

Policy and Procedures 2021



PRECIOUS STONES
FAMILY DAY CARE

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INTRODUCTION

Precious Stones Family Day Care is a home based child care and education service which places the wellbeing of the child as paramount.

VISION

Excellent education and care with quality outcomes – for every child, every day in care

STATEMENT OF PHILOSOPHY

Precious Stones Family Day Care values and believes in the uniqueness, flexibility and quality of child care and education with in supportive home based environments. We strive to provide consistent excellence aimed at meeting the varying needs of the children and families within our community.

Through training, mentoring and supportive partnerships we empower and inspire our Educators to provide creative programming and sensory rich learning environments in which all children can safely flourish. We embrace inclusive practices ensuring every child is provided the support and enrichment at an individual level required to develop their understandings of the world in which they live and to reach their full potential.

This potential is achieved through a play based curriculum and opportunities to:

- ❖ Imagine, create and play
- ❖ propose theories and reasons
- ❖ master skills
- ❖ have meaningful experiences
- ❖ express thoughts and ideas
- ❖ solve problems
- ❖ engage in reflective thinking
- ❖ explore diverse ways of knowing, thinking and learning

We believe that forming meaningful and supportive partnerships with our educators, families and wider community is our greatest strength and the key to achieve the best outcomes for each and every child. We view trust as vital to the formation of successful relationships thus aim to uphold the values of respect, integrity and transparency in all our dealings and interactions.

We value, respect and integrate our indigenous heritage and the diverse cultures of children and families within our community - locally, nationally and internationally. We acknowledge the importance of seeing oneself reflected within the learning environment in order to be able to developing a strong sense of self, belonging and emotional well-being.

We acknowledge that learning occurs best when children feel emotionally secure and are safe and happy and that it is their right to be respected, encouraged, supported and valued through trusting and caring relationships with their Educators. We believe it is a primary role of our Educators to provide the positive reinforcement, encouragement and interactions to make learning possible.

We acknowledge children as capable, competent, co-contributors and active participants in their own learning and invite their active input into what and how they want to learn. In addition we respect and support families as children's first and primary teachers and also actively seeking out their input.

Our Statement of Philosophy has been inspired and guided by the Early Years Learning Framework and the Victorian Early Years Learning and Development Framework.

PURPOSE OF POLICIES

PRECIOUS STONES FAMILY DAY CARE POLICES

- Provide an ongoing working document to guide high quality practice across all aspects of service provision
- Ensure that the service continuously meets minimum standard and compliance requirements of the Education and Care National Quality Framework
- Ensure the services compliance with Family Assistance Law and other related legislation

- Ensure streamline and consistent internal processes, practices and decision making across the service
- Provide support understanding and set expectations for each stakeholder in relation to their roles and responsibilities
- Communicate the values and vision of the Service
-

SCOPE OF POLICIES

This policy and its procedures relate to:

- Approved Provider
- Nominated Supervisor
- Educational leaders
- Coordinator
- Educator's
- Educator Assistant's
- Children enrolled at the Service
- Families (refer definition)
- Visitors, including auxiliary employees, students and volunteers

APPLICATION AND RESPONSIBILITIES

Implementation, amendments, monitoring and version control is to be documented and stored for reflection and version control. The approved provider of the service is responsible to ensure policies remain current, relevant, are circulated and available to stakeholders and are followed and implemented.

Approved Provider is responsible for:

Ensuring each home or venue is operating and implementing the:

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- National Quality Standards
- Approved Learning Framework/s

This will be achieved through the provision of training and supports such as:

- Communicating the Service's Statement of Philosophy
- Implementing fair, transparent and thorough recruitment and sound induction processes
- Ensuring policies and procedures is available, circulated and communicated to stakeholders
- Monitoring stakeholders application and implementation of the service's policies and procedures
- Ensuring children's files are current and communicated to the educator

- Coordinating visits to educators home or venue based on individual program needs and risk management outcomes
- Require staff monitoring educators and educator assistant's maintain appropriate records in relation to compliance and quality indicators
- Ensuring educator and educator assistant's accredited training and certifications are current (First Aid, CPR, Anaphylaxis, Asthma, Child Protection and Food Safety) and certificated copies remain on file
- Reviewing monthly reports from educational leaders/ coordinators, in relation to outcomes of home visits and develop training and or professional development accordingly
- Developing performance review and training plans and implement annually
- Being contactable by telephone whilst children are registered for care and education
- Leading the development and implementation of continual improvement programs including but not limited to, the National Quality Standards Quality Improvement Plan (QIP)
- Leading the development and implementation of educational programs for children being educated and cared for ensuring the Approved learning Frameworks are being implemented
- Role modelling professional behaviours, compliance and quality practices at all times
- Ensuring regular training and information is offered to educators and educator assistant's at least monthly
- Ensuring regular training and information is offered to residents, staff and visitors at least quarterly
- Ensuring confidentiality
- Developing, implementing and encouraging ongoing communication between families and their child's educator and families and the service
- Providing opportunities for stakeholders to contribute to policy review and suggestions for service operation and improvement through the circulation of policies under review and engagement in quality improvement programs
- Welcoming and supporting students and volunteers
- Undertaking a safety and performance review within 24 hours of a serious incident

Educators and educator assistants are responsible for:

- Ensuring compliance with the National Quality Framework
- Ensuring compliance with Family Assistance Law
- Ensuring compliance with Mandatory reporting responsibilities
- Complying with all policies and procedures
- Participating in any service promoted quality improvement programs including the National Quality Standards Quality Improvement Plan (QIP)
- Utilising the National Quality Standards for service improvement
- Ensuring children's health and safety at all times
- Ensuring accredited training and certifications are current and certified copies provided to the service
- Developing and/or informing the educational program to support children's overall learning in accordance with the Approved Learning Frameworks
- Maintaining accurate records, confidentially and in accordance with all relevant legislation in particular Family Assistance Legislation

Families are required to:

- Comply with Family Assistance Legislation when claiming for Child Care Subsidy
- Comply with services policies and procedures
- Provide relevant and current information to educators and educator assistant's about their child including authorisations, medical conditions and management plans and information to support the development of the educational program

Visitors, including auxiliary employees, students and volunteers are required to:

- Comply with National Quality Framework
- Comply with service's policies and procedures
- Communicate effectively and work under the direct supervision of the educator, educator assistant, coordinator, educational leader, approved provider, nominated supervisor or person in day to day control.

REVIEW AND EVALUATION

Policies and procedures will be reviewed annually or in the event of an incident or in the instance an individual's or family's needs are not or no longer being met. Changes to legislation, education and care or family assistance will prompt an immediate review.

Policies and procedures will be reviewed to assess whether the purpose, responsibilities and procedures have been achieved.

Policy review will follow an appropriate process, including circulation, feedback opportunities and final draft approval prior to acceptance and implementation.

Next review date: January 2021

NON-COMPLIANCE

Stakeholders not complying with service policies and procedures will be offered an opportunity to rectify identified issue within time frames based on the degree of non-compliance; the approved provider will offer support and training with the goal of rectification. Stakeholders not adhering to policies and procedures may have their place in the service monitored, modified or terminated. Precious Stones is a Child Safe Organisation and has a zero-tolerance approach to fraud.

Immediate suspension will be implemented in the event:

1. A child's health and safety is at risk
2. Suspected non-compliant and fraudulent behaviours in accordance with Policy 9.11 Detecting and Preventing Fraud

Immediately terminated will be implemented in the event:

1. An educator and/or educator assistants is deemed not suitable to deliver an education and care program in accordance with the National Quality Framework and policies and procedures.
2. An educator, educator assistants and/or staff is deemed not suitable to uphold their legal obligation in accordance to the Family Assistance Law in accordance with Policy 9.11 Detecting and Preventing Fraud.

INTERACTIONS WITH CHILDREN, FAMILIES AND STAFF POLICY 1.0 (A5)

Precious Stones Family Day Care Policies and Procedures reflect our partnership and collaboration with children, families, Educators and the wider community. We acknowledge that quality interactions are 'fundamental to children's emotional and psychological well-being and that these interactions shape the person they will become - positive or negative. We are committed to ensuring that the importance of the interactions that children experience within our Service are never be underestimated or substandard.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 166, 167, 168	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
73, 74, 75, 155, 156, 168	
NATIONAL QUALITY AREA AND STANDARD	
1	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3
4	4.1.1, 4.1.2, 4.2.2
5	5.1.1, 5.1.2, 5.2.1, 5.2.2
6	6.1.1, 6.1.2, 6.1.3
7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3
RELATED POLICIES	
Behaviour Guidance Policy Privacy and confidentiality policy Educational Program Policy Delivery and Collection of Children Policy Supervision of Children Policy Registration of family day care educators policy Registration of family day care educator assistants policy Enrolment and orientation policy Participation of students and volunteers policy Providing a child safe environment policy Code of conduct policy	

PURPOSE

To ensuring that every child is interacted with a professional and respectful manner ensuring their emotional and psychological well-being at all times. We aim to achieve this through a range of approaches including screening and recruitment, training, professional development and the supervising and monitoring of educators and a Service wide embedment of the Child Safe Standards.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinators, educators, educator assistants, children and families of the Service.

IMPLEMENTATION

1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR

- 1.1 Reducing the likelihood of harm to children by proactively
 - a) identifying and managing potential risks within the Service
 - b) having robust recruitment and assessment to engage only the most suitable people to work with children and deterring unsuitable people and well defined roles
 - c) providing high quality supervision and professional development for staff, FDC Educators and educator assistants
 - d) Promoting the Service's commitment to child safety
- 1.2 Ensuring all staff, FDC educators,, educator assistants, students and volunteers understand their role in keeping children safe, including their reporting responsibilities.
- 1.3 Taking all reasonable steps to ensure that our FDC service provides children with opportunities to interact and develop respectful and positive relationships with each other and with educators, educator assistants, coordinators and volunteers.
- 1.4 Ensuring children and families are matched with educators with consideration of group sizes and composition and availability within the service
- 1.5 Ensuring educators are providing the educational program in accordance with the Education and Care National Regulations 2011 r.155 that;
 - a) encourages children to express themselves and their opinions
 - b) allows the children to undertake experiences that develops self-reliance and self esteem
 - c) maintains at all times the rights, dignity and agency of each child
 - d) gives each child positive guidance and encouragement toward acceptable behaviour
 - e) has regard to the family and cultural values and the age, physical, intellectual development and abilities of each child
- 1.6 Ensuring FDC Educators are supporting children to building and maintaining positive and respectful relationships with each other, the educator, staff and volunteers.
- 1.7 Assisting the educator to develop and implement intentional teaching, reflective practice, child safe standards and behaviour guidance strategies for children through training and professional development in accordance with Policy 1.1 Behaviour guidance, Policy, 4.0 Providing a child safe environment and Policy 9.10 The Provision of information, training and assistance to family day care

2.0 THE FDC EDUCATOR AND ASSISTANTS ARE RESPONSIBLE FOR:

2.1 Displaying appropriate standards of behaviour towards children, ensuring that:

- a) The dignity and rights of every child will be maintained at all times
- b) That all children feel safe and protected and their concerns are taken seriously.

