Neerim South Primary School **Outside School Hours Care Service**
Address: 180 Main Neerim Rd, Neerim South VIC 3831
Phone: 03 5628 1254 | Mobile: 0408 812 072
Email: neerim.south.ps@education.vic.gov.au
Website: https://www.neerimsouthps.vic.edu.au/

OSHC POLICY: PROVIDING A CHILD SAFE ENVIRONMENT

HELP FOR THOSE WITH LIMITED ENGLISH LANGUAGE SKILLS



Neerim South Primary School Outside School Hours Care Service offers support to stakeholders who have limited English language skills, including access to interpreting and translation services, to communicate key information about service policies and procedures.

If you need assistance to understand the information in this policy, please contact the Neerim South Primary School OSHC Service Coordinator or the School Administration Office and ask for language assistance.

POLICY STATEMENT & PRINCIPLES

Neerim South Primary School Outside School Hours Care Service (NSPS OSHC) Service is committed to providing a safe, inclusive, supportive and child-centred environment where all children are respected, valued and protected from harm. The service promotes the safety, participation and wellbeing of all children and young people and has zero tolerance for child abuse, neglect, grooming, discrimination, bullying or any behaviour that places children at risk.

The service recognises that children have the right to feel safe, be heard, participate in decisions affecting them and receive care and education in environments that uphold their dignity and rights.

NSPS OSHC Service is committed to the Child Safe Standards in Victoria (2022), which accentuates our zero tolerance for child abuse and highlights our commitment to raising awareness about the importance of child safety in our service and the community. This policy works together with the NSPS OSHC Code of Conduct and Child-Safe Behaviours, and will ensure that NSPS OSHC Service meets all obligations and requirements under the Child Wellbeing Safety Act 2005 (Vic) including the Child Safety Standards.

The purpose of this policy is to:

- Ensure all children attending the service are protected from harm and abuse.
- Promote a culture of child safety and wellbeing.
- Provide clear expectations for educators, staff, volunteers, students and contractors.
- Support compliance with legislative and regulatory requirements.
- Guide the service in identifying, responding to and reporting child safety concerns.
- Ensure children's voices, participation and rights are acknowledged and respected.
- Promote culturally safe, inclusive and equitable practices.

BACKGROUND & SCOPE

Under the National Regulations, the NSPS School Council ensures that policies and procedures are in place for the provision of a child -safe environment and promoting a culture of safety and wellbeing (regulation 168) and takes reasonable steps to ensure those policies and procedures are followed (regulation 170).

This policy will provide direction and guidance for all educators, staff and visitors (including students and volunteers) to comply with and adhere to the Child Safe Standards under the Child Wellbeing Safety Act 2005 (Vic), which aligns our service delivery with the National Principles for Child Safe Organisations.

This policy relates to all service stakeholders, including children, families, staff, educators, Approved Provider (including School Council, School Principal and OSHC Sub-Committee) , nominated supervisor (including OSHC Coordinator), students on practicum placement, volunteers, and third-party external providers.

OUR STATEMENT OF COMMITMENT TO CHILD SAFETY AND WELLBEING

NSPS OSHC Service is committed to the safety and wellbeing of all children and young people. We work in collaboration with the United Nations Convention on the Rights of the Child and have confidence in educating children about their right to be safe at our service, in the community, and at home.

We are committed to our Code of Professional Conduct-and Child Safe Behaviours, and understand our responsibilities and statutory duty of care to build our capacity as an organisation to provide a child-safe environment, and prevent and respond to allegations of child abuse.

NSPS OSHC Service is committed to:

- Making sure that Aboriginal children feel culturally safe by respecting and valuing the identity and experiences of each child
- Keeping children safe and well by developing and implementing processes to find, avoid, and stop risks of child abuse or harm.
- Ensuring that children know about their rights, are taken seriously, and take part in decisions that affect them.
- Sharing information with families and communities about how they keep children safe from abuse and harm, and encouraging them to be involved in keeping children safe from abuse and harm.
- Understanding that every child is different, and considering the individual needs of each child to give them the care and support they need.
- Child safe recruitment practices to make sure that people working with children are suitable, and ensuring staff are supported and know what to do to keep children safe from abuse and harm.
- Processes for complaints and concerns that are child focused
- Providing professional learning and training to staff to keep children safe from abuse and harm.
- Making sure children are safe when they attend the service and participate in activities. This includes when children are online.
- Monitoring and the continuous improvement of the ways we keep children safe from abuse and harm.
- Developing, reviewing and maintaining written documents about how we keep children safe from abuse and harm.

