



Dara School

Out of School Hours Care

Staffing Policy

Staffing OSHC Policy

1. Background

The success of a service is enhanced by a competent and innovative staff team. However, a team needs a nurturing environment with supportive leadership: an environment where effort is rewarded, the workload is understood and where it is recognised that an OSHC (Out of School Hours Care) Service is adding value to its community. The Approved Provider, as an employer, must be fully conversant with the legal obligations of an employer and have a delegated person responsible to ensure that there is compliance with the requirements.

It is a requirement that employees have access to the current Dara School Enterprise Agreement 2021 that spells out the terms and conditions of their employment.

2. SCOPE

This policy applies to children, families, Educators, management, and visitors of the Service.

3. POLICY STATEMENT

The Dara School OSHC Service supports our employees to attain their full potential. We recognise that our employees play a significant role in the daily lives of many of our children and their families. Our employees must each hold the required current and valid Working with Children Check. We are an equal opportunity employer and encourage diversity within our staff team. Where possible, we support our employees to balance work and family commitments. We are happy to accept volunteers and students in our team, though these people will not be included in our child to adult ratio. We expect a full commitment from each team member.

4. IMPLEMENTATION OF THIS POLICY

4.1 GENERAL

- Our OSHC service staff are employed under the current Dara School Enterprise Agreement 2021.
- For this service, the Nominated Supervisor is the School Principal, and the Dara School Board is the local management authority.
- All staff details will be treated as confidential and kept in a secure storage facility.

4.2 RECRUITMENT PROCESS.

- The recruitment process follows the Guidelines for the selection of staff at Dara School.

- Positions will be advertised on our website and/or Seek and/or LinkedIn and/or Teachers on Net.
- The minimum qualifications are set out on the ACECQA (Australian Children's Education and Care Quality Authority) website under qualifications lists and registers.
- The recruitment process requires the applicant to complete pre-interview questions as well as questions asked by the interview panel throughout the interview.
- Working with Children Checks are performed in accordance with Dara School's Screening and Recruitment Procedures for Applicants.

4.3 PARTICIPATION OF VOLUNTEERS AND STUDENTS ON PRACTICUM PLACEMENTS

Students will only be allowed to undertake their practicum at our Service if it is deemed in the best interests of the children. Students on placement will not be counted in the Educator to child ratio.

Students on practicum placements process

- Students on practicum will only be accepted if it does not cause hardship to the Service, and if their course supervisor has completed all necessary documentation.
- Students on practicum must hold a current and valid Working with Children Check.
- Students on practicum will need to be mandated notifiers, will need to have knowledge of WHS, Duty of Care, and the Service's policies, particularly the policies that address interactions with children, supervision, confidentiality, training, and development.
- Students must complete an induction prior to their practicum commencement date. The tasks allocated to the student will be defined by their course supervisor and the Director of the Service. Students who are allocated tasks will be provided with some evaluative comments when a task is completed, and a written report will be given at the conclusion of the practicum.

4.4 EQUAL OPPORTUNITY

The service will:

- Include a statement of its commitment to equal employment opportunity in all advertisements for employees,
- Ensure that selection criteria do not exclude any groups from equitable consideration for positions,
- Ensure that selection panels will be sensitive to the needs of applicants from disadvantaged groups, particularly people with language difficulties and cultural differences.
- If applicants have a disability, assess the applicant against the selection criteria. The panel will apply the principle of reasonable adjustment to any impact the applicant's disability may have on the operations of the Service,
- Regarding the Service training plan, ensure that all employees have equitable access to training and development opportunities,

- Consider that, when the population of children using the Service contains significant numbers of children from a particular cultural group, there may be opportunities to attract suitable workers from that cultural group.

4.5 LEAVE

Annual Leave

In accordance with the current Dara School Enterprise Agreement 2021, annual leave must be taken for the 2 weeks the Service closes during the Christmas holiday period. Staff need to apply for their remaining annual leave as it is accrued. The Director and the Assistant Directors cannot apply for annual leave at the same time unless there are extenuating circumstances. If the Service does not operate during the Term, such as a pupil free day, permanent staff may be required to take an annual leave day.

Sick Leave

Accrued sick leave may be taken when needed. If more than 2 consecutive days are taken, a medical certificate will need to be presented.

Long Service Leave

The Long Service leave entitlements and conditions are set out in the current Dara School Enterprise Agreement 2021

4.6 EMPLOYEES WORKING ALONE ON SCHOOL SITE

It may sometimes be necessary for a staff member to work alone at the school site in a non-contact capacity, such as administration, maintenance, or cooking. When this occurs, the following steps need to be taken:

- Advise the Director or Assistant Director that you are now on site, what you intend to do and how long you intend to be on site.
- If you are working within the building, ensure all gates and doors are locked.
- Ensure that you have either your mobile phone or a work phone easily accessible to you. If you are working outside, lock the gates and always be aware of your surroundings.
- When you leave the site contact the Principal to advise them.

4.7 HARASSMENT IN THE WORKPLACE

Harassment is used to define any inappropriate behaviour that may or may not be repeated and which causes a person to feel victimized, offended, humiliated, undermined, or threatened in any way.