2.2 Displaying appropriate standards of behaviours towards children by ensuring they :

- a) Do not exhibit behaviours with children that may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometimes, for example while reading a storybook to a small child in an open plan area)
- b) Do not put children at risk of abuse (for example, by locking doors, smacking, refusing food or making threats of harm)
- c) Do not do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- d) Do not engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities, relationship issues, movie themes)
- e) Do not use inappropriate language in the presence of children (swearing, adult themes)
- f) Do not express personal views on cultures, race or sexuality in the presence of children
- g) Do not discriminate against any child, including because of culture, race, ethnicity or disability
- h) Do not engage in private 'babysitting' arrangements with any family or child without the written consent of the approved provider or nominated supervisor
- i) Do not ignore or disregard any suspected or disclosed child abuse
- j) Uphold all children's right to be heard and have their concerns and ideas taken seriously by promoting cultural safety, participation and empowerment of all children
- k) Ensuring positive guidance of children behaviour in accordance to Policy 1.1 Behaviour guidance.

2.3 Supporting children to building and maintaining positive and respectful relationships with each other, staff and volunteers by:

- a) Treating children with respect in accordance with Policy 8.2 Code of conduct policy.
- b) Engaging in meaningful supportive interactions based respect, tolerance and empathy
- c) Role modelling appropriate language and behaviour

- d) Creating a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all Educators
- 2.4 Ensuring adequate supervision of children at all times in accordance with Policy 4.7 Supervision of children and ensuring no child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time they will be under adult supervision.
- 2.5 Regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child. Extend upon children's interests and ideas through questions and discussions, supported in observations, reflections and programming.
- 2.6 Respecting the privacy of children and their families and only disclose information to people on a need to know basis and in accordance with privacy legislation.

3.0 INTERACTIONS WITH FAMILIES:

- 3.1 Effective communication is the key to developing and maintaining positive interactions and relationships with others.
- 3.2 Our FDC Educators, Assistants, Management and Service staff are required to"
 - a) Communicate with families and children openly with respect and honesty in order to create a responsive and inclusive environment for all.
 - b) Treat all families equitably without bias or judgement; recognising that each family is unique
 - c) Ensure sensitivity to cultural differences amongst families and encouragement of families to share cultural aspects within the FDC Service.
 - d) Provide families with a range of communication methods which will include: emails, verbal communication, newsletters, Daily Report, Family Involvement Wall, sign-in sheets, Notice Board and notes sent home.
 - e) Ensure families have access to their child's developmental records outlining their strengths, needs and interests and developmental progress against the framework.
 - f) Ensure families are notified of any incident, injury, trauma or illness that occurs for their child whilst at the Service as soon as practical and within 24 hours.
 - g) Provide fraud awareness and education to ensure family know how to respond if fraud is suspected or detected in accordance with Policy 9.11 Detecting and Preventing Fraud.
- 3.3 FDC Educators will:
 - a) Use a communication book, or similar method approved by the Service with families when required.

- b) Always endeavour and seek the advice and opinion from experts with family permission, to help with regards to a child with additional needs or support a family through resources available from such support agencies as Victorian Inclusion Agency or the private sector
 - c) To regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children
 - d) Families are provided with up to date service information and notices through Newsletter, communal signs, emails, texts and sign-in sheets
- 3.4 Families will: communicate with FDC Educators and Service staff openly with respect and honesty, ensuring all information provided is accurate and up to date.

4.0 SERVICE COMMUNICATIONS:

- 4.1 The FDC Service recognises that the way it communicate with its FDC Educators and the FDC Service staff interactions have an effect on the interactions with children and families.
- 4.2 Precious Stones FDC Service, its Service staff and FDC Educators all aim to
- a) Preserve professional, open and respectful communication
 - b) Welcome diverse views and perspectives
 - c) Collaborate together as a team to enhance the quality of the FDC Service provided
 - d) Develop and share networks and links with other agencies
 - e) Resolve differences promptly and positively
 - f) Refer to Policy 9.3 Complaints and Grievance if they feel a situation with another Educator is not being handled with professionalism, respect and quality
 - g) Provide opportunities for all educators to have input and evaluate the program and systems.
 - h) Maintain confidentiality as required under relevant privacy laws. See Policy 9.0 Governance and management.
- 4.3 The FDC Service will
- a) Provide new educators with relevant information about the FDC Service and program through an Educator handbook, induction and daily communication
- 4.4 The FDC Educators will
- a) Stay up to date on all communications sent via the FDC Service, including emails, WhatsUp and text messages.

- b) Attend regular educator meetings
- c) Attend In-service training to update and refresh individual skills and knowledge.

SOURCE:

Education and Care Services National Regulation (2011)
Education and Care Services National Law Act 2010. (Amended 2018). (Amended 2018).
Guide to the National Quality Framework. (2018). (Amended 2020).
Revised National Quality Standard. (2018)
Early Years Learning Framework
Respectful Relationships
<http://www.cscentral.org.au/Resources/Publications/respectful-relationships.pdf>

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards (2018) and the Family Assistance Law		

BEHAVIOUR GUIDANCE POLICY 1.1 (A5)

All children have the protected right under the National Regulation to receive positive guidance in a respectful and supportive environment. When a child is positively supported to face various challenges and is taught through positive guidance the difference between acceptable and unacceptable behaviour it assists them to begin develop self-regulation skills and positive dispositions including resilience and perseverance. These important skills enable them to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
155,156, 165	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
73, 74, 75, 155, 156, 168	
NATIONAL QUALITY AREA AND STANDARD	
1	1.1, 1.2, 1.3, 1.4
5	5.1.1, 5.1.2, 5.2.1, 5.2.2
6	6.1
RELATED POLICIES	
Educational Program Policy Incident, Illness and Trauma Policy Privacy and Confidentiality Policy Anti-Bias and Inclusion Policy Supervision of Children Policy Interaction with Children, Family and Staff Policy Medical Condition Policy Enrolment and Orientation Policy	

PURPOSE

We aim to support children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families though creating positive relationships with children making them feel safe, secure and supported within our Service.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinators, educators, educator assistants, children and families of the Service.

DEFINITIONS

Self-regulation: The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (Guide to the NQF, p.629).

IMPLEMENTATION

We will ensure children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

The behaviour and guidance techniques used by Educators, educator assistance and the Coordination team aim to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Educators understand that as children grow and develop self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing boundaries as part of a loving and secure relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

1.0 THE THREE ASPECTS TO PROMOTING POSITIVE BEHAVIOUR

- 1.1 A learning environment that is positive and supportive, and provides developmentally appropriate experiences and resources
- 1.2 Strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations
- 1.3 Strategies for decreasing undesired behaviours

2.0 THE APPROVED PROVIDER AND THE NOMINATED SUPERVISOR WILL:

- 2.1 Gathered information from families about their children's social skills and relationship preferences, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and shared decision making skills.
- 1.1 Ensure a partnership is developed with other professionals or support agencies for children who have diagnosed behavioural or social difficulties, developing plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- 1.2 Ensure children are:
 - a) Given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
 - b) Being acknowledged when they make positive choices in managing their behaviour.

- 1.3 Positive strategies are being implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour. In addition, we will implement strategies educating children about developing behaviour limits and the consequences of inappropriate behaviour.
- 1.4 Excessive behaviour is managed and communicated with families.
- 1.5 Support educators to enhance their skills and knowledge in guiding children's behaviour

2.0 FAMILY DAY CARE EDUCATORS WILL:

- 2.1 Encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others.
- 2.2 Actively work with younger children to promote and role-model positive ways to interact with others.
- 2.3 Actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others.
- 2.4 At all times provide positive role-modelling in their dealings with children, other educators and Service staff, and families.
- 2.5 Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- 2.6 Talk calmly with children about the consequence of their actions, and the reason for rules.
- 2.7 Use positive guidance through redirection. In the instance of adverse behaviour being persistently observed, Educators will evaluate their program, room set up, supervision etc. to reflect on inappropriate behaviour, triggers and sources.
- 2.8 Role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.
- 2.9 Take into consideration the child's past experiences as their behaviour could be a result from past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- 2.10 Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour.
- 2.11 Ensure all strategies being implemented are appropriate to the child's age and developmental capacity.
- 2.12 Adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions.

- 2.13 Consult with industry professionals to support the child within the Service and implement techniques within the program to benefit all.
- 2.14 Commit to professional development and keep up to date with industry information regarding behaviour management.
- 2.15 Re-direct a child who may be causing or about to cause harm to himself or herself, another child or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places itself in a dangerous situation, for example, climbing a fence or hiding under furniture. Safety is a priority and this may mean using physical re-direction in which an Educator will actually remove the child from the harmful situation
- 2.16 Complete a 'Behaviour Incident Report' with each incident that occurs. Families are to be notified where they will be required to read and sign in an instance where a child or children's safety has been jeopardised.
- 2.17 Continue observing the child, where a similar incidence occurs three times the child's parents and Educators will meet to discuss the behaviour of concern as they assist in creating a Strategic Inclusion Plan (SIP) to support the child in the environment.
- 2.18 Exchange information with families about behaviour guidance which is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.
- 2.19 Be sufficiently informed, trained and supervised to implement the Strategic Inclusion Plan (STP) created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- 2.20 Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- 2.21 Participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- 2.22 Provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns.
- 2.23 Encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations.
- 2.24 Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- 2.25 Guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- 2.26 Support children to negotiate their rights and rights of others and mediate perceptively when children experience complexity in resolving dissimilarity.

- 2.27 Learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
- 2.28 Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- 2.29 Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them.
- 2.30 Remain calm, tender and tolerant as they encourage children who are strongly expressing distress, frustration or anger.
- 2.31 Guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour.

3.0 FAMILIES WILL:

- 3.1 Be informed of behaviour concerns the Service may have with their child, this includes: the positive and negative aspects of the day.
- 3.2 Collaborate with the Service, Educators and professional agencies when required in order to develop a broader understanding of the child's developmental level, the child's family, the parent's approach, and any recent events, which may be influencing the child's behaviour.

