

# Police Citizens Youth Clubs

## Family information handbook 2017-18



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# Glossary of terms

Parent / carer	Primary care provider, secondary care provider, foster carer, kinship carer, government appointed carer or other recognised carer. <i>(As referred to in legislation a parent/carer does not include a parent / carer who is prohibited by a court order from having contact with the child).</i>
ACECQA	Australian Children's Education and Care Quality Authority
Approved Provider	Queensland Police Citizens Youth Welfare Association
ASC	After school care
BSC	Before school care
CCB	Child Care Benefit
CCR	Child Care Rebate
CCMS	Child Care Management System
CPR	Cardio Pulmonary Resuscitation
DETE	Department of Education and Training
ECEC	Early Childhood Education and Care
FAO	Family Assistance Office
NQF	National Quality Framework
NQS	National Quality Standard
OSHC	Outside School Hours Care
PCYC	Police Citizens Youth Clubs
PFD	Pupil Free Day
QPCYWA	Queensland Police-Citizens Youth Welfare Association
VAC	Vacation Care

## Useful numbers

Office for Early Childhood Education and  
Care

1800 637 711

DHS / Centrelink  
136150

Queensland Police-Citizens Youth Welfare Association

ABN 58 009 666 193

Provider Approval PR-00000659

30 Graystone Street Tingalpa Qld 4173

GPO Box 3445 Tingalpa Qld 4173

Ph. 07 3909 9555 Fax 07 3909 9533

Email: [pcycsac@pcyc.org.au](mailto:pcycsac@pcyc.org.au)

[www.pcyc.org.au](http://www.pcyc.org.au)

# Welcome

Welcome to Police-Citizens Youth Club (PCYC) Outside School Hours Care.

The Police-Citizens Youth Club network currently operates 58 branches, leadership camps and activity centres across Queensland. We are Queensland's largest youth-oriented organisation with more than 85,000 members, and our membership continues to grow. The Queensland Police-Citizens Youth Welfare Association (QPCYWA) and our PCYCs work with communities to make a positive contribution to Queensland youth through the provision of sporting, recreational, cultural and welfare programs. We are also one of the largest providers of Outside School Hours Care in Queensland.

The QPCYWA is an independent incorporated corporation, not a government or statutory body. We do not receive recurrent Government funding for our operations. Our partnership with the Queensland Police Service allows the Association to make an effective and significant contribution towards Police Service (and Government) strategic outputs, such as Community Safety and Engagement (specifically Crime Prevention and Community Partnerships, Crime Management and Property Safety).

Our Outside School Hours Care programs are operated out of both branches and school sites across Queensland and may offer Before School Care, After School Care and / or Vacation Care. As the Approved Provider, QPCYWA has certain responsibilities under the *Education and Care Services National Law Act 2010* and *Education and Care Services National Regulations 2011*.

At each of our services, it is our aim to provide the highest possible care for all children attending the service. We are dedicated to supporting children's growth and development with engaging and stimulating programs that are fun and challenging and based on children's interests, needs and abilities. Each child's health and wellbeing is of utmost importance and each service has place policies and procedures in place to support practice.

Thank you for choosing PCYC as the provider of Outside School Hours Care for your family.

## **Translation of PCYC OSHC documents.**

Please inform the Coordinator or Responsible Person of your child's service if you need assistance with the translation of any of our documents. We can provide you with the assistance you require through the **Translating and Interpreting Service (TIS) on 131 450.**

## QPCYWA Vision and Values

### **Vision**

Building safer, healthier communities through youth development.

### **Values**

Respect, Teamwork, Leadership, Passion, Commitment.

## PCYC Outside School Hours Care Philosophy

### **The rights of the child are paramount**

PCYC OSHC services believe that each child has the right to be an active member of the community in which they live; to have their individual and cultural identity recognised and respected; to express their opinions and have their views considered in any decisions that may affect them.

PCYC OSHC services reflect Australia's commitment to the *United Nations Convention on the Rights of the Child* and the obligation of all those who work with children to protect children from harm, respect their dignity and privacy and safeguard and promote every child's wellbeing.

### **Children are successful, competent and capable learners**

PCYC OSHC services believe that children are active learners from birth, constructing their knowledge, meanings and understanding through their interactions, relationships and experiences. We believe that rich, engaging environments and meaningful interactions, where children's voices are listened to and acted upon, build on this foundation for successful lifelong learning.

### **Equity, inclusion and diversity**

PCYC OSHC services believe that in a fair and just society the intrinsic worth of all children and their families, their strengths and their right to equitable access and participation in the community is clearly visible in all aspects of service delivery.

### **Valuing Australia's Aboriginal and Torres Strait Islander cultures**

PCYC OSHC services value Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future.

### **The role of parents and families is respected and supported**

PCYC OSHC services believe parents and families are recognised as the child's primary nurturers and teachers. They have both a right and a responsibility to be involved in decision making affecting their child. PCYC OSHC services believes that respectful, collaborative relationships strengthen the capacity and efforts of parents and families and OSHC services to support their children and promote each child's health and wellbeing.

### **High expectations for children, educators and service providers**

PCYC OSHC services believe that the best interests of children and their right to learn and develop in a safe and nurturing environment is the primary consideration in all decision making at the service and is visible in the actions, interactions and daily work with children.

For a copy of our service specific philosophy please speak with the service Coordinator or a Responsible Person or look in the service parent communication area.

## PCYC Outside School Hours Care Goals

**Our goals are to encourage:**

**Children to have a strong sense of identity**

PCYC OSHC services aim to teach children to demonstrate a capacity for self-regulation, negotiating and sharing behaviours by motivating and encouraging children to succeed when they are faced with challenges.

**Children to be connected with and contribute to their world**

PCYC OSHC services demonstrate awareness of connections, similarities and differences between people and how to react in positive ways by encouraging children to listen to others and to respect diverse perspectives.

**Children to have a strong sense of wellbeing**

PCYC OSHC services aim to teach children to show self-regulation and manage their emotions in ways that reflect the feelings and needs of others by showing care, understanding and respect for all children.

**Children to be confident and involved learners**

PCYC OSHC services aim to teach children to use reflective thinking to consider why things happen and what can be learnt from these experiences by encouraging children to communicate and make visible their ideas and theories, collaborate with children and model reasoning, predicting and reflecting processes and language.

**Children to be effective communicators**

PCYC OSHC services aim to teach children to convey and construct messages with purpose and confidence, including conflict resolution and following directions by modelling language and encouraging children to express themselves through language in a range of contexts and for a range of purposes including leading and following directions.

## Who can use our services?

To attend a PCYC Outside School Hours Care service your child must be of school age and enrolled or registered at a school and attends, or in the current calendar year will attend, school. The families of children who are commencing in their prep year of schooling may discuss with the service the attendance of their child from the 1<sup>st</sup> of January in the year that the child is enrolled to attend prep.

When allocating places, priority will be given to prep and primary school age children and if availability permits we will consider the attendance of children attending secondary schooling. Our policy of inclusion endeavours to understand and provide for the individual needs of your child. Depending on your child's support needs, we may need your co-operation and assistance in being able to meet your child's individual needs.

Some children may have high support or additional needs which have to be met, if they are to safely participate and enjoy the program. High support needs may include children with chronic conditions, disabilities, and emotional or behavioural problems or with different cultural or religious backgrounds. Additional requirements are to be negotiated with the Nominated Supervisor.

The Nominated Supervisor and the educators will do their best to incorporate all children, but cannot jeopardise the safety of your child or other children. If an acceptable level of safety cannot be provided for your child or children, you may be required to assist in the program, or to make other suitable arrangements for your child.



## Quality Area 1 – Educational Program and Practice

### Programming

#### The Importance of Play

We recognise the importance of play for children. One of the primary objectives of our program planning is to support the natural play that children initiate and engage in spontaneously. Children's right to play and the value of child-initiated play are acknowledged in the way the environment and programs are structured and in the opportunities provided to children to play in their own time. Creative, self-directed play should not be viewed as wasted time but rather as the medium for some of the richest experiences and most powerful learning of childhood. In this context we provide children with a safe, stimulating environment and the time to explore, create, experiment and express themselves. At the centre of our program planning is the contributions made by the children at our service. Consideration is always given to the ages, abilities, needs and cultural requirements of our children.

We will collect information from you and your child at the time of enrolment and then ongoing throughout your child's time with us that will inform our program practice and allow us to scaffold and extend on your child's interests and abilities.

#### My Time Our Place

The educational program and practice of our services is informed by My Time Our Place, the approved learning framework for school age children attending Outside School Hours Care Services.

