children to follow personal hygiene practices.
4. Hygiene practices will be followed to ensure cross infection is prevented.
5. All high touch computer and gaming equipment will be cleaned periodically, more often at times of high usage.
6. Active Gamers, as a Vacation care provider, does not maintain access to laundry facilities
7. In the event of a child's clothing becoming soiled, a reserve set of clothes will be provided to the child, parents/carers will be notified and asked if the soiled clothes should be safely kept aside for them or if they should be thoughtfully disposed of.

### **Procedures**

#### **Staff are to ensure that:**

- They model a high level of personal hygiene at all times.
- The facility and equipment are kept clean at all times.
- Staff and children wash and dry their hands with soap before and after meal times, after using the toilet,

blowing their nose, handling animals and other unhygienic practices.

- Children are provided with paper towels, or an air drying facility for the drying of hands.
- A clean set of spare clothes are available at all times, staff will report to management if a new set becomes required

**Parents are to ensure that:**

- No products containing nuts are to be brought to the program.

**References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National Regulations (2012).

**Date of last review: February 2024  
February 2026**

**To be reviewed:**

## **INFECTION CONTROL POLICY**

### **Policy Statement**

1. Staff will follow universal precautions in regard to the management of blood/bodily fluids.
2. Used syringes found on the premises are removed safely.

### **Procedures**

- Staff will model effective hand washing techniques to children.
- All spills of bodily fluids will be mopped up with paper towel, placed in a sealed bag along with the gloves the staff member was wearing and disposed of in a bin with a lid. All tissues from injuries, blood noses etc are also disposed of in this manner. (All items can be found in the blood spills kit).
- Hands are washed in hot soapy water after cleaning up a spill.
- Equipment exposed to blood or bodily fluids will be cleaned with hot soapy water as soon as possible.
- Open wounds will be covered by a water-proof bandage when

working.

**References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National Law Act

(2010). Section 167 Education and Care Services

National Regulations (2012)

**Date of last review: February 2024**  
**February 2026**

**To be reviewed:**

## **INFECTIOUS DISEASES POLICY**

**Policy Statement**

Active Gamers Australia School Holiday Program's policy on infectious diseases is consistent with Commonwealth and State legislation, which outlines the exclusion practices for children who have an infectious disease or who have been exposed to an infectious disease. Active Gamers Australia School Holiday Program will ensure that the policy is practiced.

**Principals**

- Children's health, safety and wellbeing is a priority. We implement all regulatory requirements in this regard. We also adopt quality practices to help prevent and manage any occurrences of infectious diseases, recognising in particular the effectiveness of good hygiene (e.g. washing hands regularly).
- Our educators and staff play an important role in safeguarding the children's health, safety and wellbeing. We equip them with the necessary knowledge and skills to enable them to deal with infectious diseases and to role model hygiene practices.
- We support children to take increasing responsibility for their own health and physical wellbeing. Our educators and staff model health and personal hygiene practices with children and reinforce these messages with families when required.
- We recognise the contribution of families in helping to prevent illness and disease at the service.

**Procedures**

**The approved provider has a responsibility to:**



- ensure that obligations under the Education and Care Services National Law and National Regulations are met
- ensure that reasonable steps are taken to prevent the spread of any infectious disease at the service
- ensure that families or an authorised emergency contact of the children attending are notified of the occurrence as soon as practicable and in a manner that is not prejudicial to the rights of any child, educator or staff member
- display a notice stating that there has been an occurrence of an infectious disease at the service premises
- implement exclusion periods consistent with current information from a relevant recognised authority
- ensure that notification requirements to the regulatory authority are met in relation to an outbreak of an infectious disease that poses a risk to the health, safety or wellbeing of children attending the service
- ensure the premises, furniture and equipment are kept safe, clean and well maintained, including high risk areas (e.g. bathroom, toilet), furniture and gaming equipment
- take reasonable steps to ensure that the nominated supervisor, educators and staff follow the policy and procedures ensure that copies of the policy and procedures are readily accessible to nominated supervisors, responsible people, educators and staff, and available for inspection
- notify families at least 14 days before changing the policy or procedures if the changes will:
  - affect the fees charged or the way they are collected or
    - significantly impact the service's education and care of children or
    - significantly impact the family's ability to utilise the service.

**The nominated supervisor/responsible person has a responsibility to:**

- implement the infectious diseases policy and procedures
- ensure that reasonable steps are taken to prevent the spread of any infectious disease at the service
- ensure that families or an authorised emergency contact of children attending are notified of the occurrence as soon as practicable and in a manner that is not prejudicial to the rights of any child, educator or staff member
- display a notice stating that there has been an occurrence of an infectious disease at the premises
- implement exclusion periods consistent with current information from a relevant recognised authority
- ensure premises, furniture and equipment are kept safe, clean and well maintained
- promote hygiene practices with all children, families, educators and staff
- ensure that notification requirements to the regulatory authority are met in relation to an outbreak of an infectious disease that poses a risk to the health, safety or wellbeing of children attending the service.

**The Staff have a responsibility to ensure that:**

- Active Gamers Australia School Holiday Program follows correct hygiene practices and meets the requirements of State and Commonwealth legislation.
- Parents / guardians / approved persons are notified of any infectious diseases present at the venue.
- Information on common infectious diseases are available for families as required.
- The service will hold information regarding immunization schedules, providers of immunizations and contact detail of the Departments Health Office.
- The service has access to current information pertaining to infectious diseases provided by relevant authorities.
- Children are excluded from the service in accordance with appropriate legislation.
- Details of specific individuals are not disclosed.
- Parents/guardians are notified of any symptoms their child is showing of illness as soon as is practicable.

**Families have a responsibility to ensure that:**

- The service is notified as soon as possible that their child has contracted an infectious disease.
- The service is provided with a medical certificate stating that they are no longer infectious before the child can re-enter the program.

**Notifying NSW Health of an outbreak on an infectious disease:**

Directors of child care centres (early childhood education and care services) should notify their local public health unit (PHU) as soon as possible after they are made aware that a child enrolled at the school or facility:

- has one of the following vaccine preventable diseases, or
- is reasonably suspected of having come into contact with a person who has one of these vaccine preventable diseases and the enrolled child has no evidence of immunisation lodged to show that the child is immunised against, or acquired immunity by infection from, that disease.

The diseases are:

Diphtheria  
Mumps  
Poliomyelitis  
Haemophilus influenzae Type b (Hib)  
Meningococcal disease  
Rubella ("German measles")  
Measles  
Pertussis ("whooping cough")  
Tetanus.

Directors of child care centres are also encouraged to seek advice from their local PHU when they suspect an infectious disease outbreak is affecting their school or centre, such as outbreaks of a gastrointestinal or respiratory illness.

### **How to notify**

Child care centres should provide information specified in the Vaccine preventable disease notification form and are also encouraged to notify the PHU by phone on 1300 066 055.

Directors of child care centres who suspect an infectious disease outbreak is affecting their school or centre should contact their contact the local PHU by phone on 1300 066 055.

### **References:**

ACECQA National Quality Framework  
Resource Kit (2012) – Quality Area 1  
Educational Program and Practice.  
- Quality Area 2 – Children's health and safety  
Education and Care Services National Law Act  
(2010), Section 167 Education and Care Services  
National Regulations (2012).  
<https://www.health.nsw.gov.au/Infectious/Pages/default.aspx>

**Date of last review: June 2024  
February 2026**

**To be reviewed:**

## **EXCLUSION POLICY**

### **Fever**

A child with a fever of more than 38°C should be kept at home (or will be sent home). Parents who keep their child home will not be offered a refund (see cancellation and fee policy).

Educators will use the thermometer available in their first aid kit (if available) or their best judgement to notify parents of a child who may have a fever. Medication Administration forms are available for parents to give staff permission to administer prescribed medication. Staff can not administer any type of medication without written consent.

It is advised that a child should be kept at home after a fever until their activity level and appetite is back to normal.

### **Prescribed Antibiotics**

A child who has been prescribed antibiotics for an illness should be kept at home for at least 24 hours.

### **Vomiting**

A child who is vomiting should be kept home until the vomiting has stopped. Micro-organisms which cause vomiting and diarrhoea are highly contagious and will spread through the program very quickly.

### **Pediculosis (Head Lice)**

The child should be excluded until treatment has been commenced. Other members of the family will also need to be checked.

### **Cold Sores (Herpes Simplex)**

Cold Sores are painful sores usually around the mouth, and possibly coinciding with a fever. The condition requires medical attention if the infection is severe or if the sores become secondarily infected. The child should be excluded until the sores have healed.

### **Coxsaki/Hand-Foot-Mouth Disease**

This is a highly contagious infection, which needs medical treatment. It consists of small lesions, which tend to spread quickly on the side of the tongue or inside the mouth around the cheek region. Also lesions appear on hands, feet and legs and occasionally they may appear on the buttocks. Parents are asked to keep children away from the program until they have recovered from the infection.

**In accordance with the Health Department regulations, children must also be excluded from the program if they have any of the following infectious diseases:**

CONDITION	CASES	CONTACTS
Amoebiasis (Entamoeba histolytica)	Exclude until diarrhoea has ceased	Not excluded
Campylobacter	Exclude until diarrhoea has ceased	Not excluded
Chicken Pox (Varicella and Herpes Zoster)	Exclude until fully recovered or at least 5 days after the eruption first appears. <i>Note: Some remaining scabs are not an indication for continued exclusion</i>	Any child with an immune deficiency (eg leukaemia or receiving chemotherapy) should be excluded for their own protection, otherwise not excluded.
Conjunctivitis (Acute infectious)	Exclude until discharge from eyes has ceased.	Not excluded.
Diarrhoea (Rotavirus, Shigella, Giardia, Salmonella,)	Exclude until diarrhoea has ceased.	Not excluded.
CONDITION	CASES	CONTACTS
Diphtheria	Exclude until medical	Exclude family household

	certificate of recovery following at least 2 negative throat swabs, the first not less than 24 hours after cessation of antibiotic treatment and the other 48 hours later.	contacts until cleared to return by an appropriate health authority.
Glandular Fever	Exclusion is not necessary.	Not excluded.
Hand, Foot and Mouth disease	Until all blisters have Dried	Not excluded
Hemophilus type b (Hib)	Exclude until medical certificate of recovery is received	Not excluded
Hepatitis A	Exclude until receipt of a medical certificate but not before 7 days after then onset of jaundice.	Not excluded.
Hepatitis B	Exclusion is not necessary.	Not excluded.
Hepatitis C	Exclusion is not necessary	Not excluded.

Herpes (Cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing where possible.	Not excluded
Hook worm	Exclusion is not necessary	Not excluded
Human Immunodeficiency Virus Infection (HIV)	Exclusion is not necessary unless the person has secondary infection requiring exclusion in their own right.	Not excluded.
Impetigo (School sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a dressing.	Not excluded.
Influenza and influenza like illnesses	Exclude until well	Not excluded
Leprosy	Exclude until approval to return has been given by an appropriate authority.	Not excluded.

Measles	Excluded for at least 4 days from the appearance of a rash.	Immunised contacts not excluded. Non-immunised contact household be excluded until 14 days after the first day of appearance of rash in the last case. If non-immunised contacts are vaccinated within 72 hours of their first contact with the index case, they may return to school.
Meningitis (bacterial)	Excluded until well.	Not excluded.
Meningococcal	Exclude until adequate carrier eradication therapy has been completed.	Not excluded.
Molluscum contagiosum	Exclusion not necessary	Not excluded
CONDITION	CASES	CONTACTS

Mumps	Exclude for at least 9 days after onset of symptoms.	Not excluded.
Poliomyelitis	Exclude for at least 14 days from onset of symptoms. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, Scabies, Pediculosis, Trachoma	Exclude until the day after treatment has commenced	Not excluded.
Rubella (German Measles)	Exclude until fully recovered or for at least 4 days after the onset of rash	Not excluded. <i>Note: Female staff of childbearing age should ensure that their immune status against rubella is adequate.</i>
Severe Acute necessary respiratory syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded until considered by the authorities.
Streptococcal infection (including Scarlet Fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and the person feels well.	Not excluded.
Trachoma	Exclude until first day after treatment has commenced	Not excluded
Tuberculosis	Exclude until production	Not excluded.

	of medical certificate from appropriate health authority.	
Typhoid and Paratyphoid Fever	Exclude until production of a medical certificate of recovery.	Not excluded.
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by authorities for the period specified.	Not Excluded
Whooping Cough (Pertussis)	Exclude for five days after starting antibiotic treatment.	Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have received 5 days of a 14 day course of antibiotics.

