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Modbury School Out of School Hours Care Enrolment and Orientation Policy

1 Background

All children have the right to be treated equitably in our society ... An environment where children are treated equitably relies on adults that accept and respect similarities and differences in children's families' and each other's culture, gender, sexuality, ability and beliefs.

OSHCQA Factsheet #8 from National Childcare Accreditation Council

In Modbury School OSHC enrolments will be accepted according to the *Australian Government 'Priority of Access' Guidelines* (refer to the Australian Government *Child Care Service Handbook* at www.acecqua.gov.au, go to Publications).

2 Policy statement

The Modbury School OSHC service will incorporate an orientation process for both children and their families. The purpose of this is to:

- enable educators/staff to meet and greet children and their families
- provide essential operational information
- form the foundation for a successful and caring partnership between home and the OSHC service.

An enrolment form must be completed for each family and, where necessary, a health support and personal care plan provided for individual children. Families will receive an information pack as they enrol to ensure that they have easy reference to the information they will need.

3 Relationship

Regulations	National Quality Standard	Other policies/Service documentation	Other legislation/Guidelines
160, 161, 162, 177 & 168	6.1 7.3	Enrolment form Administration of First Aid Policy	Australian Government Child Care Service Handbook
		Governance and Management Policy Confidentiality Policy Family handbook	

4 The policy addresses the following areas

4.1 General

- Families will be required to complete enrolment forms every 12 months

- Families will be reminded to update their information.

- Storage of and access to enrolment information (refer to the Governance and Management Policy—Maintenance of Records and Confidentiality Policy).

- Families not fluent in English will be supplied with any required support to complete the enrolment.

- Waiting list information, if relevant, should be included.

- Families using care services must take responsibility for advising the service when any of the following changes occur:
  – name
  – contact information such as phone, mobile phone or email
  – emergency contacts that service has been given
  – the collection authorisation for the service
  – responsibility for the account.

  This information should be highlighted in the family handbook and also verbally explained as part of the enrolment process.

- The names, addresses and contact details of all people authorised to collect children from the service will be included on the enrolment form and signed by the parent/guardian, and any changes to these must be advised in writing to the service by the custodial parent/guardian as soon as possible.

- If the custodial parent/guardian arranges for an unauthorised person to collect his/her child from the service, the parent/guardian must advise the service via a telephone conversation and confirm who will collect the child. An email or text message can be verification of a phone call. Educators/staff will seek proof of identity in cases where the person authorised to collect children is not known to staff.

- There should be clear policy statements about custodial issues, and strategies in place to support educators/staff.

- Educators/staff must communicate with families in a positive and supportive manner to develop the parent–child relationship and the parent–staff relationship.

- Families will have access to the director at any reasonable time, to discuss any concerns regarding their child. This may be on the spot, by telephone or by appointment.

- Educators/staff will not discuss with families confidential information regarding any other child or family within the service.

- Families may visit the service at any reasonable time while their child is in care.

- Where an Intervention Order exists, staff will uphold the efficacy of the order where it is reasonably practicable and safe to do so. If there is an immediate danger to the child as a result of carrying out or complying with any provision of an Intervention Order, then those provisions should not be carried out. Further information can be accessed at www.crisis.sa.edu.au.

- In the case of a parent/guardian arriving at the service in a visibly intoxicated or otherwise unfit state to drive to collect a child, the person will be encouraged to contact another adult to drive him/her and the child home, or the service will offer to call a taxi. If the unfit person insists on taking the child, the police will be immediately informed and the release of that child into the care of that person should be delayed until such time as the police arrive. The parent/guardian shall be advised that such will occur.

- Where any perceived safety to a child is at risk (in relation to access to that child), the police will be immediately requested for assistance.

- Enrolment information must include hours of operation for each component of care. Suitability of the hours of operation will be reconsidered as necessary.

4.2 Access to the service

- Access and enrolments will be subject to the Priority of Access Guidelines (*Child Care Service Handbook*).
- Equal opportunity principles will be observed in relation to access to the service for children and families.
- Placement is to be organised through the director in accordance with the service policy.
- Staff and committee members must pay the standard fee if their children attend the service.
- Where relevant, establish a waiting list and service protocols for managing that list.
- Access to the service will be denied in the case of children being suspended or excluded from the service. Exclusion will occur only after all other avenues of communication and support have been exhausted and when:
  - a child puts one or more children at risk through inappropriate/dangerous behaviour (see Interactions with Children Policy)
  - a child has an infectious disease (see Infectious Diseases and Infestations Policy)
  - a child's needs are such that specific staff training or venue adaptation maybe required—in such instances the child should be able to access the service when appropriately qualified educators are identified and the necessary physical support requirements can be met.
- Children of employees or management committee members will be considered on an individual basis.

4.3 Orientation

When new children arrive, take time to get to know them. You may begin this process by having them give some written information (eg 'About me sheet'). This information can be the start of developing a child's profile. Modbury School OSHC will take the following actions:

- Check out all the information on the enrolment form.
- Spend time explaining how the session will work and what they may and may not do. 'Buddying' a new child with someone who has used OSHC for some time is useful.
- Explain boundaries.
- Explain 'OSHC rules' and how they fit with school rules.
- Introduce them to other educators as soon as possible.
- Frequently take time to ask how they are settling in.

For families

- Would you like educators to deliver or collect from the classroom? If yes, how long do you want this to continue?
- Educators will keep you informed about this process as there may come a time when the child is quite comfortable to change the arrangements.
- Do you have clear strategies to remind children that they are to come to OSHC?

For educators

- Which new children need to be collected from and taken to classrooms?
- What is the process when a booked child does not arrive?
- Explain the daily routine to new children (eg coming to OSHC from class, roll call, play and activities, food and afternoon tea procedures including hand washing and toilets).

- Outline what happens on excursions (when applicable).
- Describe what happens with accidents and first aid.
- Describe the emergency procedures.
- Talk to children about what to do if they feel unsafe or anxious.
- Ask children if there are special things they would like to tell us about themselves.

5   Other   considerations

5.1 Enrolment checklist

- An enrolment form must be completed for each family and, where necessary, a health support and personal care plan provided for individual children.
- Include details of an enrolment fee or bond to be charged.
- Include confidentiality statements and make reference to the Confidentiality Policy.
- Document clear procedures for the collection of children by families, authorised people and unauthorised people.
- Provide clear information about opening and closing times.

5.2 Enrolment procedures

- Encourage families to make time to enrol children so that they can be fully informed about the service and its requirements.
- Enrolling families will be offered a family information booklet that answers the questions new users will need

5.3 'About me' form

Our service elects to have a form that children can complete on enrolment that gives ideas relating to:
- what they like to do in their leisure time
- what they like to eat
- their friends.

6 Resources/References

1. Health Support Planning in Education and Children's Services. CHESS 2006 at www.chess.sa.edu.au
2. Australian Government—Australian Child Care Service Handbook at www.acecqa.gov.au
3. OSHCQA Factsheet #8 National Childcare Accreditation Council at www.acacequ.gov.au (go to NCAC archive)