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## **Policy Statement**

The Organisation aims to ensure the safety and welfare of the children by ensuring clear communication and co-operation between the Service, families and School. The Service is not responsible for children's welfare until they have been placed into the Services care. Clear procedures on absent children will be followed at all times.

## **Procedures**

### **Absent Children**

- ✓ Families must advise the Service if their child will be absent on a day that they are booked into care via email, text message or phone.
- ✓ Parents must indicate the expected amount of days the child will be absent.
- ✓ Families will be informed of this requirement on enrolment and the importance of Educators knowing of a child's absence.
- ✓ Educators must note any absence in the diary, on the day the child is to be absent - Am/Pm/all day
- ✓ If the child was at School, the Educator marking the roll will ensure the parent is contacted as soon as possible to find the whereabouts of the child:
  - If the child is with the parent, or they can confirm the safety of their child, the Educator should remind them of their responsibility to contact the Service if their child is absent on a booked day.
  - the current non notification fee will apply.
- ✓ If the Educator cannot contact the parent:
  - call all phone numbers and leave messages on any answering machines/voice mail for parents/carers.
  - call any emergency contacts listed on the child's enrolment.
  - continue to try and make contact with the child's family.
- ✓ If the parent /carer or emergency contact person states that the child should be in care they are considered a Missing Child.

### **Missing children**

- ✓ Should a child not be in care when parents have stated they should be, the child will be considered missing.
- ✓ Responsible Person will ensure that either they or another Educator ensures the following steps are taken:
  - ask the other children of their knowledge of where the child might be.
  - contact the School office and teaching Staff for any leads on where the child may be.
  - follow any leads on where the child may have gone, home with friends, training, music lessons etc.
  - keep the family well informed of the situation.
  - ensure all the other children are well supervised during this time.
- ✓ If the child is still not found then the Responsible Person will:
  - contact the Police.
  - continue to keep in contact with the School and child's family.
  - ensure all the other children are well supervised during this time.

### **Children that runaway**

- ✓ On advice from Regulatory Authority, Educators are not to chase children who run away from the Service as it puts the remaining children with incorrect Staff:child ratio.
- ✓ The following steps will be taken:
  - Families are informed on enrolment that Educators will not chase a child who runs away from the Service.
  - Educators will be informed of any special needs children that may wonder away from the Service.
  - If the family is unable to be contacted an authorised person listed on the child's enrolment will be contacted.
  - If Educators are unable to contact a parent, carer or authorised person then the Police will be informed.
  - If the child is hurt or injured in anyway outside the Service grounds, the Organisations Management, Educators or any other authorised person will not be held liable as it is our Organisations Policy that children must remain within the boundaries set by the Educators.

## Considerations

### Education and Care Services National Law

161	Offence to operate education and care service without nominated supervisor
162	Offence to operate education and care service unless responsible person is present
162A	Persons in day-to-day charge and nominated supervisors to have child protection training
165	Offence to inadequately supervise children
301	National Regulations

### Education and Care Services National Regulations

Reg 85	Incident, injury, trauma and illness policies and procedures
Reg 86	Notice to parents of incident, injury, trauma and illness
Reg 87	Incident, injury, trauma and illness record
Reg 98	Telephone or other communication equipment
Reg 99	Children leaving the education and care service premises
Reg 104	Fencing
Reg 155	Interactions with children
Reg 156	Relationships in groups
Reg 157	Access for parents
Reg 168	Education and care service must have policies and procedures

### Education and Care Services National Quality Standards

Quality Area	Standard	Element
QA 2 Children's health and safety	2.1 Health	2.1.1 Wellbeing and comfort
	2.2 Safety	2.2.1 Supervision
QA 5 Relationships with children	5.1 Relationships between educators to children	5.1.1 Positive educator to child interactions
	5.2 Relationships between children	5.2.2 Self-regulation
QA 6 Collaborative partnerships with families and communities	6.2 Collaborative partnerships	6.2.1 Transitions
QA 7 Governance and leadership	7.1 Governance	7.1.2 Management systems

### Activity Centres Inc. Policies and Procedures

Child Behaviour Management	Reporting to the Regulatory Authority
Child Safe Environment	Responsible Person
Delivery and Collection of Children	Staff Child Ratio
Enrolment	Supervision
First Aid Policy – Management of Incident, Injury, Illness and Trauma	Work, Health and Safety

### My Time Our Place

<u>Learning Outcome 1</u> Children have a strong sense of identity	<ul style="list-style-type: none"> <li>Children feel safe, secure, and supported</li> <li>Children develop their autonomy, inter-dependence, resilience and sense of agency</li> <li>Children learn to interact in relation to others with care, empathy and respect</li> </ul>
<u>Learning Outcome 2</u> Children are connected with and contribute to their world	<ul style="list-style-type: none"> <li>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</li> <li>Children respond to diversity with respect</li> </ul>

# Absent and Missing Children Policy

	<ul style="list-style-type: none"> <li>Children become aware of fairness</li> </ul>
<u>Learning Outcome 3</u> Children have a strong sense of wellbeing	<ul style="list-style-type: none"> <li>Children become strong in their social and emotional wellbeing</li> </ul>
<u>Learning Outcome 4</u> Children are confident and involved learners	<ul style="list-style-type: none"> <li>Children develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</li> </ul>
<u>Learning Outcome 5</u> Children are effective communicators	<ul style="list-style-type: none"> <li>Children interact verbally and non-verbally with others for a range of purposes</li> </ul>

## Early Years Learning Framework

<u>Learning Outcome 1</u> Children have a strong sense of identity	<ul style="list-style-type: none"> <li>Children feel safe, secure, and supported</li> <li>Children develop their emerging autonomy, inter-dependence, resilience and sense of agency</li> <li>Children learn to interact in relation to others with care, empathy and respect</li> </ul>
<u>Learning Outcome 2</u> Children are connected with and contribute to their world	<ul style="list-style-type: none"> <li>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</li> <li>Children respond to diversity with respect</li> <li>Children become aware of fairness</li> </ul>
<u>Learning Outcome 3</u> Children have a strong sense of wellbeing	<ul style="list-style-type: none"> <li>Children become strong in their social and emotional wellbeing</li> </ul>
<u>Learning Outcome 4</u> Children are confident and involved learners	<ul style="list-style-type: none"> <li>Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</li> </ul>
<u>Learning Outcome 5</u> Children are effective communicators	<ul style="list-style-type: none"> <li>Children interact verbally and non-verbally with others for a range of purposes</li> </ul>

## Legislation

Children and Young Persons (Care and Protection) Act 1998	UN Convention on the Rights of the Child
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Policy is only endorsed if initialled by 2 members of the Management Committee  
 Endorsed by the Management Committee on the 31 March 2023  
 Absent and Missing Children Policy is to be reviewed by the 31 March 2028