Worms (intestinal)	Exclude if diarrhoea present	Not excluded
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## **ILLNESS POLICY**

### **Policy Statement**

When a child becomes ill the child's parent/guardian will be contacted by service staff to make arrangements for the child to be taken home as soon as possible.

### **Procedures**

**The staff have a responsibility to ensure that:**

- When a child becomes ill the parent/guardian or approved person is contacted as soon as practicable.
- The child is kept as comfortable as possible while they are waiting for the parent.
- A quiet spot within the venue is provided.
- The venue has adequate heating and cooling.
- Signs and symptoms are recorded regarding the illness.
- The illness is documented on the forms held by the service and placed on the child's file.

**Families have a responsibility to ensure that:**

- A child with a fever over 38 degrees Celsius should be kept at home for at least 24 hours.
- A child with an acute illness requiring medication should be kept at home for at least 24 hours.
- A child who is vomiting should be kept at home until the vomiting has stopped.
- A child who is experiencing diarrhea should be kept home until they are diarrhea free for at least 24 hours.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)  
 – Quality Area 1 – Educational Program and Practice.  
 - Quality Area 2 – Children's health and safety



- Quality Area 6 – Collaborative partnerships with families and communities Education and Care Services National Regulations (2012).  
National Health and Medical Research Council - Staying Healthy in Child Care 4<sup>th</sup> Edition

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

## **ACCIDENT POLICY**

### **Rationale**

It is vital that sound accident prevention strategies are developed, monitored and practiced by staff. These strategies are designed to provide for a safe and healthy environment for staff, children and parents and thereby reduce the incidence of any accidents occurring.

### **Policy Statement**

1. The child's well being is of prime concern and first aid will be administered immediately by staff to ensure the best outcome.
2. Every attempt will be made to contain the situation.
3. Parents will be informed immediately if medical aid or hospitalisation is required.
4. If required an investigation of the cause will be completed.
5. The Service will ensure that staff, families and children are provided with counselling services to assist in managing stress or grief associated with a trauma or death.

### **Procedures - GENERAL**

#### **The staff are responsible to ensure that:**

- Children are in sight of a staff member at all times to ensure prompt attention.
- First aid is administered as quickly and effectively as possible to prevent any serious harm or secondary issues.
- Emergency procedures are placed in key areas within the facility for staff, parents and children to refer to.
- The 000 emergency number is kept near telephones.

## **Procedures -**

### **MINOR ACCIDENT**

**The staff are**

**responsible to**

**ensure that:**

- An accident report is completed and signed by the staff member and the parent. The report will be shown to the supervisor/team leader (and if necessary the coordinator) and put on the child's file.

## **Procedures -**

### **MAJOR ACCIDENT**

**The staff are**

**responsible to**

**ensure that:**

- Staff will administer first aid and will call for an ambulance.
- The program Supervisor will be notified giving details of the emergency.
- Staff not administering first aid will take other children to a separate area from the major accident.
- Parents of the child and Team Leader to be contacted at earliest convenience.
- The initial accident report will be completed and forwarded to the Team Leader.

## **Procedures - DEATH**

**The staff are responsible to ensure that:**

- Staff will administer first aid and call for an ambulance.
- The program Supervisor will be notified giving details of the emergency.
- Staff not administering first aid will take other children to a separate area from the major accident.
- Parents of the child and Team Leader to be contacted at earliest convenience.
- The initial accident report will be completed and forwarded to the Team Leader.
- If police need to be involved they will be called
- In the event of a child's death, a full report must be lodged with the State Government Director General.

## **Responsibilities**

### **Team Leader and Higher Management:**

- The Team Leader will sight all accident reports and ensure that preventative strategies are developed and maintained.

### **Program Supervisor:**

- The Program Supervisor will ensure all preventative strategies are put in place and that reporting of an accident or hazard is properly documented. In most cases the coordinator will record the incident details, carry out an investigation and follow through on any recommendations arising from the investigation.

### **Support staff:**

- Support staff will report all incidents immediately to the coordinator and provide necessary information to carry out a thorough investigation into the cause.

## **Accident Investigation**

In the case of a serious accident, the Team Leader and other team members will conduct an accident investigation.

## **References:**

ACECQA National Quality Framework Resource Kit (2012)  
– Quality Area 1 – Educational Program and Practice. Standard 1.1

Offences related to required programs.

- Quality Area 2 – Children's health and safety
- Quality Area 6 – Collaborative partnerships with families and communities Education and Care Services National Regulations (2012).

Education and Care Services National Law Act (2010), Section 167.

**Date of last review: February 2024**  
**February 2026**

**To be reviewed:**

## **EMERGENCY MANAGEMENT POLICY**

### **Rational**

The personal safety and security of children and staff, while attending the service is of primary importance.

### **Policy Statement**

1. Emergency procedures will be known and practiced regularly by staff and children.
2. Staff will be trained to use necessary equipment i.e. fire extinguishers

### **Procedures**

- An emergency management and evacuation plan for the service is to be in a place for all to see and follow in times of emergency.
- Active Gamers Australia School Holiday Program will practice emergency evacuations and procedures on a regular basis (minimum of once per school holiday) ensuring all staff and children are familiar with the emergency procedures.
- Procedures are in place to handle harassment and or threats to children by persons known or unknown.
- Staff will receive training in the proper usage of emergency equipment
- All emergency exits will remain clear and exit signs will be checked regularly to ensure they are in working order.
- If an emergency occurs an evaluation will follow to ensure all procedures were in place and were adequate for the occasion.
- The approved provider will review the procedures every 12 months, or as soon as practicable after becoming aware of any circumstance that may affect the safe evacuation of children from the service.
- As soon as practicable after reviewing the risk assessment, the approved provider will make any necessary updates to the emergency and evacuation policies and procedures.

## **In case of an emergency evacuation - RACE**

The service will use the R.A.C.E. acronym for guidance in case of emergency. R.A.C.E. stands for 'Remove, Alarm, Confine and Extinguish or Evacuate. This easy to remember acronym is our University procedure in the case of a fire. Particularly in the hospital, every staff member is trained to recognize and respond appropriately in the case of a fire using this term.

### **Remove**

Remove everyone from the area. All people in the danger area are to relocate off the site using the nearest exit door.

### **Alarm**

Immediately notify the responsible person, call 000 and raise the alarm, if possible.

### **Confine**

Once the room or area has been cleared of people, the door shall be closed, thus confining the fire. This enables the fire response team the time needed to arrive.

### **Extinguish or Evacuate**

When practical and only when an employee has been properly trained in the safe and proper use of a fire extinguisher, extinguisher shall be attempted using one fire extinguisher. Evacuate if you are not comfortable using a fire extinguisher or if more than one extinguisher is needed.

The responsible person is to conduct a roll call once all people have gathered at the Assembly area as soon as possible to ensure all people including visitors are account for.

The responsible person is to liaise with emergency services on arrival and assist where necessary is safe to do so

## **Lockdown procedures**

Lockdown procedures will be rehearsed during each school holiday period, and its occurrence documented. However, details of the procedure will not be recorded for security reasons.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National

Regulations (2012), Section 168. Education and

Care Services National Law Act (2010). Section

167.

**Date of last review: Dec 2024**

**To be reviewed: Dec 2025**

## **WATER SAFETY POLICY**

### **Rationale**

Excursions that involve water pose special risks. It is important that any water based activity or water based excursion is exercised with extra caution.

### **Objectives**

The goals of the water safety policy are to

- Ensure the safety of all children and staff.
- Encourage safe water practices.
- Assist children to play safely in and around water

### **Procedures**

- Staff are to discuss the rules of being near and around water with children before leaving for an excursion or before a water based activity begins.
- Staff will ensure a 1:5 ratio takes place at all times around water or when participating in a water based activity.
- Staff are to understand the swimming capability and competency of each child.
- Staff are to be located so that they can supervise all children at all times around water.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)  
- Quality Area 2 – Children's health and safety  
Education and Care Services National Regulations (2012).

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **SUN SMART POLICY**

### **Rationale**

A healthy balance of the sun's ultraviolet (UV) radiation exposure is

important for health. Too much UV from the sun can cause sunburn, skin damage, eye damage and skin cancer.

Australia has one of the highest rates of skin cancer in the world. Over exposure to UV during childhood and adolescence is known to be a major cause of skin cancer.

Sun Protection is needed whenever UV levels reach three and above. In the ACT and parts of NSW average UV levels are three and above from the beginning of September to the end of April. During these months particular care should be taken during the middle of the day between 10am – 3pm when UV levels reach their peak.

Extreme heat conditions are rare, but Active Gamers Australia will follow the Department of Education heat policy. Children will be kept inside where temperatures exceed 37 degrees. As extreme weather conditions are unusual and rare, parents may need to make arrangements to collect children at earlier closing times. Refunds or fee waivers are not issued in these extreme instances.

## **Objectives**

The goals of the Sun Smart Policy are to:

- Ensure that all children and staff maintain a healthy UV exposure balance.
- Encourage the use of a combination of sun protection measures whenever UV index levels reach 3 and above
- Encourage safe UV exposure whenever UV Index levels are below 3.
- Work towards a safe environment that provides shade for children and staff at appropriate times.
- Assist children to be responsible for their own sun protection.
- Ensure that families and new staff are informed of the service's Sun Smart Policy.

## **From September to April in the ACT & NSW -**

- Children and staff use a combination of sun protection measures whenever UV Index levels reach 3 and above.
- Our Sun Smart policy is considered when planning all outdoor events e.g. excursions, outside play.
- Where possible, we have outdoor activities or events earlier in the morning or later in the afternoon, or we try using indoor venues.

### **1. Shade**

- The availability of shade is considered when planning excursions and all outdoor activities.

- Children who do not have appropriate hats or outdoor clothing shall not be allowed to attend the service. (Parents shall be called to collect their children or take their children home on signing in to collect their hat / put on appropriate clothing.

## **2. Clothing**

- Children are required to wear clothing that covers as much skin as possible. This includes shirts with collars and longer sleeves, longer style dresses and shorts and rash vests or t-shirts.

**SINGLET TOPS, SHOE STRING TOP DRESSES DO NOT OFFER ENOUGH PROTECTION AND ARE THEREFORE NOT ALLOWED TO BE WORN AT THE SERVICE.**

## **3. Hats**

- Children and staff are encouraged to wear hats that protect their face, neck and ears,  
e.g. legionnaire, broad brimmed or bucket hats, whenever they are outside.

## **4. Sunglasses**

- Children and staff are encouraged to wear close fitting, wrap around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2,3 or 4) and cover as much of the eye area as possible.

## **5. Sunscreen**

- SPF 30+ broad spectrum, water resistant sunscreen is available for staff and children to use.

**SUNSCREEN IS APPLIED AT LEAST 20 MINUTES BEFORE GOING OUTDOORS AND REAPPLIED EVERY TWO HOURS IF OUTDOORS.**

- Children are reminded to apply sunscreen before going outdoors.

## **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National Regulations (2012), Section 168

2a(ii)– Sun protection Sunsmart – [www.sunsmart.com.au](http://www.sunsmart.com.au)



## **NUTRITION POLICY**

### **Rationale**

*Young children need adequate nutrition for good health and growth. Research indicates that school-aged children's nutritional practices are not ideal. A disturbing number of children are overweight, and many miss breakfast and snack regularly on high-fat, high sugar foods." Page 9*

### **Food at the services**

Active Gamers vacation care provides a healthy nutritious lunch as part of the program in all centers. Regular feedback from families has shown that this is a well appreciated feature of the service that contributes to an improved family experience of the program. The lunches are provided by local registered and experienced caterers.

In the ACT the caterer is Smilies Catering, in NSW (Campbelltown) the caterer is Fancy Spoon catering.

The lunches are made fresh on the day off site and individually packaged for children. Much attention is paid to individual dietary needs. The lunches are delivered immediately prior to lunch break, and in NSW are planned in consultation with the NSW government Healthy Canteen guidelines. Menus are supplied prior to each program and passed to all registered families. Unused lunches are disposed of thoughtfully after then lunch period.

Water is always available to children, and they are prompted to drink at regular intervals. We encourage all families to provide water bottles for their children to reduce paper cup usage.

