



Policy Area 6 – Families & Communities

Policy Number	Policy Name	Version	Review Due
P-6.1	Transition to School	NEW	Jun 2021
P-6.2	Enrolment and Orientation	4	May 2025
P-6.3	Participation and Access	2	Aug 2021
P-6.4	Communication Policy	3	Aug 2021
P-6.5	Parent and Guardian Conduct Policy	2	Aug 2021
P-6.6	Diversity and Inclusion	4	Mar 2026
P-6.7	Dealing with Complaints (Families)	2	Oct 2025



P-6.1 Transition to School

POLICY STATEMENT

Starting school is a significant milestone in the life of any child and family. DEBASCA supports continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities and by developing strategies that support a positive transition to school.

We aim to engage children, families, professionals, educators and community members in the transition to school process to ensure the implementation of this policy is meaningful, supportive and reflective of best practice.

SCOPE

This policy applies to all DEBASCA stakeholders.

ASSOCIATED DOCUMENTS

National Law	Education and Care Services National Law Act 2010
Education and Care Services National Regulations	168 Education and care services must have policies and procedures
National Quality Standard	6.1 Supportive relationships with families 6.2 Collaborative partnerships
	Transition to School: Position Statement (Educational Transitions and Change (ETC) Research Group, 2011)

DEFINITIONS

DEBASCA	Denistone East Before and After School Care Association
Transition	Transition is viewed as a collaborative and dynamic process occurring over time ensuring a sense of belonging in all environments. (Transition to School: Position Statement, 2011)

RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

TRANSITION AND ADAPTING TO CHANGE

Children are challenged with several transitional changes during their school years. This includes orientating children into primary school, transitioning between routines and rooms, and then transitioning into high school. Children respond in different ways to transitions - some with confidence and others with hesitation. Children's confidence will be enhanced when changes happen gradually and when time is prioritised to support these transitions with sensitivity, planning and preparation.

This first experience children have of school has a great impact on their progress and future schooling (Margetts, K. 2007). For many children the change of setting and sense of moving on acts as a stimulus for development but if they find this change too abrupt there is a risk that the child will regress (Bennett, J 2007). Transition to school should be prepared for in an understanding, calm, organised and knowledgeable manner.

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P-6.7	June 2018	New	NA	Management Committee	June 2021



P-6.1 Transition to School

PROCEDURE

1 A Nominated Supervisor / Responsible Person:

- 1.1 Acknowledges the critical role that the service has in providing an educational environment that supports children's wellbeing, promotes equity and celebrates diversity.
- 1.2 Will ensure transition to school program is developed in collaboration with all stakeholders and ensures children are active participants in their transition to primary school.
- 1.3 Establish methods across our Service to ensure there is continuity of learning when children transition to school.
- 1.4 Discuss expectations with families for their child as they prepare to transition to school.
- 1.5 Work in partnership with families to ensure children's transition to school is positive, informed and enhances individual development.
- 1.6 Be flexible and ensure transition programs are tailored to the specific needs of all children in our Service.
- 1.7 Ensure that for children attending high school the following year, we provide opportunities and experiences to help prepare them for a smooth transition to a high school environment e.g. catching public transport on excursions.

2 Educators will:

- 2.1 Ensure the transition to primary school is a positive experience for children and families, by implementing a range of activities and experiences that may include, but is not limited to:
 - 2.1.1 Family orientation sessions
 - 2.1.2 Exchanging information about a child's individual strengths and needs
 - 2.1.3 Networking with Educators, Primary school teachers and Principals
 - 2.1.4 Developing children's talking and listening skills
 - 2.1.5 Social and emotional enhancement
 - 2.1.6 Concentrating on the task at hand
 - 2.1.7 Determination when faced with complications
 - 2.1.8 Responding positively to new situations
 - 2.1.9 Taking responsibility for their own behaviour
 - 2.1.10 Developing the communication skills necessary for group or individual play
 - 2.1.11 Developing positive feelings about themselves and others
 - 2.1.12 Experiencing a sense of self-satisfaction resulting from achievement
 - 2.1.13 Toileting without supervision
 - 2.1.14 Wearing uniforms
 - 2.1.15 Responsibility of own belongings
 - 2.1.16 Listening to instructions
 - 2.1.17 A school bell or siren indicating set breaks
 - 2.1.18 Negotiating a large playground
 - 2.1.19 Homework - home reading
 - 2.1.20 Walking safely to and from the centre and school
- 2.2 Orientate kindergarten children into school age care, respecting any concerns and communicating these to families.
- 2.3 Consider family priorities and any concerns about the transition process. Each family's cultural and linguistic needs will be respected, along with family diversity.

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P-6.1 Transition to School

- 2.4 Develop a program to ensure a smooth transition for children from the education and care environment to the primary school environment. The program requires both parent and educator support for the child. This cooperation will ensure the best possible environment for children's transition.
- 2.5 Consider the individual rest or sleep needs of children as they transition to school and the longer school day routine. Provide quieter places for rest should they require, as well as down time activities.
- 2.6 Be supported to access and attend professional development opportunities to ensure current knowledge and practice regarding transition to school.
- 2.7 Facilitate relationships and networking with the school to support children and families with the transition process and to open lines of communication.
- 2.8 Facilitate each child's development as a capable learner through open ended learning experiences.
- 2.9 Effectively evaluate our Service's transition program.
- 2.10 Be flexible and responsive to the needs of children and families.
- 2.11 Take into account contextual aspects of community, and of individual families and children within that community.

CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	New policy P-6.8	Jun 2018

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P-6.7	June 2018	New	NA	Management Committee	June 2021



P-6.2 Enrolment and Orientation

POLICY STATEMENT

Enrolment and orientation procedures form the basis for building strong relationships between families, students and educators. DEBASCA aims to ensure that children are enrolled in a fair and responsible manner and that all relevant legislations are adhered to. DEBASCA will have clear and efficient enrolment procedures, which include consistent information around service operation and compliance. Privacy and confidentiality of information will be ensured through secure recording and storing of information.

SCOPE

This policy applies to all DEBASCA stakeholders.