PROTECTIVE CARE FRAMEWORK

NSPS OSHC Service engage with and reflects in practice a range of protective care instruments including the

- Victorian Child Safe Standards,
- National Principles for Child Safe Organisations,
- Reportable Conduct Scheme,
- Family Violence Information Sharing Scheme,
- Mandatory reporting obligations under the child protection framework,
- Child Care Worker Screening Regulations,
- National Model Code for taking videos and images of children,
- United Nations Convention on the Rights of the Child and
- The Universal Principle for Aboriginal Cultural Safety.

CHILD PROTECTION LEGISLATION

NSPS OSHC Service will comply with relevant child protection and mandatory reporting legislation applicable in Victoria, including obligations relating to:

- Mandatory reporting
- Reportable conduct
- Failure to protect offences
- Failure to disclose offences
- Working with Children Checks
- Information sharing schemes
- Child safety investigations and reporting requirements

CHILD SAFE STANDARDS

NSPS is committed to implementing and embedding the Child Safe Standards by:

- Establishing culturally safe environments where children's wellbeing is promoted.
- Ensuring child safety and wellbeing are embedded in leadership, governance and culture.
- Empowering children and promoting child participation.
- Supporting family and community involvement.
- Promoting equity and respecting diverse needs.
- Ensuring suitable staff and volunteers are engaged.
- Providing ongoing supervision, training and support for staff and volunteers.
- Establishing processes to respond to complaints and concerns.
- Implementing physical and online environments that promote safety.
- Regularly reviewing and improving child safe practices.
- Documenting policies and procedures relating to child safety.

PROCEDURES

PROVIDING A CHILD SAFE ENVIRONMENT

NSPS OSHC Service has implemented a range of procedures to support the provision of a child safe environment in accordance with the Education and Care Services National Regulations, the National Quality Framework and ACECQA guidance materials.

These procedures include active supervision practices, visitor sign-in and monitoring processes, safe arrival and departure procedures, risk assessments, child protection reporting processes, staff induction and child safety training, digital and online safety practices, management of complaints and disclosures, and procedures for maintaining professional boundaries and appropriate interactions with children.

NSPS OSHC Service also implements OSHC-specific supervision procedures relating to transitions between school and the service, use of indoor and outdoor environments, toileting routines, excursions and transportation arrangements, to ensure children's safety, wellbeing and protection from harm at all times.

The following sections outline the practices, procedures and expectations implemented by the service to promote and maintain a child safe environment. Together, these areas support the safety, wellbeing, participation and protection of children, while ensuring compliance with the Education and Care Services National Regulations, the National Quality Framework and the Child Safe Standards. These practices are further supported, explored and detailed within specific service policies, procedures and operational documents.

In general, NSPS OSHC service will:

- Maintain a zero-tolerance approach to child abuse and harm.
- Act in the best interests of children at all times.
- Take all reasonable steps to protect children from foreseeable risks.
- Ensure all children are treated with dignity, respect and fairness.
- Support children to express their views and raise concerns.
- Promote inclusive and culturally safe practices.
- Respond promptly and appropriately to concerns regarding child safety.
- Work collaboratively with families and relevant agencies.

CHILDREN'S RIGHTS AND PARTICIPATION

Children's rights and participation contribute to a child safe environment by ensuring children are heard, valued and actively involved in decisions that affect their wellbeing and experiences in the service. When children are empowered to express their views and know their concerns will be taken seriously, they are more likely to speak up if they feel unsafe or uncomfortable.

Children attending NSPS OSHC Service have the right to:

- Feel safe and secure.
- Be treated with respect.
- Be listened to and taken seriously.
- Participate in decisions affecting them.
- Express their culture, identity and beliefs.
- Access support from trusted adults.
- Receive support when they feel unsafe or worried.