Whole fruit is also always available at the services, the fruit is delivered every two days by a recognised wholesaler, Regional Fruit and Veg. Fruit in their own natural packages are favoured (ie banana, mandarins). Fruit is rinsed in cold water by educators before being made available to children.

The service also provides non-hazardous snacks to children at points during the day. These include:

- biscuits
- crackers and crispbreads
- plain cakes
- packaged muesli bars (no nuts)

### **Updates to the Food Standards Code and Food Act 2003 (NSW)**

From December 2024 Children's services that provide food as part of their service need to meet requirements in the Food Standards Code and *Food Act 2003* (NSW) code 3.2.2A.

We understand that Standard 3.2.2A requirements do not apply as the service does not:

- handle unpackaged, ready to eat foods that are potentially hazardous
- Does not need to maintain any types of high or low temperature controls over foods

**The role of School Holiday Program is to:**

- Encourage children to bring nutritious balanced snacks to the program.
- Limit fat, sugar and salt.
- Provide suitable eating environments.
- Model good eating behaviours.

**Procedures**

Approved provider	Responsibilities
	<ul style="list-style-type: none"><li>• ensure that obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met</li><li>• ensure adequate health and hygiene practices are followed, as well as safe premises, equipment and practices for handling, preparing and storing food, in line with Australian food safety standards and any jurisdictional requirements</li><li>• ensure children have access to safe drinking water at all times and are offered food and beverages appropriate to each child's needs on a regular basis throughout the day</li><li>• ensure the food and beverages provided are nutritious and adequate in quantity, and chosen based on each child's dietary requirements (accounting for their growth and development needs, as well as any specific cultural, religious or health requirements)</li><li>• display and make accessible to family members a weekly menu which accurately describes the food and beverages to be provided by the service each day</li><li>• ensure that child enrolment records include any special considerations for the child, such as cultural or religious dietary restrictions, as well as any health-related dietary restrictions</li><li>• ensure risk minimisation plans are developed for children with medical conditions that can be impacted by food</li><li>• ensure that healthy eating is promoted</li><li>• take reasonable steps to ensure that nominated supervisors, educators and staff follow the <i>Nutrition policy and procedures</i></li><li>• ensure that copies of the policy and procedures are readily</li></ul>

	<p>accessible to nominated supervisors, coordinators, educators, staff and families, and available for inspection</p> <ul style="list-style-type: none"> <li>• notify families at least 14 days before changing the policy or procedures if the changes will: <ul style="list-style-type: none"> <li>• affect the fees charged or the way they are collected or</li> <li>• significantly impact the service's education and care of children or</li> <li>• significantly impact the family's ability to utilise the service.</li> </ul> </li> </ul>
Nominated supervisor	<ul style="list-style-type: none"> <li>• ensure that regulatory obligations are met in relation to nutrition, food and beverages, and dietary requirements</li> <li>• implement procedures for nutrition, food and beverages, and dietary requirements</li> <li>• ensure adequate health and hygiene practices are followed, as well as safe practices for handling, preparing and storing food, in line with Australian food safety standards and any jurisdictional requirements</li> <li>• ensure children have access to safe drinking water at all times and are offered food and beverages appropriate to each child's needs on a regular basis throughout the day</li> <li>• ensure the food and beverages provided are nutritious and adequate in quantity, and chosen based on each child's dietary requirements (accounting for their growth and development needs, as well as any specific cultural, religious or health requirements)</li> <li>• display and make accessible to family members a weekly menu which accurately describes the food and beverages to be provided by the service each day</li> <li>• ensure that child enrolment records include any special considerations for the child, such as cultural or religious dietary restrictions, as well as any health-related dietary restrictions</li> <li>• for children with medical conditions that can be impacted by food, work with families to develop risk minimisation plans and ensure educators and staff implement these plans</li> <li>• ensure that a system for ongoing communication is developed and</li> </ul>

	<p>maintained between families, educators, staff and cooks, so that all are aware of children's nutrition and any special dietary requirements</p> <ul style="list-style-type: none"> <li>• develop program planning that promotes healthy eating and knowledge of nutrition by children and families, and involves children in decision-making about healthy food and beverage choices.</li> </ul>
<b>Educators</b>	<ul style="list-style-type: none"> <li>• implement the Nutrition policy and procedures</li> <li>• handle, prepare and store food using safe practices, in line with Australian food safety standards and any jurisdictional requirements</li> <li>• ensure safeguards are in place to prevent children being provided the wrong food</li> </ul> <p>Ensure a suitable break is arranged to allow snacks and meals to be eaten.</p> <p>Ensure children are to be seated while eating and drinking</p> <ul style="list-style-type: none"> <li>• ensure children have access to safe drinking water at all times and are offered food and beverages appropriate to each child's needs on a regular basis throughout the day</li> <li>• monitor children's food and beverage intake to ensure it is adequate and appropriate to each child's needs</li> <li>• be familiar with the individual needs and action plans for the children in your care with specific dietary requirements, and ensure those requirements are taken into consideration, including on excursions</li> <li>• maintain ongoing communication with families and other members of staff (including the Nominated Supervisor) about any changes to children's dietary requirements and ensure these changes are reflected in the mealtimes</li> <li>• implement and reflect on program planning to:             <ul style="list-style-type: none"> <li>• promote healthy eating and knowledge of nutrition by children, e.g. eating with the children, conversations during mealtimes around food</li> <li>• promote healthy eating among families</li> <li>• involve children in decision-making about healthy food and beverage choices</li> </ul> </li> </ul>

**References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety.

Education and Care Services National Regulations (2012).

Heart Foundation, 2002, Eat Smart, Play Smart, A Manual for Out of School Hours Care, Australia

Australian Guide to Healthy Eating – [www.health.gov.au](http://www.health.gov.au)

Food Standards Code and *Food Act 2003* (NSW)

<https://education.nsw.gov.au/schooling/school-community/healthy-canteens>

**Date of last review: June 2024**

**To be reviewed: January 2026**

**FOOD PREPARATION FACILITIES POLICY**

Active gamers does not cook, prepare or store any foods that require temperature control.

**Policy**

1. Active Gamers Australia Holiday Care will comply with State and Local Authority legislation in relation to all food handling requirements.
2. Active gamers does not cook, prepare or store any foods that require temperature control.
3. Active Gamers Australia Holiday Care is committed to providing safe and hygienic facilities for the preparation, storage cooking and cooling of children's food where necessary.

**Procedures**

- Information on correct food preparation procedures will be available to staff.
- A weekly menu will be available to children and parents when food is a part of the program.

- The environment and equipment will be cleaned regularly in compliance with food safety regulations
- Safe, hygienic facilities for the preparation, storage, heating and cooking of food for children, including a sink, refrigerator and hot and cold running water supply will be accessible to staff.
- Items that could be considered dangerous will be safely stored in cupboards that children are unable to access.
- The above facilities shall be in a room within the boundaries of the program venue.
- Garbage receptacles will be emptied and cleaned on a daily basis.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

- Quality Area 1 – Educational Program and Practice.
- Quality Area 2 – Children's health and safety.
- Quality Area 6 – Collaborative partnerships with families and communities

Education and Care Services National Regulations (2012), Section 168 2d- Dealing with medical conditions in children, including the matters set out in regulation 90.

**Date of last review: June 2024**

**To be reviewed: February 2026**

## **SLEEP AND REST POLICY**

### **Policy**

1. Approved providers, nominated supervisors and educators will take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children (regulation 84A).
2. The approved provider and take reasonable steps to ensure those policies and procedures are followed (regulation 170).
3. The National Law requires that all children being educated and cared for at an approved service are adequately supervised (section 165).

4. Our approach to supporting and promoting children's health and physical activity, including safe sleep and nutrition, is informed by current recognised guidelines and up-to-date information.
5. Our service's safe sleep and rest procedures and practice follow Red Nose Australia guidelines, the recognised national authority in this area.
6. Effective sleep and rest strategies are important factors in ensuring each child feels secure and is safe at our service.
7. Educators, staff and management have a shared duty of care to ensure all children are provided with a high level of safety when sleeping and resting, including adequate lighting to enable effective supervision by staff and ventilation for children, and every reasonable precaution is taken to protect them from harm and hazard.
8. Children sleeping and resting will always be adequately supervised so that educators can supervise children's safety and wellbeing. Educators will be able to visually check the child's sleeping position, breathing and the colour of the child's lips and skin, body temperature, head position, airway and the child's head and face, ensuring they remain uncovered.
9. Child safety is our priority. Educators can confidently refer to the service's Sleep and Rest policy and procedures if families make requests that are contrary to the safety of the child.
10. Opportunities will be provided to meet each child's sleep, rest and relaxation needs and ensure children feel secure and safe.
11. Physical spaces are designed to support supervision, with consideration given to how educators may position themselves within the physical space.
12. We will consult with families about their child's routine for sleep and rest at home and carry this out at the service where possible and safe to do so, in line with the prevailing safe sleep practices recommended by Red Nose Australia.

## **Procedures**

- A risk assessment will be in place to address how children will be protected from any risks identified

- Active Gamers does not provide dedicated sleep areas or facilities of children. This is in line with the primary school age of our participants. We will however provide a rest area that will have comfortable seating/bean bags in an area away from overt noise and activity. Children may choose to rest in this space as required or sleep if necessary. The sleep and rest needs of individual children will be considered.
- Any known health care needs of individual children relating to sleep and rest will be catered for as best as possible, in consultation with Parents and Carers. This includes specific requests from families including cultural preferences
- Adequate supervision and monitoring during sleep and rest periods, including the method and frequency of checking the safety, health and wellbeing of children during sleep and rest periods. Our service will not, as a practice, document sleep and rest periods due to the age of the children.
- Potential hazards will be managed in sleep and rest areas and on a child during sleep and rest periods. This includes the management of physical safety and suitability of sleep and rest environments including temperature, lighting and ventilation.
- Training for new staff on the practice of required sleep and rest procedures will be undertaken during the induction process. Regular refreshers for all staff will be scheduled.

### **Roles and Responsibilities**

Roles	Responsibilities



Approved provider	<ul style="list-style-type: none"> <li>• ensure that a practice is in place for new staff to be aware of the sleep and rest policies and procedures, and that existing staff are regularly refreshed in their knowledge.</li> <li>• undertake a risk assessment to ensure adequate supervision and monitoring of children during periods of sleep and rest is conducted and documented, including the method of checking children's safety, health and wellbeing</li> <li>• ensure that obligations under the Education and Care Services National Law and National Regulations are met</li> <li>• ensure educators (including casual/relief staff) receive information and induction training to fulfil their roles effectively, including being made aware of the sleep and rest policies, their responsibilities in implementing these, and any changes that are made over time</li> <li>• take reasonable steps to ensure that nominated supervisors, educators and staff follow the policy and procedures</li> <li>• ensure the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, developmental stages and individual needs of the children</li> <li>• ensure the premises, furniture and equipment are safe, clean and in good repair, including ensuring all equipment used meets any relevant Australian Standards and other product safety standards, such as Australian Competition and Consumer Commission (ACCC) guidelines.</li> <li>• ensure equipment being used for sleep and rest are safe and appropriate for the ages and developmental stages of children who will use them</li> <li>• ensure that each child has access to sufficient furniture, materials and developmentally appropriate equipment suitable for the education and care of that child</li> <li>• ensure that the indoor spaces used by children are well ventilated; have adequate natural light; and are maintained at a temperature that ensures the safety and wellbeing of children</li> <li>• ensure sleep and rest environments are free from cigarette or tobacco smoke</li> <li>• ensure that the premises are designed to facilitate supervision</li> <li>• ensure children are supervised during periods of sleep and rest.</li> <li>• ensure copies of the policy and procedures are readily accessible to nominated supervisors, educators and staff, and are available for inspection</li> </ul>
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Nominated supervisor	<ul style="list-style-type: none"> <li>• ensure that a practice is in place for new staff to be aware of the sleep and rest policies and procedures, and that existing staff are regularly refreshed in their knowledge.</li> <li>• ensure the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, developmental stages and individual needs of the children</li> <li>• ensure sleeping spaces have sufficient light to allow supervision</li> <li>• ensure sleep practices, environments and equipment continue to be safe and in line with best practice guidelines</li> <li>• ensure educators understand and follow the service's policies and procedures</li> <li>• ensure educators understand their legal roles in the implementation of the policies and procedures</li> <li>• ensures children are supervised during periods of sleep and rest.</li> </ul>
Educators	<ul style="list-style-type: none"> <li>• ensure procedures are relevant to their particular service type and venue. If not, discuss this with the nominated supervisor/family day care coordinator</li> <li>• have a good understanding of the service's policy and procedures, and embed practices that support safe sleep into everyday practice</li> <li>• identify and suggest any potential improvements to service procedures and practice</li> <li>• identify and remove potential hazards from sleep environments</li> <li>• consult families to gather information about individual children's needs and preferences</li> <li>• promote safe sleep practices and make information available to families</li> <li>• ensure the needs for sleep and rest of the children being educated and cared for by the service are met, considering the ages, developmental stages and individual needs of the children</li> <li>• maintain supervision of sleeping and resting children including regular physical checks including visual inspection of the child's: <ul style="list-style-type: none"> <li>» sleeping position</li> <li>» skin and lip colour</li> <li>» breathing</li> <li>» head position</li> <li>» head and face, ensuring they remain uncovered</li> </ul> </li> <li>• ensure sleeping spaces have adequate light to allow supervision</li> <li>• ensure children's clothing is appropriate during sleep times and does not have any items that are loose and could get tangled and restrict breathing</li> <li>• report issues with day to day sleep practice, environment and equipment to the nominated supervisor or provider</li> </ul>

