

(Revised September 2025)

## **Policy statement:**

Mueller College Outside School Hours Care (OSHC) Service recognises that children and young people may experience emotional or psychological trauma during care. While everyday feelings of sadness or frustration are part of normal childhood, educators will respond with care when a child or young person experience sustained distress or significant emotional impact. This may include events such as family separation, conflict with peers, exposure to distressing incidents, or prolonged dysregulation. The Service is committed to responding sensitively, supporting recovery, and maintaining clear communication with families where appropriate.

## **Background:**

The Education and Care Services National Regulations require services to have policies and procedures that address trauma alongside incidents, injuries, and illness. This policy clarifies how emotional trauma will be defined, managed, and recorded in OSHC to ensure that reporting is practical, consistent, and meaningful for families.

## **Important terms:**

<b>Children and young people</b>	Refers to the children and young people present in the care environment.
<b>Educator</b>	Refers to the staff employed by the Service to provide care for children and young people attending.
<b>Parent/guardian</b>	Refers to the primary carer/s of the child or young person attending the Service.
<b>Family</b>	Refers to the group of people, including the primary carer which engage daily with the child or young person in the home environment.
<b>Nominated supervisor</b>	The person designated under the Education and Care Services National Law as responsible for the day-to-day management of the Service.
<b>Approved provider</b>	The individual or organisation that holds the licence to operate the Service and is legally responsible for ensuring compliance with the Education and Care Services National Law and Regulations.
<b>Trauma</b>	For the purposes of this policy, "trauma" refers to: <ul style="list-style-type: none"> <li>Emotional or psychological trauma: where a child experience sustained distress that significantly impacts their participation, relationships, or wellbeing while in care.</li> <li>This does not include brief upset, everyday conflict, or short-term emotional reactions that are resolved with educator support.</li> </ul>
<b>Recordable trauma</b>	An event that requires documentation because it had a significant or lasting impact on the child's wellbeing, required extended educator intervention, or raised concerns of harm.

## **Legislation**

### **National Quality Standard (NQS):**

**Quality Area 2: Children's Health & Safety**

**7: Governance & Leadership**

<b>2.1</b>	<b>Health</b>	Each child's health and physical activity is supported and promoted.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
<b>2.2</b>	<b>Safety</b>	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
<b>7.1</b>	<b>Governance</b>	Governance supports the operation of a quality service.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

## **Education and Care Services National Regulations**

85	Incident, injury, trauma and illness policies and procedures The incident, injury, trauma and illness policies and procedures of an education and care service required under regulation 168 must include procedures to be followed by nominated supervisors and staff members of, and volunteers at, the service in the event that a child— (a) is injured; or (b) becomes ill; or (c) suffers a trauma.
86	Notification to parents of incident, injury, trauma and illness The approved provider of an education and care service must ensure that a parent of a child being educated and cared for by the service is notified as soon as practicable, but not later than 24 hours after the occurrence, if the child is involved in any incident, injury, trauma or illness while the child is being educated and cared for by the education and care service.

	Penalty: \$2200.
87	<p>Incident, injury, trauma and illness record</p> <p>(1) The approved provider of an education and care service must ensure that an incident, injury, trauma and illness record is kept in accordance with this regulation.</p> <p>(2) A family day care educator must keep an incident, injury, trauma and illness record in accordance with this regulation.</p> <p>(3) The incident, injury, trauma and illness record must include—</p> <p>(a) details of any incident in relation to a child or injury received by a child or trauma to which a child has been subjected while being educated and cared for by the education and care service or the family day care educator, including—</p> <p>(i) the name and age of the child; and</p> <p>(ii) the circumstances leading to the incident, injury or trauma; and</p> <p>(iii) the time and date the incident occurred, the injury was received or the child was subjected to the trauma;</p> <p>(b) details of any illness which becomes apparent while the child is being educated and cared for by the education and care service or the family day care educator including—</p> <p>(i) the name and age of the child; and</p> <p>(ii) the relevant circumstances surrounding the child becoming ill and any apparent symptoms; and</p> <p>(iii) the time and date of the apparent onset of the illness;</p> <p>(c) details of the action taken by the education and care service or family day care educator in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the education and care service or family day care educator, including—</p> <p>(i) any medication administered or first aid provided; and</p> <p>(ii) any medical personnel contacted;</p> <p>(d) details of any person who witnessed the incident, injury or trauma;</p> <p>(e) the name of any person—</p> <p>(i) whom the education and care service notified or attempted to notify, of any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the education and care service or family day care educator; and</p> <p>(ii) the time and date of the notifications or attempted notifications;</p> <p>(f) the name and signature of the person making an entry in the record, and the time and date that the entry was made.</p> <p>(4) The information referred to in subregulation (3) must be included in the incident, injury, trauma and illness record as soon as practicable, but not later than 24 hours after the incident, injury or trauma, or the onset of the illness</p>

## Education and Care Services National Law

167	<p>Offence relating to protection of children from harm and hazards</p> <p>(1) The approved provider of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.</p> <p>Penalty:</p> <p>\$11 400, in the case of an individual.</p> <p>\$57 400, in any other case.</p> <p>(2) A nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury.</p> <p><b>Penalty: \$11 400.</b></p>
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### Principles:

Ensure that all trauma incidents are appropriately supported, recorded (where required), and communicated whilst recognising the difference between normal developmental upset and significant trauma. To prioritise children and young person's emotional safety and wellbeing while maintaining achievable expectations for educators.

### Procedure

#### **Children and Young people will:**

- Be supported to express their feelings in safe and respectful ways.
- Have their voices heard when sharing concerns, worries, or experiences.
- Be encouraged to participate in calming, regulating, and problem-solving strategies.
- Be provided with safe spaces and trusted adults when experiencing distress.
- Be reassured that their emotions are valid and respected.

#### **Parents/guardians Will:**

- Be informed of significant trauma incidents within 24 hours.
- Be encouraged to share relevant background information (e.g., family circumstances, transitions, or stressors) that may support educators in responding appropriately.
- Be treated with sensitivity and respect in discussions relating to their child's emotional wellbeing.

- Partner with educators to develop strategies that support the child's ongoing regulation and participation.
- Receive appropriate referrals to additional supports or agencies where required.

### **Educators will:**

- Provide immediate emotional support and reassurance when a child is distressed.
- Monitor the child's ongoing wellbeing throughout the session.
- Determine whether the event is recordable trauma:
  - The child's distress is prolonged and impacts their ability to participate.
  - The child requires extended one-on-one support or removal from activities.
  - The child discloses sensitive information (e.g., family separation, conflict, grief) that indicates significant emotional impact.
  - The child's presentation raises concerns of risk of harm (in which case the Child Protection Policy is followed).
- Record the event on the illness, injury, incident & trauma record within 24 hours if it meets the above criteria.
- Notify Parents/carers of significant trauma incidents as soon as practicable and complete a trauma record report. Should a child or young person be in distress for a period extending beyond 20 minutes or show significant signs of distress, educators should contact the parent/guardian to discuss the event., but educators may choose to share them in daily communication.
- Minor upsets or short-lived emotional episodes that can be resolved quickly will not be formally recorded but may be shared with families informally at collection if appropriate.
- Be given the opportunity to participate in training or professional development on trauma-informed care (how to recognise trauma, de-escalation strategies, regulating, emotional support).
- Monitor not just outward distress but subtle changes (behaviour, mood, sleep, interaction with peers) that might indicate longer-term impact.
- Within reason and as directed by the nominated supervisor or approved provider, collaborate with any specialist supports the child may have (counsellors, therapists) when those are involved.
- Maintain confidentiality, respect the child's privacy, and avoid discussing trauma incidents in front of other children.
- Self-care: be aware of their own emotional responses and access support if incidents are affecting them (supervision, debriefing).

### **Approved provider & Nominated Supervisor will:**

- Support educators in deciding whether trauma is recordable.
- Support educators to notify families appropriately and sensitively.
- Escalate to external agencies when required under child protection obligations.
- Ensure records are stored securely and available for inspection as required by regulation.
- Ensure all educators have access to appropriate training in trauma awareness and management.
- Foster a supportive environment for educators, including debriefs after serious or emotionally heavy incidents.
- Monitor consistency in how trauma incidents are identified, recorded, and followed up, ensuring policies are actually applied.
- Ensure there are resources (time, tools, spaces) to support children after trauma (quiet spaces, emotional regulation tools).
- Ensure effective communication channels with families, including sensitively sharing information and involving them in follow-up strategies.
- Ensure records are maintained securely, that privacy is treated properly, and that any legal / regulatory reporting is done when needed.

- Share the 'Trauma Policy and Procedure' with all employees upon their induction and ensure it is available to staff and families at all times.
- Provide additional professional development as needed and during review processes.
- Review all Service policy annually through consultation with all stakeholders or sooner should there be identified changes or updates to legislative requirement.

## See Also:

- Mueller OSHC Record Keeping Policy & Procedure
- Mueller OSHC Risk Management Policy & Procedure
- Mueller OSHC First Aid Policy & Procedure
- Mueller OSHC Illness Policy & Procedure
- Mueller OSHC Medical Conditions Policy & Procedure
- Mueller OSHC Child Protection Policy & Procedure
- Mueller OSHC Notification and Reporting Policy & Procedure
- Mueller OSHC Medication Policy & Procedure

## REFERENCES:

- Education and Care Services National Law Act 2010, Current as at October 2024
- Education and Care Services National Regulations, Current as at September 2025
- Education and Care Services National Law Act (QLD) 2011, Current as at September 2025
- Child Protection Act 1999 (Current as at 20 September 2025)
- Guide to the National Quality Framework, Revised September 2025
- National Quality Standard, Revised 1 February 2018
- Guide to the National Quality Standard, Revised May 2022
- Education and Care Services National Law Act (QLD) 2011, Current as of Dec 2024
- My Time, Our Place – Framework for School Age Care in Australia – Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments. Ver2.0, Revised 2022
- The Code of Ethics – Early Childhood Australia Inc. (2025 update)

## REVIEW

POLICY REVIEWED BY:	Rachel Rose	OSHC Director	12/09/25
POLICY REVIEWED	SEPT 2025	NEXT REVIEW DATE	JAN 2026
VERSION NUMBER	V1.1		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• New legislation</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		PAST REVIEW DATE
	<ul style="list-style-type: none"> <li>• Policy created (Trauma separated from illness and injury policy).</li> </ul>		JAN 2025