4.0 CHILDREN WILL:

- 4.1 Learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour.
- 4.2 Be given positive guidance towards acceptable behaviour so they learn what acceptable and unacceptable behaviour is.
- 4.3 Gradually develop an understanding of their actions and how their behaviour impacts on others.
- 4.4 Be encouraged to use their words rather than actions to resolve conflicts.
- 4.5 Build on strengthening their communication through:
 - a) Greeting others when they arrive and depart from the Service
 - b) Sharing resources
 - c) Assisting when it is time to pack away the indoor and outdoor environment
 - d) Using manners such as please and thank-you
- 4.6 Learn to wait for their turn for an appropriate period of time. This will depend on age and development

- 4.7 Learn about the feelings of others throughout the program in order to assist children to understand the consequences of their actions.
- 4.8 Be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

5.0 POSITIVE BEHAVIOUR STRATEGIES:

- 5.1 Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security.

6.0 OUR SERVICE WILL:

- a) Establish positive relationships with children
 - b) Empower children to use language and other forms of non-hurtful communication to communicate their emotions
 - c) Promote positive, empathetic relationships between children assisting them to develop respectful relationship
 - d) Encourage and assist children to make decisions for themselves and provide opportunities for independence and self-regulation
- 6.2 Provide clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits
 - 6.3 Model appropriate behaviours
 - 6.4 Provide positive feedback and focus on children's strengths and achievements and build on their abilities
 - 6.5 Be understanding and supportive – acknowledge children's emotions
 - 6.6 Help children develop a sense of social responsibility, so that they become aware of the impact of their actions on others
 - 6.7 Promote children's initiative and agency
 - 6.8 Discuss guidelines, rules, limits and what is fair with children, and use their contributions in setting limits and guidelines.
 - 6.9 Provide age appropriate and interesting activities, experiences and equipment for children to use and become engaged in as they challenge their development
 - 6.10 Providing opportunities for children to explore both in the indoor and outdoor environment

- 6.11 Set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests.
- 6.12 Ensure there is sufficient materials and equipment
- 6.13 Implement a regular routine to support children's positive behaviour. Routines help to provide a sense of security so children feel settled.

7.0 GUIDING BEHAVIOUR RESOURCES

- 7.1 Be You – Supporting children's mental health, social development – Website
[Home - Be You](#)
- 7.2 Connections – A resource for early childhood educators about children's well-being – A guide
[pdf_connections.pdf \(education.gov.au\)](#)
- 7.3 When Children Bite! A Resource for Early Childhood Educators – A guide
[when-children-bite-a-resource-for-early-childhood-educators.pdf \(viac.com.au\)](#)
- 7.4 Planning and Strategies to Promote Positive Behaviour (Birth to 5 Years) – Workbook
[Planning and strategies to promote positive behaviour \(babies to five years\): Self-guided learning package \(acecqa.gov.au\)](#)
- 7.5 Planning and Strategies to Promote Positive Behaviour (5 to 12 Years) – Workbook
[Planning and strategies to promote positive behaviour \(5–12 years\): Self-guided learning package \(acecqa.gov.au\)](#)
- 7.6 Department of Education and Training Victoria – Behaviour guidance practice note series -
[Understanding children's behaviour \(education.vic.gov.au\)](#)

SOURCE

Australian Children's Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

ECA Code of Ethics.

Guide to the Revised National Quality Standard.

Victorian Inclusion Agency – www.viac.com.au

<http://raisingchildren.net.au>

www.napcan.org.au

www.cyh.com

www.acwa.asn.au

www.kidsmatter.edu.au

Louise Porter - Developing Responsible Behaviour

National Quality Standards (2018)

Inclusion – KU Children's Services

Department of Education and Training Inclusion Support Programme - www.dese.gov.au/child-care-package/child-care-safety-net/inclusion-support-program

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards (2018) and the Family Assistance Law		

EDUCATIONAL PROGRAM POLICY 2.0 (A1)

Research accentuates that quality programs significantly influences children's growth and development. We have the opportunity to construct a supportive learning environment and program, with inspirations from the children and families. This contribution can encourage the children to feel a sense of control over their actions, interactions, to explore, be curious and explore their understanding of themselves others and the world around them.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
168	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
73, 74, 75, 76, 118, 148, 168, 254	
NATIONAL QUALITY AREA AND STANDARD	
1	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3
RELATED POLICIES	
Code of Conduct Policy Anti-bias and Inclusion Policy Interactions with Children, Family and Staff Policy Behaviour Guidance Policy Technology Policy Privacy and Confidentiality Policy Supervision of Children Policy	

PURPOSE

We aim to enhance children's learning and development through the pedagogical practices of educators and families in a positive learning environment, which is promoted across the five learning outcomes from Early Years Learning Framework. Family Day Care (FDC) Educators will gather and interpret information about children as individuals to inform the preparation of the environment and implement experiences that are engaging and meaningful.

SCOPE

This policy applies to the Approved Provider, Coordinators, Educational Leader, Educators and Educator Assistants of the Family Day Care Service.

IMPLEMENTATION

Under the National Law and National Regulations, approved FDC Services are required to base their educational program on an approved learning framework. The program should focus on addressing the

developmental needs, interests and experiences of each child, while considering the individual differences of each child.

There are three approved learning frameworks in Victoria which outline practices that support and promote children's learning:

- [Belonging, Being and Becoming: The Early Years Learning Framework for Australia \('Early Years Learning Framework \(EYLF\)'\)](#)
- [My Time, Our Place: Framework for School Age Care in Australia \('Framework for School Age Care'\) \(MTOF\)](#)
- The Victorian Early Years Learning and Development Framework (VEYLDF) - <https://www.vcaa.vic.edu.au/curriculum/earlyyears/veylf/Pages/Index.aspx>

The approved learning frameworks included principles, practices and learning outcomes that guide educational leaders and educators in their curriculum decision making, and assist them in planning, delivering and evaluating quality programs in early childhood settings.

VICTORIAN EARLY YEARS LEARNING AND DEVELOPMENT FRAMEWORK (VEYLDF)

The vision and purpose of the VEYLDF is to guide early childhood professionals in a collective effort with families toward the achievement of the EYLF, MTOF and VEYLDF where all children:

- Will have a strong sense of identity
- be connected with and contribute to their world
- have a strong sense of wellbeing
- will be confident and involved learners, and
- can be an effective communicators.

EARLY YEARS LEARNING FRAMEWORK (EYLF)

- Each child's learning will be based on their interests and strengths and guided by educators.
- The Service and FDC Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.
- Every child will be equally valued. Their achievements & learning will be celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to produce ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred.
- The curriculum will be constructed on the children's interests, educators extending children's interests, spontaneous experiences and family contribution.
- Where appropriate, the service will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and development.
- The curriculum will be evaluated and reflected upon continuously by FDC Educators

1.0 THE APPROVED PROVIDER WILL ENSURE:

- 1.1 the education leader selected is supported to lead the development and implementation of the educational program and assessment and planning cycle within the service
- 1.2 the educational leader has the skills, knowledge and attributes to mentor and support educator's understanding of educational programming and practice
- 1.3 the staff record includes the name of the person designated as the educational leader

2.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR, COORDINATOR AND EDUCATIONAL LEADER WILL:

- 2.1 Ensure that a suitable program based on an approved learning framework is delivered to all children
- 2.2 Ensure the implementation of an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program and involves educators in critically thinking about what is obtainable and why.
- 2.3 ensure FDC educators work together with educator assistants (where applicable) and the educational leader in preparing and/or implementing the curriculum which adheres to the service philosophy
- 2.4 Ensure modifications are made in the environment for children with special needs. Management will make appropriate, professional referrals where necessary with family permission
- 2.5 ensure each FDC educator plans for a balance between indoor and outdoor experiences with large blocks of unstructured time for uninterrupted child-initiated play
- 2.6 Support and develop a partnership between parents, FDC Educators and the FDC Service to ensure that consistency between home and the Service occurs and that the best possible care is provided
- 2.7 gather information from families upon enrolment regarding the child's needs, interests, and family backgrounds. This information is treated as confidential and allows educators to provide experiences that interest and extend children's current development.
- 2.8 ensure the educational program is displayed in a place that is accessible to parents and families
- 2.9 ensure a copy of the program is available at all times.

3.0 FDC EDUCATORS WILL:

- 3.1 ensure information about the child's participation in the program is available for families
- 3.2 Communicate with families on a regular basis and gather information regarding the child's needs, interest and family backgrounds
- 3.3 Ensure the program is available at all times at the FDC residence or venue and that it is displayed in a place that accessible to parents and families
- 3.4 respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning
- 3.5 Ensure each child is acknowledged for their uniqueness in a positive way and respond to children's displays of learning dispositions by commenting on them and providing encouragement and additional ideas
- 3.6 Explore ideas and theories using imagination, creativity and play, during large blocks of uninterrupted time.

- 3.7 make use of spontaneous 'teachable moments' to extend children's learning
- 3.8 assist children to develop daily habits, understanding, and skills that support health and wellbeing.
- 3.9 Support children's efforts, assisting and encouraging as appropriate
- 3.10 Be consistently aware of and responsive to children who may require additional support, assistance or attention, noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and fair and unfair behaviour.
- 3.11 Seek opportunities within the routine for spontaneous play
- 3.12 Ensure materials and equipment reflect the cultural diversity that exists in our society
- 3.13 Stay up to date and implement current teaching techniques including though not limited to

4.0 OUR FAMILY DAY CARE SERVICE AIMS TO PROMOTE CHILDREN'S PARTICIPATION IN PHYSICAL ACTIVITY BY:

- 4.1 Fostering children's Fundamental Movement Skills (FMS) including, running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling through role modelling skills.
- 4.2 Providing active play experiences that encourage children to explore, be creative, and challenge their development.
- 4.3 Providing space, time, and resources for children to revisit and practice FMS and engage in active play.
- 4.4 Engaging in opportunities for Educators and Educator Assistants to attend professional development to enhance their skills and knowledge about the importance of physical activity for children.
- 4.5 Providing positive instruction, role modelling, and advice to children as they develop and improve their FMS.
- 4.6 Working in collaboration with families and professionals to provide active experiences that are inclusive of all children.

5.0 PLANNING

During the planning process FDC Educators must:

- 5.1 collaborate with the educational leader for curriculum direction and guidance
- 5.2 Implement an ongoing cycle of planning, documenting and evaluating children's learning which will underpin the educational program
- 5.3 Use the learning outcomes to guide their planning for children's learning
- 5.4 Use a variety of methods to assist their reflection on children's experiences, thinking and learning.
- 5.5 Plan realistic curriculum goals for children based on observation and assessment of individual needs and interests.