Families	<ul style="list-style-type: none"> <li>• regularly update the service on their child's need for sleep and or rest</li> <li>• if relevant, provide informal updates on the previous night's sleep to assist with sleeping during the day</li> <li>• dress child appropriately for the weather conditions and provide additional clothing</li> <li>• review the service's policies and procedures relating to sleep and rest.</li> </ul>
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### References:

- ACECQA National Quality Framework Resource Kit (2012)
  - Quality Area 1 – Educational Program and Practice.
  - Quality Area 2 – Children's health and safety.
  - Quality Area 6 – Collaborative partnerships with families and communities
- Education and Care Services National Regulations (2023), 4.2 Children's Health and Safety. Division 1A Sleep and Rest
- <https://rednose.org.au/page/early-childhood-educators>

**Date of last review: June 2024**

**To be reviewed: April 2026**

## **TRANSPORT POLICY**

### **Policy Statement**

Active Gamers Australia School Holiday Program will ensure any child, while in transit, will be safe.

### **Procedures**

**The Program Team Leader will ensure that:**

- The vehicles owned and operated by the service will be roadworthy and registered for the maximum number of passengers and be comprehensively insured. When hiring transport, the service will ensure insurance policies are in place.
- Where seat belts are provided all children and staff are required to wear them.
- Drivers will hold appropriate licenses.

- Children, when in transit, will be supervised by service staff.
- In the event of a break down the Team Leader will be notified as soon as possible, and alternate transport will be arranged.
- Where the bus is involved in an accident, the appropriate emergency services will be called, and the Team Leader notified. The supervisors are to remain with children at all times, and where possible move them from the accident scene and reassure children. The Team Leader will arrange alternate transport if necessary, and parents will be notified of the accident.
- Risk assessments are conducted and read by staff prior to boarding transport and leaving the program venue
- Transport options may include and are not limited to bus, bicycle or foot.

#### **References:**

ACECQA National Quality

Framework Resource Kit (2012)

Education and Care Services

National Regulations (2012)

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

## **SAFE AND SECURE VENUE POLICY**

### **Policy Statement**

The personal safety and security of children, staff and parents/guardians/authorised persons while at the service is of primary importance. To ensure this safety, the service will provide a safe and secure environment.

### **Procedures**

**The Program Team Leader has a responsibility to ensure that:**

- The venue, grounds, and all equipment and furnishings used by the service are maintained in a safe, clean, hygienic condition and in good repair at all times.
- Facilities remain vermin free.
- Appropriate heating, ventilation and lighting both indoors and outdoors is provided.
- Heating and cooling units will be adequately guarded and positioned so as not to threaten the children's safety.
- Emergency exits are clearly identified.
- Hazard reports are available for staff to notify of any dangerous broken or damaged equipment and/or repairs and hazards at the venue.
- Broken equipment or damaged property should be identified to the Team Leader to follow up with building owner.
- Fire safety equipment is accessible to staff at all times.
- A telephone is accessible to the service at all times for incoming and outgoing calls and on excursions.
- Any glazed area must comply with subregulation (2) if the area is accessible to children. The glazed area must be glazed with safety glass or treated with a product that prevents glass from shattering if broken, or guarded by barriers that prevent a child from striking or falling against the glass.

#### **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

– Quality Area 2 – Children's health and safety

– Quality Area 3 – Physical Environment

Education and Care Services National

Regulations (2012) Education and Care

Services National Law Act (2010), Section

167.

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

## **SECURITY POLICY**

## **Policy Statement**

Active Gamers Australia School Holiday Program considers the safety of staff and children using the service to be paramount.

## **Procedures**

- A systematic procedure is in place for checking the safety of building, grounds and equipment on a regular basis.
- Active Gamers Australia School Holiday Program will have access to a phone at all times
- A minimum of 2 staff will always be present at the program during operating hours and while children are in attendance.
- Staff will position themselves to ensure maximum supervision at all times.
- A head count of children is undertaken throughout the session and checked against the sign in and out register.
- The venue is secure and a closing routine is undertaken when leaving the premises.
- The premises are checked at the end of the day to ensure that all children have been collected.
- Adequate lighting will be provided during the winter months to ensure the safe arrival and departures to and from the service for parents, children and staff.

## **References:**

ACECQA National Quality Framework Resource Kit (2012) – - Quality Area 2 – Children's health and safety

Education and Care Services National Law Act (2010), Section 165 and Section 167.

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **TOILET AND HYGIENE POLICY**

The provision of a clean and well-maintained facility is essential in ensuring that parents and children using the service are provided with

a high quality service.

### **Procedures**

- It is the responsibility of all staff members to maintain a clean and hygienic venue.
- Toilets and washing and drying facilities are provided in a convenient and safe location.

### **References:**

ACECQA National Quality Framework Resource Kit (2012) –  
- Quality Area 2 – Children's health and safety

**Date of last review: February 2024  
August 2021**

**Date reviewed:**

## **CLEANING AND MAINTENANCE POLICY**

### **Policy Statement**

The provision of a clean and well-maintained facility is essential in ensuring that parents and children using the service are provided with a high quality service.

### **Procedures**

- The indoor and outdoor facilities are to be regularly checked for cleanliness and safety.
- Staff will ensure food preparation areas are not used for other purposes.
- Environmentally friendly cleaning products are used where appropriate.
- A cleaning service will be contracted in to clean at least once a week.
- It is the responsibility of all staff members to maintain a clean and hygienic venue.
- Staff clean tables throughout the day, clean floors after activities, pack up equipment and equipment and put away into the appropriate tub/s. Encourage the children to help with this process whenever possible.
- At snack and lunch times make sure the children are placing all rubbish into the bin and do a rubbish pick up if there are dropped wrappers etc before moving off.
- Any used dishes are to be washed, air dried and put away by the staff member that used them.

**At the conclusion of the day:**

- The floors are to be cleaned.
- Tables and chairs wiped with disinfectant.
- All equipment to be packed away.
- Any dishes are to be washed, dried and put away and the kitchen surfaces to be wiped with disinfectant.

**References:**

ACECQA National Quality Framework Resource Kit (2012) –  
- Quality Area 2 – Children's health and safety

**Date of last review: February 2024  
August 2021**

**Date reviewed:**

**STORAGE OF DANGEROUS PRODUCTS POLICY****Policy Statement**

1. Active Gamers Australia School Holiday Program will store all dangerous products in a cupboard out of reach of children.
2. Less toxic products will be selected for cleaning and other purposes where appropriate.
3. All staff will be trained in the storage, preparation and first aid of all dangerous products held at Active Gamers Australia School Holiday Program.

**Procedures****Management and staff have a responsibility to ensure that:**

- When purchasing cleaning and other dangerous supplies, consideration is made to the purpose of the product, health and regulatory requirements and alternative products.

**Staff have a responsibility to ensure that:**

- Cupboards out of children's reach are used for cleaning materials, disinfectants, flammable, poisonous and other dangerous substances, tools, toiletries, first aid equipment and medication.
- All chemicals and dangerous products are returned to the cabinet immediately after use.
- All chemicals, medications and dangerous



substances are stored in their original containers.

- Hazardous machinery, chemicals and activities which are likely to cause potential danger to children are not to be used or undertaken while the Service is in operation.
- If poisoning does occur a staff member will telephone the Poisons Information Centre immediately for first aid advice.

#### **References:**

ACECQA National Quality Framework Resource Kit (2012) – - Quality Area 2 – Children's health and safety

Education and Care Services National Law Act (2010), Section 167.

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

### **SMOKE FREE ENVIRONMENT POLICY**

#### **Policy Statement**

Active Gamers Australia School Holiday Program operates in a smoke-free environment as per National Standards.

#### **Procedures**

- No person, staff member or parent/guardian may smoke whilst at the program venue.
- Staff non-compliance will result in disciplinary action in accordance with industrial protocols.
- Parents who are smoking will be asked to leave the venue.
- Signs are posted to notify that it is a smoke free environment

#### **References:**

ACECQA National Quality Framework Resource Kit (2012)

**Date of last review: February 2024  
2026**

**To be reviewed: January**

### **STAFFING**

Through service agreements sponsors are responsible to maintain National Standards and State and Commonwealth legislation. Job descriptions ensure committees of management and service staff are clear about their duties, accountability and standard of performance allowing for the maintenance of appropriate standards.

There is a general acceptance within the children's service's industry of the principle that quality care is dependent on relevant staff training. The need for qualified staff is based on recognition of the fact that the care of children requires specialist knowledge and skills.

Active Gamers does not engage students or volunteers to work in any Services.

## **STAFFING AND RATIOS**

Active Gamers Australia's School Holiday Program staffs the School Holiday Program's based on ratios outlined by the Education and Care Services National Law and Regulations.

At all times –

There must be 1 qualified staff member for every 33 children or fraction of that number. There must be 1 certified supervisor on duties at all times.

There must be 1 fit and proper

person on duty at all times Centre

Based Days -

There must be 1 staff member for every 11 children or fraction of that number.

Excursions –

There must be 1 staff member for every 11 children or fraction of that number or 1 staff member for every 8 children or fraction of that number for high risk excursions. E.g. ice skating etc.

Excursion (involving water) -

There must be 1 staff member for every 6 children or fraction of that number

At all times, formal or informal, risk assessments are undertaken in order to maximise children and staff's safety.

## **STAFF REQUIREMENTS**

The Active Gamers Australia School Holiday Program will only employ staff who:

- a) Hold a minimum training in Certificate III Children's Services; or
- b) Is a qualified staff member or a teaching staff member; or
- c) Holds a primary school teaching qualification; or
- d) Holds a secondary school teaching qualification; or
- e) Holds a Bachelor of Applied Science (Physical Education); or
- f) Holds a Diploma of Youth Work; or
- g) Holds a Bachelor of Physical Education; or
- h) In the case of an outside school hours care service –
  - i. Holds a qualification or has training referred to in paragraph (a), (b), (c) or (d); or
  - ii. Commences obtaining a qualification or training referred to in subparagraph (i) or (ii) within 6 months of commencing to care for or educate children at the service have current and up to date training in:
  - iii. Holds a valid Working with Vulnerable People Card

A minimum of ONE staff/educator, on duty at each program, will hold current and up-to-date:

- i) Level 2 First Aid
- j) CPR Accreditation
- k) Management of Anaphylaxis; or
- l) Emergency Asthma Management

Anyone not qualified is not considered to meet with accreditation requirements. Anyone with any questions about assessment of inclusion of approved qualification will be given information from the Team Leader upon request.

All staff must also have a current Working with Vulnerable People Card (WWVP) or recognised equivalent.

## **RESPONSIBLE PERSON**

Children care service providers must ensure that at all times a person is in attendance who is responsible for the day to day

running of the service.

The name of the responsible person will be clearly displayed in the service.

If the responsible person needs to change, they will “hand over” obligations for the role to another qualified person at the Service. Both the old and new responsible person will converse directly and ensure the name of the responsible person presented at the Service appropriately reflects who presently holds the position.

Active Gamers Australia services will have one Responsible Person available at all times when caring for and educating children.

The Nominated Supervisor assumes the legal responsibilities of the day to day operations of the service.

