

## 2.21 Children's Transition to OSHC (Out of School Hours Care) Policy

The service recognises and acknowledges the importance of ensuring children have a smooth transition into the school age care setting. Through this policy, the service aims to identify and address the support structures and activities required to assist families and children of all ages in making this transition.



### Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *National Quality Standard, Quality Area 1 – Educational program and practice; Quality Area 2 – Children's health and safety; Quality Area 5 – Relationships with children; Quality Area 6 – Collaborative partnerships with families and communities*
- *Policies: 2.1 – Respect for Children, 2.4 – Arrivals and Departures of Children, 2.6 – Behaviour Support and Management, 2.11 – Including Children with Special/Additional Needs, 2.14 – Bookings and Cancellations, 3.1 – Educational Program Planning, 4.6 – Medication, 4.8 – Sun Safety, 4.10 – Anaphylaxis, 4.15 – Asthma, 4.17 – Children with Medical Conditions, 5.2 – Food and Nutrition, 9.1 – Access, 9.2 – Enrolment, 9.3 – Communication with Families, 9.5 – Complaints Handling, 10.18 – Court Orders and the Release of Children in Care.*



### Procedures

The service will endeavour to establish links with the school and wider childcare community to build relationships with prospective families and children.

As part of the service enrolment process, the parent/carer will be required to provide relevant information which will enable educators to properly care for their child. This shall be in the format of appropriate questions on the enrolment form and include (but not limited to) information such as:

- Full name and preferred name, if relevant, and age.
- Any health care needs, allergies or other relevant medical conditions.
- Any special physical, emotional, dietary, religious, cultural, or other needs or considerations relating to the child; and
- The child's likes, dislikes, or phobias.

As part of the enrolment process, an enrolment pack will be provided for families. The enrolment pack includes the service's Family Handbook and policies and procedures that are relevant and important for families.

The service shall have the right to request any information regarding the child/ren's needs as far as it may impact on their ability to participate in the program and be appropriately cared for within the service.

Through the service enrolment process, parents/carers will be requested to attend a short interview with the Coordinator/Responsible Person as well as being encouraged to visit the service with their child during operating hours to:

- Meet the Coordinator and educators of the service.
- Tour the approved areas of the service including both indoor and outdoor areas.
- View the service routines such as breakfast or afternoon tea; and
- Observe children involved in activities.

During the child's first attendance at the service, educators will:

- Respectfully acknowledge each child and their parent/carer on arrival, ensuring they feel welcome.
- Introduce them to other educators and children.
- Familiarise them with the service routines such as mealtimes and hand washing.
- Clearly explain the service rules and behaviour expectations; and
- Facilitate the child's involvement in group experiences to support them in forming new friendships.

Children starting at the service who are in Prep will be escorted to the classroom on being signed out from Before School Care and escorted from the classroom to After School Care by an educator. Educators will support children to follow classroom expectations and teacher routines (e.g., bag/lunchbox storage, handing in homework, etc.).

The service will support new families by ensuring that any issues or concerns involving their child's commencement at SAC are discussed in a friendly, respectful, and timely manner.

Educators will endeavour to develop responsive and respectful relationships with new children through regular and genuine interactions and conversations. Educators will talk to children about their interests and seek their suggestions for activities they would like to be involved in.

To support children's smooth transition to care, educators will ensure that children can access quiet places to rest, to be alone or to interact calmly with other children and educators.

DATE DEVELOPED	DATE RATIFIED	DATE REVIEWED	DATE RATIFIED
August 2018	August 2018	May 2021	May 2021
		Feb 2022	July 2022