ASSOCIATED DOCUMENTS

National Quality Standard	6.1, 6.2; 7.1, 7.2
National Law	Section 175
Education and Care Services National Law Act 2010	Regulation 157 Regulation 160-162 Regulation 168 Regulation 177 Regulation 178 Regulation 181 Regulation 183
Family Law Act	
Privacy Act	
Public Health Act 2010	https://www.legislation.nsw.gov.au/view/html/inforce/current/act-2010-127
NSW Health – Changes to Public Health Act for childcare and school	https://www.health.nsw.gov.au/phact/Pages/pha-childcare.aspx
NSW Health – Summary of Changes to the Public Health Act – Public Health Amendment (Review) Act 2017	https://www.health.nsw.gov.au/phact/Pages/pha-summary-information.aspx#vaccination
NSW Health Questions and Answers about Vaccination Requirements for child care	https://www.health.nsw.gov.au/immunisation/Pages/childcare_ga.aspx
Australian Government – Family Assistance Guide. Requirements relating to CWA	https://guides.dss.gov.au/family-assistance-guide/2/6/5#:~:text=A%20CWA%20must%20be%20in,requeste%20under%20information%20gathering%20powers.
Priority of Access Guidelines	https://docs.education.gov.au/documents/instruction-sheet-10-priority-access-guidelines-child-care-services

DEFINITIONS

DEBASCA	Denistone East Before and After School Care Association
AIR	Australian Immunisation Register https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register
CWA	Complying Written Arrangement
Enrolment	Enrolment is the process of accepting and booking a guaranteed place for a child in a specific childcare centre for the first time involving completion of an enrolment form, provision of other documentation (i.e. contact details, AIR Immunisation History Statement, medical information) and payment of a membership fee. Note: making a request for care, or placing a child on a waitlist, is not enrolment. Also, enrolment does not include the processes of committing an enrolled child to continued attendance in subsequent years at the same child care centre (sometimes known as 're-enrolment').
CCS and ACCS	Child Care Subsidy and Additional Child Care Subsidy

RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by

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P-6.2 Enrolment and Orientation

the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

PROCEDURE

1 Enrolment

- 1.1 Upon enrolment enquiry, the service will issue families an enrolment package. The enrolment package will include:
 - 1.1.1 An enrolment form per child that includes authorisations;
 - 1.1.2 A copy of the Parent Handbook which includes the following:
 - 1.1.2.1 Current fee structure and payment details
 - 1.1.2.2 Policies including, but not limited to, those required under Regulation 168
 - 1.1.2.3 Information on National Quality Framework, National Quality Standards, and the My Time, Our Place
 - 1.1.2.4 General Information on the service and the running of and the routines therein
 - 1.1.2.5 Information on Child Care Subsidy (CCS)
- 1.2 Families are to provide the following, prior to the agreed start date for the child:
 - 1.2.1 A completed enrolment form for each child including authorisations;
 - 1.2.2 A copy of one or more of the following Immunisation records:
 - 1.2.2.1 An AIR Immunisation History Statement which shows that the child is up to date with their schedules vaccinations or
 - 1.2.2.2 An AIR History Form on which the immunisation provider has certified that the child is on a recognised catch-up schedule or
 - 1.2.2.3 An AIR Immunisation Medical Exemption Form which has been certified by a GP
 - 1.2.3 Current contact information for parents and emergency contacts
 - 1.2.4 Information on children's additional needs (including medical conditions, health and developmental concerns) and associated documents, where applicable
 - 1.2.5 Any applicable Medical Management plans including Asthma/Anaphylaxis/Allergy Action Plans
 - 1.2.6 If applicable, appropriate documentation in regard to Priority of Access

2 CWA (Complying Written Arrangement)

- 2.1 For the purposes of CCS and ACCS, a child starts to be enrolled when an approved provider and an individual (or their partner) enter into a CWA (Complying Written Arrangement).
- 2.2 The establishment and maintenance of CWA between approved providers and individuals is central to determining the individuals' eligibility for CCS. While approved providers and individuals may choose to enter into other types of arrangement for the care of a child, CCS can only be paid for care provided under a CWA.
- 2.3 One of the core eligibility requirements for CCS is that the individual, or their partner, must have incurred a liability to pay for sessions of care under a CWA. The requirement for CWA to be 'in writing' ensures that the basic details about an enrolment are recorded and agreed upon, and assist in establishing an individual's liability to pay for child care.
- 2.4 A CWA must include the following:
 - 2.4.1 the names and contact details of the provider and the individual/s,
 - 2.4.2 the date that the arrangement starts (which is the date the child starts to be enrolled),
 - 2.4.3 the name and DOB of the child (or children),
 - 2.4.4 if care will be provided on a routine basis, and if so:
 - 2.4.5 details about the days on which sessions of care will usually be provided, and
 - 2.4.6 the usual start and end times for these sessions of care,
 - 2.4.7 whether care may be provided on a casual or flexible basis (in addition to, or instead of, a routine basis),
 - 2.4.8 details of fees to be charged under the arrangement (this can be by reference to a fee schedule or information available on the approved provider's website maintained by the provider), that the parties understand may vary from time to time.

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- 2.5 Enrolments will not be accepted from families without full completion of the enrolment form. To secure the enrolment, parents are required to pay the family membership fee. Information about fees is in the Parent Handbook and/or the Fee Schedule.
- 2.6 Once all documentation has been received and enrolment forms have been processed, the service will make an offer of a place. If a place is not available at the time, the child will be placed on the Waiting List.

3 Eligibility – Sections 3-6 from Service Access Policy, now merged into this policy

- 3.1 The service will only enroll children enrolled at Denistone East Public School for before and after school care.
- 3.2 Vacation care enrolment is open to children from Denistone East Public School as well as children enrolled at other primary schools.
- 3.3 A child must have started primary school in order to be taken into care. Hence, Kindergarten children will commence care from the first afternoon of their first day of school. Vacation care enrolment for Kindergarten children will commence from the April school holidays (not January holidays, as this is prior to when they have started attending school).
- 3.4 No one will be discriminated against on the basis of his or her cultural background, religion, sex, disability, marital status and/or income.
- 3.5 DEBASCA will aim to meet the specific needs of the families in the local community.
- 3.6 The service will ensure that the provision of child care is in line with the *Priority of Access Guidelines* provided by the Australian Government under Family Assistance Law.