- 5.6 View children as active participants and decision makers, working with each child's unique qualities and abilities
- 5.7 Provide experiences that
 - a) Include both structured and unstructured learning times catering for children's individual needs, interests and are age appropriate within the indoor and outdoor environment
 - b) Provide experiences that actively promote and initiate the investigation of ideas, complex concepts and thinking, reasoning and hypothesising
 - c) Ensure a conscious balance between indoor and outdoor experiences with large blocks of unstructured time for child initiated play

6.0 PROGRAMMING

- 6.1 The program will provide a variety of developmentally appropriate experiences and materials that are selected to achieve the following goals:
 - a) Foster positive self-concept
 - b) Develop social skills
 - c) Encourage children to think, reason, question and experiment
 - d) Encourage language development
 - e) Enhance physical development and skills
 - f) Encourage and demonstrate sound health, safety and nutritional practices
 - g) Encourage creative expression
 - h) Respect cultural diversity of staff and children
 - i) Respect gender diversity

7.0 DOCUMENTATION

- 7.1 During the documentation process FDC Educators must:
 - a) Record children's learning, spontaneous play, teaching strategies and changes that may be needed in the environment.
 - b) Document in a shareable format approved by the service
 - c) Showcase children's learning and participation in the program in a way that is visible to children, educators and families and promotes shared learning and collaboration.
 - d) Ensure the child's participation in the program and learning progress is available for families
- 7.2 At all times ensure a copy of documentation is readily available at the FDC residence or approved FDC venue.
- 7.3 Observations must;
 - a) Document children's experiences and their responses to the environment.

- b) Ensure critical reflection clearly exams all aspects of events and experiences from different perspectives, identifying areas for future programming.
- c) Be linked to outcomes of an approved learning framework

7.4 Provide all documentation of child assessments or evaluations records for delivery of the educational program to the approved provider when they leave the Service.

8.0 Photographs and videos

8.1 Photographs and video are an effective way of recording and evaluating play and learning by care must be used when doing so.

8.2 FDC educators may photograph of the children who are attending the service only if the parents or guardians have given permission via the child's enrolment forms.

9.0 PROVIDE AN ENVIRONMENT;

- a) To inspire appropriate challenges and risk taking in accordance with children's individual developmental level
- b) Where children can explore, solve problems, create, construct and engage in critical thinking that is developmentally appropriate
- c) That incorporates commercial, natural, recycled, homemade and real resources that can be used in a variety of ways to encourage children's learning.
- d) That allows children in several dispositions to occur in the same space (e.g. quiet play areas and loud play areas)
- e) That ensures children are appropriately supervised at all times.
- f) That includes an area suitable for managerial purposes, consultation with children's parents.

VICTORIA JURISDICTION
Victoria: the Victorian Early Years Learning and Development Framework

SOURCE

Australian Children's Education & Care Quality Authority.

ECA Code of Ethics.

Australian Government Department of Education, Skills and Employment. (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*.

Australian Government Department of Education, Skills and Employment. (2011). *My Time, Our Place: Framework for School Age Care in Australia*.

Education and Care Services National Law Act 2010. (Amended 2018). (Amended 2018).

Education and Care Services National Regulations. (2011).

Guide to the National Quality Framework. (2017). (Amended 2020).

Guide to the Revised National Quality Standard. (2018)

Frith, John Dr & Kambouris, Nita & O'Grady, Onagh & University of New South Wales. School of Public Health and Community Medicine (2003). Health & safety in children's centres : model policies & practices (2nd ed). School of Public Health and Community Medicine,

Tansey, Sonja. (2005, September 2005). Supervision in Children's Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11.

Programming with the Early Years Learning Framework (2014)

Program and Planning in Early Childhood Settings 5th Edition (2012)

Revised National Quality Standard (2018)

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

TECHNOLOGY POLICY 2.1 (A1)

Digital technologies and computers have become an integral part of many children's daily lives. For this reason, it is important that our Educators are not only familiar with the use of computer technologies, but are able to guide children's understanding of, and ability to use them. Technology and Media items will only be used as an extension to the daily program assisting in development of social, physical, emotional, cognitive, language and creative potential of each child. Digital technologies can be helpful in the retelling of stories about our culture and help to celebrate diversity and assist in providing an inclusive and equitable educational program

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
168	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
73, 76, 155, 156, 181-184	
NATIONAL QUALITY AREA AND STANDARD	
1	1.1.1, 1.1.3,
RELATED POLICIES	
Educational Program Policy Interactions with Children, Families and Staff Policy Cyber Safety Policy Privacy and Confidentiality Policy	

PURPOSE

Our Service will implement responsible behaviour and limit screen time when using technology, respecting the Service, children and the privacy of families and Educators. Educators will exercise appropriate judgement and behave in a professional and ethical manner when using technology

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinators, FDC educators, educator assistants, children and families of the Service.

IMPLEMENTATION

Technology when used appropriately, can be a tool for learning, especially when educators play an active role. The Internet is a magnificent resource for research, communication and extending programming ideas and interests. Computer use within family day care (FDC) Service aims to encourage children to solve problems and use logical reasoning, leading children to make decisions and choices and assisting them to use computer software competently and safely

- Children are expected to be receive developmentally appropriate activities and experiences
- Educators are responsible for the amount of time electronic media children watch as well as the content

- Educators should limit access to electronic media in line with the Australian 24-Hour Movement Guidelines. A particular program/game etc could be watched and then should be turned off
- All electronic media viewed by children is to be monitored by the Educator
- Educators must be aware of the ratings of all programs/games etc and all electronic media is to be 'age appropriate' for children
- Programs of a violent nature must not be viewed under any circumstances
- Upon choosing to do overnight or evening care, it is expected that the Educator's own family's activities, including television viewing etc, will be appropriate for children
- If members of the Educator's family are watching a program unsuitable for the age of children in care, the Educator must arrange other activities where the child will not feel excluded
- Television must not be used as background noise
- If a parent provides a video to watch, the Educator must ensure it is appropriate. All videos must be rated G
- Educators should be aware that school children need time to unwind after school and should be free to watch television/video for a limited time if they choose to
- Computer games e.g. Nintendo, Play stations etc should be limited to short periods and each game must be checked for its content and rating
- Educators need to limit the use of computers to reasonable periods throughout the day
- Children using the Internet must be fully supervised. Precious Stones FDC Service recommend the use of a program (e.g. 'Net Nanny') which does not allow access to inappropriate Internet sites

RECOGNISING THE RATINGS:

P Preschool *PG* Parental Guidance *MA* Only for Mature Audiences *C* Children
M Mature Audiences *R* Restricted Viewing *G* General

SOURCES:

The Australian 24-Hour Movement Guidelines ACECQA
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)2015,
 ECA Code of Ethics.
 Guide to the National Quality Standard.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

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Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
168	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
73, 76, 155, 156, 181-184	
NATIONAL QUALITY AREA AND STANDARD	
1	1.1.1, 1.1.3,
RELATED POLICIES	
Educational Program Policy Interactions with Children, Families and Staff Policy Cyber Safety Policy Privacy and Confidentiality Policy	

PURPOSE

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SCOPE

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IMPLEMENTATION

Technology when used appropriately, can be a tool for learning, especially when educators play an active role. The Internet is a magnificent resource for research, communication and extending programming ideas and interests. Computer use within family day care (FDC) Service aims to encourage children to solve problems and use logical reasoning, leading children to make decisions and choices and assisting them to use computer software competently and safely

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- All electronic media viewed by children is to be monitored by the Educator
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- Computer games e.g. Nintendo, Play stations etc should be limited to short periods and each game must be checked for its content and rating
- Educators need to limit the use of computers to reasonable periods throughout the day
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RECOGNISING THE RATINGS:

P Preschool *PG* Parental Guidance *MA* Only for Mature Audiences *C* Children
M Mature Audiences *R* Restricted Viewing *G* General

SOURCES:

The Australian 24-Hour Movement Guidelines ACECQA
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)2015,
 ECA Code of Ethics.
 Guide to the National Quality Standard.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

ENROLMENT AND ORIENTATION POLICY 3.0 (QA6)

Enrolment and orientation is an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support remembering that each family is unique, building partnerships between families and the Family Day Care (FDC) Service. Such partnerships enable the FDC Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the FDC Service.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
161-175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
77, 78, 79, 80, 88, 90, 92, 93, 96, 97, 99, 100, 101, 102, 157, 160-162, 168, 173, 177, 178, 181, 183	
NATIONAL QUALITY AREA AND STANDARD	
6	6.1.1, 6.1.2, 6.1.3, 6.2.3
7	7.1.1, 7.1.2, 7.1.3, 7.2.1,
RELATED POLICIES	
All family day care service policies	

PURPOSE

We aim to ensure children and families receive a positive and informative enrolment and orientation process that meets their individual needs. With child's wellbeing and education a priority within our Service we strive to establish respectful and supportive relationships between families and the FDC Service to promote positive outcomes for children whilst adhering to legislative requirements.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children, families, and visitors of the Family Day Care Service.

ENROLMENT

According to the Child Care Provider Handbook (June 2019) 'enrolling children is a requirement under Family Assistance Law for all children who attend child care (or have an arrangement for care) regardless of their parent's or guardian's eligibility for Child Care Subsidy. An enrolment links the child, the individual claiming the subsidy and the child care service.' An enrolment notice is required for each child attending the service. This reflects the type of arrangement that is in place between the provider and the family/individual or organisation.

IMPLEMENTATION

- 1.0 Precious Stones FDC Service accepts enrolments of children aged 13 years or under and not attending high school
Enrolments will be accepted providing:
 - 1.1 The maximum daily attendance does not exceed the licensed capacity each family day care educator engaged and the licensed capacity of the Service.
 - 1.2 A vacancy is available both for the booking required and the agreed number of children is in accordance with the licensing requirements
 - 1.3 The Educator to child ratio is maintained at the FDC Service
 - 1.4 The child meets the No Jab, No Play requirements
 - 1.5 Precious Stones FDC Service will accept enrolments of children aged 13 years or older and attending high school when:
 - a) The family is aware and have accepted in writing that Child Care Subsidy (or Additional Child Care Subsidy) will not be payable and that they are liable for the total cost of the session fee
 - b) The child has a legitimate need to access subsidised care and cannot be left unsupervised as the:
 - i) children is aged 13 and under who are attending secondary school, including children with disability
 - ii) children with disability aged 14 to 15 years, and
 - iii) children with disability aged 16, 17 or 18 years in exceptional circumstances.
- 2.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR:
 - 2.1 Enrolling families into the service (entering into a Care Agreement) in accordance with the Education and Care Services National Regulations r.160-162 and Family Assistance Legislation 1999, ensuring priority of access guidelines are adhered to, giving priority to children in accordance to clause 4.0 Priority of access guidelines within this policy.
 - 2.2 Ensuring enrolment form is completed accurately and in its entirety as outlined in Education and Care Services National Regulations 2011 r.160-162 prior to child/ren commencing care and education in accordance with Policy 3.1 Authorisations - acceptance and refusal
 - 2.3 Ensuring families comply with 'No Jab No Play' Victorian legislation prior to confirming enrolment, by verifying a child's Immunisation using an Immunisation History Statements from the Australian Immunisation Register (AIR) that states:
 - a) The child fully vaccinated for their age, or;
 - b) qualify for the 16-week grace period; or
 - c) has a medical condition preventing them from being fully vaccinated
 - d) The family is informed of