The My Time Our Place framework acknowledges the importance of play and leisure in children's learning and development and that their learning is not limited to any particular time or place. Developing life skills and a sense of enjoyment are emphasised. The Framework recognises the importance of social and emotional development and communication in learning through play and leisure, and it forms the foundation for ensuring that children in all school age care settings engage in quality experiences for rich learning, personal development and citizenship opportunities. (Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments (2011). *My Time Our Place: Framework for School Age Care in Australia*. Canberra. Commonwealth of Australia)

The educational program of our service will contribute the following outcomes for each child;

- the child will have a strong sense of identity;
- the child will be connected with and contribute to his or

her world;

- the child will have a strong sense of wellbeing;
- the child will be a confident and involved learner;
- the child will be an effective communicator.

As a parent / carer you have a right under legislation to access information about the contents and operation of the educational program for our service and to see a program displayed in an area accessible to you. You also have a right to a copy of any evaluations of your child's wellbeing, development and learning that are completed by the service.

### Homework

In consultation with you, we will provide adequate time, resources, space and supervision by educators to enable your child to undertake their homework tasks. We ask that you provide us with information as to whether you would like your child to complete their homework while they are in our care. Our educator's may not be able to provide individual attention to each child while they undertake homework tasks and are not responsible for checking or signing off the completion of homework tasks.



## Quality Area 2 – Children's Health and Safety

### Workplace health and safety

We believe that in exercising a "duty of care", management and educators must take reasonable care to protect children from the foreseeable risk of harm and injury. Therefore, our service ensures appropriate safety measures are applied to avoid dangerous situations. Procedures for identifying,



handling and reporting accidents, building hazards and faulty equipment are in place.

## Child protection and mandatory reporting

We are committed to ensuring that the safety and wellbeing of children are maintained at all times during their participation in activities while they are enrolled with our service. We hold in highest regard our moral and legal duties to care for all children associated with the service whilst not in the care of their parents or other primary carers. In accordance with *Child Protection (Mandatory Reporting – Mason's Law) Amendment Act 2016*, early childhood education and care professionals in our service are mandated to report child safety concerns to Child Safety, where there is a reasonable suspicion that the child has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse, and there is not a parent able and willing to protect the child from harm.

All paid employees working in our service are required to possess a current paid Blue Card (Working with children check) or exemption card or have submitted an application with Blue Card Services prior to employment. Any volunteers working within our service must have a current volunteer Blue Card (working with children check) prior to commencing as a volunteer.

We educate our staff on the existence of, and their responsibilities under child protection law by mandating in policy that prior to commencing employment all educators and volunteers must have completed mandatory child protection training which is refreshed on an annual basis.

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## Promoting protective behaviours

We aim to provide an environment that builds on children's empowerment, communication, self-esteem, resilience, social skills and other life skills as a means of promoting children's personal safety and well-being. We provide development opportunities for children, in conjunction with our Branch Managers, in relation to protective behaviours and support the delivery of the QPS (Queensland Police Service) Protective Behaviours Program. Where we are located on school sites we will also liaise with the school to follow through with localised protective behaviour programs.

We ask that you provide us feedback towards our policies and procedures and strategies relating to protective behaviours and support us in the delivery of protective behaviours training to your child.

## Medical conditions

We are committed to supporting all children, regardless of their medical needs and ensuring their safety, health and wellbeing are of paramount importance. During the enrolment process, it will be achieved that a shared responsibility, commitment and accountability will be implemented by both service representatives and parents/carers to ensure that individual children's health care needs are met.

When you indicate to us that your child has a medical condition we must provide you with a copy of our **medical conditions policy**.

If your child develops a medical condition during their enrolment with us we ask that you discuss this with the service Coordinator. We can best minimise risk for your child if we know of your child's medical needs.

Information about your child's medical condition will be shared only with people involved in caring for your child including the service educators.

### Risk minimisation plans

Where we are notified through the enrolment process, or where it becomes evident during your child's time with us, that they have a medical condition, you will be asked to participate in the development of a **Risk Minimisation Plan** and **Communications Plan**. These 2 documents are required by our legislation to enable us to identify and minimise risks around your child's medical condition.

### Medical Management Plans

Where you indicate that your child has a diagnosis of asthma, diabetes or an anaphylactic reaction you are also required to provide a **medical management plan** from your doctor.

We will not accept an enrolment where a medical management plan has not been provided for a life threatening medical condition. Additionally, we will not accept an enrolment or a booking where the service has not been provided with the child's life saving medication.

### Administering medication

Where your child requires prescribed medication to be administered your responsibilities are to;

- Ensure medications are labelled appropriately and carry a registered health practitioner or pharmacist label indicating your child's name, administration instructions such as dosage, frequency of administration, date of dispensing, expiry date and appropriate storage instructions. **Medication that is expired or does not meet the above requirements cannot be administered.**
- Complete a medication form.

Where the medication is only administered over a short

period of time such as an antibiotic, you will complete a **short term medication form**.

Where the medication is required over a longer period of time or is lifesaving medication only to be administered in an emergency, you will complete a **long term medication form**.

- As required, assist in the completion of a Risk Minimisation and Communication Plan and/or provide a medical management plan from a doctor
- Hand medication and all completed documents to the Responsible Person on the shift.

Medication, including asthma puffers cannot be left in your child's bag. *Where medication is lifesaving such as Ventolin, insulin or an EpiPen we will work with you as to how this medication is stored.*

### Emergencies

In an emergency situation we may be required to administer medication and first aid to preserve the life, safety and health of your child. This is inclusive, where directed by the Queensland Ambulance Service (QAS), to administer such emergency medical treatment as is reasonably necessary (e.g. Salbutamol inhaler (Ventolin) or adrenalin (EpiPen)).

If a medical emergency occurs and your child is required to be transported to a medical facility every effort will be made to accompany your child where possible and appropriate. We will however not be in a position to accompany children where we are at risk of breaching our legislated staff to child ratio requirements.

## Arrivals and departures of children

### Signing children in and out of the service

Located at a prominent position in our service is the sign in/out or attendance folder. When dropping your child off for Before School Care or Vacation Care please print your name and sign your child in, noting the time. When collecting your child from After School Care or Vacation Care please print your name and sign your child out, noting the time. *This is a requirement to gain CCB and may be checked by the Family Assistance Office at any time.*

Accurate recording of which children have been signed in and out is also important in the event of an emergency evacuation of the premises.

Children cannot be dropped off at the service before the service approval opening time which is displayed on our services' front door notice.

On arrival your child should be encouraged to place their bag in the locker/port rack. Your child can then make their way to either an educator or they may feel confident to start playing.

On your child's first day it is always good to allow a little time to communicate with the educator and to allow your child to relax. In the case of an upset child we have found it easier to settle the child at the time you say goodbye and tell the child when you will be returning.



### Collection of children

Individuals nominated by you on the enrolment form are the only people authorised to pick up your child from our service. Where no written authority has been received, you may give permission by email or fax (as the first preference), or by telephone, for an alternative person to collect your child. You must provide the name and description of any such person concerned and proof of their identity will be required on arrival.

No child will be permitted to travel home or to another activity on their own unless written direction or approval or, in an emergency, verbal direction or approval is received from a known parent/carer of the child. These records (including documentation of verbal approval) will be kept in the child's file.

It is at the discretion of the service, in consultation with the Branch Manager and the Approved Provider, to deny approval for a child to travel home or to another activity on their own if the assessed risks are deemed too high.

### Late collection of a child

If at closing time your child has not been collected, or you have not made arrangements for the collection of your child, the Responsible Person will contact you and as required, the emergency contacts listed on your child's enrolment.

In the event there is no response from you or the listed emergency contacts, or you are unable to arrange collection of your child, the Responsible Person will contact the Branch

Manager and advise of the situation as soon as possible. Attempts to contact you and the listed emergency contacts will continue.

Where our service is located on a school site and your child has not been collected at the closing time of our service your child will stay at the service with the Responsible Person until further notice is provided by the Branch Manager or a representative of the Approved Provider.

After 30 mins if there is still no response from you or the listed emergency contacts, the Responsible Person, at the direction of the Branch Manager, will contact the local police station to seek further advice. It may be necessary that an educator, after receiving instruction from the Branch Manager or a police officer, transports your child to the local police station.

### Late collection fee

We require all children to be collected from the service in accordance with the displayed closing times. If your child is collected after closing time your family may be charged a late fee of \$15/15 minutes or part thereof commencing from the service closing time. This fee will be added to your weekly invoice and is not covered by Child Care Benefit (CCB).

### Children leaving service premise without authorisation

If your child leaves the service premise for any unauthorised reason, the educators / Responsible Person will assess the situation immediately and advise the Branch Manager and / or Responsible Person. You will be contacted as quickly as reasonably possible and will be notified of the situation and the actions being taken by the service.