4 Waiting Lists and Priority of Access

- 4.1 Where demand for care exceeds the service's number of approved places, families will be placed on the service's waiting list.
- 4.2 The Australian Government has issued *Priority of Access Guidelines* under Family Assistance Law for allocating places in these circumstances. It is a condition of approval and continued approval for Child Care Subsidy (CCS) purposes that services must comply with family assistance law.
- 4.3 A waiting list will be developed and updated regularly which considers priority of access eligibility, date placed on list, required days of care and/or availability of support (if applicable).
- 4.4 Priority of access will be determined by Commonwealth Government guidelines where priority of places goes to:
- 4.4.1 Priority 1: a child at risk of serious abuse or neglect
 - 4.4.2 Priority 2: a child of a single parent who satisfies, or of both parents who both satisfy, the work/training/study test under section 14 of the *A New Tax System (Family Assistance) Act 1999*
 - 4.4.3 Priority 3: any other child
- 4.5 Within these main categories, priority should also be given to the following children:
- 4.5.1 Children in Aboriginal and Torres Strait Islander families
 - 4.5.2 Children in families which include a disabled person
 - 4.5.3 Children in families on low incomes
 - 4.5.4 Children in families from a non-English speaking background
 - 4.5.5 Children in socially isolated families
 - 4.5.6 Children of single parents
- 4.6 Requiring a child to vacate a place Under the Priority of Access Guidelines
- 4.6.1 A child care service may require a Priority 3 child only to vacate a place to make room for a higher

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- priority child.
- 4.6.2 The service can only do so if:
- 4.6.2.1 the person liable for the payment of the child care fees was notified when the child first entered care that the service followed this policy, and
- 4.6.2.2 the service gives the person at least 14 days' notice of the requirement for the child to vacate the place.
- 4.7 Employer sponsored places
- 4.7.1 Where a child care service has places sponsored by an employer, the service may require those places to be vacated for the employee's children
- 4.8 Parents must provide documentary evidence to support claims of Priority of Access.
- 5 After applying Priority of Access guidelines, the service will then apply the following factors for determining priority:
- 5.1 Existing users, requiring places in sessions that they attended in the previous year
- 5.2 Existing users requiring changes to or additional sessions
- 5.3 Siblings of existing users, who are about to commence newly at the school
- 5.4 Children attending Denistone East Public School
- 5.5 Any other school aged child (for vacation care only)
- 6 DEBASCA has a limited capacity as determined by government approved places. The service will not exceed these places without prior government approval. The number of approved places will be kept on display at the service at all times.
- 7 Enrolment Form**
- 7.1 The enrolment form must include the following information for each child:
- 7.1.1 The full name, date of birth and address of the child
- 7.1.2 The name, address and contact details of:
- 7.1.2.1 Each known parent of the child; and
- 7.1.2.2 Any person who is to be notified of an emergency involving the child if any parent of the child cannot be immediately contacted; and
- 7.1.2.3 Any person who is an authorised nominee; and
- 7.1.2.4 Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child; and
- 7.1.2.5 Any person who is authorised to authorise an educator to take the child outside of the premises;
- 7.1.3 Details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child;
- 7.1.4 Details of any other court orders provided to the service relating to the child's residence or the child's contact with a parent or other person;
- 7.1.5 The gender of the child;
- 7.1.6 The language used in the child's home;
- 7.1.7 The cultural background of the child, and if applicable, the child's parents;
- 7.1.8 Any special considerations for the child, for example any cultural, religious or dietary requirement or additional support needs;
- 7.1.9 Authorisation for medical treatment and transportation by ambulance
- 7.1.10 Details of the child's health information, including:
- a) The child's registered medical practitioner and Medicare number,
- b) Specific health needs including allergies and/or anaphylaxis, any medical management plan
- c) Dietary restrictions
- d) A copy of the child's Immunisation record sighted and obtained by the centre.
- 7.2 If a child is subject to an access order or agreement, the service must have an official copy on record, plus any subsequent alteration registered by the court.

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- 7.3 Evidence of court orders or agreements is required as part of the enrolment so as to minimise the likelihood of distressing situations occurring in the future.
- 7.4 Enrolment forms are to be updated annually (via a Re-Enrolment Form) or when there are changes to the family's circumstances. It is the responsibility of the parent of which the enrolment form is under, to notify staff of any changes to their current details. This must be in writing, dated and signed.
- 7.5 It is the parent's responsibility to know their enrolment status and booking throughout the year.
- 7.6 Children may be enrolled at any time throughout the year, depending on availability of care. However, if a place is not immediately available the child will be placed on the waiting list.
- 7.7 A Parent Handbook containing service information will be provided during enrolment, and is available on the service website. This booklet will be reviewed on an annual basis.
- 7.8 The service will reserve the right to limit how many hours or sessions a child may be booked into on an individual basis. Factors such as the level of care needed for the child, available staff with skills and training to properly care and educate the child, and available funding (if required) will be considered when making this decision.
- 7.9 A parent of a child being educated and cared for by DEBASCA may enter the education and care service premises at any time that the child is being educated and cared for by DEBASCA, unless there are restrictions placed, for example due to health and safety restrictions during the COVID-19 pandemic.

8 Re-enrolment

- 8.1 To confirm enrolment in the following year, current parents are asked to complete a Re-enrolment form at the end of Term 3 or beginning of Term 4. This form allows for updates to their current circumstances and any changes to care required. A simplified form has been developed for this and is available online.

9 Additional Support

- 9.1 As part of our assessment of all children, it is important for the service to assess the level of care required to safely and best care for each child. Parents/carers should give as much information as possible to enable the service to comprehensively assess what support and assistance may be required and whether this can be met with our existing resources. This includes information on any medical/developmental diagnoses, support plans, medication, and/or whether the child is a student in a support unit.
- 9.2 This information will help the service best meet the needs of the child, ensuring their safety and care, and should it be required, give the service time to seek assistance from specialist and support workers if or as required.
- 9.3 Due to the additional information and assessment required, which may include consulting with the child's school or classroom teacher, the application process may take additional time to complete. For this reason, the service requires a minimum of eight (8) weeks' notice to apply for additional funding if and where required, and where required, extra staffing to help support the child where needed.
- 9.4 The service will provide experienced and qualified staff to cater for the needs of all children. Where additional/specialist staffing is required, the service will consult with families regarding the child's enrolment, to ensure children are appropriately supported, supervised and cared for.
- 9.5 Where necessary, it may be required to limit how many hours or sessions a child may be booked, on an individual basis. Factors such as the level of care needed for the child, available staff with skills and training to properly care and educate the child, risk assessment of the child's care for the safety and security of the child, and available funding for care will be considered when making this decision.