- i) The circumstances of the event of a confirmed communicable disease. Children fitting the recognised immunisation catch up schedule, within a 16-week grace period or having a medical reason for non-immunisation will be excluded in accordance with the exclusion table in accordance with the required minimum periods of exclusion.
 - ii) Their obligation to respond to the Services requests to provide an updated Immunisation Statement after each new vaccination.
 - e) Parents are provided reminders twice a year to provide any immunisation updates to the Service.
 - f) See Policy 6.6 Control of Infectious Diseases, clause: Victorian Immunisation Requirements for full procedures.
- 2.4 Making all endures to ensure children and families are matched with educators and educator's homes and families preferences are meet (not guaranteed) with consideration of:
 - a) Home accessibility and developmental considerations
 - b) Hours required
 - c) Location
 - d) Education and care style
- 2.5 Ensuring families have access to attend the FDC Educators residence during hours of operational hours prior commencing to and as required to observe the program, assist with the child's settling in and building relationships with the FDC Educator.
- 2.6 Medical Management Plans (MMP) if required, is provided, prior to commencement
- 2.7 Families agree on care arrangements or raise dispute if incorrect. Care agreements must be accepted through the families Centrelink log-in before Child Care Subsidy (CCS) can be applied.
- 2.8 Verify the family's Activity Statement, including eligibility for Child Care Subsidy (CCS) and ensure that families understand and accept their fee payment obligations.
- 2.9 Support the FDC Educator with the induction of new children highlighting any medical conditions, interests, needs and strengths.
- 2.10 Ensuring Monitoring, maintaining and storing all legislated and required records confidentiality, in accordance with Policy 7.1 Payment of fees and Policy 9.2 Privacy and confidentiality.
- 2.11 Ensuring that enrolment records are stored in a safe and secure place, and kept for three years after the last date on which the child was educated and cared for by the service
- 2.12 Providing current telephone contact details of approved provider, responsible person, educational leader/coordinators, and educator upon enrolment, returning call, if missed, as a priority, as soon as practicable – be available whilst children are registered to be in care

3.0 EDUCATORS ARE RESPONSIBLE FOR:

- 3.1 Seeking support from approved provider, nominated supervisor and/or coordinator to ensure compliance in relation to education and care and family assistance legislation adhering to service's policies and procedures at all times
- 3.2 Gather information from parents in relation to children's choices, interests and strengths - to implement an initial program to engage the child. Share with the family the child's prominent interests and/or activities from throughout the day. Monitor and inform the family as to how the child is settling and engaging in the program
- 3.3 Supporting families to complete and maintain records and documentation accurately in relation to care arrangements and claims for federal funding
- 3.4 Check enrolment forms are completed prior to the child commencing care and monitor regularly for currency (any changes are to be communicated with the service immediately) ensuring enrolment form is in accordance with r.160 (3) r161, r.162
- 3.5 Arranging for a time for the family to bring their child/ren the FDC residence to familiarise themselves with the environment and the Educator.
- 3.6 Introducing each family to the program areas including, play, sleeping, outdoor, toileting/nappy changing and any other areas that children will have access to during the education and care program and shown where to sign in and out. Discuss what is the daily programming and encourage families to ask questions and provide information in relation to the Education and Care National Quality Framework
- 3.7 Communicate with parents about
 - a) Appropriate clothing worn to the Service, including shoes and Sun Smart policy requirements. See Policy 4.3 Sun Safety
 - b) Agree on sleeping arrangements in accordance with the Red Nose recommendations. Assist families understanding if requests fall outside of Red Nose recommendations.
 - c) Preferred method of communication
 - d) Families goals for their child
 - e) Transportation undertaking by the Service. See Safe Transportation of Children Policy
- 3.8 Ensuring parents/guardians of a child attending the service are made to feel welcome, allowed to support their child to settle into the service and understand that they can enter the service premises at any time their child is in attendance.
- 3.9 Encourage a separation routine in collaboration with the family, for example one kiss, one hug, one good bye, become involved in a favourite activity or cuddle their comfort item or any other requirement or ritual the child may require to separate securely. Encourage parents/guardians to stay with their child as long as the child requires. Educators should be providing comfort and reassurance to children who are showing signs of distress when separating from family members, remind families they can voice or video call to check on the wellbeing of their child and that you will contact them if the child does not settle.
- 3.10 If a family or child uses English as a second language, or speak another language at home, requesting that families provide some key words in the languages the child speaks at this time so that educators can learn the words and use visuals to assist the child to understand.

- 3.11 Ensuring educators are available to the family to answer any questions, or discuss the child's day whilst ensuring adequate supervision of other children and maintaining confidentiality
- 3.12 Referring family member to coordinator, educational leader, approved provider or nominated supervisor if unable or unsure to answer or provide resources and information

4.0 FAMILIES WILL BE REQUIRED TO:

- 4.1 Ensure ALL required enrolment records and documentations are completed, signed and are true and correct to secure enrolment including:
 - a) A current Australian Childhood Immunisation Register (ACIR) History Statement which shows that the child is up to date with their scheduled immunisations. Please note that children's 'blue books' are not accepted.
 - b) Enrolment form, Birth certificate or passport, authorisations, court orders, medical plans etc
 - c) Information about the child's interests, strengths and individual needs.
- 4.2 Complete a Child Care Subsidy (CCS) assessment online to check eligibility and entitlements to CCS which needs to be done through myGov website.
- 4.3 It is the family's responsibility to keep the Service informed of any changes to the information recorded on the application form.
- 4.4 Negotiate the care agreement with the service based on the needs of the child and family. Families are NOT PERMITTED to enter into any care or fee agreements directly with the educator. The care agreement is strictly between the child's legal guardian and the service.
- 4.5 Acknowledge the service is obligated to adhere to:
 - a) Legislation in accordance with Family Assistance Legislation and Education and Care Services National Legislation and are obligated to report suspicions child abuse and neglect and of fraud to the regulatory authorities.
 - b) Certain behaviours and standards ie. Safe sleeping practices in accordance with Red Nose, discipline and educational requirements
- 4.6 Under no circumstances sign for care that did not take place and notify the Service immediately in accordance to Policy 9.11 Detecting and Preventing Fraud. The service is lawfully bound to report any suspected fraudulent claims and behaviours
- 4.7 Notifying the service of any non-attendances within 24 hours of occurrence by telephone or email
- 4.8 Engaging with your child's educator daily to discuss your child's health, wellbeing and the educational program, ensuring the educator is fully informed of your child's needs, interests and preferences.
- 4.9 Collaborating with the service and educator to support your child's entry and engagement into the service through an orientation program.

5.0 PRIORITY OF ACCESS GUIDELINES

- 5.1 The Priority Lists are used when there is a waiting list for the FDC Service or when a number of parents are applying for a limited number of vacant places. As places become available they are offered to those highest on the list as stated in the guidelines above.
- 5.2 The Priority of Access levels, which the Service must follow when filling vacancies, include:
- a) Priority 1 - A child at risk of serious abuse or neglect.
 - b) Priority 2 - A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test under Section 14 of the Family Assistance Legislation Amendment (Child Care) Act 2010.
 - c) Priority 3 - Any other child.
- 5.3 Within these three categories priority is also given to:
- a) Children in Aboriginal and Torres Strait Islander families.
 - b) Children in families, which include a disabled person.
 - c) Children in families on low income.
 - d) Children in families from culturally and linguistically diverse backgrounds.
 - e) Children in socially isolated families.
- 5.4 Children of single parents/guardian
Upon enrolment families will be informed of their priority and directed that if the Service has no vacancies and their child's position is a priority 3 under the Priority of Access Guidelines, it may be required that their child leave or reduce their days in order to make a place for a higher priority child.
- 5.5 Children with disabilities will be enrolled, if in the opinion of management the Service can meet the child's needs. Additional resources and funding may be required.

6.0 ENROLMENT PROCESS:

- 6.1 When a family has indicated their interest in enrolling their child in our Service, we will organise an enrolment meeting between the family and the coordination team to build relationships; and to ensure that families are fully informed the services operations, expectations and responsibilities. Refer to 7.0 Orientation to the Service
- 6.2 Given the enrolment form to be completed. The enrolment form can be found in Appendix 10.
- 6.3 Sight and photocopy or scan
- a) Enrolment form
 - b) Immunisation certificate
 - c) birth certificate or passport
 - d) medical plans
 - e) any court orders
- 6.4 Enrolment lodged with DEEWR

6.5 File for Child's information created

7.0 ORIENTATION OF THE SERVICE - During the orientation of the FDC Service, families will be:

7.1 The Service will ensure that the Families understand:

- a) that the Care Arrangement is between the legal guardian/s of the child and Precious Stones Family Day Care
- b) The roles and responsibilities of the Service, the educator and the families

7.2 Families input is discussed and understood regarding

- a) What the family wants for their child and themselves
- b) The things that are important to them
- c) Any concerns they may have

7.3 Child Care Subsidy (CCS) is explained to families and providing assistance if required for family's to access information and eligibility requirements for CCS

7.4 Provided with FDC Educator Profiles of Educators that are available to provide education and care for their child

7.5 Provided with an outline of the Service policies and procedures which will include fees payment, "No Jab, No Play" requirements, sun safety, illness and accident and medical authorisation, Safe Transport procedures, signing in and out procedure, programming methods, the National Quality Framework, inclusion, educator qualifications; and FDC Service and parent communication

7.6 If required families are informed of the Priority of Access guidelines and have their position assessed as to how they place within this system. Any matters that are sensitive of nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with management. Families will be required to bring any corresponding documents in relation to court orders, medical needs or plans.

7.7 Discuss medical management plan and allergies completed on file (if applicable)

7.8 Arrange for a time for the family to bring their child/ren the FDC residence to familiarise themselves with the environment and the Educator.