Management will ensure:

- A Responsible Person is appointed
- The Responsible Person is over the age of 18 years old
- The Responsible Person meets the minimum requirements for qualification, experiences and management capabilities.
- The Responsible Person has a clear understanding of the role.
- The Responsible Person is a fit and proper person
- The Responsible Person has a minimum of 3 years' experience working as an educator in an Education and Care service (Recommended but not compulsory)
- A Responsible Person is available from the time the Service opens each day until the time the Service closes.
- Written consent of the Nominated Supervisor role has been accepted
- The staff record has the name of the responsible person at the service for each time that children are being educated and cared for by the service.

A Nominated Supervisor will:

- Hold a Supervisor Certificate
- Provide written consent to accept the role of Certified Supervisor

- Ensure that the name and position of the Responsible Person in charge of the service is displayed and easily visible in the office of the service.
- Inform the Approved Provider in the event of absence from the service due to leave or illness so they can be replaced by another Responsible Person
- Ensure they have a sound understanding of the role of Responsible Person
- Notify 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

## **FIT AND PROPER PERSONS**

The determination of a fit and proper person will be based on the relevant legislation.

To be considered a fit and proper person staff must:

- a) Hold a minimum training in Certificate III Children's Services; or
- b) Is a qualified staff member or a teaching staff member; or
- c) Hold a primary school teaching qualification; or
- d) Hold a secondary school teaching qualification; or
- e) Hold a Bachelor of Applied Science (Physical Education); or
- f) Hold a Diploma of Youth Work; or
- g) Hold a Bachelor of Physical Education; or
- h) In the case of an outside school hours care service –
  - i. Holds a qualification or has training referred to in paragraph (a), (b), (c) or (d); or
  - ii. Holds a qualification in a field the Secretary is satisfied is acceptable; or
  - iii. Commences obtaining a qualification or training referred to in subparagraph (i) or (ii) within 6 months of commencing to care for or educate children at the service have current and up to date training in:
  - iv. Holds a valid Working with Vulnerable People

## Card

A minimum of ONE staff will also hold current and up-to-date:

- i) Level 2 First Aid.
- j) CPR Accreditation
- k) Management of Anaphylaxis; or
- l) Emergency Asthma Management

All staff must also have a current Working with Vulnerable People Card (WWVP) or recognised equivalent.

## **STAFF CODE OF CONDUCT**

Active Gamers Australia operates School Holiday Programs in the ACT & NSW.

The programs operate from as early as 7:30AM to as late as 6:30PM Monday to Friday during the school holidays. Times may vary between individual centres.

## **STAFF REQUIREMENTS**

- There will be limited opportunities to spend money whilst working at the program. Staff should bring a packed lunch, including a drink every day. Programs do not have the facilities to purchase or reheat food.
- Appropriate shoes must also be worn for the daily activities. We recommend comfortable running shoes. **Sandals, thongs and hi-heels are not considered appropriate.**
- ID's are to be available at all times.
- All staff are required to work with children with additional needs where appropriate.
- Staff are required to bring ideas to the program and may be asked to implement them at short notice.
- Staff are required to evaluate activities and children where appropriate or asked to do so by the Team Leader or their program supervisor.
- Staff may be required to attend staff periodically through the year, and in the case of a supervisor, this may include further planning / debrief meetings.

## **ALL STAFF ARE EXPECTED TO:**

- Be able to use initiative (staff may need to initiate an activity to entertain the children at short notice).
- Be responsible for the supervision of children in the program.
- Build up a positive rapport with children, staff and parents.

- Follow directions, ask for clarification and demonstrate enthusiasm in all activities.
- Follow policies and procedures.
- Follow the Education and Care Services National Law and Regulations and the National Quality Standards.
- To adhere to and use the National Quality Framework (My Time Our Place) in their program planning and delivery.
- Actively participate in all centre-based and excursion activities.
- Assist on excursions by conducting 'head counts' of children throughout the day and engaging with children.
- Supervise children during bus trips, ensuring that they act in line with the bus policy. (sitting on seats, talking quietly, backs against the seat, staff member in middle of the back seat. etc)
- Be able to communicate with Supervisors regarding any issues, concerns or feedback from activity days.
- Be able to demonstrate professionalism throughout the School Holiday Program.

## **CASUAL EMPLOYMENT GUIDELINES**

### **DEFINITION**

The definition of a casual employee as per Active Gamers Australia's Enterprise Agreement 2011 is: *'An employee who is engaged in relieving work or work of a casual and/or unexpected nature and who is engaged and paid by the hour'*

### **Overview of Provisions Relating To Casual Employees:**

Appointment Details: Upon engagement a casual employee shall be advised:

- that they are employed as a casual;
- the job or duties to be performed;
- the applicable classification and pay level;
- the actual or likely number of hours required.

Rates of pay: The hourly rate of pay for a casual employee shall be equal to the ordinary hourly rate for the position plus a casual loading of 25% (except for Leisure Service Officers who are entitled to a loading of 20% - refer Schedule 2, 5(e) of the Enterprise Agreement). Where overtime penalty rates are payable to a casual employee no loading is applicable.

A casual employee will not be entitled to any pro rata annual leave, sick leave or public holidays.

### **Notice period on termination:**

The services of a casual employee may be terminated by one Day's notice on either side or by the payment or forfeiture of one Day's Salary as the case may be.

## **RECRUITMENT POLICY**

### **Policy Statement**

Management will comply with the Children's Services Regulations 2009 and the Children's Services Act 1996 and ensure that Minimum Staff requirements are always met as per Part 5 - Staffing

### **Procedures**

**The Program Team Leader has a responsibility to ensure that:**

- References to support the applicants work application are checked.
- Proof of identification is received.
- Those applicants on regular medication provide a medical certificate confirming their ability to care for children.
- For Insurance and Work Cover purposes medical documentation indicating an individual is physically able to perform their duties is required.
- All staff have a Police Check or a WWVP card prior to access to the children.

All staff will also hold current and up-to-date upon recruitment:

- a) Level 2 First Aid.; or
- b) CPR Accreditation
- c) Management of Anaphylaxis; or
- d) Emergency Asthma Management

### **References:**

ACECQA National Quality  
Framework Resource Kit (2012)  
Education and Care Services  
National Regulations (2012).

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

## **STAFF INDUCTION AND ORIENTATION POLICY**



## **Policy Statement**

1. The Program Team Leader will provide a work induction for all new staff members.
2. All new staff are required to attend a team meeting before the start of the program, or to meet with the Team Leader or their Supervisor before commencing work.
3. Each new staff member will meet with the Supervisor of the program they are working at during their first shift, who will go through the orientation checklist with the new staff member.

## **Procedures**

- A documented and/or verbal account of service procedures will be provided to all staff members prior to commencing where possible.
- The account will include Policy and Procedures, Position Description.
- Time will be set aside to allow new staff to familiarize themselves with the venue and service. A checklist of key aspects will be utilized to ensure that the new member is informed of critical components of the service i.e. evacuation procedures, safe and unsafe play areas etc.
- An orientation procedure will be carried out so a new staff member can spend time at each venue (specifically the venue they will be predominately rostered at) to familiarize themselves with that program and venue.
- New staff will be introduced to the staff team, children and parents of the service.
- The aim of their first shift should be to introduce them to as many parts of the program as possible.
- The Program Supervisor will ensure that the orientation checklist is completed with every new staff member and signed.
- The program Supervisors become a 'mentor' to the new staff members.
- At the end of each program Supervisors get together with the new staff and discuss any training needed, and give feedback to the staff members.

**References:**

ACECQA National Quality Framework Resource Kit (2012)  
Education and Care Services National Regulations (2012).

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

**STAFF RECORD POLICY****Policy Statement**

Staff records will be kept and maintained to meet accreditation standards

**Procedures**

- A staff record is kept for the service including information about nominated supervisors, staff members and educational leaders
- Staff records contain the following– full name, address and date of birth, any relevant qualifications, evidence of any approved training, identifying number of current working with vulnerable people check, date WWVP was sighted by the Team Leader, any certified supervisor certificates, acceptance of educational leader, resume.
- The staff record includes the name of the person designated as the educational leader.
- The staff record includes the name of the responsible person at the centre based service.
- A record is kept of each educator who works directly with the children being educated and the hours that each educator works.
- If any certificate or qualification has been let lapse, the Team Leader will be unable to roster them for that current and / or future programs until qualifications/certificates are current.

**References:**

ACECQA National Quality Framework Resource Kit (2012)  
-Quality Area 4 –Staffing Arrangements  
Education and Care Services National Regulations (2012).

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **COMMUNICATION AND TEAM WORK POLICY**

### **Policy Statement**

1. Staff will inform each other of any matters which impact on their work as soon as is practicable either in writing or verbally.
2. Staff meetings are utilised to ensure that all staff have the opportunity to work together and receive the same information.
3. Staff will develop effective communication techniques for their daily work to ensure that all members are clear about their responsibilities.

### **Procedures**

- Staff members are encouraged to support and assist each other in their daily duties.
- Team work is encouraged including the sharing of equipment, resources and ideas.
- All staff are expected to attend and participate in any scheduled staff meetings.
- All staff have a duty to communicate any concerns about family, staff or children where their well-being and safety is concerned.

### **References:**

ACECQA National Quality  
Framework Resource Kit (2012)  
Education and Care Services  
National Regulations (2012).

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

## **MANAGING DIVERSITY**

## **Rationale**

To create an employment environment free from discrimination and consistent with legislative obligations. This policy is applicable to all employees.

## **Policy Statement**

Active Gamers Australia actively supports the principles of organisational diversity and equal employment opportunity. The practice of these principles enhances the ability to attract and retain staff, maximise staff potential, enhance the work environment and consequently, improve service to its diverse community.

## **PROCEDURE**

### **Objectives**

- To ensure that Active Gamers Australia is staffed with the best people possible, so that its business objectives are realised.
- To ensure that all staff receive fair treatment when applying for jobs, promotion, transfer and training and development.
- To ensure that employment decisions are based on the merit principle. This means that selection will be based on skills, knowledge, characteristics, qualifications and experience relevant to the job or situation.
- To encourage staff to strive to achieve their full potential within the organisation.
- To eliminate discriminatory practices from our services to the community.
- To eliminate discriminatory practices from our staff management practices.
- To develop an ongoing Managing Diversity Program and practical implementation strategies.

### **Responsibilities**

The Program Team Leader and Supervisors are to support this policy when managing their employees. As such, managers and supervisors must not discriminate against employees, in all matters of employment, on the grounds of the following attributes:

- sex
- race
- impairment

- marital status
- pregnancy
- status as a parent or carer
- sexual orientation
- age
- religious belief or activity
- political belief or activity
- lawful industrial activity
- physical features
- association with a person with one of the above attributes.

### **Complaints**

Employees who feel that they have been discriminated against should immediately approach their Supervisor with a description of the complaint and request that it be dealt with. If this does not resolve the situation or if the employee does not feel able to approach their Supervisor, they should immediately discuss the situation with the Program Team Leader.

An employee experiencing discrimination should make a note of each incident, including date, time, what was said or done and the names of witnesses. Employees will not be disadvantaged in their employment conditions or opportunities as a result of lodging a complaint. During the resolution process, supervisors are to ensure that complainants, respondents and witnesses are not victimised in any way.

### **Managing Diversity:**

Managing diversity refers to management policy and practices that value and develop workforce diversity to achieve better performance and service to a diverse community. Valuing diversity refers to employer and employee behaviour that recognises and respects individual differences in the workplace.

### **Discrimination:**

Under the *Equal Opportunity Act 2010* direct discrimination occurs if a person treats, or proposes to treat, someone unfavourably because of a personal characteristic protected by law. Indirect discrimination will occur where a person imposes, or proposes to impose, a requirement, condition or practice that has, or is likely to have, the effect of disadvantaging people with a protected attribute, and that is not reasonable.

### **Merit:**

Selecting an employee because they are the best person for the job.

**References:**

Equal Opportunity Act 2010

**Last Reviewed: August 2020  
January 2026**

**To be reviewed:**

**DISCIPLINARY POLICY**

The purpose of this policy is to define Active Gamers Australia's Policy and Procedure with respect to disciplinary issues. This policy applies to permanent employees of Active Gamers Australia.

Management requires employees to behave in an appropriate and professional manner at all times. Employees whose behaviour or work performance is unsatisfactory may be disciplined in accordance with this procedure.