In situations where children continually leave the service premise without permission, we may discuss with you the appropriateness of your child continuing their attendance at our service.

## Sun protection

As children spend a large portion of their time outside it is important that they are protected from the harmful effects of the sun. We actively teach children of the importance of sun safe practices. At our service we will;

- Ensure our educators role model sun safe strategies;
- Teach children how to use Sun Smart applications through smart phones and tablets including providing children with information about UV ratings and the times when sun protection strategies outdoors are required;
- Maximise the use of available shade for outdoor activities;
- Encourage the wearing of hats while outdoors and enforce this when the UV ratings indicate sun protection is required;

- Provide sunscreen for children to use, encourage the use of sunscreen while outdoors and enforce this when UV ratings indicate sun protection is required;
- Encourage the wearing of sun safe swim shirts during all water-based activities;
- Minimise time spent outdoors during peak UV ratings times;
- Encourage children to wear sun safe clothing and ensure children in clothing that isn't sun safe aren't outside when UV ratings indicate sun protection is required.



## Court orders

Where you indicate at the time of enrolment, or during the course of an enrolment, that there are legal documents or orders in place that may impact on the services ability to implement our duty of care for your child, you are required to provide us with these documents.

Legal documents may include court orders, parenting orders or parenting plans.

Where you don't provide or refuse to provide any of the required information we will consider not providing care to your child as we may not be able to meet our duty of care requirements.

## Toileting

When you enrol your child with us it is important that you provide us with up to date information relating to any additional support requirements or health related issues associated with your child, including where it relates to incontinence. When you provide this information we will then ask that you participate with the service in the development of a child support plan.

This child support plan will provide our educators with strategies to support your child within our service.



## Extra-curricular activities

We understand from time to time extra-curricular activities may be provided on the school or branch grounds and that some families may wish to access these for their children who are attending our service.

We will assess all requests for children's escort to extra-curricular activities on an individual basis. Sometimes it may not be possible for a child to attend an activity especially where we are unable to maintain our ratios and provide an escort at the same time. We will always discuss this with you and work towards finding a safe solution.

If you wish your child to participate in an extra-curricular activity we require you to complete an extra-curricular activity permission form and provide this to the Responsible Person or Coordinator at the service prior to the child's attendance at the activity. If any details of the activity, including the day or time of the activity change, you will need to complete a new form and provide to the service.

Please note that children will not be able to attend off-site activities.



## Excursions

Where the service your child attends offers a vacation care program excursion activities may be programmed. We program excursions as a valuable part of our services overall program to provide children an opportunity to transfer knowledge and skills developed in our service setting to settings within the local and wider community. Parental permission will be obtained before a child is taken on an excursion and each excursion will be carefully planned and the potential risks assessed. Risk Assessments will be

written and available to parents prior to signing the permission form for the excursion.

## Water safety

Water activities are a significant part of our Queensland culture and we will plan experiences that include the use of water as a medium for play, both indoors and outdoors and on excursions. These experiences will be planned to ensure an appropriate level of challenge where children are encouraged to explore, experiment and take appropriate risks.

Where children are involved in swimming activities, we will ask you to provide us with written information on your child's swimming ability prior to their attendance.

*Please read the educator ratio section in Quality Area 4 for more information on the child to educator ratios we maintain for water activities.*

## Transportation

For some of our services we may provide either a PCYC transport service or a walking bus to collect or deliver your children to or from school.

Where we transport your child to or from your school, you will complete, at the time of enrolment and then annually, a transport permission form for your child to be transported in a PCYC vehicle / bus.

Procedures are in place for our educators to ensure the correct children are collected each day and also to ensure that parents are contacted if a child fails to arrive at the bus collection.

If you know you're not requiring care on a particular day, we ask that you notify the service as soon as you can so that we don't spend time calling you to locate your child. Unnecessary phone calls significantly impact our other bus collections for the session.

As an organisation PCYC adheres to Queensland Transport's Code of Conduct for School Bus Travel. This Code of Conduct is a set of behavioural guidelines for children to follow when travelling on buses. It also includes procedures for bus operators/drivers to follow when managing children's behaviour associated with bus travel. The Code helps ensure a comfortable, pleasant and safe ride for all. Where a child is not willing to comply with the safety requirements of travelling

on a PCYC vehicle we will immediately discuss our concerns with you which may include the service considering the ability for the child to continue to be transported.

The expected behaviour of children on PCYC transport;

- Treat other people and their possessions with respect.
- Follow the bus driver's and educator's directions without argument.
- Do not interfere with bus property, equipment, shelters and signs by marking or damaging them in any way.
- Wait well back from the bus until it stops.
- Sit properly on the allocated seat.
- Store school bags under the seat or in the area notified by the driver or educator.
- Speak quietly and do not create unnecessary noise.
- Wear a seatbelt when fitted.
- Wait until the bus stops before standing to get off.
- Disembark from the bus in a quiet and orderly fashion.

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## Incident, injury, trauma and illness

If your child is injured or suffers a trauma or where there is the onset of apparent symptoms of an illness, the service will make contact with you as soon as possible and no later than 24 hours after the occurrence.

Our service adheres to strict legal requirements for recording and reporting incidents, injury, trauma and illness which may include reporting through to our regulatory authority (ECEC).

An incident report or record of any incident, injury, trauma or illness relating to your child will be provided to you for signing and then placed confidentially on your child's file.

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## Administration of first aid

Our service provides and maintains adequate first aid facilities and personnel for the effective emergency management of injured or ill children, employees and volunteers.

We always have rostered to our service an individual holding current first aid, CPR, asthma and anaphylaxis qualifications. An appropriate number of stocked first aid kits are kept in our services having regard to the number of children in our care and these are easily recognisable and located in an area readily accessible to adults.

It is a condition and term of enrolment in a PCYC service that staff will provide first aid, obtain (as required) medical attention from a registered medical practitioner, hospital or

ambulance, or where required will administer such emergency medical treatment as is reasonably necessary (e.g. Salbutamol inhaler (Ventolin) or adrenalin (EpiPen)).

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## Infectious diseases

If your child develops symptoms of an infectious illness or condition while they are in attendance at our service, your child will be removed from contact with other children (if possible) and you will be contacted for immediate collection. Your child will always remain in the care of an educator.

As infection spreads quickly, it is important that sick children are collected as soon as possible.

It is a condition and term of enrolment that you will collect or arrange the collection of your child if they become unwell at the service and that in the event that your child is sent home with a suspected infectious illness that a medical clearance/certificate must be provided before your child can re-attend.

If when dropping your child off at our service it is apparent that your child is suffering from an infectious illness or condition or appears unwell your child will not be accepted into care until the symptoms have subsided or a medical clearance/certificate has been provided to the service. Such symptoms may include;

- Elevated temperature, flushed colouring, unusual pallor
- Coloured nasal discharge or repeated, severe coughing
- Stomach ache, vomiting or diarrhoea
- Red or discharging eyes or ears
- Undiagnosed skin rashes, sores or swelling
- Unusual activity levels, irritability, restlessness or fussy listless behaviour.

Where any child in our service is suffering from an infectious illness, we will notify families of the illness as required under legislation by placing a notice in the parent communication area of the service and providing additional information as to symptoms and treatment of the condition.

### Exclusion periods

The aim of exclusion is to reduce the spread of infectious disease by lessening the contact between individuals with an infectious disease and those who are at risk of catching the disease. The following are the minimum periods of exclusion as recommended by *Staying Healthy: Preventing infectious disease in early childhood education and care services (5<sup>th</sup> Edition)*. While these are the minimum periods of exclusion based on how long a person with a specific disease is likely to be infectious, it may be necessary that your child spend longer away from the service to fully recover before returning to the service. Additional information on conditions that

require exclusion can be found in the service copy of Staying Healthy.

#### **Croup**

Exclude until the child is feeling well usually 3-4 days.

#### **Conjunctivitis**

Exclude until discharge from the eyes has stopped unless a doctor has diagnosed non-infectious conjunctivitis.

#### **Diarrhoea**

Exclude until there has not been a loose bowel motion for 24 hours.

#### **Fungal infections of the skin or nails (e.g. ringworm, tinea)**

Exclude until the day after starting appropriate antifungal treatment.

#### **Hand, foot and mouth disease**

Exclude until all blisters have dried.

#### **Head lice**

Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected.

#### **Herpes simplex (cold sores, fever blisters)**

Exclude until the sores dry. Sores should be covered with a dressing, where possible. If the child is old enough to maintain hygiene practices and the sores are covered they are not excluded.

#### **Impetigo (school sores)**

Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing.

#### **Influenza and influenza-like illnesses**

Exclude until the child feels well.