7.9 FDC Educators is to advised about :

- a) FDC Educator and parent communication
- b) Daily routine and program. This included portfolios and the observation cycle.
- c) Any FDC Assistances
- d) Regular excursions
- e) Families will be invited into the Service during operational hours at a time that is convenient

8.0 ENROLMENT PACK

- 8.1 Once the enrolment requirements have been fulfilled families will be provided with an enrolment pack which may consists of:
- a) Current telephone contact details of approved provider, responsible person, educational leader/coordinators and educator.
 - b) Fee payment requirements, signing in and out procedure and Fraud Awareness information.
 - c) Parent Handbook
 - d) SunSmart requirements
 - e) The service philosophy and the Services Policies and Procedures
 - f) Information on the National Quality Framework, National Quality Standards and the Early Years Learning Framework
 - g) FDC educator qualifications
 - h) ECA Code of Ethics brochure
 - i) Lunchbox and Snack ideas
 - j) Munch and Move Fact Sheets

9.0 Child Care Subsidy (CCS)

- 9.1 Families will need to complete the 'Child Care Subsidy Assessment' Task online through the myGov website.
- 9.2 CCS is paid directly to providers to be passed on to families as a fee reduction
- 9.3 Families MUST contribute to their child care fees and pay to the Service the difference between the fee charged and the subsidy amount. Refer to Policy 7.0 PAYMENT OF FEES

10.0 ENROLMENT RECORD KEEPING

- 10.1 Our Record Keeping Policy outlines the information and authorisations that we will include in all child enrolment records

SOURCE:

The Business of Childcare, Karen Kearns 2004

Education and Care Services National Regulation 2015

National Education and Care Regulations

Services Australia (Centrelink) <https://www.humanservices.gov.au/customer/services/centrelink/child-care-benefit>

National Quality Standards (2018)

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

AUTHORISATION - ACCEPTANCE AND REFUSAL POLICY 3.1 (QA2)

Under the National Law and Regulations, Family Day Care (FDC) Services are required to obtain written authorisation from parents/guardians, and authorised nominees in some circumstances, to ensure that the health, safety, wellbeing and best interests of the child are met.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
167, 170,171	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
92-94, 96, 99, 102, 102D, 160-161, 163, 168, 170, 172	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1.2, 2.2.1, 2.2.2, 2.2.3
4	4.2.2
5	5.2.2
RELATED POLICIES	
Administration of first aid policy Administration of Medication Policy Delivery and Collection of Children Policy Child Protection Policy Enrolment and Orientation Policy Excursion Policy Code of conduct policy Privacy and confidentiality policy Safe Transportation of Children policy	

PURPOSE

The FDC Service aims to ensure that all FDC Educators are consistent in how authorisations are managed and what constitutes a correct authorisation and what does not, which consequently may lead to a refusal.

SCOPE

This policy applies to Approved Provider, Coordinator, Educators, Educator Assistants, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

- 1.0 The FDC Service will ensure compliance with the current Education and Care Services National Regulations, which require parent or guardian authorisation to be provided in matters, which include:
 - 1.1 Administration of medication to children including self-administration of medication by school aged children.
 - 1.2 Administration of medical treatment, dental treatment, general first aid products and ambulance transportation.
 - 1.3 Excursions
 - 1.4 Transportation - including regular outings and regular transportation
 - 1.5 Incursions.
 - 1.6 Use of an educator assistant, student or volunteer.
 - 1.7 Taking of photographs by people who aren't FDC Educators
 - 1.8 Enrolment of children including naming of authorised nominees and persons authorised to consent to medical treatment or trips outside the Service premises
 - 1.9 Children leaving the premises in the care of someone other than a parent
- 2.0 APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR:
 - 2.1 Ensuring that the FDC Service has an acceptance and refusal authorisation policy in place, which is to be adhered to and maintained by FDC Educators and educator assistants at all times.
 - 2.2 Providing Parent/guardians with a copy of relevant Service policies
 - 2.3 Ensuring that FDC Educators and educator assistants adhere to the policies and procedures of the Service
 - 2.4 Ensuring that all parents/guardians have completed the authorised person's section of their child's enrolment form and that the form is signed and dated BEFORE the child is enrolled at the Service in accordance with Policy 3.0 Enrolment and Orientation.
 - 2.5 Ensuring that a child being educated and cared for by the service is not transported by the service or on transportation arranged by the service unless written authorisation has been given
 - 2.6 Providing permission forms for excursions to the parent/guardian or authorised person prior to the excursion. A parent/guardian or authorised nominee can provide authorisation or not for a child to participate in an excursion, incursion or regular outing in accordance with Policy 5.1 Excursion Policy 5.2 Safe Transportation of Children. If an excursion or regular outing is refused, alternative care may be offered or the child may be requested to remain at home, fees may still apply in accordance with the Policy 7.0 Payment of fees.
 - 2.7 Ensuring families are informed of their right to refuse authorisations and the impacts of a refusal (alternate care, attending the service or collecting the child. Refer to Policy 5.1 Excursions

- 2.8 Gaining written permission/consent from parents/guardians for the use of an educator assistant in the education and care program prior to children attending or upon the engagement or registration of a family day care educator assistant
- 2.9 Gaining written permission/consent from parents/guardians for students and/or volunteers to observe their child whilst on practical work or volunteer placement. If consent is refused students and/or volunteers will not be allowed at the FDC residence or approved venue while the child is present and being cared for.
- 2.10 Attendance records are maintained to account for all children attending the FDC Service.
- 2.11 Ensuring a written record of all visitors to the Service/FDC residence, including time of arrival and departure and reasons for visit is documents
- 2.12 Where a child requires medication (excluding paracetamol), to be administered by an FDC Educator that this is authorised in writing, signed and dated by the parent/guardian or authorised person and included with the child's record in accordance with Policy 6.1 Administration of Medication.
- 2.13 Ensuring FDC Educators do not administer medication without the authorisation of parent/guardian or authorised person, except in the case of an emergency, including an asthma or anaphylaxis emergency in accordance with Policy 6.1 Administration of Medication, Incident, Injury, Trauma and Illness Policy, Emergency and Evacuation Policy, Asthma and Anaphylaxis Policy.
- 2.14 Ensuring FDC Educators do not allow the self-administration of medication for children unless the child is over preschool age written authorisation is completed, signed and dated by parent/guardian or authorised nominee on child's medication in accordance with Policy 6.1 Administration of Medication.
- 2.15 Ensuring if the educator is unsure of the child's ability to self-administer, an authority from a medical practitioner may be required in accordance with Education and Care Services National Regulations 2011 r.96 and Policy 6.1 Administration of Medication.
- 2.16 Ensuring that parents/guardians or authorised nominees are informed; complete and sign consent to the medical treatment on the child's file to enable treatment from a registered medical practitioner, hospital or ambulance service.
- 2.17 Ensuring FDC Educators allow a child to depart from the Service only with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion (Refer to Policy 5.0 Delivery and Collection of Children and Policy 4.0 Providing a Child Safe Environment).
- 2.18 Ensuring there are procedures in place if an inappropriate person attempts to collect the child from the Service. See Policy 5.0 Delivery and Collection of Children.
- 2.19 Reminding parents twice per year to review authorisations for currency and update accordingly

- 2.20 Monitoring, maintaining and storing all legislated and required records confidentiality Be contactable by telephone whilst children are in attendance at the service (this includes whilst on excursions and outings and out of nominated office hours)
- 2.21 Ensuring any received updates to authorisations are communicated to the child's educator within 24 hours with a signed acknowledgement form – to be placed on the child's file

3.0 FDC EDUCATORS ARE RESPONSIBLE FOR:

- 3.1 Ensuring that all excursion/incursion risk assessments and transport specific risk assessments are completed prior to gaining authorisation of a parent/guardian or authorised nominee name in the child's enrolment record.
- 3.2 Ensuring documentation relating to authorisations contains:
 - a) The name of the child enrolled in the Service;
 - b) Date;
 - c) Signature of the child's parent/guardian and nominated contact person who is on the enrolment form;
 - d) Keep all authorisations relating to children in their enrolment record
 - e) Provide all new authorisation to the service for authorisation and notify the service when a parent refuses to authorise.
- 3.3 Ensuring any received updates to authorisations are communicated to the service (approved provider) within 24 hours with a signed acknowledgement form – to be placed on the child's file
- 3.4 Being contactable by telephone whilst children are in attendance at the service (this includes whilst on excursions and outings and out of nominated office hours)
- 3.5 Exercising the right to refusal if written or verbal authorisations do not comply with National Regulations. If an authorisation is refused by the Service, it is best practice to document:
 - a) The details of the authorisation
 - b) Why the authorisation was refused
 - c) Actions taken by the Service. For example: if the Service refused an authorised nominee named in the child's enrolment record to collect the child from the Service as they were under the influence of alcohol, what action was taken to ensure that the child was collected.
- 3.6 Informing the Approved Provider when a written authorisation does not meet the requirements outlined in the Service policies.
- 3.7 Following the policy and procedures of the Service
- 3.8 Ensuring that medication is NOT administered to a child either via child self-administration or by the educator or educator assistant without the authorisation of a parent/guardian or authorised person.
- 3.9 Waiving compliance In accordance with National Regulations and Standards, where a child requires emergency medical treatment for conditions such as an anaphylaxis or asthma emergency.

- a) the Service can administer emergency medication without authorisation.
- b) See Policy 6.2 Medical Conditions. In these cases, FDC Educators will need to contact the parent/guardian as soon as practicable after the medication has been administered

3.10 Ensuring a child

- a) Only departs from the Service with a person who is the parent/guardian or authorised person, or with the written authorisation of one of these, except in the case of a medical emergency or an excursion in accordance with Policy 5.0 Delivery and Collection of Children.
- b) Is not taken outside the Service premises on an excursion except with the written authorisation of a parent/guardian or authorised person
- c) Only participate in transportation with the written authorisation of a parent/guardian or authorised nominee name in the child's enrolment record

4.0 FAMILIES ARE REQUIRED TO:

- a) Ensure care agreement is entered into between the service and family, NOT educator and family, with all required authorisations fully completed, signed and dated for the treatment of medical needs, delivery and collection, excursions etc. prior to commencing care in accordance with Policy 3.0 Enrolment and orientation.
- b) sign and date
 - i) permission forms for regular transportation and regular outings
 - ii) permission forms for excursions
 - iii) sign the attendance record as their child arrives and departs from the FDC residence/venue
- c) of a parent/guardian or authorised nominee name in the child's enrolment record
- d) Complete and sign the authorised person section of their child's enrolment form before their child commences at the Service
- e) Ensure any changes to children's information or status is communicated promptly to the educator or approved provider within 24 hours or as soon as practicable
- f) Ensure all daily or required records are completed (attendance / illness, accident / medication etc.)
- g) Provide written authorisation where children require medication to be administered by
- h) Provide medication in its original container, not surpassed its expiration date and handed directly to the educator
- i) provide a Medical Management Plan or Action Plan from their child's health practitioner regarding circumstances by which the child could self-administer their medication (eg: Asthma inhaler)
- j) Cover the cost of any "additional" training required for an educator to administer or supervise the administration of medication

- k) Contact the approved provider or nominated supervisor if you feel the educator has not adhered to the signed authorisations on your child's file