Educators will:

- Encourage children to express opinions and ideas.
- Support children to understand personal safety and protective behaviours.
- Foster respectful and inclusive relationships.
- Promote positive peer interactions.
- Respond respectfully to children's concerns.

For specific procedures on children's rights and participation, see service philosophy and policies on enrolment and orientation, support for LGBTQIA+ children in OSHC, the educational program, inclusion and wellbeing, and interactions with children.

CULTURALLY SAFE AND INCLUSIVE PRACTICES

Culturally safe and inclusive practices contribute to a child safe environment by ensuring all children and families feel respected, valued and supported regardless of their background, identity or circumstances. Promoting inclusion and cultural safety helps reduce discrimination and marginalisation, strengthening children's sense of belonging and overall wellbeing.

NSPS OSHC Service is committed to providing an environment that is culturally safe, inclusive and responsive to the diverse needs of children and families. The service will:

- Respect and value diversity.
- Support the inclusion of children with disability or additional needs.
- Promote the cultural safety of Aboriginal and Torres Strait Islander children.
- Promote the cultural safety of children from culturally and linguistically diverse backgrounds.
- Ensure children who identify as LGBTQIA+ feel respected and safe.
- Challenge discriminatory behaviour, language and stereotypes.

For specific procedures on culturally safe and inclusive practices, see service philosophy and policies on enrolment and orientation, priority of access, support for LGBTQIA+ children in OSHC, the educational program, inclusion and wellbeing.

SAFE RECRUITMENT AND SCREENING

Safe recruitment and worker screening contribute to a child safe environment by ensuring that all staff, volunteers and contractors are appropriately vetted, qualified and suitable to work with children before commencing employment. Robust screening processes, including Working with Children Checks and reference checks, help reduce the risk of unsuitable persons gaining access to children and support a culture of safety and accountability.

The School Council as the Approved Provider will ensure:

- All staff, educators, volunteers and students are appropriately screened prior to engagement.
- Valid Working with Children Checks/VIT registration are maintained where required.
- Reference checks are completed.
- Role descriptions include child safety responsibilities.
- Staff understand and commit to the service Code of Conduct and child safe expectations.

NSPS OSHC Service will not knowingly engage any person who poses a risk to children.

For specific procedures on safe recruitment and screening, see NSPS OSHC Service policies on governance, management and recruitment; as well as child safety screening procedures and qualifications as prescribed and approved under the NQF.

STAFF TRAINING AND PROFESSIONAL LEARNING

National child safety training is mandatory for everybody working or volunteering at NSPS OSHC Service. This training supports all staff and volunteers to meet their legal child safety obligations, strengthen safeguarding practice, and reduce harm to children. Evidence of completion of training is kept by the service.

NSPS OSHC service will ensure all educators and staff:

- Complete child protection training as required.
- Understand mandatory reporting obligations.
- Receive induction relating to child safety.
- Participate in ongoing professional learning.
- Understand indicators of abuse and neglect.
- Understand their obligations under the Child Safe Standards.
- Understand appropriate professional boundaries and acceptable behaviour.

For specific procedures on staff training and professional learning, see staffing policies in relation to employment, qualifications, and national child safety training obligations and records.

SUPERVISION AND SAFE ENVIRONMENTS

Effective supervision in OSHC contributes to a child safe environment by ensuring educators are actively aware of children's whereabouts, activities and interactions at all times, reducing the risk of harm or unsafe situations. Consistent and purposeful supervision also allows educators to promptly identify and respond to risks, support positive behaviour and maintain safe, predictable environments for all children.

The service will maintain safe physical and emotional environments by:

- Providing adequate supervision at all times.
- Conducting regular risk assessments.
- Monitoring indoor, outdoor and online environments.
- Ensuring environments are designed to support visibility and supervision.
- Respond immediately to unsafe situations.
- Managing visitor access and sign-in processes.
- Maintaining safe arrival and departure procedures.
- Implementing strategies to minimise bullying, harassment and unsafe behaviour.