#### **Measles**

Exclude for 4 days after the onset of the rash.

#### **Mumps**

Exclude for 9 days or until swelling goes down (whichever is sooner).

#### **Pertussis (whooping cough)**

Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing.

#### **Rubella (German measles)**

Exclude until the person has fully recovered or for at least 4 days after the onset of the rash.

#### **Varicella (chicken pox)**

Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children.

#### **Viral gastroenteritis (viral diarrhoea)**

Exclude until there has not been a loose bowel motion for 24 hours.

### **Infection control / hygiene**

The most important ways to break the chain of infection and stop the spread of diseases within a service are:

- Effective hand hygiene
- Exclusion of ill children and educators
- Immunisation
- Cough and sneeze etiquette
- Appropriate use of gloves
- Effective environmental cleaning

We ask that you support infection control and hygiene within our service by following the advice of our educators, reading information provided on exclusion periods, adhering to our service policies regarding health and hygiene and helping us to teach your children the importance of effective hand washing and cough and sneeze etiquette.

### **Immunisation**

Legislation does not make immunisation mandatory or stop services from allowing unvaccinated children to enrol or to attend. It aims to protect children and adults who work in early childhood settings from vaccine-preventable diseases.

Refusing to allow a child to enrol or attend a service based on their immunisation status is not unlawful discrimination under the Anti-Discrimination Act 1991.

If you have concerns about vaccinating your child, talk to your doctor or immunisation provider for advice.

### **Tax benefits and child care subsidies**

In January 2016 the Australian Government passed the [No Jab, No Pay legislation](#) regarding immunisation requirements for tax benefits and child care subsidies. Conscientious objection will be removed as a reason for a vaccination exemption.

### **Nutrition, food and beverage and dietary requirements**

Good food is essential for good health throughout life. It is especially important that children appreciate a wide variety of nutritious foods. Nutrition is important to each child's physical, mental, emotional and social development.

### **Food provided by the service**

Where our service provides snacks or meals for children, we will do so giving consideration to developmentally and age appropriate nutritional requirements and the food we provide will be healthy, balanced and varied. Families are encouraged to provide recipes and menu ideas to the service



and we will endeavour to incorporate these into our menus for the children.

Water is always available to children, however we do also encourage children to bring their own water bottles so they have easy access to water in all play environments.

### **Food provided by families**

Where you are required to provide food for your child's lunch, morning or afternoon teas you are encouraged to supply only healthy, nutritious foods. Chocolates, cakes, sweet biscuits, chips, lollies and soft drinks are discouraged. Educators are only too happy to give you some ideas and suggestions for your child's lunch box.

### **Individual dietary requirements**

If, for medical or cultural reasons, your child requires a restricted or alternative menu, please note this on the enrolment form and speak with the service Coordinator or the Responsible Person at the time to inform them of the requirements.

### **Allergy awareness**

Where we are notified of a child with food allergies or intolerances, we aim to reduce as far as possible any risks for those children and ask that you assist us in reducing these risks by not providing food that contains known allergens for children attending the service.

Where children in our service have anaphylactic allergies, including anaphylactic food allergies, these foods will be displayed in the service parent communication area.



### **Use of photographic and video images of children**

Through the service enrolment process we will provide you with an opportunity to give and/or refuse authority for photographs or videos to be taken of your child.

Photos and videos of your child, where permission is granted, may be used to record important events and special activities as part of the program and displayed within the service or through our electronic learning journeys of your child.

Where we may request to use images of your child external to the service, including but not limited to, PCYC marketing material, PCYC social media or external media, permission will be sought from you with the request for you to sign a PCYC Queensland Publication Release Deed Poll (talent release / consent form).

Photographs and video images of children will only be taken by educators on PCYC devices and stored in accordance with privacy requirements.

To protect the privacy of families and children we strongly encourage children to not bring their own electronic devices to the service. Where electronic devices are used inappropriately by children to take photographs or video images of themselves or other children attending the service, access to these devices will be removed and a discussion will be held with the parent / carer.

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### **Information technology access**

We recognise the benefits of utilising information technology as a valuable learning tool to further enhance children's play and development opportunities within our service. We also acknowledge that the use of technology needs to fit within the recommendations of recognised health professionals and needs to be actively monitored to ensure children are protected from harm and hazard.

Our service will actively monitor children's use of computer, mobile and other electronic devices and restrict access where inappropriate content is accessed. We will also provide information to families on how to use screen time and what to do when the screen is off.

We ask that you support our service and discuss with your children the screen time and technology access practices of the service and restrict, as much as possible, children bringing computer, mobile or other electronic devices, except where they are used for educational purposes such as the completion of homework tasks.

We also ask that where children do bring their own devices that you have appropriate content filters on computer, mobile or other electronic devices that aim to limit your child's access to age inappropriate content.

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## Drugs, alcohol and smoking

The consumption of alcohol or illicit drugs is not permitted within our service or our service approved spaces.

The service actively encourages and provides a smoke free environment for children, families, staff and community members and upholds the *Tobacco and Other Smoking Products Act 1998* and the *Work Health and Safety Act 2011*. As such smoking is not permitted on our service grounds, in any PCYC vehicle, within 10 metres of any part of an entrance to a building (including the footpath if that falls within 10 metres of the entrance of the building) and within 10 metres of any part of children's playground equipment (including the footpath if that falls within 10 metres of any part of children's playground equipment).

## Sleep and rest

We recognise that effective rest and sleep strategies are important factors in ensuring a child feels secure and safe within the service. We ensure each child's comfort is provided for and that there are appropriate opportunities to meet each child's individual sleep, rest and relaxation needs. At the time of enrolment, and then ongoing throughout your child's time with the service, we ask that you provide us with any information about your child's individual needs associated with sleep and rest. Where children wish to rest, or if they are showing signs of tiredness, regardless of the time of day, we provide a comfortable and designated safe space to rest away from the main group of children, where possible. The designated area may be a cushion, mat or a seat in a quiet section of the service.

## Quality Area 3 – Physical environment

### Physical environment

We ensure that the physical environment of our service is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

We believe that the way the environment is designed, equipped and organised determines the way that the space and resources are used and has the potential to maximise children's engagement and level of positive experience and inclusive relationships.

We commit to ensuring;

- Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
- Premises, furniture and equipment are safe, clean and well maintained.
- Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
- Resources, materials and equipment allow for multiple uses and are sufficient in number, and enable every child to engage in play-based learning.
- The service cares for the environment and supports children to become environmentally responsible.



## Quality Area 4 – Staffing arrangements

Each of our services operates slightly differently in regards to staffing dependent on the size of the service and the needs of the children in care at the service.

### Staffing qualifications

In each of our services children and educators are led by a suitably qualified and experienced Coordinator who is responsible for the organisation and overseeing of the day to day running of the service.

Educators, who may hold a qualification from a range of relevant qualifications, are responsible for the day-to-day care of the children.

It is a legal requirement that all educators and volunteers within our services have a Working with Children Suitability Card (a 'Blue Card') and in a PCYC service, educators and volunteers will also have completed child protection training.

Additionally, at least 1 educator for the entirety of each session will have a current qualification in First Aid, CPR, asthma and anaphylaxis.

## Nominated Supervisor and Responsible Persons

The Education and Care Services National Law 2010 requires that all services must have a Nominated Supervisor – this is an ongoing obligation and the position is usually held by the service Coordinator. The service must clearly identify the Nominated Supervisor to parents of children in the service and PCYC acknowledge this on our front door notices located either at the entrance to our service or in the services parent communication area.

The Nominated Supervisor is responsible for the day-to-day management of the service and is responsible for educational programs, supervision and safety of children, entry to and exit from the premises, food and beverages, health and hygiene practices.

In the absence of the Nominated Supervisor a Responsible Person, responsible for the day-to-day operation of the service, will be appointed and present for each shift.

At any time please feel free to have a chat with either the service Nominated Supervisor or Responsible Person.



## Educator ratios

As referenced in legislation and in PCYC policy, where legislation does not define a ratio, the following ratios apply in all PCYC OSHC services;

- Educator to child ratio 1:15
- Educator to child ratio on excursions 1:8\*
- Educator to child ratio - water activities 1:5\*

- Educator to child ratio – transport 1:11

\*Educator ratios for excursions and water related activities will remain as listed in policy unless a full risk assessment is completed and forwarded to the Approved Provider and approval is granted to amend the ratio. An amended ratio will not exceed the legislated ratio of 1 educator to 15 children. The risk assessment must include, but is not limited to, an assessment of all activities being undertaken, transport to and from the venue, the venue, age and ability of the children etc.