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P-6.2 Enrolment and Orientation

10 Separate Enrolment

- 10.1 Separate enrolment forms are required for parents who require separate bookings and separate accounts. This is recommended for separated families.
- 10.2 Details to the enrolment can only be updated by the parent who the enrolment is under, including authorised collectors.
- 10.3 A natural parent is always considered an authorised collector unless a court order is in place.

11 Bookings

11.1 Permanent bookings:

- 11.1.1 A permanent booking is where a child attends the same session every week for a minimum period of two weeks (not including school holidays). Permanent bookings require at least two week's notice and must be paid for whether or not the child attends.
- 11.1.2 To cancel a permanent booking, two weeks written notification must be given. All fees must be settled before the last day of the permanent booking.
- 11.1.3 DEBASCA is unable to offer alternating bookings (i.e. one week on, one week off) due to administrative constraints.
- 11.1.4 Permanent bookings falling on a public holiday are not charged.

11.2 Casual bookings:

- 11.2.1 A casual booking is where a child is to attend irregularly or occasionally. They are made on a need be basis.
- 11.2.2 Casual bookings are only accepted if places are available for the particular session required. Parents must check with staff first to ensure a position is available.
- 11.2.3 If a family requests a booking during the school day (i.e. for the afternoon session), they must contact the school administration office to ensure that a message is given to the child to attend DEBASCA that afternoon. This is the responsibility of the parent.
- 11.2.4 Casual bookings may be cancelled without charge provided notice is given prior to the booking. Notice is required to allow for time to re-adjust staffing levels or to give the spot to other families on the waiting list. If the appropriate notice is not given, payment is still required for the session. Notice needs to be given by 5.30pm the previous working day for a BSC (before school care) booking and by 1pm for an ASC (after school care) session that same day.

11.3 Vacation Care bookings:

- 11.3.1 The Vacation Care Program will be ready for distribution at least three weeks before the commencement of the holiday period. Bookings will be open to the end of the term (specific date advertised on each program), after which a late fee will apply for bookings which come in after the specified cut off date.
- 11.3.2 Priority of access will apply when there is a waiting list.

12 Orientation into the Service

- 12.1 Upon enrolment, families are encouraged to make a time for orientation to the service.
- 12.2 At the beginning of each school year, the service will hold a Kindergarten and New Family Orientation at the beginning of Term 1. Parents of new children attending that year are invited to attend to become orientated within the service.
- 12.3 If enrolling throughout the year, families are encouraged to make a time with the Nominated Supervisor (or other senior staff representative) to talk with the nominated supervisor and educators about the values and expectation they hold in relation to their child's learning, share information about other child-related services accessed by the family, share their understanding of their child's strengths, interests, abilities and needs.
- 12.4 Educators may assist families to develop and maintain a routine for families saying good bye to their child. Children who are distressed from separation anxiety will be observed closely and offered reassurance by

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P-6.2 Enrolment and Orientation

educators. Educators will share information with families about how their child is settling into the service.

13 Confidentiality and Storage of Enrolment Information

- 4.1 The service will ensure that enrolment information is not divulged or communicated, directly or indirectly, to another person other than –
- 4.1.1 to the extent necessary for the education and care or medical treatment of the child to whom the information relates; or
 - 4.1.2 a parent of the child to whom the information relates, except in the case of information kept in a staff record; or
 - 4.1.3 the Regulatory Authority or an authorised officer; or
 - 4.1.4 as expressly authorised, permitted or required to be given by or under any Act or law; or
 - 4.1.5 with the written consent of the person who provided the information
- 5.2 The service will store enrolment forms (and other important documents relating to the child's enrolment) available at the premises for inspection by an authorised officer in accordance with the National Law. The records will be stored :
- 5.2.1 in a safe and secure place; and
 - 5.2.2 until the end of 3 years after the last date on which the child was educated and cared for at the service.

CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	Reformatted DEBASCA policies	Nov 2013
	1	Reformatted policy number from A-3 to P-6.2	Sep 2016
	2	Updated to revised NQS	Aug 2018
	3	Reworded Policy Statement Added 1.3, 1.4 Added clause 2 Added sections 3-6 from <u>Service Access Policy</u> (merged into this one policy) Removed acceptance of children from other schools (for term time only) Added 4.1, reworded 4.2 Added 4.5 – 4.8 Added section 5 Re-worded clause 7 Re-worded clause 8.9 Re-worded 13.1 Edited clause 9 (from Service Access Policy) to current clause 6 Removed clause 10 (from Service Access Policy) as now obsolete Added section 9 (from Diversity and Inclusion policy v.2), re-worded	Nov 2020
	4	Changes to 9.3 from four (4) to eight (8) weeks to reflect time it may require to have funding approved.	May 2022

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P-6.3 Participation and Access

POLICY STATEMENT

We believe that participation by parents/guardians/approved persons in issues relating to their children is important. We aim to provide a caring and supportive environment where everyone feels welcomed and valued. The involvement of parents in activities will be actively sought and open communication constantly maintained. Parents are/will be encouraged to be involved in issues that relate to them and their children, through participation and discussion about all issues relevant to the running of DEBASCA.

SCOPE

This policy applies to all DEBASCA stakeholders.