For specific procedures on supervision, see service policies on supervision (including supervision of mixed age groups) supervision plans, and risk assessment in relation to supervision of children in a range of scenarios such mixed age groups, excursions, around water, and when visitors attend. These policies also describe the procedures for supervision during school transitions, supervision of toilets, and transportation supervision of children.

DIGITAL AND ONLINE SAFETY

NSPS OSHC Service recognises that child safety includes online environments. Digital and online safety contributes to a child safe environment by helping protect children from inappropriate content, unsafe online interactions, cyberbullying and breaches of privacy. Safe technology practices, supervision and clear expectations for online behaviour support children to engage safely and responsibly in digital environments.

The service will:

- Supervise children's use of technology and internet access.
- Implement safe digital practices.
- Ensure online communication is appropriate and professional.
- Obtain family permissions regarding photographs, videos and media use.
- Protect children's privacy and confidentiality.
- Respond to incidents of cyberbullying or unsafe online behaviour**.**

For specific procedures on child safety in online environments, refer to the National Model Code and NSPS OSHC Service policies and procedures on Administrative Devices and Personal Device Restrictions, CCTV Monitoring, Privacy and confidentiality of records, Children's devices, technologies and online environments, and photography and video of children in OSHC.

APPROPRIATE INTERACTIONS AND PROFESSIONAL BOUNDARIES

Appropriate interactions and professional boundaries contribute to a child safe environment by ensuring relationships between adults and children remain respectful, safe and supportive at all times. Clear expectations for behaviour help protect children from harm, maintain trust and accountability, and promote a positive and secure service culture.

The NSPS OSHC Service Code of Conduct must be followed at all times. Educators, staff and volunteers must:

- Treat all children with respect and dignity.
- Use positive behaviour guidance strategies.
- Maintain appropriate professional boundaries.
- Avoid favouritism or inappropriate relationships.
- Never use physical punishment, humiliating discipline or abusive language.
- Report concerns regarding inappropriate behaviour.

For specific procedures on responding to appropriate interactions and professional boundaries, see NSPS OSHC Policies on governance, management and accountability, working alone with children. Code of Professional conduct and child safe behaviours, and interactions with children, guiding children's behavior, personal electronic device restrictions.

RESPONDING TO CONCERNS, DISCLOSURES AND ALLEGATIONS

Responding appropriately to concerns, disclosures and allegations contributes to a child safe environment by ensuring children are protected from harm and that risks to their safety and wellbeing are addressed promptly. Clear reporting and response procedures also support a culture where children, families and educators feel safe to raise concerns and confident that they will be taken seriously. All concerns regarding child safety will be taken seriously.

Where a child discloses harm or abuse, educators will:

- Remain calm and supportive.
- Listen without pressuring the child.
- Reassure the child they have done the right thing.
- Avoid making promises they cannot keep.
- Record information accurately and objectively.
- Report concerns in accordance with legal obligations and service procedures.

The service will:

- Respond immediately to concerns relating to child safety.
- Follow mandatory reporting requirements.
- Notify relevant authorities where required.
- Maintain confidentiality and privacy.

- Support affected children, families and staff.
- Cooperate with investigations.
- Maintain documentation relating to incidents and concerns.

For specific procedures on responding to disclosure and allegations, see NSPS OSHC Policy on child protection, information sharing and mandatory reporting, as well as policies on child safety, wellbeing and inclusion, and code of professional conduct.

COMPLAINTS AND FEEDBACK

An effective complaints process supports a child safe environment by providing children, families, educators and community members with clear and accessible ways to raise concerns about safety, wellbeing or inappropriate behaviour. A transparent and responsive complaints process helps ensure concerns are taken seriously, responded to promptly and used to strengthen the service's child safe practices and culture. Children, families, educators and community members are encouraged to raise concerns regarding child safety.

NSPS OSHC Service will:

- Provide accessible complaint processes.
- Take all complaints seriously.
- Respond promptly and fairly.
- Protect complainants from victimisation.
- Support children to raise concerns safely.
- Review practices following complaints or incidents.

For specific procedures on the management of complaints and feedback, see NSPS OSHC Policy on Child, Family and Community Complaints; as well as Staff grievance and complaints policy.