## Code of conduct for OSHC employees

We expect all staff to conduct themselves in a way that is professional and in accordance with the philosophy and goals of the services and the QPCYWA Code of Conduct. Our employees are expected to actively demonstrate a positive attitude towards their work, the service and the service's families and children. We require that all employees abide by the QPCYWA Code of Conduct, the OSHC Code of Ethical Practice and The United Nations Convention on the Rights of the Child (1989) at all times during their interactions with children, families, community members, management and other employees.

## Participation of students and volunteers

From time to time we may engage students on practicum placement or volunteers within our service. We value the role of both students and volunteers within our service and ensure their participation is done so in compliance with any relevant legislation including the requirements to hold a current Working with Children Check (Blue Card). Students and volunteers are inducted into PCYC and the service and are fully supervised by paid educators and do not supervise children on their own.

## Quality Area 5 – Relationships with Children

### Respect for children

We actively incorporate strategies within our service to foster respect and support all children's participation in our service's program. It is our services belief that when educators show an interest in children's lives and respect children, they feel valued, capable and more confident in their ability to express themselves, work through difficulties, learn new things and take calculated risks. We also believe that respecting children promotes children's self-esteem and enhances the children's enjoyment of the program.



Our educators share a commitment to fostering professional, harmonious relationships amongst themselves and with children to ensure the environment meets the play and care needs of school age children. We believe a successful team communicates openly, shares knowledge and understanding, embraces diversity and demonstrates mutual respect and professional ethics. We feel it is vitally important that educators create a responsive and inclusive atmosphere within the service. This is achieved through educators taking time to foster friendships with children: seeking to understand each child, developing trust and interacting in positive ways. It is our belief that educators also need to guide children's behaviour in positive ways, helping them to express a range of emotional responses.

When interacting with children in our service our educators will;

- Encourage children to express themselves and their opinions;
- Allow children to undertake experiences that develop self-reliance and self-esteem;
- Maintain at all times the dignity and rights of each child;
- Give each child positive guidance and encouragement towards acceptable behaviour;
- Have regards to the family and cultural values, age, physical and intellectual development and abilities of each child being educated and care for by the service.



## Children's property and belongings

We understand that from time to time children may bring with them personal items from home to the service. We ask that you and your child consider the need to bring these items to the service especially if they are expensive or may get damaged while at the service. As a service, we do not accept responsibility for the loss or damage that might be sustained to a child's personal belongings while at the service, however we will endeavour to;

- Actively encourage children to care for their belongings;

- Remind children appropriately when belongings need to be placed in storage e.g. placing a lunch box or hat into a bag after use;
- Provide suitable storage (at yours or your child's request) to keep safe, any item of personal belonging which is either special, expensive or at risk of being damaged.

When sending items from home such as spare clothes, water bottles, lunch boxes, uniforms etc. it is always a good idea to label them.

To protect the privacy of families and children, we strongly encourage children to not bring their own electronic devices to the service. If you require your child to have a mobile phone, we will ask that your child bring this to the Responsible Person for the day who will safely lock this away until you collect your child.

## Behaviour support

We acknowledge the complexity involved as children develop skills to learn and manage their own feelings and behaviours as they explore how the social world around them works. We recognise that the strategies used to support children within our service must be fair, respectful and reflective of the ages and developmental stages of the children involved. The use of behaviour support strategies will ensure positive environments for children and will focus on ensuring children's health, safety and wellbeing are met and supported.

At no time will children being educated and cared for by our service be subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstance.

We will work collaboratively with schools, families and educators to ensure a consistent approach is implemented to support children with specifically diagnosed behavioural or social difficulties and we will implement individual support plans for children with specifically diagnosed behavioural or social difficulties and any other child requiring additional support within the service setting.

The service educators will model and interact with children in a way that ensures that each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. Children must have expectations communicated in a clear manner and be provided an opportunity to self re-direct before adults intervene. The use of behaviour support strategies will ensure positive environments for children with a significant focus on ensuring children's health, safety and emotional needs are met.

By taking the time to implement effective preventative strategies, the service will enhance children's sense of belonging within the service and will create for children a sense of safety and security within the service. The following are just some of the preventative strategies implemented by the service to stop a significant number of behavioural issues from occurring and prevent others from escalating further;

- Relationship building between children and educators;
- Identifying the needs and interest of children;
- Setting up the environment with regard to layout and resources;
- Developing well thought out programs and routines;
- Inducting families;
- Acknowledging positive behaviours;
- Setting non-negotiables;
- Empowering children;
- Having clear safety rules, behavioural expectations and consequences;
- Being consistent;
- Developing and implementing behaviour support plans prior to a child's attendance;
- Supporting children with diagnosed behavioural and social difficulties.

In the moment strategies are used by educators when children require a level of adult intervention to guide and support their behaviour.

These strategies, which focus on providing children with choices, recognise that school age children are developing skills as competent and capable learners and should be given opportunities to participate in further developing these skills in a service setting.

Giving children choices helps them to learn the skills needed for responsible decision making, gives them an element of control in decisions being made about them and assists them in understanding that the way they behave is under their control. When giving children choices as part of an 'in the moment' strategy we ensure that the choices are considerate of the developmental age and abilities of the child

Where a situation escalates children may be asked to take time away from a particular activity or may be required to have quiet time or time for reflection. In order to manage this process the service will endeavour to have a space that facilitates this quiet time, away from the hustle and bustle of the service activities. Reflection or quiet time should not be seen as a punishment for the child but as a mechanism to allow the child to be removed / remove themselves from a situation in order to calm down. At the same time as indicating to the child that the behaviour they chose was for example unsafe it also helps to teach the child how to manage their emotions.

Where a child's behaviour causes or may reasonably cause physical danger or potential emotional harm or trauma to themselves, other children or educators you will be contacted immediately and asked to collect your child. We will then discuss with you options around the possible suspension of your child or the safe re-introduction of your child with a child support plan in place. Where you don't participate in the development and implementation of behaviour support strategies for your child we reserve the right to suspend or cancel your child's enrolment with the service.



## Quality Area 6 – Collaborative Partnerships with Families and Communities

We have an 'open-door' practice and recognise and acknowledge that collaborative relationships with families are fundamental to achieving quality outcomes for children.

Families are welcome to attend the service or talk to educators during our operating hours and we encourage you to share your time, varied talents, cooking experiences and cultural background with us.

We encourage families to voice any concerns in a way that will assist us to provide a better service.

### Communication with families

We provide families with many opportunities to participate in our service including contributing to program and menus and participating in policy review and development.

We may communicate information to you in relation to our service operations in a number of ways including;

- Display of the current program;
- Regular service/branch newsletters;
- Regular open meetings between Nominated

Supervisor/Responsible Person/educators and you as the parent/carer;

- Online child portfolio programs;
- Social media;
- Service notices;
- Parent orientation/induction.

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## Parent / carer Code of Conduct

- Parents / carers are responsible for their children's behaviour whilst the parents/carers are on the premises.
- If parents / carers have any concerns regarding their children they are to report this to the Nominated Supervisor / Responsible Person.
- At no time is a parent / carer to confront another parent / carer or child attending the service. All enquires or problems should be reported to the Nominated Supervisor / Responsible Person.
- Parents / carers are expected to behave in an appropriate manner whilst on the premises.
- If inappropriate behaviour is witnessed, parents / carers may be asked to leave the PCYC service and will be informed in writing of their suspension from the Service.
- This suspension may stay in place for any amount of time deemed necessary or desirable for the purpose of guaranteeing the welfare or minimising danger to any educator, child or children attending the service.

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## Including children with additional support requirements

We ensure each child, regardless of their additional support requirements and abilities, is provided with a supportive and inclusive environment that allows them to fully participate in their education and care at our service.

Educators will remain positive, open-minded and honest at all times when working with families and external support professionals to positively meet the additional support requirements of each child being educated and cared for at our service. We understand that additional support requirements arise from different causes and can require different responses. We also recognise that additional support requirements may be temporary or for a lifetime.

Services may have access to additional support funding through the Inclusion Agency to allow for more inclusive practices and we appreciate your cooperation, support and assistance in making applications for funding as required.

Where you have identified on the enrolment form that your child requires additional support within our service, you will be required to participate in the completion of an Inclusion Support Facilitation Tool and the development of a Child Support Plan. Both of these documents are aimed at better providing individualised inclusive practices for your child.

We also ask that throughout your child's time with us that you continue to update us on any details about your child that may further assist us in providing the most inclusive environment possible.

## Quality Area 7 – Leadership and Service Management

### PCYC Membership

Children who are enrolled to use our service must become a PCYC 'Club Member'. This will afford them protection under the Association's Personal Membership Insurance and the ability to utilise the services of one of our clubs in Queensland and is renewable yearly from initial date of enrolment.