Bullying is one form of harassment. Workplace bullying need not involve physical ill-treatment, such as punching, kicking and other ways of inflicting physical pain. In fact, the research that has been done on this issue suggests that only around 10% of bullying involves some form of physical assault. Most cases of bullying involve such repeated and less favourable treatment, such as verbal abuse, "nitpicking", threats, sarcasm, ostracism,

sabotage of a person's work and so on. Staff who experience harassment are encouraged to follow the grievance procedure.

4.8 PERFORMANCE AND DEVELOPMENT

Performance and development connect the work of all employees to organisational planning, strategic objectives and relevant performance standards through individualised planning, learning and accountability programs.

In our OSHC, performance and development planning are a cycle of individual performance planning, professional learning and performance review that supports individual performance improvement.

Performance conversations are not a one-off event: coaching, support, training, feedback, and recognition provided on a regular basis throughout the life of a performance and development plan are essential to achieving a high performing workforce.

Formal procedures must be clearly documented, with the documentation being kept securely and confidentially.

All members of a staff team or the management body involved in a disciplinary process shall keep all information about the process confidential,

Performance and Development process

- 6 months probationary Review Discussion.
- Annual Professional Review.
- Individual Development Plan will be developed from the Professional Review.
- Discussion identifying areas of training, action to be taken and goals set for the individual staff member.
- 6 monthly reviews of Individual Development Plan.

The primary point of engagement for performance and development planning is a performance conversation between employee and manager.

Performance conversations are an opportunity to confirm performance expectations and behaviour standards, seek and receive feedback, provide evidence, and seek support, clarification, and direction.

Unsatisfactory performance

Unsatisfactory performance occurs when an employee is not performing the duties of their role to the required standard, or otherwise is not performing in a satisfactory manner.

Performance and development will, from time to time, identify areas of unsatisfactory performance. In most instances, it will relate to an isolated element of an employee's performance rather than the totality of their performance.

If it becomes apparent that an element of an employee's performance is unsatisfactory, the leader should advise the employee of how their performance is alleged to be unsatisfactory and provide evidence and examples as appropriate.

Natural justice and procedural fairness

The opportunity to be heard by an impartial decision maker is at the heart of the rules of natural justice and procedural fairness. The rules of natural justice apply whenever the rights, property or legitimate expectations of an individual are affected by a decision. Decisions in the context of the management of alleged unsatisfactory performance are administrative decisions and may clearly affect the rights of legitimate expectations of employees and the rules of natural justice and procedural fairness must therefore be applied.

4.9 DISCIPLINARY ACTION

If a staff member is:

1. guilty of serious and wilful misconduct; or
2. is persistently absent from duty without proper cause; or
3. is guilty of serious and wilful neglect of duty; or
4. refuses to obey any reasonable order, or
5. for any other lawful cause, warranting of summary dismissal,

then the employer may terminate the employment of the staff member without notice.

Disciplinary action and dismissal in other circumstances

1. If a staff member is negligent, inefficient, incompetent, or unsatisfactory in the discharge of their duties, then the employer must inform the staff member of the particulars in writing and provide counselling to assist the staff member to overcome the inefficiencies or incompetence.
2. The procedure detailed above will be repeated over a period covering at least two terms (which need not be complete terms) before notice of termination is given to the staff member.
3. Notice of termination will be in writing, giving 6 weeks' notice (or payment in lieu), and will state the reasons for the termination and details of the counselling provided.

4.10 CODE OF CONDUCT FOR STAFF

The Early Childhood Australia Code of Ethics and the Protective Practices for Staff are the foundation for our code of conduct. In addition, staff need to ensure that they undertake:

- Teamwork—in their responsibilities to co-workers and customer service; in how they respond to families, children, and other visitors.
- Confidentiality in relation to children, families, and other staff members—this should outline how information is gathered and stored and who has access to information and under what conditions.
- Duty of care—to be confident that all staff understand their obligations to meet the duty of care for children and other staff.
- Understanding of the legal requirements relating to child protection.

- The responsibility for modelling appropriate practice to children and new staff, especially in relation to sun protection, health and hygiene practices, and dress code.
- Initiative in the workplace in relation to the mundane daily tasks that must be completed, such as packing up and maintaining order in work areas.
- Full participation in accordance with the position description, as well as contributing to program planning and implementation and participating in professional development and training.
- Knowledge and understanding of the philosophy and goals of the service as well as the operational policies and procedures of the service.

Dress Code

Educators must ensure they maintain a professional image at all times. Educators are to be always clean and tidy with no offensive clothing worn.

Footwear

- Closed in shoes are preferred for Educators.

Sun Safety

- Educators will be required to wear a hat when outdoors.
- Educators will be provided with sunscreen for use.
- Educators may wear sunglasses in an outdoor environment.

Alcohol, Tobacco, and other Drugs

- Educators are not permitted to consume alcohol, tobacco, or other drugs whilst on the premises of a children's service.
- Educators are not to offer, supply or obtain alcohol, tobacco, or other drugs to any person at the Service.
- Educators who are intoxicated or under the influence of drugs are not to work during any episode of intoxication.
- Any breach of these conditions will result in disciplinary action.
- Educators who use prescription medication are asked to discuss the possible side effects of these drugs with management to ensure that the children remain safe at all times.