ASSOCIATED DOCUMENTS

National Quality Standard	6.1, 6.2
Family Law Act	
National Regulations	
National Regulations	157 Access for Parents

DEFINITIONS

AGM	Annual General Meeting
DEBASCA	Denistone East Before and After School Care Association
OSHCQA	Outside School Hours Care Quality Assurance

RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

PROCEDURE

- 1 Educators will greet and farewell parents on arrival and departure and communicate with parents in a positive and supportive manner, making the parents feel welcome and valued.
- 2 Educators will establish a pattern of exchange of information, communicating to parents about their child or what they did on that day that may be of interest to them.
- 3 Educators will respect individual differences in the way parents bring up their children.
- 4 Parents will be informed of all relevant issues in DEBASCA through direct contact, notice boards, or newsletters.
- 5 DEBASCA has an open door policy. Parents are welcome to ask educators any questions regarding the program or centre activities, or to spend time with their child at any time. Educators will work with the family and child to ensure they feel safe, happy and welcome at the centre.
- 6 Parents need to be aware however of the educators requirement to supervise the children during the activity sessions. If parents wish to discuss or exchange detailed information about their child or DEBASCA with the Director or another staff member, an appointed time suitable to both should be organised.
- 7 Parents are encouraged to become involved in the DEBASCA activities.
- 8 We will actively seek parent involvement by:

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P-6.3 Participation and Access

- 8.1 Keeping parents informed and updated on current issues in DEBASCA
- 8.2 Informing parents of DEBASCA's participation policy through the parent information booklet.
- 8.3 Informing parents of DEBASCA's management structure and how they can be involved.
- 8.4 Inviting parents to attend or to read a report of the AGM meeting displayed on the notice board.
- 8.5 Informing parents of relevant management committee decisions.
- 8.6 Encouraging feedback and input from parents in relation to the program, policies or other issues relating to DEBASCA.
- 8.7 Encouraging parents to offer skills and knowledge in a variety of ways and to contribute to the diversity of experiences for the children attending DEBASCA.

9 Access by Non-Custodial Parent

- 9.1 If a child is subject to an access order or agreement, the service/centre must have an official copy on record plus any subsequent alteration registered by the court.
- 9.2 Evidence of court orders or agreements will be considered part of the enrolment in order to minimise the likelihood of distressing situations occurring in the future.
- 9.3 When a non-custodial parent attempts to collect a child from the centre the educators will:
 - 9.3.1 Be polite, firm and clear and reiterate educator duty of care.
 - 9.3.2 Clarify the legal position with the non-custodial parent
 - 9.3.3 Contact the custodial parent and inform them of the situation
 - 9.3.4 Politely ask the non custodial parent to leave
 - 9.3.5 If they refuse to leave, call the police
 - 9.3.6 In all cases, educators should be immediately aware of any unfamiliar person on the premises and if safe, find out what they want as quickly as possible.

CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	Reformatted DEBASCA policies	Nov 2013
	1	Reformatted policy number from A-10 to P-6.3	Sep 2016
	2	Updated to revised NQS	Aug 2018

Ref. No.	Issued	Version No.	Supersedes	Approved by	Next Revision Due
P-6.3	Aug 2018	2	1	Management Committee	Aug 2021

P-6.4 Communication Policy



POLICY STATEMENT

We aim to maintain positive and open communication between all parties involved in the centre. Staff, parents and committee members will be made aware of appropriate communication avenues and procedures.

SCOPE

This policy applies to all DEBASCA stakeholders.

ASSOCIATED DOCUMENTS

National Quality Standard	1.2, 1.2; 4.1, 4.2; 5.1, 5.2; .6.1, 6.2; 7.1, 7.2
My Time, Our Place – Framework for School Age Care in Australia	Outcome 5

DEFINITIONS

DEBASCA	Denistone East Before and After School Care Association
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RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

PROCEDURE

1 Staff/Management

- 1.1 Staff and members of the DEBASCA Management committee are to treat each other with respect, courtesy and understanding.
- 1.2 Appropriate language is to be maintained at all times.
- 1.3 The Director is the main line of communication between staff and the Management committee.
- 1.4 Staff can raise any issues with the Management committee through the Director. The Director will ensure that this is drawn to the Management's attention through the monthly report.
- 1.5 If staff have any issue they do not wish to address with the Director, they can approach the staff liaison officer identifying the problem and asking for help.
- 1.6 Where necessary, staff will be invited to management committee meetings to discuss their concerns.
- 1.7 Where the matter is seen as urgent, the Director may raise the issue with the Management prior to the meeting and discuss if there is a need for immediate action to be taken at that time.
- 1.8 Where there is a distinct conflict between a staff member and the management, the staff member or management can act on this as per the grievance procedures. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

2 Staff/Parents

- 2.1 Staff will create a comfortable and supportive environment for parents and strive for open communication and good relations with parents.
- 2.2 Staff and parents will treat each other with respect, courtesy and understanding.
- 2.3 Appropriate language is to be maintained at all times.

Ref. No.	Issued	Version No.	Supersedes	Approved by	Next Revision Due
P-6.4	Aug 2018	3	2	Management Committee	Aug 2021



P-6.4 Communication Policy

- 2.4 Staff will not be judgmental towards the parents and will respect their need to use childcare.
- 2.5 Parents will support staff in their aim to provide quality care and assist where necessary.
- 2.6 Staff will respect parent's individual differences in raising their children and in all cultural issues.
- 2.7 Staff will aim to greet and farewell parents at every session.
- 2.8 Staff will maintain regular open communication with parents. Staff should inform parents personally about anything relating to their children on an ongoing basis. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of concerning behaviour and so on.
- 2.9 Staff will regularly talk to parents about the child's interests or activities and respond to suggestions from the parents.
- 2.10 Staff will regularly talk to parents about the child's cultural needs and celebrations and respond to these.
- 2.11 When parents contact DEBASCA to see how a child is settling in, the staff will provide the parent with information regarding the child's participation and well-being.
- 2.12 Conversations will be maintained at a positive level.
- 2.13 Communication with parents will be maintained in a variety of ways such as:
 - 2.13.1 Greeting and farewelling
 - 2.13.2 Personal conversations
 - 2.13.3 Accident/Illness/Behaviour reports
 - 2.13.4 Notice boards
 - 2.13.5 Parent handbooks
 - 2.13.6 Newsletters
 - 2.13.7 Information from the Management committee
 - 2.13.8 Parent filing cabinet
 - 2.13.9 Staff will ensure that parents are fully aware of all lines of communication
 - 2.13.10 Staff will be aware of their limitations in dealing with serious issues where professional advice is required. In such cases, staff will refer parents to appropriate agencies
 - 2.13.11 Parents and staff are requested to maintain confidentiality at all times
- 2.14 DEBASCA will not act as an agent or be involved in any transactions relating to the hiring of DEBASCA staff by families for private babysitting or nannying. Contact information will not be shared with families.
- 2.15 Furthermore, DEBASCA will not be held liable for any conduct or incidents which occurred or could have occurred through the services delivered during a private care arrangement between staff and families.