**General Disciplinary Procedure**

An employee may be represented throughout the disciplinary procedure by a union representative or another representative of his or her choice other than by a person who is a practicing solicitor or barrister.

Failure to follow the procedure by the strict letter will not nullify the outcome of the process. There are occasions where the conduct of an individual is such that would justify instant dismissal. The appropriate process for such occasions is outlined under 3.2 (Misconduct Procedure).

**Step 1 - Verbal Warning**

Where a Program Team Leader is concerned with the poor performance or conduct of an employee, the Program Team Leader should discuss the matter with the employee and may informally warn the employee.

The Program Team Leader shall keep a record of the discussion.

Step 1 is an optional step and is not a precondition to the issuing of a written warning.

**Step 2 - First Written Warning**

If the poor performance or conduct of an employee persists, or if the performance or conduct of an employee is such that a verbal warning is inadequate, a Program Team Leader may issue a formal written warning

to an employee and proceed to counsel the employee on the issue/s of concern.

The objective of the counselling shall be to remedy the unsatisfactory conduct or performance. This approach is to assist the employee to make a meaningful contribution to satisfying organizational and personal objectives.

The counselling undertaken by the Program Team Leader and/or the formal written warning shall outline, as appropriate, the following:

- the area of conduct where the employee is failing to meet the required standard;
  - the standard of conduct expected of the employee;
  - the review period within which the employee must improve their conduct (not, as a general rule, exceeding three (3) months);
- An employee shall be given an opportunity to respond to any allegations or criticisms, to the proposed remedies and/or to the requirements for satisfactory performance.

The Program Team Leader shall keep a documented account of the counselling. A copy shall be provided to the employee, who shall sign that they have received the document. A copy of a written warning shall be placed on the employee's personnel file.

The Program Team Leader shall ensure that the review is undertaken.

Where the Program Team Leader is satisfied that satisfactory performance or conduct has been achieved, written notification of this shall be given to the employee and a copy placed on the employee's personnel file.

At the end of a 12-month period the first written warning will be removed from the employee's personnel file provided that no further unsatisfactory performance or conduct has not occurred within that time.

Where the Program Team Leader is not satisfied that satisfactory performance or conduct has been achieved the Program Team Leader shall proceed to implement Step 3.

### **Step 3 - Final Formal Warning**

If, at the expiration of the review the unsatisfactory performance or conduct persists, or the unsatisfactory performance or conduct is such that a first written warning is inadequate, the Program Team Leader, in consultation with the relevant Manager, shall issue a final written warning and organise a counselling session following the same process as outlined in Step 2 above.

At the further counselling session the employee shall be advised that failure to effect an improvement may lead to dismissal.

### **Step 4 - Dismissal**

Following the issuing of a final written warning, should the performance or conduct of the employee remain unsatisfactory, disciplinary action may be

taken, including that the employment of the employee may be terminated. The Chief Executive shall receive and decide on a recommendation on the termination of employment of an employee.

### **Misconduct Procedure**

Where a Program Team Leader and/or Manager is concerned that the action of an employee may constitute misconduct or serious misconduct, the Manager shall inform the Human Resources Manager or nominee of the alleged misconduct.

The Human Resources Manager or nominee shall organize an Investigation Panel to conduct an investigation into the allegation/s. The investigation panel must proceed in a timely manner and afford due process to the employee under investigation. The process must provide an adequate opportunity for the employee to respond to any allegation/s prior to the any determinations being made and/or any recommendations being developed.

An employee may be suspended with pay during an investigation.

If the Investigation Panel finds that the allegation/s of misconduct are substantiated on the balance of probabilities, then the Investigation shall make recommendations to the Human Resources Manager, the relevant General Manager or the Chief Executive as to the appropriate disciplinary action to be taken against an employee.

The employee/s shall be given an opportunity to comment on a recommendation on the termination of employment prior to the Chief Executive determining the matter.

The Chief Executive shall receive and decide on a recommendation on the termination of employment of an employee.

### **References:**

Applicable legislation: Local Government Act 1989

**Last Reviewed: August 2020**  
**2026**

**To be reviewed: January**

## **HARRASSMENT AND BULLYING PREVENTION**

### **General policy**

Active Gamers Australia's objective is to provide a safe workplace, free from discrimination, harassment and bullying. Complaints should be handled quickly, sensitively and confidentially. All complaints made will be managed in a confidential manner and in accordance with this policy.



This policy does not only apply to the operational hours of Active Gamers Australia workplaces. It may also extend to any events or activities that have been organised by Active Gamers Australia.

## **Definitions**

Discrimination occurs when a person is treated less favourably than someone else in a similar situation because of a personal characteristic that is protected under equal opportunity laws. Under federal and state legislation it is against the law to treat someone unfairly (to discriminate) because of their actual or assumed age, breastfeeding activity, carer status, disability/impairment, gender identity, industrial activity, lawful sexual activity, marital status, parental status, physical features, pregnancy, political belief or activity, race, religious belief or activity, sex, sexual orientation or personal association with a person with any of these attributes.

Harassment is any form of behaviour that is unsolicited or unwelcome that the recipient considers offensive, intimidating, humiliating or threatening. Harassment occurs if a reasonable person would anticipate that the recipient of the behaviour would be offended, humiliated or intimidated by their action. Harassment can be verbal, written, psychological or physical. Unlawful harassment is determined by the impact of the behaviour on the recipient regardless of whether it was intended or unintended.

Sexual Harassment is unwelcome conduct of a sexual nature. This may include, but is not limited to, written messages, physical contact, offensive or demeaning questions, comments or jokes, comments on a person's physical appearance or private life, sexually graphic pictures or repeatedly asking someone out.

Bullying is repeated, unreasonable behaviour directed toward an employee or group of employees that creates a risk to physical or mental health and safety. Bullying behaviour may include using a system of work as a means of victimising, humiliating, undermining or threatening. Examples of a system of work include being overloaded with work or not given enough work to do, being given impossible assignments, deliberately changing work rosters to inconvenience particular employees, deliberately withholding information that is vital for effective work performance, and being assigned meaningless tasks unrelated to the job.

Occupational violence is any incident where an employee is physically attacked or threatened in the workplace. Physical attack refers to direct or

indirect force by a person to the body of, or to clothing or equipment worn by the recipient creating a risk to their health and safety.

Victimisation includes any unfavourable treatment of a person who has been involved with a discrimination, harassment or bullying complaint. In order for complaints to be brought forward, complainants must feel secure in the knowledge that Active Gamers Australia's procedures will be followed without fear of detriment. Any complaint of victimization will be treated in the same manner as a complaint of discrimination, harassment or bullying and may involve external processes under the Equal Opportunity Act 1995 and the Whistleblower Protection Act 2001.

Defamation is knowingly making a false accusation of an offence or inappropriate behaviour under this policy. Defamation is not tolerated under any circumstances and would result in disciplinary procedures against the employee found to have knowingly lodged a false complaint.

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In complying with this policy, management has the responsibility to set a good example and to take measures to ensure that discrimination, harassment and bullying are prevented in the workplace.

Under state and federal law an employer may be legally responsible for discrimination, harassment or bullying that occurs in the workplace, or in connection with the person's employment, unless it can be shown that reasonable steps were taken to reduce this liability (referred to as vicarious liability). Managers must act on any report or suspicion of discrimination, harassment or bullying.

Under the Occupational Health & Safety Act 2004, management has a duty of care to ensure a safe and healthy workplace. Non-compliance with the Act may lead to a criminal offence.

If no complaint is made, but management has cause to believe that discrimination, harassment or bullying is occurring, the issue should be addressed in a general manner.

Management does not need to wait for a formal complaint to be made to take action. If the manager or supervisor witnesses discrimination, harassment or bullying themselves, they become the complainant.

If management has heard of discrimination, harassment or bullying from a third party or as hearsay, they can sensitively ask the affected employee(s) if they would like to make a complaint. If the employee(s) affected do not wish or intend to make a complaint, management must take general action to stop the unlawful or unreasonable behaviour or conduct.

Management is required to ensure staff are made aware of their responsibilities regarding discrimination, harassment and bullying prevention and related policies. This information is to be made available at their induction and at other times as required throughout their employment.

## **Employees**

It is the responsibility of all employees to ensure that they respect the rights of their fellow employees including the right to work in an environment free of discrimination, harassment and bullying.

Under the Occupational Health & Safety Act 2004, employees have an obligation to take reasonable care for the own health and safety and for the health and safety of others who may be affected by their acts or omissions. Employees must also co-operate with Active Gamers Australia where actions

have been taken to comply with the OH&S Act or regulations. Non-compliance with the Act may lead to a criminal offence.

Employees are strongly encouraged to report any instance of discrimination, harassment or bullying as early as possible, whether their awareness is through being a recipient, witnessing, or being advised by another person. Informing a manager or supervisor or contact officer should include as many details as possible, but may include only those details that are comfortable being given. Early reporting allows management to better respond to the instance as appropriately as possible to prevent the behaviour from continuing, whether this is of a direct or general nature.

Regardless of when an employee reports an instance, it shall always be dealt with appropriately, confidentially, and in a timely manner.

All employees will be provided with information and made aware of their responsibilities regarding discrimination, harassment and bullying prevention and related policies prior to or at their induction.

## **Rights**

### **Rights of the Complainant**

- To seek information from a Supervisor, Program Team Leader or Organisation Development regarding their rights and options to resolve the issue.
- To confidential management of the process and privacy.
- To have support or representation throughout the process.
- To lodge a formal complaint in line with Active Gamers Australia's internal procedure.
- To protection from victimisation.
- To lodge an external formal complaint with Work Safe, police, or other recognised body as appropriate.

A third party who has knowledge of unlawful or unacceptable behaviour has the right to make a complaint. The complainant does not have to be the direct recipient of the discrimination, harassment or bullying.

### **Rights of the Respondent**

- To seek information from a contact officer or Organisation Development regarding their rights and options to resolve the issue.
- To confidential management of the process and privacy.
- To have support or representation throughout the process.
- To be informed of what he/she is accused of and of who is making the allegations.

- To respond to the allegations.
- To not be prejudged or discriminated against.
- All rights and provisions under the Workplace Relations Act 1996 and other relevant legislation.
- To protection from defamation and malicious complaints.

## **PROCEDURE**

### **Making a complaint**

Active Gamers Australia will take all reasonable steps to protect complainants against victimisation in keeping with this policy.

In all cases where discrimination, harassment or bullying allegations have been substantiated, appropriate action will be taken. Such action may include counselling or in more serious cases, disciplinary procedures possibly including dismissal.

Employees are entitled to approach Work Safe for assistance at any stage. If a criminal offence is involved, management advises complainants to inform the police.

Management aims to resolve complaints, taking all reasonable steps, in an efficient and timely manner.

### **Resolving complaints**

Employees that believe they are being discriminated against, harassed or bullied may wish to seek information from a contact officer regarding their options, to enable them to decide for themselves how best to deal with the situation or behaviour. The contact officer must not intervene in the situation itself. Alternatively, the complainant may approach their manager or supervisor.

Through an informed discussion, the manager or supervisor or contact officer ascertains the nature of the complaint or incident. The complainant should be asked how they responded to the behaviour, whether they have tried any ways to stop it and, if so, what the outcome was. The complainant should also be asked what outcome he/she is seeking. All options available to resolve the complaint should be explained.

Options available to resolve complaints include:

- Informal resolution,
- Third party intervention, and/or
- Formal investigation and determination.

Any of these options can be actioned directly, or they may be worked through should either of the first options be unsuccessful in resolving a complaint.

### **Informal resolution**

At this stage responsibility rests with the complainant for the informal resolution of the complaint with the guidance of the manager or supervisor or contact officer without intervention. It is the complainant's choice to either take their own informal steps or to request the intervention of the manager or supervisor.

Complainants are encouraged to attempt to take steps to deal with the situation first hand. The complainant should advise the employee that her/his behaviour is offensive, unacceptable and against policy and that they want the specified behaviour to stop immediately.

A follow-up meeting should be scheduled by the manager, supervisor or contact officer with the complainant at an agreed time to check that everything has worked out satisfactorily or, if required, to discuss and initiate other options.

### **Third party intervention**

Many complainants of discrimination, harassment or bullying will need assistance resolving the issue. Third party intervention can also include mediation and conciliation.

The complainant should be advised that no details that could identify a complainant can be disclosed without their permission and that management can not intervene on their behalf without consent. Consent, via written complaint, is required to disclose the details of the allegation to the respondent, including the name of the complainant.