Fit and Proper to Work

Staff are expected to come to work when they are fit enough to do so without risking injury or infection to themselves or others. Staff must attend work free from the influence of alcohol and non-prescription drugs. Dara School OSHC is a non-smoking area. Staff should advise the person responsible if they are taking any medication that may affect their capacity to work (e. g. cause drowsiness).

4.11 STAFF HANDBOOK

Each team member will receive a handbook as part of their induction.

4.12 INDUCTION

Everyone who begins work at the Service should have a clear understanding of their role and the expectations of their performance and required to undergo a full induction & orientation into the Service to ensure they have a clear understanding of:

- The Service's policies and procedures
- Sign in and out process
- Emergency evacuations
- Service amenities
- Children's medical conditions
- The Service's program and routine
- Their roles and responsibilities

4.13 DETERMINING THE RESPONSIBLE PERSON PRESENT AT THE SERVICE

A Responsible Person will always be present at our OSHC Service, whenever the Service is operating. This could be the nominated supervisor: a prescribed or declared certified supervisor who has consented to be the Responsible Person placed in day-to-day charge of the service.

The name of the Responsible Person is always publicly on display when children are in care and is visible to anyone on entering the Service. The name is also recorded in the daily roster.

5. OTHER POLICIES OR DOCUMENTS RELATED TO THIS POLICY

Employee Handbook

A5 Confidentiality Policy

6. RELATIONSHIP TO REGULATIONS

National Quality Standards (NQS)

Quality Area 7: Leadership and service management

Quality Area 4: Staffing Arrangements

Quality Area 5: Relationships with Children

Education and Care Services National Regulations

168 Policies and Procedures

118 Educational Leader

120 Educators who are under 18 to be supervised.

122 Educators must be working directly with children to be included in ratios

137 Approval of qualifications

145 Educators records

149 Volunteers and students

157 Access to parents

7. REFERENCES

- Protective Practices for Staff at https://www.education.sa.gov.au/sites/default/files/protective_practices_for_staff_in_their_interactions_with_children_and_young_people.pdf?acsf_files_redirect
- Early Childhood Australia Code of Ethics accessed 18 February 2022 <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>
- Award information and assistance: Fair Work Australia at www.fwa.gov.au
- NetworkSA at www.networksa.org.au (for award information, sample job descriptions)

Governing Council Approval: March 2022	Review Date: March 2025
<i>Director Signature</i>	<i>Chairperson Signature</i>

Checklist for New Employees

I have received the following:	yes	no
Contract.....	<input type="checkbox"/>	<input type="checkbox"/>
Position description.....	<input type="checkbox"/>	<input type="checkbox"/>
Induction checklist.....	<input type="checkbox"/>	<input type="checkbox"/>
Handover notes from previous staff (if relevant)	<input type="checkbox"/>	<input type="checkbox"/>
Hours of work and hours that the service operates.....	<input type="checkbox"/>	<input type="checkbox"/>
Staff meetings.....	<input type="checkbox"/>	<input type="checkbox"/>
The number of children in care.....	<input type="checkbox"/>	<input type="checkbox"/>
Physical boundaries and play space	<input type="checkbox"/>	<input type="checkbox"/>
Daily routines		
Before school care.....	<input type="checkbox"/>	<input type="checkbox"/>
After School Care.....	<input type="checkbox"/>	<input type="checkbox"/>
Vacation care	<input type="checkbox"/>	<input type="checkbox"/>
Introductions to other staff.....	<input type="checkbox"/>	<input type="checkbox"/>
Code of conduct	<input type="checkbox"/>	<input type="checkbox"/>
Staff entitlements (including breaks)	<input type="checkbox"/>	<input type="checkbox"/>
Staff responsibilities as team members.....	<input type="checkbox"/>	<input type="checkbox"/>
General information about service		
History of service.....	<input type="checkbox"/>	<input type="checkbox"/>
Who operates the service	<input type="checkbox"/>	<input type="checkbox"/>
Management and operation of the service.....	<input type="checkbox"/>	<input type="checkbox"/>
Relevant contact information		
Calling in sick.....	<input type="checkbox"/>	<input type="checkbox"/>
Swapping shifts	<input type="checkbox"/>	<input type="checkbox"/>

I have completed the following:

- Tour of the OSHC facilities and general explanations
- Had opportunities to ask questions

- Know where and when to find what I need
- Explanation about car parking
- Storage of personal possessions
- Introduce to key people

The following has been completed:

- Signed contract

Supplying required information

- Employee contact information form (incl. emergency contact, bank details, etc.)
- 100 points of ID
- Tax declaration and Tax file number
- PAYG withholding form
- Superannuation information and form
- First Aid certification
- Responding to Abuse and Neglect certification
- Working with Children Check
- COVID-19 Vaccination certificate
- Relevant qualifications

Director signature.....

Staff member signature

Date