Membership fees are set by the Board of Directors each year. Any person applying to become a PCYC 'Club Member' is to complete the authorised Membership Application Form in full. A Membership Application Form should be completed and signed initially, and then endorsed each year over the next three years by every member renewing membership.

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### Enrolment

We use enrolment procedures to obtain accurate and relevant information relating to the specific needs of your child, to meet legislative requirements and to exchange appropriate information with you as the parent/carer.

We must ensure that an enrolment record is kept that includes the information set out in our legislation for each child enrolled in our service. We ask that you actively participate in this enrolment process and complete as best you can all information as requested on the enrolment form. Where you don't complete all sections of the enrolment form, the Coordinator or Responsible Person will follow this up with you and your enrolment will not be accepted until such time as the form is correctly completed.

The average processing time for an enrolment is 24-48 hours which allows our service time to conduct your orientation visit, complete any additional documentation such as risk



minimisation plans or child support plans, enter your enrolment in our CCMS software and complete financial tasks such as setting up your direct debit with the service and processing the first payment.

Each year you will be asked to review or re-complete an enrolment with the service. We ask that you do this so that we can ensure that all of your details, including contact numbers, emergency contact details and medical information remain current for your child.

## Orientation

As part of our comprehensive enrolment process, the Nominated Supervisor or a Responsible Person will conduct an orientation with you. You will be shown around the service and we will discuss with you important policies and practices that will be important for you to know while your child attends our service.



## Acceptance and refusal of authorisations

Through the enrolment process you will be provided with the opportunity to give and/or refuse authority for your child to participate in relevant aspects of our service. For a comprehensive list of consent statements please refer to the enrolment package and 3.7.3 POLICY Acceptance and refusal of authorisations.

## Priority of Access Guidelines

Where services have a waiting list the Australian Government has deemed access and eligibility will be subject to the Priority of Access Guidelines as below;

- **First Priority:** a child at risk of serious abuse or neglect;
- **Second Priority:** a child of a single parent who satisfies, or of parents who both satisfy, the work, training, study

test under section 14 of the *A New Tax System (Family Assistance) Act 1999*;

- **Third Priority:** any other child.

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

- children in Aboriginal and Torres Strait Islander families;
- children in families which include a disabled person;
- children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold as indicated online in the Australia Government 'Priority of Access Guidelines' for that year, or who or whose partner are on income support;
- children in families from a non-English speaking background;
- children in socially isolated families;
- children of single parents.

There are some circumstances in which a child who is already in a child care service may be required to leave the service. When a service has no vacant places and is providing child care for a child who is a Third Priority under the Priority of Access Guidelines, the service may require that child to leave the child care service in order for the service to provide a place for a higher priority child, but only if:

- the person who is liable to pay child care fees in respect of the child was notified when the child first occupied the child care place that the service followed this policy and
- the service gives that person at least 14 days' notice of the requirement for the child to leave the child care service.

## Bookings and cancellations

### Bookings

Dependent upon the demand for care, you can choose the type of booking arrangement that you have with our service. Bookings may be made on a permanent or casual basis however will always need to be notified to our service in advance. Due to capacity and staffing requirements we DO NOT have the capacity to cater for 'walk-ins' however please call ahead to the service and check the availability of spaces for the session or sessions you require.

### Cancellations

It is a requirement that you contact our service anytime you are cancelling a session of care for your child. Cancellations are to be made in writing at the service or to the service email address or in person to the Coordinator or Responsible Person.

### **Cancellations without charge – Before School Care**

To avoid charges, cancellation of Before School Care sessions must occur 2 working days prior to the commencement of the session e.g. *to cancel Before School Care for Monday the cancellation must have been provided to the service by the opening time of the service on the Thursday in the week prior to the required cancellation, to cancel Before School Care for Wednesday the cancellation must have been provided to the service by the opening time of the service on the Monday in the week of the required cancellation.*

### **Cancellations without charge – After School Care**

To avoid charges, cancellation of After School Care sessions must occur 2 working days prior to the commencement of the session e.g. *to cancel After School Care for Monday the cancellation must have been provided to the service by the opening time of the service on the Thursday in the week prior to the required cancellation, to cancel After School Care for Wednesday the cancellation must have been provided to the service by the opening time of the service on the Monday in the week of the required cancellation.*

### **Cancellations without charge – Vacation Care**

To avoid charges, cancellation of Vacation Care sessions must occur 7 days prior to the commencement of the session e.g. *to cancel vacation care for Monday the cancellation must have been provided to the service by the Monday in the week prior to the day of attendance.*

In consultation with the Approved Provider, services may charge an additional fee where vacation care bookings are not received by a nominated and advertised booking cut-off day. The fee and cut-off day, where applicable, will be notified to parents/carers at the time the vacation care program is released.

### **Cancellations – Due to illness**

Where you cancel a session of care for your child due to the illness of your child, yourself, another of your children or another individual with whom the child lives and this illness is verified with a medical certificate the charge for that session will be removed.

### **Non-communication fee**

In consultation with the Approved Provider, services may charge a non-communication fee where, as a result of a failure to cancel a booking, a parent/carer/emergency contact is required to be contacted to identify the location of a child. The fee, where applicable, will be notified to parents/carers at the time of enrolment. This fee will be added to the weekly invoice for the family and is not covered by CCB.

### **Allowable Absences**

An allowable absence is an entitlement for families to receive CCB and CCR, for up to 42 absence days in a year, if their

child is unable to attend approved child care and the parent/carer is charged a fee. These can be for any reason and do not require proof however cannot be claimed on the first or last day of attendance.

Further information can be found at your local Centrelink office or at [www.mychild.gov.au](http://www.mychild.gov.au).

### **First and last day absences**

Families are not entitled to CCB until the first day that the child physically attends the service and are not entitled to CCB after the last day the child physically attends the service. Non-attendance on a first or last day of care will result in the full fee being charged for that session.



## **Fee assistance**

### **Child Care Benefit (CCB)**

CCB is an income tested and eligibility dependent payment from the Australian Government that helps parents with the cost of child care. Parents can choose to receive CCB as an annual lump sum payment or as reduced child care fees throughout the year. CCB is usually paid directly to approved Child Care Services to reduce the fees that eligible families pay.

You can apply for CCB online or in person through Centrelink. The link to apply online and to see if you meet eligibility requirements is [Department of Human Services](http://www.mychild.gov.au).

Once you have had your eligibility tested and have received a Customer Reference Number (CRN) from Centrelink for you and your child, you must provide these two numbers along with the date of birth of yourself and your child and we will enter this into our Child Care Management System Software to link your account with your CCB entitlement.

Further information can be found on the above DHS website, at your local Centrelink office, at [www.mychild.gov.au](http://www.mychild.gov.au) or have a chat with the services Coordinator.

## Child Care Rebate (CCR)

CCR is a payment from the Australian Government in addition to CCB. This rebate covers up to 50% of out-of-pocket costs for child care for eligible families up to a maximum amount, as set by the Australian government, per child, per year and it is not income tested.

Parents / carers can choose to have their CCR paid directly to the service which will reduce the amount of your account each week.

Further information can be found at your local Centrelink office, at [www.mychild.gov.au](http://www.mychild.gov.au) or have a chat with the services Coordinator.

## Additional government benefits you may be entitled to receive

Additional to your possible eligibility for CCB and CCR please speak with us, contact Centrelink or visit [www.mychild.gov.au](http://www.mychild.gov.au) if you believe you may be entitled to any of the following benefits;

- Grandparent Child Care Benefit (GCCB)
- Jobs, Education and Training Child Care Fee Assistance (JET)
- Adult Migrant English Program (AMEP)
- Special Child Care Benefit (SCCB)

The child care system is changing from July 2018. As part of the changes, Child Care Benefit (CCB) will cease on midnight 1 July 2018. For more information about the new child care fee assistance programs please go to <https://www.education.gov.au/jobsforfamilies>

## Fee management

Our service aims to provide a quality and affordable program for families. In accordance with governance and management responsibilities, representatives of the Approved Provider provide guidance and support to our branch and our service in relation to our services financial performance, so as to ensure commercial viability and high standards of service delivery. Our Branch Manager will, in consultation with the Approved Provider, set fees required for the provision of quality school age care, in keeping with our service's philosophy statement and goals.

Our service applies sessional fees and as a result hourly fees do not apply.

## Bond

For new enrolling families, a bond equivalent to 1 weeks out of pocket expenses MUST be paid prior to attendance and will be lodged as a bond in our CCMS software. The

payment amount will be indicated to you at the time of the enrolment.

