

All children have the right to be safe at home, at school and in their childcare service. The provision of safe environments for children is essential to prevent injury and enable them to grow and develop. The management and staff of each service have a duty of care to provide safe child care environments. (NCAC)

How the Policy will be Implemented

The Norwood Out of School Hours Care Service has an obligation to all children attending the service to defend their right to care and protection. To support this right, the service, in consultation with the Norwood Primary School will follow the procedures set down by the Department of Family and Communities and Justice (2019) under the Child Safety (Prohibited Persons) Act 2016 (SA), when dealing with any allegations of abuse or neglect of children, to ensure the child's and other children's protection.

- Norwood OSHC has educators trained in Child-Safe Environments on duty at all times who are legally bound to report suspected child abuse victims who use the Service.
- Educators are required to update Mandatory Notification credentials in line with current legislation.
- The service also has a responsibility to its educators to defend their right to confidentiality unless allegations of abuse against them are proven.
- Reporting Child Abuse and Neglect, Mandated Notification Guidelines' is held at the service and must be read by the educator and management committee. It is also available to parents.
- Employer and employee obligations in relation to allegations of child abuse are included in the educator folder. These obligations are pointed out to new educators at the beginning of their employment.
- Risk Assessments will be conducted for all Vacation Care activities/excursions undertaken by the Service.
- Educators are required to have a DCSI Working with Children check prior to employment on the site. All current educators must update their working with children check as per current legislation.
- Educators are required to sign a 'Code of Conduct' statement which will be supplied with their Employment package.

Child Protection

Children need to know and believe that they have the right to be safe and are entitled to basic human rights regardless of special needs, cultural, or socio-economic factors. They are deserving of respect, care and protection and their safety is always our primary consideration.

The purpose of this policy is to promote and enhance the safety and welfare of children:

All NOSHOC educators will act in a positive way to develop a safe environment for children in their care and will take the action required to fulfil their duty of care.

They are required to fulfil the following key responsibilities:

- exercise duty of care to protect children and keep them safe
- be aware of the definitions of abuse and neglect as contained in the Children's Protection Act 1993, Section 6(1) & (2)
- report suspicion of child abuse and neglect as required by the Children's Protection Act, 1993, Section 11 (1) & (2).

To fulfil these responsibilities the service will undertake the following activities:

- provide access to ongoing training and development for educators
- inform parents and encourage the participation of families in child protection issues
- establish supportive procedures for fulfilling Child-safe Environments

Supervision

Norwood OSHC is committed to:

- Complying with educator to child ratios.
- Ensuring that children are actively supervised at all times.
- Considering the design and arrangement of children's environments to support active supervision where required.
- Using supervision skills to reduce or prevent injury or incident to children and adults.
- Guiding educators to make decisions about when children's play needs to be interrupted and redirected.
- Supporting educators and their care-giving strategies.

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

- the degree of risk associated with the experience
- the age, development and ability of children
- the location of the experience (e.g. community - or school-based).

Dangerous products

- Norwood OSHC purchases non-hazardous and non-toxic products wherever possible.
- Any hazardous or toxic cleaning products are stored in a lockable cupboard
- In the interests of children's health, staff are encouraged to use environmentally friendly products at the service, wherever possible.

Identifying potential hazards

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

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

National Law & Regulations:

Section: 21, 51(1)(a), 51(2), 56, 56A, 161, 161A, 162, 162A, 162(a), 165-7, 168-75, 188

Regulations: 82-4, 97-102, 155, 158, 161-2, 167-74, 174A, 175-6, 176A, 177, 180-1, 183-5

Resources / References:

- QIAS Factsheet #2 – National Childcare Accreditation Council (NCAC)
- Responding to Abuse & Neglect Education and Care Training 2015-2017 online training
- "Keeping Children Safe Program" Folder
- Creating Child Safe Environments, August 2010 at www.dfc.sa.gov.au
- DECD Responding to Abuse and Neglect at www.decd.sa.gov.au/speced2/pages/childprotection/faqMandatoryNotificationTrng/?reFlag=1
- DECD Policy: Child Protection in Schools, Early Childhood Education and Care Services at www.decd.sa.gov.au/docs/documents/1/ChildProtectioninSchoolsE.pdf
- Protective Practices for Staff in Their Interactions with Students (April 2009) DECD at www.decd.sa.gov.au/docs/documents/1/ProtectivePracticesforSta.pdf

National Quality Standard:

- 2.2 Each Child is Protected
- 4.2 Management, educators and staff are collaborative, respectful and ethical
- 5.1.2 The dignity and rights of every child are maintained
- 7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service Norwood
- 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community