FAMILIES AND COMMUNITY PARTNERSHIPS

NSPS OSHC Service values collaborative partnerships with families and communities. Collaborative partnerships with families and the broader community support the provision of a child safe environment by promoting open communication, shared responsibility and consistent approaches to children's safety and wellbeing. Engaging families and community members also helps the service better understand and respond to the diverse needs, identities and experiences of children and families.

The service will:

- Communicate openly with families regarding child safety practices.
- Provide access to policies and procedures.
- Encourage family participation and feedback.

- Promote awareness of child protection responsibilities.
- Work with external agencies and professionals where appropriate.

For specific procedures on partnerships with families see NSPS OSHC Policies on enrolment and orientation, family feedback and complaints, participation of volunteers, as well as child protection, information sharing and mandatory reporting.

RESPONSIBILITIES - POLICY IMPLEMENTATION

Responsibilities of the School Council (as the Approved Provider) and the OSHC Management Sub-Committee:

- Ensure compliance with legislation and regulatory requirements.
- Promote a culture of child safety.
- Ensure policies and procedures are implemented.
- Ensure adequate staffing, supervision and resources.
- Ensure screening and recruitment processes are completed.
- Support staff training and professional learning.
- Respond appropriately to concerns and incidents.
- Review and develop this policy at least annually, and when the need arises.
- Authorise any changes to this policy.
- Ensure this policy is implemented.
- Monitor complaints and incidents regarding this policy.
- Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, staff, volunteers and families, and available for inspection.
- Notify families at least 14 days before changing the policy or procedures if the changes will affect the fees charged or the way they are collected or; significantly impact the service's education and care of children or; significantly impact the family's ability to utilise the service.

Responsibilities of the OSHC Coordinator (or in the absence of the OSHC Coordinator, the Nominated supervisor/ Responsible person present):

- Implement this policy in daily practice.
- Support educators and staff.
- Ensure child safety concerns are addressed promptly.
- Maintain records and notifications.
- Monitor supervision and risk management practices.
- Promote a child safe culture.
- Contribute to the review and development of this policy at least annually, and when the need arises.
- Monitor complaints and incidents regarding this policy.

- Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers actively implement this policy.
- Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, staff, volunteers and families, and available for inspection.
- Communicate openly with families and stakeholders about this policy and its implementation.
- Assess the needs of staff and families and, where required, provide policies and procedures in multiple languages or an appropriate alternative such as online translation software and/or in audio versions.
- Consider the needs of any temporary or casual staff and how they will access the policies and procedures.

Responsibilities of Educators:

- Comply with this policy and related procedures.
- Maintain professional boundaries.
- Supervise and support children appropriately.
- Report concerns or incidents immediately.
- Participate in required training and professional learning
- Promote respectful and inclusive practices.
- Be familiar with this policy.
- Ensure this policy is implemented.
- Monitor complaints and incidents regarding this policy.
- Support families to approach leadership or service management with questions or concerns.

Responsibilities of Families:

- Being familiar with this policy.
- Asking questions about implementation, and raising concerns with leadership or service management.

INDUCTION AND ONGOING TRAINING

The NSPS School Council the Approved Provider acknowledges the important role played by our service leaders, educators and staff. They are provided with the necessary training and support to implement Outside School Hours Care service policies and procedures.

To ensure that all NSPS OSHC service stakeholders are given adequate induction and ongoing support to develop a thorough understanding of these procedures, this policy will be provided in accordance with induction processes for the OSHC Service staff team.