The bond is fully refundable at the end of your enrolment with PCYC or will be used to make payment for the last week of care with our service when you notify us of the cancellation of your child's enrolment or when you leave owing an amount on your account.

## Payment types

PCYC's method of payment within OSHC service is **Direct Debit** and **EFTPOS**.

Other payment options may be negotiated on an individual basis with approval from the Branch Manager or Approved Provider only. Other possible negotiated methods of payment may include;

- Centrepay – via Centrelink.
- Cash for Budget Based Funded services ONLY.

Centrepay is a voluntary bill paying service available to families receiving Centrelink payments in which OSHC fees can be paid directly to the service on a regular basis from allowances paid to you by Centrelink. Consult with the service in relation to the paperwork required to implement this payment method.

## Terms of payment

An account will be issued to you either electronically or in paper form, dependent upon the method you have nominated, on MONDAY each week.

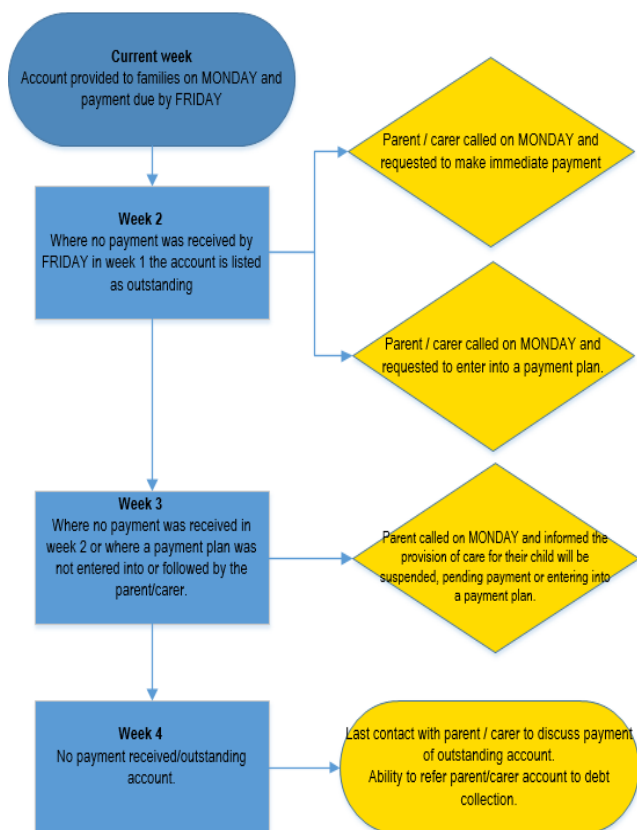
All accounts **MUST** be **paid to the end of the current week of attendance**, by the FRIDAY in the week the account is issued, unless prior approval has been granted, in writing, in consultation with the Approved Provider.

Direct debit payments will be scheduled to be made on the WEDNESDAY of either, each week, fortnight or month, as nominated by you at the time of completion of the direct debit payment form.

If payment is not received by the Friday in the week the account is issued you will receive a call from the service requesting immediate payment or, as applicable and with approval, a payment plan may be offered to you.

If payment has not been received by the end of week 2 you will receive a phone call from the service indicating that your child's enrolment will be suspended pending payment or entering into a payment plan.





### Additional direct debit fees and charges

The third party direct debit company associated with processing your payments may charge additional transaction and dishonour fees. It is a condition of utilising direct debit through this third party that you agree to pay any additional fees as notified. Any additional fees and charges are notified to you by the third party provider at the time of signing the direct debit agreement.

### Payment plans

We understand that from time to time financial challenges arise that may make it difficult to make payment for your account on time. If this occurs for you please immediately speak with the Coordinator or Responsible Person so we can discuss options around a payment plan being developed. Payment plans will be considered on an individual basis and must be approved by the Branch Manager.

A payment plan agreement is a formal written document entered into by you and the service and will outline the terms of payment. Where the conditions of a payment plan are not met, we will consider our options in regards to the possible suspension or cancellation of your child's enrolment with the service and possible referral to our debt collection agency.

### Debt collection / bad debt

Where your account is deemed to be a bad debt we may refer this to our debt collection agency and the enrolment you hold with PCYC will be suspended.

If your account is referred to external debt collection, the PCYC costs and disbursements incurred in pursuing any recovery action, or any claim or remedy including liquidated damages and legal costs on an indemnity basis must be paid by you as the account holder. In addition, where your account is referred to external debt collection, all costs incurred by the supplier relating to any default on the payment of the account must also be paid by you as the account holder.

### Late collection fee

We require all children to be collected from the service in accordance with the displayed closing times. If a child is collected after closing time, the family may be charged a late fee of \$15/15 minutes or part thereof commencing from the service closing time. This fee will be added to the weekly invoice for the family and is not covered by CCB.

### Vacation Care late booking fee

In consultation with the Approved Provider, services may charge an additional fee where vacation care bookings are not received by a nominated and advertised booking cut-off day. The fee and cut-off day, where applicable, will be notified to you at the time the vacation care program is released. This fee will be added to the weekly invoice for the family and is not covered by CCB.

## Complaints handling

If you have any concerns regarding the education and care of your child whilst attending the service, please approach the service Coordinator or the Responsible Person to discuss the matter.

At PCYC we encourage you to discuss issues or concerns as soon as they arise. In this way any issues can be resolved quickly and easily. If your concerns have not been addressed, or you feel uncomfortable discussing these concerns with the service Coordinator, please contact the services Branch Manager or alternatively you can contact the Approved Provider.

Similarly, we encourage children to let us know if they have a concern so that it can be dealt with quickly. Children can use the suggestion box or "Concerns Forms" if they do not feel comfortable speaking with an educator.

All formal complaints should be put in writing and sent to [complaints@pcyc.org.au](mailto:complaints@pcyc.org.au). This ensures full transparency and allows complaints to be registered and monitored by PCYC State Office in accordance with our Complaints Policy. Depending on the complaint it may be allocated to the Branch Manager, or as applicable the services Area Manager, to

resolve. Oversight will be provided by PCYC State Office who will support the service in identifying, where possible, a quick resolution.

The Office for Early Childhood Education and Care (ECEC) is the regulatory authority which administers the legislation and has a quality assessment role under the National Quality Framework. If you have any concerns about the quality of education and care your child is receiving, please feel free to contact Office of Early Childhood Education and Care on 1800 637 711 for the contact number of your local ECEC regional office or look on the front door notice at the service which will provide you with contact information.

For a copy of the PCYC complaints policy and procedure please speak with the Coordinator or Branch Manager.

## Governance and Management

PCYC Queensland is headed by a Board of Directors who has the responsibility for the successful operation and stewardship of the Company. The Board is responsible for and has the authority to determine all matters relating to strategy, policies, corporate practices, financial objectives, and management of the Company. The main task of the Board is to drive the performance of the Company, whilst also ensuring that the Company complies with all of its contractual, statutory and other legal obligations. The Board of Directors is the Approved Provider of all PCYC QLD OSHC services.

The CEO is charged by the Board of Directors with promoting the interests and furthering the development of PCYC; for the administrative, financial and other business of the Company; and exercises a general supervision over the staff and volunteers of PCYC.

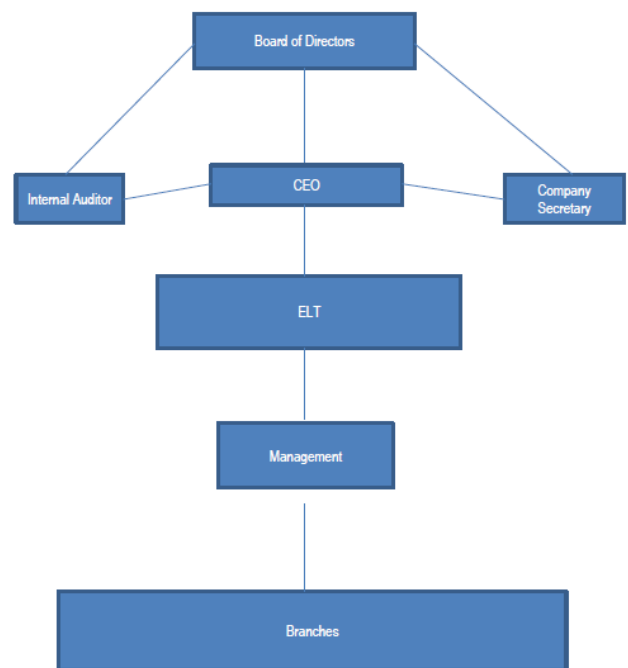
The CEO is supported by the ELT or Executive Leadership Team comprising General Managers of Operations, Corporate, Finance, Indigenous Programs, People and Youth Programs.