3 Staff/Child

- 3.1 Staff and children are to treat each other with respect, courtesy and understanding.
- 3.2 Staff will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for DEBASCA.
- 3.3 Appropriate language is to be maintained at all times.
- 3.4 Staff will use a calm voice, non-threatening body language, use eye contact and a level of language suitable to the child's understanding. Shouting should be avoided. Where possible, staff will address them at their level.
- 3.5 Staff will be supportive and encouraging and communicate to children in a friendly, positive and courteous manner.
- 3.6 Staff will initiate conversations with all children and develop an understanding of the child and their interests.

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P-6.4	Aug 2018	3	2	Management Committee	Aug 2021

P-6.4 Communication Policy



3.7 Staff will give praise and positive feedback to the children as often as possible.

3.8 Staff will form friendly and warm relationships with the children in their care.

3.9 Children will not be singled out or made to feel inadequate at any time.

3.10 Staff will not threaten or verbally abuse the children in any way.

4 Staff/Staff

4.1 Staff members are to treat each other with respect, courtesy and empathy.

4.2 Appropriate language is to be used between staff at all times.

4.3 Staff are expected to work together as a team and be supportive of each other in the workplace.

4.4 Staff meetings are appropriate times to raise matters of interest or concern to other staff. The Director will arrange for staff contributions to be placed on the meeting Agenda.

4.5 Staff are expected to read minutes of staff meetings and to take notice of changes to Centre policy and procedures.

4.6 Staff are to read the daily communication book prior to the commencement of each shift.

4.7 Staff will familiarise themselves with the content of all notices displayed around the centre.

4.8 Staff are to read the staff handbook, familiarize themselves with their duty of care and job description.

4.9 A staff member with concerns about the work practices or standards of another staff member will, if comfortable, firstly approach that staff member to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.

4.10 Staff should not unnecessarily involve parents or other staff members in their matters of grievance or complaint.

CHANGE HISTORY	Version	Amendment Details	Date Amended
	NEW	Reformatted DEBASCA Policies	Nov 2013
	v.1	Corrected wording in 2.14	Jan 2014
	v.2	Reformatted policy number C-12 to P-6.4	Oct 2016
	v.3	Updated to revised NQS	Aug 2018

Ref. No.	Issued	Version No.	Supersedes	Approved by	Next Revision Due
P-6.4	Aug 2018	3	2	Management Committee	Aug 2021



P-6.5 Parent and Guardian Conduct Policy

POLICY STATEMENT

We will provide an environment where all parents, staff and children can feel safe, cared for, relaxed, and which also encourages cooperation and positive interactions between all persons.

SCOPE

This policy applies to all DEBASCA stakeholders.

ASSOCIATED DOCUMENTS

NCAC factsheets for families: Building a Partnership with your Childcare Service

Work Health and Safety Act

National Quality Standard	4.1, 4.2; 6.1, 6.2
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DEFINITIONS

DEBASCA	Denistone East Before and After School Care Association
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RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

PROCEDURE

- 1 Parents and guardians are expected to communicate appropriately with all educators and families whilst dropping off or collecting their children, or other children as permitted to and from DEBASCA
- 2 Appropriate communication shall include, but not limited to:
 - 2.1 Appropriate and respectful language
 - 2.2 Using a calm and considerate tone
 - 2.3 Being respectful and inclusive, no discrimination, bullying or harassment will be
- 3 Basic rules and clear guidelines of acceptable behavior will be established through consultation with staff, parents or guardians and the DEBASCA Management Committee and be available to families as a Parent/Caregiver Code of Conduct.
- 4 Staff, parents or guardians and the DEBASCA management committee will be made aware of the Code of Conduct.
- 5 All consequences shall be relevant to the individual situation and not demeaning to a parent, guardian or child.
- 6 Incidents involving two or more children will be mediated by a member of staff. Parents will be informed of serious incidents and any follow up. Parents will not be permitted to approach the other child or parents of the other child involved in the incident, unless agreed to by both families. This is to avoid unnecessary confrontation. At all times, resolution will be sought as promptly as possible.
- 7 Staff, school, parents or guardians will work in partnership in promoting a consistent and positive approach.
- 8 Parents or guardians who consistently breach this conduct policy may have their child's enrolment suspended at DEBASCA.
- 9 The Police may be notified if parent/guardian conduct within DEBASCA or towards other families and/or staff

Ref. No.	Issued	Version No.	Supersedes	Approved by	Next Revision Due
P-6.5	Aug 2018	2	1	Management Committee	Aug 2021



P-6.5 Parent and Guardian Conduct Policy

CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	Reformatted DEBASCA policies	Nov 2013
	1	Reformatted Policy Number D-25 to P-6.5	Oct 2016
	2	Updated to revised NQS	Aug 2018

Ref. No.	Issued	Version No.	Supersedes	Approved by	Next Revision Due
P-6.5	Aug 2018	2	1	Management Committee	Aug 2021



P-6.6 Diversity and Inclusion

POLICY STATEMENT

Inclusion is acknowledged as an approach where diversity is celebrated. Staff and educators will hold high expectations for the learning and development of all children, recognising that every child treads an individual learning path and will progress in different and equally meaningful ways.

Our service aims to assist all children in developing their full potential regardless of their gender, cultural background, religion, or ability. We recognise the diversity of backgrounds and abilities in our children and help foster an awareness and acceptance of different abilities within each child. Educators will do this through integrating awareness of diversity into the program and positive role modeling of inclusive attitudes and behaviour.

Our educators recognise that children who experience relationships that are built on respect, fairness, acceptance, cooperation and empathy are given the opportunity to develop these qualities themselves. Quality interactions increase their knowledge and understanding of themselves and each other as unique individuals. Educators also recognise the diversity of the Australian culture and will strive to foster an awareness and acceptance of all children and families through the thoughtful integration of a variety of culturally diverse and anti-biased activities in the program. Children are encouraged to explore and share a range of cultural activities and experiences in an environment free from prejudice and harassment.