5.0 AUTHORISATION REQUIREMENTS:

5.1 Authorisation documents are required for the following situations and must have details recorded as specified:

<p>Administration of medication</p>	<ul style="list-style-type: none"> - The name of the child - The authorisation to administer medication, signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication - The name of the medication to be administered - The time and date the medication is to be administered - The dosage of the medication to be administered - Whether the medication is to be self-administered, such as Ventolin or Insulin - The reason for the medication - The period of authorisation from and to - The date the authorisation is signed - From its original container before the expiry or use-by date - In accordance with any instructions attached to the medication or provided by a registered medical practitioner - Have a second person checking the dosage of the medication and witnessing its administration - Educator administering medication and witness must write their full name and sign the medication record - Details of the administration must be recorded in the medication record.
<p>Medical treatment of the child including transportation by an ambulance service (Included and authorised initially as part of the child's enrolment record):</p>	<ul style="list-style-type: none"> - The name of the child - Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service - Authorisation for the transportation of the child by an ambulance service - The name, address and telephone number of the child's registered medical practitioner or medical service and if available the child's Medicare number - The name of the parent or guardian providing authorisation - The relationship to the child - The signature of the person providing authorisation and date
<p>Emergency Medical Treatment (included and authorised initially as part of the child's enrolment record or as updates during enrolment):</p>	<ul style="list-style-type: none"> - The Service is able to seek emergency medical assistance for a child as required without seeking further authorisation from a parent or guardian in the case of an emergency (i.e. medical practitioner, ambulance or hospital) including for those emergencies relating to asthma and anaphylaxis.
<p>Collection of children (Included and authorised initially as part of the</p>	<ul style="list-style-type: none"> - The name of the child

<p>child's enrolment record or as updated during enrolment):</p>	<ul style="list-style-type: none"> - The name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation - The name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises - The relationship to the child of the persons authorised to collect the child from the premises - The signature of the person providing authorisation and date - Identification corresponding to the child's enrolment form of authorised person -
<p>Transportation (other than as part of an excursion)</p>	<p><i>If the transportation is 'regular transportation' the authorisation is only required to be obtained once in a 12-month period</i></p> <ul style="list-style-type: none"> • <i>Name of the child</i> • <i>the reason the child is to be transported</i> • <i>if the authorisation is for regular transportation, a description of when the child is to be transported and the date the child is to be transported</i> • <i>a description of the proposed pick-up location and destination</i> • <i>the means of transport</i> • <i>the period of time during which the child is to be transported</i> • <i>the anticipated number of children likely to be transported</i> • <i>the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation</i> • <i>any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported</i> • <i>that a risk assessment has been prepared and is available at the education and care service</i> • <i>that written policies and procedures for transporting children are available at the education and care service</i>
<p>Excursions (Including regular outings)</p>	<p><i>If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period, otherwise;</i></p> <ul style="list-style-type: none"> - The name of the child - The date of the excursion (if not for a regular outing) - The reason for the excursion - The proposed destination for the excursion - The method of transport to be used - The route to be taken to the excursion and returned - The activities to be undertaken by the child during the excursion - The period the child will be away from the premises - The anticipated number of children likely to be attending the excursion - The ratio of Educators attending the excursion to the number of children attending the excursion - The number of staff members and any other adults who will accompany and supervise the children on the excursion - That a risk assessment has been prepared and is available at the service - That a risk management plan has been prepared and is available - The name of the parent or guardian providing authorisation - The relationship to the child

	<ul style="list-style-type: none"> - The signature of the person providing authorisation and date - Any water hazards and risks associated with water based activities - The items that should be taken on the excursion.
Sunscreen and Insect Repellent application	<ul style="list-style-type: none"> - Name of child - Permission authorised for educator to apply SPF 30+ or higher broad spectrum, water resistant sunscreen supplied by FDC Educator or - Permission authorised for staff to apply SPF 30+ or higher broad-spectrum water-resistant sunscreen supplied by parent/guardian - Parent signature and date - Material Safety Data Sheet required for all products - Permission authorised for staff to apply insect repellent supplied by the FDC Educator or - Permission authorised for staff to apply insect repellent supplied by the parent/guardian - Note: the use of sunscreen on babies under 6 months is not recommended due to their sensitive skin.
Educator Assistant	<ul style="list-style-type: none"> - A family day care educator assistant cannot be approved (by the approved provider) unless you provide written consent from a parent of each child for which a family day care educator assistant may be used in the circumstances listed above.
Confirmation of Authorisation	<ul style="list-style-type: none"> - All authorisation forms received (other than the initial enrolment form) from parents or guardians are to be checked for completion and checked that the authoriser (name and signature) is the nominated parent or guardian on the enrolment form - If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction - Unless confirmation has been proven, the activity will be suspended for the child's participation until the form has been completed and authorised correctly

SOURCE:

Education and Care Services National Law Act 2010. (Amended 2018). (Amended 2018).

Education and Care Services National Regulations. (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

Guide to the National Quality Standard

ECA Code Of Ethics - Early Childhood Australia". Early Childhood Australia. N.p., 2017. Web. 3 January 2017.

Australian Children's Education and Care Quality Authority. (n.d.). Retrieved January 03, 2017, from <http://www.acecqa.gov.au/>

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

PROVIDING A CHILD SAFE ENVIRONMENT POLICY

4.0 (QA2)

INTRODUCTION

All children have the right to be safe whether it is in their home or attending an education and care service.

We know children learn best through play and exploration with a range of materials that can be manipulated, utilising all of their senses. By providing a safe environment we can assist children to not only explore but to develop self-help, independence and knowledge, however, safety is so much more.

A child safe environment is committed to children's safety at all levels, emotionally, physically, expression, culture and so on, it protects their sense self-identify, the key to their overall wellbeing and development

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
162(A), 165, 166, 167, 168, 169, 170, 171, 172, 173, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
81, 82, 83, 84, 100, 101, 102, 103, 116, 117, 153, 154, 155, 163, 166, 168, 358, 359	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1.1, 2.1.2, 2.2.1, 2.2.3
3	3.1.1, 3.1.2, 3.2.1, 3.2.3
4	4.2.2
5	5.1.1, 5.1.2
6	6.1.1, 6.1.3
7	7.1.1, 7.1.2
OTHER RELEVANT LAWS	
Education and Training Reform Act 2006- Child safe standards- Managing the risk of child abuse in schools. Ministerial Order No. 870	
The Commission for Children and Young People Act 2012	
Failure to Disclose 2014	
Failure to Protect 2015	
The Charter of Human Rights and Responsibilities Act 2006 (Vic)	
Working with Children Act 2005 (Vic)	
Child Wellbeing and Safety Act 2005 (Vic)	
Family Law Act 1975	
Children Youth and Families Act 2005 (VIC)	
RELATED POLICIES	
Code of conduct policy	
Complaints and grievances policy	
Privacy and Confidentiality policy	
Delivery and collection of children Policy	

Registration of Family Day Care Educators Policy
Registration of Family Day Care Educator Assistants Policy
Visitors to family day care residences policy
Assessment of family day care educators, assistants and persons residing at family day care home policy
The Provision of Information, Assistance and Training to Family Day Care Educators Policy
Sleep And Rest Policy
Supervision of Children Policy

PURPOSE

At Precious Stones Family Day Care, we are committed to educators and family relationships to ensure children are safe from harm at all times and experience a child centred education and care program.

There are challenges in operating an education and care service from a home and this takes particular consideration, from ways of making children feel safe and provide them a sense of belonging in someone's home through to engaging and building partnerships with families. Building partnerships with families allow the sharing of information on child development, behaviour management etc. and provides an opportunity to observe the families for signs of stress.

We are committed to ensuring the safety of children at all times, we will achieve this by providing regular training and updates on child safety, observing signs of abuse or neglect, ensuring our educators, residents and visitors are monitored as well as the consistent monitoring of homes and venues for safety and appropriateness.

Our Family Day Care Service takes a 'zero' tolerance approach to child abuse and are committed to raise awareness about the importance of child safety in our environment and the community.

SCOPE

This policy applies to Approved Provider, Coordinator, Educators, Educator Assistants, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR IS RESPONSIBLE FOR

- 1.1 Requiring educators and assistances take all reasonable steps to protect children from harm or hazards in accordance with the Education and Care National Law s.167
- 1.2 Ensuring all Persons in day-to-day charge and nominated supervisors to have child protection training annually
- 1.3 Ensuring the Service fulfils all its obligations required by the Child Safe Standards and current child protection law including the Reportable Conduct Scheme. in accordance with Education and Care Services National Regulations 2011 r.84 and Policy 4.1 Child protection.

- 1.4 Ensuring all educators and educator assistants, Service staff, students and volunteers hold a current working with children screening or Current Victorian Institute of Teachers (VIT) registration and National Police Check. And that:
 - a) the approved provider or nominated supervisor or person in day-to-day charge of the service or Coordinator, has sighted and read a person's Working with Children Check before the person is engaged as a FDC Educator, Educator Assistant, volunteer or staff member at the Service.
 - b) the approved provider has sighted and read a person's Working with Children Check before nominating that person as a nominated supervisor or person in day-to-day charge of the service or Coordinator
- 1.5 Ensuring all persons over the age of 18 years residing at the educator's home hold a current working with children screening-and that it has been sighted and read by the nominated supervisor
- 1.6 Providing an annual information session for residents (over 18 years) 'Residing in a home that Is an Approved Education and Care Service
- 1.7 Notifying Department of Education and Training within 24 hours of a serious incident or a complaint alleging legislation was breached in accordance to Policy 3.7 Notification and reporting requirements.
- 1.8 Being contactable by telephone whilst children are in attendance at the service
- 1.9 Refusing to allow a child to leave with an adult for reasons as determined in Policy 5.0 Delivery and collection of children, calling emergency services if required.
- 1.10 Requiring that where the service has been notified of a Court Order prohibiting an adult from contacting an enrolled child the educator and educator assistant ensures such contact does not occur while the child is in the educator's home in accordance with Policy 5.0 Delivery and collection of children ADD TO POLICY 5.0 WHAT TO DO TO ENSURE COURT ORDER HAS BEEN LIFTED
- 1.11 Requiring educators take reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children in collaboration with families in accordance with Education and Care Services National Regulations 2011 r.81 in accordance with Policy 4.5 Sleep and rest.
- 1.12 Ensuring educators, educator assistants and FDC Service Staff have an understanding of the existence and application of the Child Safe Standards and current child protection law in accordance with Education and Care Services National Regulations 2011 r.84 and their obligations within that law; and in accordance to Policy 4.1 Child Protection;
 - a) Embedding the seven Child Safety Standards into our policy and procedures
 - b) Annual Child Protection training
 - c) Through information in newsletters and training in accordance Policy 6.10 The provision of information, training and assistance to family day care policy.