KEY TERMS

TERM	MEANING
Child/ren	Refers to both children and young people under the age of 18 years.
Child abuse	Refers to a sexual offence committed against a child, an offence committed against a child under section 49M (1) of the Crimes Act 1958 (Vic) such as grooming, physical violence against a child, causing serious emotional or psychological harm to a child, serious neglect of a child (Child Wellbeing and Safety Act 2005. Vic)
Child Safe Environment	An environment where children and young people are respected, protected, empowered and safe from abuse and harm.
Complaint	Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required. [AS/NZS 10002:2014 Complaint Management Standard]
Information sharing obligations	Refers to the Child Information Sharing Scheme and the Family Violence Information Sharing Scheme.
Mandatory reporter	A person legally required to report suspected child abuse or neglect to relevant authorities.
Significant harm	Refers to circumstances causing concern for the safety, welfare and wellbeing of a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent. What is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing. In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.
Reasonable grounds	Refer to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on: - firsthand observation of the child or family - what the child, parent, or other person has disclosed - what can reasonably be inferred based on observation, professional training and/or experience that causes the mandated reporter to believe the child has been abused or is likely to be abused or, - signs of physical or sexual abuse leading to the belief that the child has been abused.
Failure to disclose	refers to the failure of a mandated reporter who has reasonable belief that a child under 16 has had a sexual offence committed to them by an adult to make a report to the police.
Failure to protect	refers to a person of authority in the organisation who has the power or responsibility, but who negligently fails to reduce or remove the threat of substantial risk of child sexual abuse.

LINKS TO OTHER NSPS OSHC SERVICE POLICIES

In compliance with regulation 171, copies of the current policies and procedures required under regulation 168 (including this policy) are available for inspection at the OSHC Service at all times that the service is operating, or otherwise on request.

ACECQA (2025) note that reflection on this policy might highlight the need to split its various areas into different policies and procedures that can be readily accessed by all staff members to follow. NSPS OSHC Services provides several policies that contain specific procedural information about the provision of a child safe environment in OSHC.

Relevant policies have been referenced previously in each section of this policy.

SOURCES

Australian Children's Education and Care Quality Authority 2025); *Providing a Child Safe Envrionment policy and procedure guidelins*
https://www.acecqa.gov.au/sites/default/files/2026-01/Providing%20a%20child%20safe%20environment.pdf

Australian Children's Education and Care Quality Authority (2022) *Six reasonable steps to ensure staff follow policies and procedures*
https://www.acecqa.gov.au/sites/default/files/2022-11/13-Six-steps-staff-policies-procedures%20v3.pdf

Commission for Children and Young People (July 2022); *Victorian Child Safe Standards.*
https://ccyp.vic.gov.au/child-safe-standards/

National Office for Child Safety *National Principles of Child Safe Organisations*
https://www.childsafety.gov.au/resources/national-principles-child-safe-organisations

LEGAL FRAMEWORK

Education and Training Reform Act 2006- Child safe standards- Managing the risk of child abuse in schools. Ministerial Order No.1359
The Commission for Children and Young People Act 2012
Failure to Disclose 2014
Failure to Protect 2015
The Charter of Human Rights and Responsibilities Act 2006 (Vic)
Working with Children Act 2005 (Vic)
Child Wellbeing and Safety Act 2005 (Vic)
Family Law Act 1975
Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015
Children Youth and Families Act 2005 (Vic)
Reportable Conduct Scheme

NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law https://www.acecqa.gov.au/nqf/national-law-regulations/national-law
The National Quality Framework operates under an applied law system, comprising the Education and Care Services National Law and the Education and Care Services National Regulations. The purpose of the applied law system is to set a national standard for children's education and care across Australia.The following sections of the National Law Act inform the implementation of this policy.

Section	Description
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
Section 165	Offence to inadequately supervise children
Section 166	Offence to use inappropriate discipline
Section 167	Protection from harm and hazards
Section 164	Offence to fail to notify certain circumstances to Regulatory Authority

The following regulations inform the implementation of this policy.