SCOPE

This policy applies to all DEBASCA stakeholders.

ASSOCIATED DOCUMENTS

Anti-Discrimination Act

National Quality Standard	1.1, 1.2; 5.1, 5.2; 6.1, 6.2
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Education and Care Services National Law Act 2010

Education and Care Services National Regulations

ECA Code of Ethics - <http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2019/08/ECA-COE-Brochure-web-2019.pdf>

DEFINITIONS

DEBASCA	Denistone East Before and After School Care Association
Inclusion	Inclusion involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location) in curriculum decision-making processes. The intent is to ensure that all children's experiences are recognised and valued. The intent is also to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference. (Early Years Learning Framework, p. 45; Framework for School Age Care, p. 41)

RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

PROCEDURE

The service will:

Attitudes and Behaviour

- 1 Accept and value every parent and child regardless of race, cultural background, religion, sex or ability or sexual preference of parents.

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P-6.6	Mar 2023	4	3	Management Committee	Mar 2026



P-6.6 Diversity and Inclusion

- 2 Assist in building an environment that supports inclusion and celebrates diversity
- 3 Display a positive attitude to diversity and make efforts to incorporate awareness of diversity into the program.
- 4 Make themselves aware of the needs and abilities of different children and families.
- 5 Ensure that no child or family is discriminated against on the basis their gender, culture, race, religion, ability, income, marital status or sexual preference
- 6 Ensure that all children, regardless of ability, will be treated as individuals with a balance of competencies and interests as well as needs.
- 7 Treat all children equitably and provide an environment free from prejudice and harassment.

Cultural Diversity

- 8 Show sensitivity to and respect for the range of family structures, social values and child rearing practices (with the exception of child protection concerns) evident with the service's families.
- 9 Acknowledge the right of all children to maintain their language and culture while benefiting from good quality educational programs which take into account the cultural, linguistic, financial and religious diversity of the community at large.
- 10 Acknowledge that cultural diversity is positive and integrate cultural awareness throughout all activities in the program and reflect an attitude of respect and positive appreciation for the differences within our community & society at large.
- 11 Where possible, translate parent information into other languages.
- 12 Be aware of and ensure that festivals and celebrations of many cultures are included in the program, with particular emphasis on celebrations of families using the service.
- 13 Ensure parents have confidence in the service's quality of care for their child by seeking relevant information regarding their cultural heritage and backgrounds.
- 14 Encourage feedback and input from parents in relation to the program, policies or other issues in the service, which are affected by the families' culture or race.

Teaching, Learning and Reflection

- 15 Reflect on the meaning of 'inclusion' and 'diversity' and how both are evident in the service.
- 16 Present children with a variety of positive experiences, which are not based on gender role or cultural stereotypes, and by using a range of materials and equipment. Avoid presenting negative or discriminatory images.
- 17 Act as a positive role model encouraging children to be involved in activities commonly stereotyped for the opposite gender.
- 18 Assist children in understanding that they are able to participate in all experiences.
- 19 Assist children to recognise and reject biased or unfair behaviour towards, or treatment of, others. Support children to work together to communicate, to generate ideas and solve problems.
- 20 Encourage staff/educators to share knowledge of their own cultures with other staff, educators, parents and children and to incorporate this into the program.
- 21 Encourage all children to challenge stereotypes and biases and develop a deep understanding and appreciation of the cultural diversity of the service and the broader community, including Aboriginal and Torres Strait Islander histories and

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P-6.6	Mar 2023	4	3	Management Committee	Mar 2026



P-6.6 Diversity and Inclusion

cultures.

- 22 Be aware of any issues or behaviour, which may be offensive to other cultures and seek to avoid possible offensive behaviour.
- 23 Support inclusion of children from diverse backgrounds and capabilities in collaborative play, projects and experiences with others.

Accessing Support, Training and Resources

- 24 Treat each child as an individual and support his/her own additional needs through the program, working closely with any relevant specialists and aides.
- 25 Wherever possible, access specialised advice and appropriate training and additional resources to meet diverse and/or additional needs.
- 26 Ensure resources and equipment respectfully reflect Australia's Indigenous heritage and multicultural society.
- 27 Undertake training and sharing of information regarding the various cultures and multicultural programming.
- 28 Include all children, recognising and including those with additional care needs on a case by case basis. Children with additional needs may include children with a physical disability, language or learning difficulties, health concerns, behavioural difficulties, or those at risk of abuse or neglect or are particularly gifted. Ensure that support is provided and accessed, as required.
- 29 Enquire and seek support, guidance and assistance from an Inclusion Support team and/or facilitator to ensure support is accessed for both families and the service, where needed.
- 30 Take into account any other support that children may be receiving from professionals such as pediatricians, child welfare workers or psychologists, and seek support or guidance from those professionals, where needed.
- 31 Provide training and awareness programs and support for staff and teams including Indigenous Cultural Awareness, Disability Awareness and other diversity training

Recruitment

- 32 Ensure policies and practices on recruitment and retention of staff and educators reflect the diversity of the wider community
- 33 Embracing workforce diversity – age, gender, race, national or ethnic origin, religion, language, political belief, sexual orientation, disability, marital or family statuses and any other areas of difference
- 34 Be committed to building and maintaining a diverse inclusive workplace. Build a strong culture of diversity and inclusivity, embracing people's backgrounds, experiences and differences and providing opportunities for all employees
- 35 Recognise that each employee brings their own unique capabilities, experiences, and characteristics to their work. Value such diversity within the organisation, and use as strengths for the service in terms of program delivery, connections in the community, relationships with families and children as well as a richer and more diverse workplace
- 36 Maintain a language register of employees who speak and/or read a language other than English. This is to help make connections in the community, as well as seek additional language/cultural support should it be required.