Third party intervention includes the complainant asking the manager or supervisor to intervene on their behalf, that is, to speak to the person initiating the behaviour on their behalf. In this case the complainant is not present at the discussion between the respondent and Program Team Leader. A suitably experienced manager may speak directly to the respondent regarding the complaint.

The respondent should have the complaint clearly explained to them and be allowed time to respond. The principles of 'natural justice' mean that the person against whom allegations are being made has the right to

respond fully to any allegations that are made. Depending on the response and the seriousness of the complaint, the manager or supervisor may tell the respondent to discontinue their behaviour, may counsel them or may ask that they make an apology either verbally and/or in writing.

Mediation or conciliation may follow if initial intervention has been unsuccessful.

In mediation the manager or supervisor negotiates with the respondent on the complainant's behalf but not in their presence. The manager or supervisor may be able to reach an agreement between the two parties to resolve the problem or issue. Possible solutions to the problem should be discussed at this stage. Mediation can also be facilitated by an independent counsellor.

If resolution cannot be reached through mediation, or if conciliation is considered the best option, it should now be considered. Both the complainant and respondent are present at conciliation. Conciliation should be facilitated by a skilled counsellor.

If the complainant requests that no further action is to be taken, the manager or supervisor should produce a summary record of the complaint and the action taken. This summary record must be signed by the complainant. The report must be forwarded to management to be stored (for a period of 7 years) in a secure place, not on any personnel records.

If no further action is requested, a follow-up meeting should be scheduled with the complainant to ensure that the complainant's position or the relevant events have not changed over time.

When resolution has occurred a follow-up meeting should be scheduled by the manager or supervisor. The purpose of this meeting is to ensure that the agreed solution has had the desired impact and to ensure that there has been no subsequent victimisation of either party.

If resolution cannot be obtained through mediation and/or conciliation, a formal investigation is the next step.

### **Formal investigation and determination**

Where a complainant seeks a formal investigation this shall be referred immediately to management. Management, or an appointed delegate, will be responsible for the subsequent investigation.

A formal written complaint must be as specific as possible, including dates, times and actions. A formal complaint must be complete therefore including all allegations and instances. Where anything additional to the written complaint is made, these will be dealt with as a separate complaint.

Complainants must be cautioned regarding confidentiality requirements. The complainant should be asked if they wish to have a support person present at the formal interview. The complainant will be interviewed by the investigator/s and detailed notes of the incident made (including times, dates, locations, etc.).

The respondent should be informed of the allegation, the name of the complainant and the need to formally investigate the complaint. The respondent is allowed to contest the accuracy of the written report. He/she should also be asked if he/she wishes to have a support person present at the interview and be cautioned regarding confidentiality requirements.

The respondent must be advised that reprisal or victimisation against the complainant is unacceptable and unlawful. Any witnesses should also be cautioned regarding confidentiality and against victimisation.

The investigation including the interviewing of witnesses will be conducted by the appointed investigator/s. The complainant and the respondent will be advised of the findings of the investigation as soon as practicable.

Following investigation of the complaint, the investigator/s, in consultation with the appropriate senior line management will make a determination. The parties involved (i.e. complainant and respondent) will be informed of the outcome of the investigation, however may not always be informed of the actions taken resulting from the investigation. A record of the complaint, action and/or resolution must be kept by management for seven years in a secure place with access limited to a senior representative.

In the case of a substantiated claim, following determination a recommendation will be made regarding the necessary remedial or disciplinary action. A summary of the substantiated complaint can be included on the respondent's personnel file for a defined period in accordance with current disciplinary procedures.

When resolution has occurred a follow-up meeting should be scheduled by the supervisor, manager or contact officer. The purpose of this meeting is to ensure that the agreed resolution has had the desired impact and to ensure that there has been no subsequent victimisation of either party.



An effective monitoring process should be established when the parties involved are advised of the outcome of the investigation. As a guide, monitoring of, and communication with the parties involved should continue over several months.

**References:**

Age Discrimination Act 2004

(Commonwealth) Disability

Discrimination Act 1992

(Commonwealth) Equal

Opportunity Act 2010

(Commonwealth)

Human Rights and Equal Opportunity Act

1986 (Commonwealth) Occupational

Health and Safety Act 2004

(Commonwealth)

Racial and Religious Intolerance Act

2001 (Commonwealth) Racial

Discrimination Act 1975

(Commonwealth)

Sex Discrimination Act 1984

(Commonwealth) Workplace

Relations Act 1996

(Commonwealth)

**Last Reviewed: February 2024**  
**February 2026**

**To be reviewed:**

**STAFF MEETINGS POLICY**

## **Policy Statement**

Staff meetings are attended and supported by all staff on an occasional/regular basis.

## **PROCEDURES**

**The Team Leader has a responsibility to ensure that:**

- Staff meetings are held and attended on an occasional/ regular basis.
- Matters of Occupational Health and Safety and programming issues are raised at staff meetings.
- Review of individual policies are raised at staff meetings.
- Staff who attend meetings are paid for their attendance.
- Staff have an opportunity to offer feedback

**The Staff have the responsibility to ensure that:**

- They attended meeting on a regular basis, as required by their position description.
- They participate in a positive manner to discussions and matters raised in staff meetings.

## **References:**

ACECQA National Quality  
Framework Resource Kit (2012)  
Education and Care Services  
National Regulations (2012).

**Last Reviewed:     February 2024**  
**February 2026**

**To be reviewed:**

## **ADMINISTRATIVE SPACE POLICY**

### **Policy Statement**

Active Gamers Australia will provide adequate administration space for the School Holiday Program

### Procedures

Staff will be provided with adequate space for a) conducting the administrative functions of the service b) consulting with parents of children c) conducting private conversations

### References:

ACECQA National Quality Framework Resource Kit (2012)

-Quality Area 3 – Physical Environment

-Quality Area 6 – Collaborative partnerships with families and communities Education and Care Services National Regulations (2012).

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

## QUALITY IMPROVEMENT PLANS

### Policy Statement

Active Gamers Australia continuously plans for improvement and growth within the School Holiday program.

### Procedure

Regulations state the approved provider of an education and care service must ensure that a quality improvement plan is prepared for the service that a) includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and these Regulations b) identifies any areas that the provider considers may require improvement c) contains a statement of the philosophy of the service. 2. The approved provider must submit the quality improvement plan to the Regulatory Authority within 3 months of the grant of the service approval.

The quality improvement plan must be;

- Updated at least annually or at the direction of the Regulation Authority
- Available at the service
- Submitted to the Regulatory Authority on request

### Steps in the Assessment and Rating process

Timeline	Step	Process
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Start	1	Approved Providers of services selected for assessment and rating receive advice that the assessment and rating process has started. This will; Include a request to submit the Quality Improvement plan Provide advice about the process Approved providers have 6 weeks to submit the Quality Improvement Plan to the Regulatory Authority.
Week 6	2	Approved Providers receive; Confirmation of receipt of the Quality Improvement Plan. Notification of the date for the sit visit (the assessment and rating visit) Information about what happens at the site visit
Week 12	3	The site visit occurs. On-the-spot feedback can be provided at this time.
Week 15	4	The approved provider is sent the draft assessment report, including the proposed ratings. The Approved provider has 10 working days to provide comment, discuss the report and seek further clarification.
		Approved providers may be given the opportunity to make minor adjustments to the service operation within specified areas and timeframes to address concerns identified at the time of the visit, which may improve the rating.
Week 18	5	Feedback on the report is considered by the Regulatory Authority.
Week 20	6	The report is; Finalised and the final rating is determined Sent to the approved provider
		After the report is finalised and received by the approved provider, the 14 day period in which a review request can be lodged begins.

#### References:

ACECQA National Quality Framework Resource Kit (2012)  
Education and Care Services National Regulations (2012).

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

## **PERSONAL BUSINESS POLICY**

### **Policy Statement**

Staff members are expected to keep personal business to a minimum whilst at work.

### **PROCEDURES**

**The staff have responsibility to ensure that:**

- Messages are taken for staff members who are busy with children unless it is an emergency.
- Details of staff members and families attending the service are not given out to anyone without appropriate identification to ensure that there are no breaches of confidentiality.
- If a person asks for a staff members personal details and the caller is not known a message will be taken and the staff member will call them back at a later time
- Staff members are not to use family or staff contact details for any other business than that conducted at the service.

### **MOBILE PHONES**

- Mobile phones are not to be used for personal use whilst at the program, except when on a break.
- Messages can be checked during break times.
- Owner onus applies if staff do bring valuables such as mobile phones to the program.

### **References:**

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

## **HEALTH OF STAFF POLICY**

### **Policy Statement**

The Management body will ensure that staff employed by Active Gamers Australia School Holiday Program are free from the influence of drugs or alcohol and are fit and proper persons able to care for children.

### **PROCEDURES**

- Staff should inform the Program Team Leader immediately if another staff member is under the influence of drugs or alcohol.
- The Program Team Leader should ensure a relief staff is put in place immediately and the offending staff member removed from the presence of children.
- The Program Team Leader should then encourage the staff member to seek counselling.
- Disciplinary action taken if required.
- If a staff member requires regular medication the Program Team Leader will require a medical certificate confirming their ability to care for children.
- For Insurance and Work Cover purposes medical documentation indicating a staff is physically able to perform their duties is required.
- Smoking is not permitted on the premises of any School Holiday Program venue.
- The consumption of alcohol on an Active Gamers Australia premises is prohibited other than at functions authorised by the relevant Manager.
- An employee shall not report for duty, at any time, if the level of alcohol in his/her blood exceeds the Legal Blood Alcohol Limit or impairs his/her ability to effectively and safely perform the requirements of designated duties.
- Where an employee is required to take prescription medication under the direction of a medical practitioner or over-the-counter drugs, the employee shall immediately advise her or his supervisor of any adverse side effects that may affect the employee's ability to undertake any required duties.
- The possession and use of illegal drugs on premises and whilst performing duties as an employee of the AGA, is prohibited and will be treated as gross misconduct.
- Employees shall not present to work, or perform any work, while

under the influence of an illegal drug

**References:**

ACECQA National Quality  
Framework Resource Kit (2012)  
Education and Care Services  
National Regulations (2012).

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

**INSURANCE POLICY**

**Policy Statement**

Management will ensure that professional indemnity, public liability, building and contents, worker's compensation and any other necessary insurance is sufficient to cover the needs of the service, in line with State and Commonwealth Legislation.

**PROCEDURE**

**The management has the responsibility to ensure that:**

- Commencement and payment of all relevant insurances is undertaken.
- Allocations will be made in the budget for all relevant insurances.
- Insurance will be paid on time.

**References:**

ACECQA National Quality  
Framework Resource Kit (2012)  
Education and Care Services  
National Regulations (2012).

**Date of last review: February 2024  
2026**

**To be reviewed: January**

# **FINANCIAL MANAGEMENT POLICY**

## **Policy Statement**

The Program Team Leaders responsible for the financial planning and management of the Holiday Care service. The Holiday Care service will operate within the constraints of the financial budget.

## **PROCEDURE**

**The management is responsible to ensure that:**

- A budget is prepared annually outlining the anticipated income and expenditure of the service.
- Past financial year records are used as a basis for developing the new budget.
- In the case of a surplus of funds, this money will be accrued to the following year and considered when developing the financial year budget.
- A cash flow will be developed to ensure the ongoing financial monitoring of the budget.
- All expenditure (including petty cash) will be approved by the Program Team Leader. Petty cash forms will be completed and forwarded to management for approval and refunds offered to staff who expended their petty cash at the next convenient time.

**The Program Team Leader and Administration Staff are responsible to ensure that:**

- The day to day financial management is undertaken in line with the service policies and procedures i.e. payment of accounts, collection and banking of fees.
- All costs associated with staffing are paid.

## **References:**

ACECQA National Quality  
Framework Resource Kit (2012)  
Education and Care Services  
National Regulations (2012).



**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **ORIENTATION POLICY**

### **Policy Statement**

- All new children are given an orientation of the program before commencing the program. This may occur before the first day the child attends the program, or on the first day of attendance.
- Parents/guardians are welcome to stay with the child during the orientation.
- During this orientation they are shown around the program space and introduced to staff, children and the program timetable.