The operations of PCYC's OSHC services falls under the leadership of the General Manager Operations who is supported by a State Operations Manager and a team of Quality and Compliance Advisors representing the Approved Provider. The role of the State Office Quality and Compliance team is to ensure the legislated responsibilities of the Approved Provider are being met at a service level and to ensure continual quality improvement for each service.

At a local level PCYC branches are managed by Branch Managers, who are Sergeants within the Queensland Police Service. Branch Managers manage the extensive operations

of their branches including the oversight of youth and community programs, gymnasiums and OSHC services. OSHC services may be operated on school sites or at local PCYC branches. Where a branch has a number of OSHC services they may employ an Area Manager.

At a local service level a Coordinator, usually the Nominated Supervisor, is responsible for the day to day operations of the service. Dependent upon the size of the service the Coordinator may be supported by an Assistant Coordinator, Responsible Persons and educators.



## Privacy statement

### Confidentiality

In order to meet legislative requirements and better provide a service to you, we seek and deal with personal and sensitive information relating to families, children and others. The service respects the privacy of all individuals and seeks only information which is needed for these purposes and handles that information with confidentiality and sensitivity and in keeping with legal requirements. This service supports the principles of privacy and confidentiality and obtained records are stored securely.

All records and information provided to PCYC are kept strictly confidential, in accordance with the *Privacy Act 1988*.

## Maintenance of records

Types of information we collect includes personal information on employees, children and families which is used in the operation of our service. Personal information collected includes: - Names, addresses and contact numbers for family members, children's medical details and court orders.

The Approved Provider for your service must ensure that the following records and documents are kept for at least the minimum stated period of time;

- A record relating to a child in our care;
  - Relating to an incident, illness, injury or trauma suffered by a child – until the child is aged 25 years;
  - Relating to the death of a child while being cared for or that may have occurred as a result of an incident while being cared for – until the end of 7 years after the death;
  - Relating to any other record relating to a child enrolled at the service – until the end of 3 years after the last date on which the child was cared for by the service.
- Records pertaining to CCB and CCR, including but not limited to paper and electronic/digital records – 36 months from the end of the calendar year in which the relevant care was provided.

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## Insurance

As an organisation, inclusive of our service, PCYC maintains appropriate and current insurance policies. These include but are not limited to;

- a current policy of insurance providing adequate cover for the education and care service against public liability with a minimum cover of \$10 000 000;
- WorkCover insurance.

A copy of our current policy of public liability is available on site at our service.

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## National Quality Framework

The National Quality Framework (NQF) was the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children.

The NQF introduced a new quality standard in 2012 to improve education and care across long day care, family day care, preschool/kindergarten, and outside school hours care.

The NQF includes:

- the National Law and National Regulations
- the National Quality Standard
- an assessment and quality rating process
- national learning frameworks.

### Benefits for children and families

Research shows quality education and care early in life leads to better health, education and employment outcomes later in life. The early years are critical for establishing self-esteem, resilience, healthy growth and capacity to learn. Quality education and care shapes every child's future and lays the foundation for development and learning.

The major benefits for parents and children include:

- improved educator to child ratios, ensuring children have greater individual care and attention for children
- educators with increased skills and qualifications
- better support for children's learning and development through approved learning frameworks
- consistent, transparent information on educators, providers and services in the national registers.

[Starting Blocks](#) provides parents with information about early childhood education and care to help them make the best choice for their child and family.



### National Quality Standard

The National Quality Standard (NQS) is a key aspect of the National Quality Framework (NQF) and sets a high, national benchmark for early childhood education and care, and outside school hours care services in Australia.

It gives services and families a better understanding of a quality service, helping families to make informed decisions about the services providing education and care to their child.



The NQS brings together the 7 key quality areas that are important to outcomes for children.

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

Under each of these areas more detail is provided about what a service can do to provide the highest quality early childhood education and care for a child.

### Assessment and rating of services

Services are assessed and rated by our regulatory authority (ECEC) against the NQS, and given a rating for each of the 7 quality areas and an overall rating based on these results.

Find out more on the [assessment and rating](#) process and quality ratings.

Quality ratings of assessed services are published on the [national registers](#), on the [Starting Blocks](#) website and within the service.

### National learning framework

The NQS is linked to national learning frameworks that recognise children learn from birth. Services are required to base their educational program on an approved learning framework. The national learning framework for children in Outside School Hours Care is:

- [My Time, Our Place: Framework for School Age Care in Australia \('Framework for School Age Care'\)](#)

## Reference list

ACECQA – National Quality Framework, National Quality Standard, My Time Our Place  
<http://acecqa.gov.au/>

ACECQA – Translated information  
<http://acecqa.gov.au/families/videos-and-translated-resources-for-families>

Cancer council Australia  
<http://www.cancer.org.au/>

Department of Education and Training  
<https://www.education.gov.au/>

Blue Card Services

<https://www.bluecard.qld.gov.au/>

Department of Communities, Child Safety and Disability Services

<https://www.communities.qld.gov.au/>

Queensland Police Service Personal Safety for Children  
<https://www.police.qld.gov.au/programs/cscp/personalSafety/children/>

Department of Education and Training QLD School Transport Code of Conduct

<http://education.qld.gov.au/students/transport/>

Staying Healthy: Preventing infectious diseases in early childhood education and care services (5<sup>th</sup> Edition)

<https://www.nhmrc.gov.au/guidelines-publications/ch55>

Australian Government Department of Health - Immunise Australia Program

<http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/fact-sheet-no-jab-no-pay>

Australian guide to healthy eating

<https://www.eatforhealth.gov.au/guidelines/australian-guide-healthy-eating>

Asthma Australia

<https://www.asthmaaustralia.org.au/>

Australian society of clinical immunology and allergy

<https://www.allergy.org.au/>

Inclusion Support Program - KU Children's services

<http://www.inclusionsupportqld.org.au/home?viewmode=0>

Priority of access guidelines

<https://www.education.gov.au/priority-allocating-places>

Australian Government - My child.gov.au

[www.mychild.gov.au](http://www.mychild.gov.au)

Australian Government Department of Human Services – Child Care Benefit

<https://www.humanservices.gov.au/customer/services/centrelink/child-care-benefit>

Queensland Government Early Childhood Education and Care

<https://det.qld.gov.au/earlychildhood>

United Nations Convention on the Rights of the Child (1989)

OSHC Code of ethical practice

*Anti-Discrimination Act 1991 (Qld)*

*A New Tax System (Family Assistance) Act 1999;*  
*Child Protection Act 1999*  
*Child Protection (Mandatory Reporting – Mason’s Law)*  
*Amendment Act 2016*  
*Education and Care Services National Law Act 2010*  
*Education and Care Services National Regulations 2011*  
*Education and Care Services Act 2013*  
*Education and Care Services Regulations 2013*  
*Food Safety Act 2006*  
*Privacy Act 1988*  
*Tobacco and Other Smoking Products Act 1998*  
*Work Health and Safety Act 2011*  
*Working with children (Risk Management and Screening) Act*  
*2000*  
 Queensland Code of Development  
 National Construction Code

## PCYC policy documents

3.1.1 Program practice  
 3.1.2 Homework  
 3.2.1 Child protection  
 3.2.2 Sleep and rest  
 3.2.3 Promoting protective behaviours  
 3.2.4 Medical conditions  
 3.2.5 Arrivals and departures of children  
 3.2.6 Sun protection  
 3.2.7 Court orders and the release of children in care  
 3.2.8 Supervision  
 3.2.9 Toileting  
 3.2.10 Extra-curricular activities  
 3.2.11 Water safety  
 3.2.12 Transportation  
 3.2.13 Excursions  
 3.2.15 Incident, injury, trauma and illness  
 3.2.16 Cleaning and sanitising  
 3.2.17 Dealing with infectious diseases  
 3.2.18 Administration of first aid  
 3.2.19 Nutrition, food and beverage and dietary requirements  
 3.2.23 Use of photographic and video images of children  
 3.2.26 Information technology access for school age children  
 3.2.27 Child safe environment

3.3.1 Facilities and equipment requirements  
 3.4.1 Educator ratios  
 3.4.6 Participation of students on practicum placements  
 3.4.8 Code of conduct for school age care employees  
 3.5.1 Interactions with children  
 3.5.2 Behaviour support  
 3.5.5 Children’s property and belongings  
 3.6.2 Communication with families  
 3.6.3 Parent code of conduct  
 3.6.6 Including children with additional support requirements  
 3.7.1 Determining the Responsible Person  
 3.7.2 Enrolment and orientation  
 3.7.3 Acceptance and refusal of authorisations  
 3.7.4 Fee management  
 3.7.5 Governance and management  
 3.7.6 Bookings and cancellations  
 Complaints policy and procedure