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P-6.6	Mar 2023	4	3	Management Committee	Mar 2026



P-6.6 Diversity and Inclusion

CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	Reformatted DEBASCA policies	Nov 2013
	1	Reformatted policy number E-4 to P-6.6	Oct 2016
	2	Updated to revised NQS	Aug 2018
	3	Re-worded Policy Statement Added 'Inclusion' in Definitions Re-arranged clauses in groupings under sub-headings Removed clause 4 from previous policy (repetitive) Re-worded clause 6 from previous policy. Re-worded and moved to clause 28 Removed clause 7 & 8 from previous policy and moved to Enrolment & Orientation policy Re-worded clause 10 from previous policy and moved to clause 29 Re-worded clause 11 from previous policy and moved to clause 30 Added clauses 2, 7, 8-14, 15-27, 31, 32-36	Nov 2020
	4	Removed P - 5.4 Anti-Bias and Prejudice Policy and merged with Diversity & Inclusion Policy	Mar 2023

Ref. No.	Issued	Version No.	Supersedes	Approved by	Next Revision Due
P-6.6	Mar 2023	4	3	Management Committee	Mar 2026



P-6.7 Dealing with Complaints (Families)

POLICY STATEMENT

We aim to maintain a positive environment for staff, the committee, families and the wider community. We will do this through addressing all work related problems, complaints or concerns as quickly and effectively as possible. The procedure encourages ownership of issues and participation in the resolution process. The highest standards of confidentiality will be practiced at all times. Feedback from families, educators, staff and the wider community is fundamental in creating an evolving service working towards the highest standard of care.

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our Service's procedures for receiving and managing informal and formal complaints. Parents can lodge a grievance with management with the understanding that it will be managed conscientiously and confidentially.

SCOPE

This policy applies to all DEBASCA stakeholders.

ASSOCIATED DOCUMENTS

Privacy conventions

National Regulations	168-173, 176
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National Quality Standard	6.1 Supportive relationships with families 6.2 Collaborative partnerships 7.1 Governance
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DEFINITIONS

Complaint	A complaint is an issue of a negligible nature that can be resolved within 24 hours, and does not require a comprehensive investigation. Complaints include a manifestation of discontentment, such as poor service, and any verbal or written complaint directly related to the Centre (including general and notifiable complaints). Complaints do not include staff, industrial or employment matters, occupational health and safety matters (except associated with the safety of children).
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Grievance	A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. A grievance is a formal statement of complaint that cannot be addressed immediately and involves matters of a more serious nature. For example: If the service is in breach of a regulation causing injury or possible harm to a child.
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DEBASCA	Denistone East Before and After School Care Association
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RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

PROCEDURE

1 Management will ensure:

- 1.1 All parties adhere to our Confidentiality Policy when dealing with grievances. However, in some cases, if a grievance involves a staff member or child protection issues, a government agency may need to be informed.
- 1.2 All grievances are treated seriously and as a priority.
- 1.3 Grievances reflect procedural fairness and natural justice.
- 1.4 The issue is discussed with the complainant within 24 hours of receiving the verbal or written complaint.

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P-6.7	Oct 2022	3	2	Management Committee	Oct 2025



P-6.7 Dealing with Complaints (Families)

- 1.5 The Service investigates and documents the grievance fairly and impartially. This will consist of:
 - 1.5.1 Reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent.
 - 1.5.2 Discussing the nature of the complaint (or breach) and giving the educator or staff member an opportunity to respond.
- 1.6 The Service monitors ongoing behaviour and provides support as required.
- 1.7 Parties are protected from victimisation and bullying.
- 1.8 Complaints are tracked to identify recurring issues within the Service.

2 Families will:

- 2.1 Be informed of our duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to grievances and complaints management and procedures. The grievance procedure for families ensures fair opportunity for all stakeholders to be heard and promotes effective conflict resolution within our Service.
- 2.2 Attempt to discuss their grievances with the relevant Educator associated with a particular child and/or family.
- 2.3 Communicate (preferably in writing) any concerns they may have. A Complaints form will be made available to families at the centre.
- 2.4 Raise any unresolved concerns with the Nominated Supervisor.
- 2.5 Maintain confidentiality at all times.

3 Educators will:

- 3.1 Listen to the family's view of what has happened.
- 3.2 Clarify and confirm the grievance, documenting all the facts prior to the investigation.
- 3.3 Encourage and support the family to seek a balanced understanding of the issue.
- 3.4 Discuss possible resolutions available to the family. These would include external support options.
- 3.5 Stimulate, encourage, and assist the family to determine a preferred way of solving the issue.
- 3.6 Record the meeting, confirming the details with the family at the end of the meeting.
- 3.7 Maintain confidentiality at all times.

4 If the grievance cannot be resolved, it is to be referred to the Nominated Supervisor who will investigate further:

- 4.1 If appropriate, collect relevant written evidence. This evidence will be treated in strict confidence.
- 4.2 Ensure evidence is kept in a secure and confidential place.
- 4.3 Involve the Management Committee (Approved Provider) in the conflict resolution, where necessary. Families can email the Management Committee confidentially to PMC@debasca.org.au.
- 4.4 Should it be necessary to interview relevant people concerning the grievance, their involvement should be kept to the minimum necessary to establish the facts.
- 4.5 They must also be made aware that the matter is to be kept confidential.

Ref. No.	Issued	Version No.	Supersedes	Approved by	Next Revision Due
P-6.7	Oct 2022	3	2	Management Committee	Oct 2025



P-6.7 Dealing with Complaints (Families)

5 If after investigation, it is concluded that the grievance is substantiated:

- 5.1 Both parties will be told of the decision and the reason for it.
- 5.2 Immediate and appropriate steps will be taken to review the incident/complaint and prevent the grievance from recurring.
- 5.3 Notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised.

6 If after investigation, it is concluded that the grievance is not substantiated:

- 6.1 Both parties will be told of the decision and the reason.
- 6.2 The family will be informed that if they are not satisfied with any decision relating to the grievance procedure that they should consult with an external body for further advice such as the Regulatory Authority on 1800 619 113 (toll free)

CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	Reformatted DEBASCA policies	Nov 2015
	1	Changed name to Grievances Procedures (Families) Reword policy statement for clarity	Nov 2017
	2	Changed name to Dealing with Complaints (Families) Added definition of complaint and grievance Added 5.3 and reworded 6.2	Nov 2018
	3	Added email address to 4.3	Oct 2022

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P-6.7	Oct 2022	3	2	Management Committee	Oct 2025