



SAFE ARRIVAL OF CHILDREN POLICY



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POLICY RATIONALE

At Team Holiday PTY LTD (Trading as TeamKids), we are committed to providing a safe and nurturing environment for children in our care. The Safe Arrival of Children Policy is designed to ensure the smooth and secure arrival/departure of children into our Outside School Hours Care (OSHC) program, in accordance with regulation 168 & 169 of the National Regulations.

POLICY PROCEDURES

HOURS OF OPERATION

The service operates at various hours, Monday to Friday, depending on the individual service and during school holiday periods, except for Public Holidays, to meet the school community's needs. These hours will be reviewed and may be amended if required.

DUTY OF CARE

TeamKids duty of care for the children begins when the child enters or leaves the premises **and** is signed into the service, by an authorised person. The duty of care ceases when the parent or authorised person signs the child out of the service. TeamKids will not permit a child to sign themselves in or out of the service and will decline this type of request from a parent/guardian (See Refusal of Authorisation Policy & Delivery and Collection Policy).

PURPOSE:

- Ensure that children are welcomed into our OSHC service with care and consideration for their emotional well-being.
- Provide clear procedures and guidelines for educators, families, and children to facilitate a smooth transition into/out of our OSHC program.
- Promote effective communication and collaboration between educators and families to support children during the transition process.
- Promote effective communication with the premises/school in which the service operates from.

GUIDING PRINCIPLES:

- **Child-Centered Approach:** We prioritize the needs and comfort of each child, recognizing their individuality and unique experiences during the transition process.
- **Safety and Security:** The safety and security of children are paramount. We implement procedures to ensure that children are welcomed into our OSHC service in a safe and secure environment.

- **Effective Communication:** Open and transparent communication between educators, families, schools and children is essential to facilitate a successful transition into/from our OSHC program.
- **Positive Relationships:** We strive to build positive and trusting relationships with children and families to support them during the transition process.
- **Supportive Environment:** We create a supportive and inclusive environment where children feel valued, respected, and welcomed into our OSHC service.

EDUCATORS:

- TeamKids will work in conjunction with families, children and school representatives to support transitions for all children.
- TeamKids will ensure to follow the child non-arrival procedure when children do not arrive as expected (As outlined in the Non-arrival of Children Procedure).
- TeamKids has clearly defined roles and use effective communication to ensure that management, educators and staff are aware of their responsibilities in relation to the travel of children to and from the service.
- Educators will be prepared and know the risks involved when children travel to or from the service (As per the service Transition Risk Assessment)
- The service Transition Risk Assessment, required in accordance with regulation 102AAC, helps educators identify the risks involved in children while moving to or from the service. This will be reviewed at least every 12 months or if a further risk relating to a child's travel is identified (e.g. building works at the school). This document is maintained on the service Trello board and an update date is listed on the card, to ensure this is completed in a timely manner.

The matters that must be included in the risk assessment are:

R102AAC (3)

(a) identify and assess any risks that a child's travel between an education and care service and any other education or early childhood service may pose to the safety, health or wellbeing of the child; and

(b) specify how the identified risks will be managed and minimised.

R102AAC (4)

(a) the age, developmental stage and individual needs of the child.

(b) the role and responsibilities of the following persons (if applicable)—

(i) in the case of a child who leaves the service premises to travel to an education and care service premises of another education and care service, the nominated supervisor of each service.

(ii) the child's parent.

(iii) an authorised nominee named in the child's enrolment record.

(iv) a person authorised by—

(A) the child's parent; or

(B) an authorised nominee named in the child's enrolment record.

(c) the role and responsibilities of the service the care of which the child is entering or leaving.

(d) the communication arrangements between the service the child is leaving and the service the child is entering including any communication arrangements if the child is missing or cannot be accounted for during the child's travel.

(e) the procedure to be followed by the service if the service has identified that the child is missing or cannot be accounted for during the child's travel.

(f) given the risks posed by the child's travel, the number of educators or other responsible adults that are appropriate to provide supervision.

(g) the proposed route and destination, including any proximity to harm and hazards.

(h) the process for entering and exiting—

(i) the service premises; and

(ii) the pick-up location or destination (as required).

(i) the procedure to be followed by the service to ensure the child leaves the service premises in accordance with regulation 99(4)(b).

(5) If, after conducting a risk assessment, a risk relating to a child's travel is identified, the approved provider must make any necessary updates to the safe arrival of children policies and procedures as soon as practicable.

(6) The approved provider must keep a record of each risk assessment conducted under this regulation.

- TeamKids will ask families for their contributions to the policy and procedures as well as the formation of the risk assessment by sharing the proposed transition and safe arrival process as agreed with the school in which they are located. If a family/guardian raises a concern about what is place/proposed, the service will work with that family to consider if individual transition agreements are required to support children's individual needs. A sign at the main entrance to the service describes what risk assessments are in place and notified families/guardians to ask the responsible person, if they'd like to read any or all of these at any time.
- The route for children to be taken and the role of educators to support this transition will be determined in partnership between the school in which the service is located and the service. For example, children in their first year of school, or in pre-school aged school units, may be delivered to or collected from their school room for a period of time such as first term or the entire school year. Older children may be responsible for transitioning to the OSHC room or designated meeting point. This arrangement will be communicated to each child's parent/guardian on enrolment and orientation.
- We acknowledge the important role played by our service leaders, educators and staff, ensuring they are provided with the necessary training and support to implement the policies and procedures for the transition to, and collection from, the service.
- Educators will consider the number of children, ages and developmental stage of children; visibility and accessibility of children during transitions; environment, location or route; the experience, knowledge and skill of each educator; the requirements of the individual children and the capacity of an educator to immediately respond to a situation requiring urgent intervention.

CHILDREN:

- Educators will work with children to outline the process so that all children are clear on their movements and expectations to transition to after school care as soon as the school day ends.
- Children, where required, will meet with educators at a meeting point in the school and walk together into afterschool care.
- Children will be unable to sign themselves in or out of the service.
- Should a child not arrive after school care as expected, the non-arrival of children policy will be implemented (As outlined in the Non-arrival of Children Policy)

SCHOOL/FAMILY/COMMUNITY:

- Parents/guardians are responsible for ensuring their child/ren's enrolment bookings are correct and up to date.
- Parents/guardians/authorised nominees, must deliver their child directly into the service for Before School Care sessions and make educators aware their child/ren has arrived. Children are not to be permitted to arrive alone or travel to Before School Care without their parent/guardian/authorised nominee.
- It is the responsibility of parents and guardians to ensure clear communication with TeamKids if their child/children will be absent for a booked session.
- It is the responsibility of parents/guardians to ensure that the service is made aware of any extracurricular activities in which their child/children may be attending prior to their booked session at TeamKids, including the completion of the required documentation for this process.
- It is the responsibility of the parents/guardians to ensure enrolment contains current authorised nominees (as per Delivery and Collection Policy)
- Schools and families/guardians will work in conjunction with TeamKids to determine who is responsible for the child's safety during a period of travel.

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