Regulation	Description
Regulation 73	Educational program
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program
Regulation 75	Information about educational program to be kept available
Regulation 76	Information about educational program to be given to parents
Regulation 82	Tobacco, drug and alcohol-free environment
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs
Regulation 84	Awareness of child protection law
Regulation 85	Incident, injury, trauma and illness policies and procedures
Regulation 86	Notification to parents of incident, injury, trauma and illness
Regulation 99	Children leaving the education and care service premises
Regulation 100	Risk assessment must be conducted before excursion
Regulation 101	Conduct of risk assessment for excursion
Regulation 102	Authorisation for excursions
Regulation 102B	Transport risk assessment must be conducted before service transports child
Regulation 102C	Conduct of risk assessment for transporting of children by the education and care service
Regulation 102D	Authorisation for service to transport children
Regulation 102E	Children embarking a means of transport—centre-based service
Regulation 102F	Children disembarking a means of transport—centre-based service
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair
Regulation 104	Fencing
Regulation 105	Furniture, materials and equipment
Regulation 110	Ventilation and natural light
Regulation 114	Outdoor space—shade
Regulation 115	Premises designed to facilitate supervision
Regulation 117A	Placing a person in day-to-day charge
Regulation 122	Educators must be working directly with children to be included in ratios
Regulation 123	Educator to child ratios—centre-based services
Regulation 126	Centre-based services – general educator qualifications
Regulation 136	First aid qualifications
Regulation 150	Responsible person
Regulation 151	Record of educators working directly with children
Regulation 152A	Record of replacement educator
Regulation 155	Interactions with children
Regulation 156	Relationships in groups
Regulation 157	Access for parents
Regulation 158	Children's attendance record to be kept by approved provider
Regulation 161	Authorisations to be kept in enrolment record
Regulation 165	Record of visitors
Regulation 166	Children not to be alone with visitors
Regulation 167	Record of services' compliance
Regulation 168	Education and care service must have policies and procedures
Regulation 170	Policies and procedures to be followed
Regulation 171	Policies and procedures to be kept available
Regulation 172	Notification of change to policies or procedures
Regulation 190	Infringement offences
Regulation 191	False or misleading information or documents

National Quality Standard https://www.acecqa.gov.au/nqf/national-quality-standard
The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia. The NQS includes 7 quality areas that are important to outcomes for children. NSPS OSHC Service is assessed and rated by the Victorian Government Department of Education against the NQS and given a rating for each of the 7 quality areas and an overall rating based on these results. The following quality areas, standards and elements support the implementation of this policy.

Standard/Element	Item
Element 2.1.1	Wellbeing and comfort
Standards 2.2	Safety
Element 2.2.1	Supervision
Element 2.2.2	Incident and emergency management
Element 2.2.3	Child protection
Element 3.1.1	Fit for purpose
Element 3.1.2	Upkeep
Standard 3.2	Use
Element 3.2.1	Inclusive environment
Element 3.2.2	Resources support play-based learning
Element 3.2.3	Environmentally responsible
Quality Area 4	Staffing arrangements
Quality Area 5	Relationships with children
Quality Area 6	Collaborative partnerships with families and communities
Element 7.2.3	Development of professionals

Framework for School Age Care in Australia https://www.acecqa.gov.au/sites/default/files/2023-01/MTOP-V2.0.pdf
Under the National Law, services must deliver an educational program to all children being educated and cared for that is based on an approved learning framework, delivered in accordance with that approved learning framework, based on the developmental needs, interests and experiences of each child , and designed to take into account the individual differences of each child. The following principles, practices and learning outcomes support the implementation of this policy.

Principle/Outcome	Description
Principles	Partnerships
	Respect for diversity
	Aboriginal and Torres Strait Islander perspectives
	Equity, inclusion, and high expectations
	Sustainability
	Critical reflection and ongoing professional learning
	Collaborative leadership and teamwork
Practices	Holistic, integrated and interconnected approaches
	Collaboration with children and young people
	Play leisure and intentionality
	Environments
	Cultural responsiveness
	Continuity and transitions
	Assessment and evaluation for wellbeing, learning and development
Learning outcomes	Children and young people have a strong sense of identity
	Children and young people and connected with and contribute to their world
	Children and young people have a strong sense of wellbeing
	Children and young people are confident and involved learners
	Children and young people are effective communicators

EVALUATION, REVIEW & DEVELOPMENT

This policy will be reviewed and developed accordingly as part of the NSPS OSHC Service annual review process, or more often if necessary due to changes in regulations, circumstances, or operational matters.

NSPS OSHC Service ensures that all relevant stakeholders are notified at least 14 days before making any change to this policy, unless that notice period would pose a risk to the safety, health or wellbeing of any child enrolled at the service. In this instance, stakeholders will be notified as soon as practicable after making a change in accordance with requirements under the National Law.

Date	Description	Author
08/05/2026	New policy developed with ACECQA policy guidance as recommended by VECRA	OSHC SubCommittee
18/05/2026	Approved	School Council