### **PROCEDURE**

- Staff will show the child/ren and parents/guardians the area the program operates in. This includes the indoor and outdoor space, and the toilets, and any other area used by the program.
- Staff will show the child/ren and parents/guardian around the space, explaining how the program runs, and the activities that day.
- The program for the days the child/ren are attending is explained, including all excursion and programmed visitor requirements.
- Staff will introduce the child/ren and parent/guardian to other staff and children at the program.
- Parents are offered the policy documents.
- Parents of children with medical conditions are shown the necessary policy and any minimization plans. Staff ensure all medical action plans are current and on site with accompanying medication.
- The child/ren are invited to commence within the program.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

- Quality Area 2 – Children's health and safety
- Quality Area 6 – Collaborative partnerships with families and communities
- Quality Area 7 – Leadership and service management

Education and Care Services National Regulations (2012), Section 168

## **ENROLMENT, FEE COLLECTION & CANCELATION POLICY**

### **Policy Statement**

- All enrolments are to be forwarded directly to the School Holiday Program administration.
- On enrolment, a valid payment method is taken. Payment for gap fees are transferred in the week after the date of care.
- No money or cheques are to be collected at the Programs by staff.
- Bookings may be altered or cancelled up until the Friday prior to the week of booking date, without incurring a fee. After this date any cancellations marked as an absence and will be charged at the regular daily fee less CCS if the service is approved for CCS. Changes to booking dates may be approved at no charge at the discretion of the administrative manager if spaces on the desired dates are available.

### **PROCEDURE**

**The Program Team Leader and Administration staff are responsible for ensuring that:**

- All enrolments are processed in a timely matter and statements posted to families to confirm bookings as soon as possible.
- Families who make late changes or extra bookings are contacted to confirm their new booking.
- Receipts are issued to families.
- Parents / Families are responsible for ensuring that:
  1. Enrolment forms are completed accurately to the best of their knowledge including attachments if required and forwarded to Administration via post, email or web form.
  2. The enrolment forms and all relevant attachments are complete. If an enrolment form is incomplete or the necessary medical information, court orders or action plans are not attached, the Program Team Leader has the right to refuse care.
  3. All authorising signatures have been signed. If an

enrolment form is missing an authorising signature, either to administer medical treatment or to approve excursions or attendance days, or in regards to the collection of children, then the Program Team Leader has the right to refuse care.

4. If there are any issues with paying the fees by the due date, parents will contact the Administration office.
  5. If they do not receive a statement, or their booked days are incorrect then they call administration to confirm their booking.
  6. A valid and current payment method has been submitted as part of the enrolment process, with a pre-arranged exception for care agencies.
  7. They pay for all days booked even if the child is absent, unless the day is cancelled prior to the cancellation date (the Friday prior to the week of booked care)
- Fees will not be waived for the following:  
If the child or parent/guardian is unwell  
If the family has found alternate care  
If parent / guardian rosters / leave arrangements change
  - Exceptions may be made in the following instances after consultation with the Administrative Manager:  
Unscheduled medical procedures / hospitalization  
Unforeseen family stress i.e. Death of a family member.
  - To waive fees in these instances appropriate paperwork and in some instances a medical certificate or statutory declaration may be required be supplied to administration.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)  
– Quality Area 1 – Educational Program and Practice.  
- Quality Area 2 – Children's health and safety  
- Quality Area 6 – Collaborative partnerships with families and communities Education and Care Services National Regulations (2012), Section 168

**Date of last review: Dec 2024**

**To be reviewed: Dec 2026**

## **LATE FEE POLICY**

### **Policy Statement**

- All new families that use the Active Gamers Australia School Holiday Program are provided with the late fee policy and current families are provided with the late fee policy
- Upon signing the enrolment form and/or authorise declaration form, enter into an agreement to pay all associated fees and charges for their child/ren.
- All families are made aware that it is their responsibility to lodge and update their Childcare benefit information with the Family Assistance Office, failure to do so with result in the family being charged full fees.
- All families have been issued and made aware of the enrolment, fee collection and cancellation policy. All families are aware they are responsible for payment of all days including days their child/ren do/es not attend the program if a written cancellation notice was received by the SHP administration after the cancellation date or if they enrolled after the cancellation date (due to circumstance).
- All families are aware they are responsible for paying all associated fees and charges for all days their child/ren attends the program.
- All families are aware that the Active Gamers Australia School Holiday Program administration will issue updated invoices every fortnight throughout the year for those accounts that have an arrears balance.
- Invoices that fall into arrears after 28 days may be forwarded to Debit collection.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

- Quality Area 6 – Collaborative partnerships with families and communities

-Quality Area 7 – Leadership and Management

Education and Care Services National Regulations (2012), Section 168

Information about the Child Care Benefit

1. <http://www.familyassist.gov.au/internet/fao/fao1.nsf/content/payments-ccb>

2. [http://www.centrelink.gov.au/internet/internet.nsf/payments/pay\\_how\\_ccb.htm](http://www.centrelink.gov.au/internet/internet.nsf/payments/pay_how_ccb.htm)

3. <http://www.mychild.gov.au>

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

## **POLICY DEVELOPMENT POLICY**

### **Policy Statement**

Active Gamers Australia School Holiday Program maintains a policy and procedures document which is regularly reviewed in line with State and Commonwealth legislation, industry practice and current research on child development.

Active Gamers Australia School Holiday Program complies with Education and Care Services Law and Regulations.

### **PROCEDURES**

**The Program Team Leader and Program Supervisors are responsible to ensure that:**

- All policies are reviewed on an Annual basis.
- The policy and procedure document is displayed prominently in the service.
- A small working party is created to develop or review policy for the service.
- Draft documents are presented to the Management and Staff for feedback.
- Any policy changes are in line with the service philosophy.
- Policies are ratified at Management and Staff meetings.
- Families are consulted when policies are developed or altered.
- Families are notified of final changes to policy via newsletter and/or notice board.

### **References:**

ACECQA National Quality  
Framework Resource Kit (2012)  
Education and Care Services  
National Regulations (2012).

**Date of last review: February 2024**

**To be reviewed: January**

## **RECORD KEEPING POLICY**

### **Rationale**

All records must be retained by the service for at list 36 months from the end of the calendar year in which the relevant care was provided.

### **Policy Statement**

All legally required records will be maintained in a system that complies with requirements of the Department of Education, Employment and Workplace Relations and The Privacy Act 1988.

### **Procedure**

**The Program Team Leader and Management are responsible to ensure that:**

- A daily record of each child's attendance is maintained by the service. This will include the provision of a sign in and out register. These records will be kept by the service for a period of 1 year.
- An accident, illness and medication book is maintained by the service. These documents will be kept by the service for a period of 1 year. (Please note individual child accidents records must be kept until the child has turned 24 years of age)
- Records of permission to attend excursions are kept on children's files.
- A record is kept of each family's fees paid and fees outstanding, in a form approved by the Management which complies with funding requirements.
- Statistical data is maintained and kept regarding the utilisation levels of the service.
- All financial records, including records required for Child Care Benefit financial accountability are maintained by the service for a period of 3 years, from the date of the last entry.
- Staff attendance records outlining sign in and out times are maintained.
- Administration records will be stored in lockable filing cabinets at all times.

- Staff will not take administration records home.

#### **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

- Quality Area 6 – Collaborative partnerships with

families and communities Education and Care

Services National Regulations (2012).

Privacy:

[www.privacy.gov.au](http://www.privacy.gov.au)

**Date of last review: February 2024  
January 2026**

**To be reviewed:**

## **RECORD OF SERVICE COMPLIANCE POLICY**

### **Policy Statement**

Active Gamers Australia endeavours to comply with all accreditation standards and in the instance of non-compliance, all relevant documentation will be displayed.

## **CHILDREN'S RECORDS POLICY**

### **Policy Statement**

1. Each Family has an individual file that is maintained in a system compliant with requirements of the Privacy Act 1988 and Education and Care Services Law and Regulations.
2. Families are advised of the type of information collected in regard to their child and the purpose of this.
3. The service is required to report to various government departments in order to meet funding and service requirements. All information regarding children is provided in a non-identifying way except in the case of Child Care Benefit funding.

### **Procedure**

**The Program Team Leader and Program Supervisors are responsible to ensure that:**

- Documentation of children's health and development is kept in individual child files.
- Families are notified of the contents of children's files and the purpose of collecting this information.
- Records are secured in a locked cupboard or filing cabinet.
- Records are kept in an electronic version, where possible, on each venue's and head office's computers – these records are able to be printed out at any time.
- Records of permission to attend excursions are kept on children's files.
- Court orders are held in the child's individual file.
- Individual medical plans are kept in children's files.
- Only staff working directly with a child has access to their file.
- All information kept on a child's file is to be treated with the highest level of confidentiality.
- All documentation is kept up to date on children's files.

#### **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety.

- Quality Area 4 – Staffing and arrangements.

- Quality Area 6 – Collaborative partnerships with families and communities Education and Care

Services National Regulations (2012), Section 168

**Date of last review: February 2024  
2026**

**To be reviewed: January**

## **NATIONAL STANDARDS POLICY**

### **Rationale**

*"National Standards prescribe the minimum standard necessary to ensure that child care provides a safe, nurturing and developmental experience.*

*The standards address the facilities, health and safety, programs and administration, and the suitability of the people providing care in the child care services."*

CCMS Handbook 2013 - 2014

### **Policy Statement**



Active Gamers Australia School Holiday Program aims to meet the National Standards at all times.

### **Procedure**

**The Program Team Leader has the responsibility to ensure that:**

- National Standards are considered and implemented when making decisions or discussing relevant aspects of the daily program and service operation.

### **References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 2 – Children's health and safety

Education and Care Services National Regulations (2012), Section 168

2h - providing a child safe environment

FAHCSIA, 2013, Child Care services Handbook

**Date created: August 2020**  
**2026**

**To be reviewed: January**

## **MEETING THE NATIONAL STANDARDS POLICY**

### **Policy Statement**

Active Gamers Australia School Holiday Program will strive to meet the highest level of National Quality Standards.

### **Procedure**

**The Program Team Leader has the responsibility to ensure that:**

- The service is registered with the Department of Education and Children's Education and Care Assurance.
- Any fees required by the Department of Education and Children's Education and Care

Assurance are paid on time.

- All staff are supplied with a copy of the National Quality Standards and Framework for School Aged Care upon orientation.
- Staff are supported in the implementation of the National Quality Framework and National Quality Standards.

**The staff team has the responsibility to ensure that:**

- They are familiar with the 7 Quality Areas which the service is assessed on.
- The service is prepared for the Quality Improvement Plans required by the Department of Education / Children's Education and Care Assurance.
- Required processes are followed up in line with the recommendations outlined by the Department of Education / Children's Education and Care Assurance Assessment and Rating Visit or spot check.
- Staff meetings are used as an opportunity to discuss and complete Quality Improvement Plans and tasks.
- Tasks allocated to each member of the team are undertaken.

**References:**

ACECQA National Quality  
Framework Resource Kit (2012)  
Education and Care Services  
National Regulations (2012)

**Date Created: August 2020  
January 2026**

**To be reviewed:**

**EDUCATION AND CARE SERVICES REGULATIONS POLICY**

**Policy Statement**

Active Gamers Australia School Holiday staff and management are committed to fully comply with all aspects of Education and Care Services Law Act. The Act amends the Child Wellbeing and Safety Act 2005 and Children's Services Act 1996, raising minimum standards and reducing the risk of harm to children being cared for in the absence of their parents.

It is important that all providers and staff understand the changes.

The Act requires proprietors and staff members to take every reasonable precaution to ensure that children are protected from harm and from any likely hazard to cause injury

The bulk of the changes are to the Children's Services Act 1996 which will:

- Bring family day care services and outside school hours care services into the regulatory framework;
- Alter the licensing process for children's services;
- Enhance the enforcement powers of the regulator;
- Improve the clarity and efficiency of the Act

**References:**

ACECQA National Quality Framework Resource Kit (2012)

– Quality Area 1 – Educational Program and Practice.

- Quality Area 6 – Collaborative partnerships with families and communities. Education and Care Services National Regulations (2012), Section 73.

**Date Reviewed: August 2020  
2026**

**To be reviewed: January**

## **NATIONAL REGULATIONS AND LAW**

Active Gamers Australia School Holiday program has been created with reference to and guidance from:

The Education and Care Services National regulations  
And  
The National Law

The latest version of these items can be found via the Australian Children's Education & Care Quality Authority website:

<https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations>