

View results

Respondent

41

Anonymous

242:46

Time to complete



1. Full name

P01P01

2. Phone number

P03

3. Email *

P03

4. What is the name of the Service you wish to complain about? *

Isabella Plains Early Childhood School Service Centre - Before and After School Care Coordinator

5. Have you raised the complaint directly with the Service?

- If **yes**, what was the response?

- If **no**, please indicate why you have chosen not to raise this issue with the Service? *

No

Since my complaint concerns my child's rights, safety, and inclusion in the OSHC service, I would feel more confident if it is investigated by independent professionals outside of the service to ensure impartiality.

6. What is your relationship to the Service? *

- ☒ Parent or Guardian
- ☐ Staff Member
- ☐ Other

7. How long have you had an association with the Service for? *

1 year

8. When did the incident(s) occur? Please indicate dates (or date ranges) and approximate times (if known).

*

Wednesday 16th of October 2024 and onwards.

9. If there has been a delay in reporting, please state the reasons for the delay.

I approached the OSHC Coordinator, P0-P01 about her ongoing complaints regarding my son and implemented the strategies she suggested. I also requested that she communicate any further concerns via email or phone. Despite this, she did not follow through and has continued her unprofessional behaviour toward us and has shown a pattern of mistreating my child and us.

10. What are the names and date of birth of the children involved in the incident?

P0-P01 P02 (My Son)

11. What are the names of the educators(s), staff member(s) or other persons involved in the incident?

P0-P01

12. Please tell us about the details of your complaint.

You may wish to consider such details as:

What happened?

Where did it happen?

Has it ever happened before?

Who was present?

Who was involved?

Have you discussed the incident with anyone else?

Has any action been taken?

P01 who is five years old, was diagnosed with P05 at age two and underwent surgery at two and a half. Since then, he has been receiving support through the NDIS due to P05 and regularly attends occupational and speech therapy. He has been diagnosed with P05 by his psychologist and is currently on the waiting list for an P05 assessment, overseen by the ACT developmental pediatrician. All of P01 teachers and caregivers, including P01 have been fully informed of these diagnoses, and a behaviour support plan has been put in place to help him with his challenges.

However, it is clear that P01 is not following his behaviour support plan, nor does she seem to have any strategies in place to effectively support him. This has created an environment that feels unwelcoming not only to P01 but to us as his parents. Despite my efforts to discuss my son's needs and progress with her, she consistently displays an unprofessional attitude, dismisses our concerns, and does not communicate openly about his day.

As part of preparing P01 emotionally every night, I talk to him about what his plan for the day after. P01 has told me he feels sad when I prepare him the night before and he always mentions that he is sad because he isn't allowed to join in activities, often being told "no. Or when he joins she asks them to pack up immediately. P01 also frequently complains about him right in front of us during drop-off and pick-up times. She consistently talks about negative things about him, never saying anything good about his day.

One of the issues she was raising, is that my P01 being dropped off sleepy and might want an extra nap before starting his day. Therefore, I placed him on one of the rugs with a cushion to rest and get up when he was ready to engage for the day. She kept on insisting that she couldn't cater for this, I worked with my son and within 2 days I made progress and was able to get him awake and walk to before care.

Sadly, today, P01 was hurt when he got out of the car and was upset, and when we picked him up and walked in, P01 rushed to us, saying "Wakee wakee." We tried to explain that he was awake but, he was hurt while we were walking inside, however, she didn't show any interest in trying to comfort him or take him in. Instead, she called another staff member to handle him. When we called later to check on him, the staff member was passing the phone to her she said "Of course" dismissively when the staff mentioned that it was about P01. This makes us feel that she does not want to deal with him or with us.

We straight away said why are you doing this, you are always unwelcoming, and not supportive, her reply was I am following the procedures if you have any issue take it to the management. Is there a service procedure that forbids a parent to pick up their child during drop-offs?

We have done our best to follow all the suggestions provided to us, including making sure P01 is fully awake when he arrives and walks in which was challenging to a child with extra needs. But I feel we've reached a point where the treatment he is receiving is no longer acceptable.

Because of these issues, I no longer feel that P01 is safe or supported at the centre. I no longer feel comfortable and trust that he is being cared for while I am at work. This is affecting not only my child's well-being but mine as well.

Please note, that I work as a year 2 teacher. I need to feel safe about my child for me to fully focus on my job and provide the education my students require. However, since P01 has been the coordinator, there have been only concerns and fear inside me towards my son.

On the other hand, P01 doesn't cope well with change. Therefore, moving him to another service is not something I can consider.

I am looking forward to hearing the outcome of your investigation so I can have a piece of mind that my child is in a safe and caring environment.

13. Do you have any other information (documents, memos, emails, photographs) that could substantiate the allegation(s)? If **yes**, please email a copy of these documents to complaintsCECA@act.gov.au.

Unfortunately no, as it has always been verbal communication.