- d) Including the requirement to:
 - i) Report any allegations of child abuse to the approved provider or Nominated Supervisor and this is then reported to the police or child protection.
 - ii) Promote the cultural safety, participation and empowerment of Aboriginal children and young people, children with culturally and/or linguistically diverse backgrounds and children with a disability.

1.13 Ensuring educators are aware of emergency and evacuation procedures in accordance with Policy 6.8 Emergency Evacuation and Serious Incident

1.14 Ensuring safe physical residence and equipment:

- a) In accordance with Policy 9.7 Assessment, approval and re-assessment of approved family day car residences;
 - i) conducting an initial safety and risk assessment of the FDC residence or approved venue is completed prior to the commencement of the education and care
 - ii) Conducting a re-assessment of the FDC residence or approved venue at least once a year or as required,
- b) By providing educators and families with the latest safety information.

1.15 Ensuring children remain adequately supervised at ALL times and that visitors are not left unsupervised with children in accordance with Policy 4.7 Supervision of children and Policy 8.3 Participation of Students and volunteers.

1.16 Requiring educators conduct risk assessments for excursions, incursions and regular outings in accordance with Policy 5.1 Excursions and the Education and Care Services National Regulations 2011 r.100-101

1.17 Ensuring educators are aware that in accordance with National Regulations 2011 r.82-83 and Policy 8.2 Code of conduct, while children are being educated and cared for:

- a) Their home environment is to be free from the use of tobacco, illicit drugs and alcohol.
- b) They must not consume alcohol, or be affected by alcohol or drugs (including prescription medication) that may impair their capacity to provide education and care.

2.0 FDC EDUCATORS AND EDUCATOR ASSISTANTS ARE RESPONSIBLE FOR:

2.1 Ensuring they hold a current working children screening and National Police checks

2.2 Ensuring all students and volunteers hold a working with children screening and National Police Check

2.3 Ensuring all persons over the age of 18 years residing at the educator's home hold a current working with children screening.

- 2.4 Participating in training and professional development:
 - a) Of the obligations, existence and application of the current child protection law in accordance with Education and Care Services National Regulations 2011 r.84
 - i) Attending training and refresher course annually
 - b) On the importance of maintaining a healthy and safe environment where children's wellbeing is protected at all times
 - i) attending at least one health and safety professional development per annum
- 2.5 Being contactable by telephone whilst children are in attendance at the service
- 2.6 Remaining aware of Emergency and evacuation procedures in accordance with Policy 6.8 Emergency Evacuation and Serious Incident.
- 2.7 Ensuring a court order prohibiting an adult from contacting an enrolled child is implemented fully in accordance with the Policy 5.0 Delivery and collection of children and Policy 3.1 Authorisations - refusal and acceptance.
- 2.8 Maintaining clean, hygienic and safe indoor and outdoor environments including equipment during periods that children are in attendance at the residence by;
 - a) Providing adequate and appropriate hygienic facilities for nappy changing for the children attending, or likely to attend at service, which are properly constructed ensuring children's safety.
 - b) Providing sufficient and accessible hand-washing, toileting, eating and sleeping facilities
 - c) Remove soiled content and placed into a plastic bag. Items will be stored securely in a sealed container and not placed in the child's bag.
 - d) Immediately clean any spills or like hazards; when not possible isolate the spill or hazard and clean as soon as practical.
 - e) Ensuring the placement of outside equipment and furniture, such as slides, cubby houses, tables and chairs etc. does not provide an aid for children to climb fences and gates
 - f) Ensuring appropriate arrangements are made to have repairs carried out as soon as possible and within any time frames specified by the Service.
 - g) Ensuring all dangerous chemicals, substances and equipment are stored in a locked place or facility that is labelled, secure and inaccessible to children. These materials may include, but are not limited to, all cleaning materials, detergents, poisonous or dangerous substances, dangerous tools and equipment including those with sharp and razor edges and toiletries.

PLEASE NOTE: If poisoning or potentially hazardous ingestion, inhaled, skin or eye exposure has occurred call the Poisons Information Line on 13 11 26, or call an Ambulance on 000 and notify the appropriate authority as required by regulations and guidelines.

- h) Taking reasonable steps to ensure the needs for sleep and rest of children are met in accordance with Policy 4.5 Sleep and rest.
 - i) Conducting and record a daily inspection of the premises before children begin to arrive. Refer to Appendix 3 FDC Residence Daily Safety Check List
 - i) It is Best Practice for FDC Educators to make a record of their daily homes safety check to be stored by the FDC Service.
 - j) Monthly maintenance checks of:
 - i) Trees in the grounds for overhanging, dead or dangerous looking branches as well as check for any infestations or nests.
 - ii) Furniture and equipment
 - k) Having regular pest inspections carried out by an accredited pest control company.
 - i) Any findings from the pest control check will be carried out in line with the recommendation of the pest control company.
 - l) Regularly undertake risk assessments in the environment in order to plan safe experiences for children and take every reasonable precaution to protect children at the Service from harm and/or hazards that can cause injury
 - m) Ensuring all fire equipment at the FDC Service will be maintained as per the legal standards.
- 2.9 Conduct, document and store risk assessments for excursions and regular outing and are considering children's safety when leaving the home in accordance Policy 5.1 Excursions and the Education and Care Services National Regulations 2011 r.100-101
- 2.10 Provide an environment that ensures children are appropriately supervised at all times in accordance with Policy 4.7 Supervision of children and direct supervision of;
- a) trampolines and bouncing equipment, allowing only one child access at any point in time
 - b) water paly (water levels up to 15cm) and in any areas directly adjacent to a pool, spa or any body of water in accordance with Policy 4.4 Water Safety
- 2.11 FDC Educators must complete a notification to obtain advice and approval from Precious Stones FDC Service before beginning any renovations or additions to the residence or outdoor play areas that may affect the education, care or supervision provided to children in accordance with Policy 9.8 Assessment, approval & re-assessment of approved family day care residence and/or venues. This includes new fixed play equipment, pets, fences, pools, patios etc.

- 2.12 Ensuring that during operational hours their home environment is to be free from the use of tobacco, illicit drugs and alcohol and that they must not consume alcohol, or be affected by alcohol or drugs (including prescription medication) that may impair their capacity to provide education and care.
- 2.13 Providing adequate resources appropriate for the number and developmental stages of the children attending the FDC residence, including child size furniture, indoor and outdoor equipment, toys and activities, materials
- 2.14 Ensuring non-fixed play equipment on the FDC Service grounds will be no more than one metre high and must be supervised always by an Educator.

3.0 CHILD SAFETY STANDARDS RESOURCES

- a) Child Safe Standards: o Information on the standards, including a toolkit, is available at: <http://www.servicesaustralia.gov.au/about-the-department/documents-and-resources/policies,-guidelines-and-legislation/child-safe-standards-resources>
- b) A Guide for Creating a Child Safe Organisation is available at: <http://ccyp.vic.gov.au/downloads/creating-a-childsafe-organisation-guide.pdf>
- c) Information about the requirements for early childhood services is available at: <http://www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafestandards.aspx>
- d) Frequently asked questions: <http://www.education.vic.gov.au/childhood/providers/regulation/Pages/child-safe-faq.aspx>

SOURCE:

Australian Children's Education & Care Quality Authority. (2014)

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)2015.

Guide to the National Quality Standard

Swimming Pools Act 1992

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011

National Quality Standard Cancer Council

VIC Cancer Council

Family Day Care Safety Guidelines

<file:///C:/Users/Owner/Desktop/Family%20Day%20Care/KidsafeFamilyDayCareGuidelines2014-3.pdf>

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

CHILD PROTECTION POLICY 4.1 (QA 2)

PRECIOUS STONES FAMILY DAY CARE is committed to implementing and abiding by our Child Protection and related Policies based on National Regulations and Victorian Standards, which highlights our zero tolerance for child abuse and our commitment to raising the voice of children and awareness regarding the importance of child safety in our Service and the community.

Our Services' preventative, proactive and participatory approach to protecting children from physical, sexual, emotional and psychological abuse and neglect maintaining children's safety includes:

- **SELECTION:** Selecting only the most suitable people to work with children
- **SUPPORT:** Being committed to ongoing high quality professional development, support and supervision for all Service personal and volunteers maintaining their ability to:
 - Promote safe environments that maintain appropriate behaviour and clear boundaries between children & children as well as between adults & children
 - Foster a culture of openness that supports all persons to safely disclose risks of any harm to children
 - Effectively listen to and respect the voice of each and every child, each and every time
 - Distinguish and respond to situations of abuse and neglect
 - Be responsive to their responsibilities in keeping children safe
 - Understand and uphold their mandatory reporting responsibilities
- **EDUCATION:** Being committed to empowering children by:
 - Educating them about their right to be safe, their right to be heard and their right to have their concerns taken seriously.
 - Educating them about safe boundaries between children & children as well as between adults & children and what to do and who to talk to if they do not feel safe or worried.
 - Empowering and valuing children's right to take an active role in decisions which affect their lives

AT PRECIOUS STONES WE TAKE OUR POLICY AND LEGAL RESPONSIBILITIES SERIOUSLY, INCLUDING:

- **Failure to disclose:** Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police
- **Failure to protect:** People of authority in our service will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- Any personnel who are **mandatory reporters** must comply with their duties.
- Being dedicated to promoting cultural and environmental safety for Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and children with a disability
- Working in collaboration with the United Nations Convention on the Rights of the children
- Provide written guidance on appropriate conduct and behaviour towards children
- Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities;
- Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk; and

- Value the input of and communicate regularly with families and guardians

PURPOSE

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our FDC Service will perform proficiently and act in the best interest of the child, assisting them to develop to their full potential in a secure and caring environment.

SCOPE

This policy applies to Approved Provider, Coordinator, Educators, Educator Assistants, families, and visitors of the Family Day Care Service.

DEFINITIONS

Reasonable grounds refers to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- First hand observation of the child or family
- What the child, parent or other person has disclosed
- What can reasonably be indirect based on observation, professional training and/ or experience

Mandatory Reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In Victoria, mandatory reporting is regulated by the Children, Youth and Families Act 2005.

WHAT IS ABUSE?

There are four types of child abuse:

1. Physical Abuse
2. Sexual Abuse
3. Emotional Abuse
4. Neglect

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident, or can be a number of different incidents that take place over time.

IMPLEMENTATION

PLEASE NOTE: A notification is an expression of concern for the child. The reporter is not required to prove that abuse has occurred.

MANDATORY REPORTING OFFICER

All Mandatory Reporting enquires will be managed by Precious Stones Family Day Care Service's appointed Mandatory Reporting Officer:

NAME: Aime Mahungu
EMAIL: To be advised
PHONE: To be advised

CHILD SAFETY STANDARDS

- 1.0 All FDC Educators are required to sign and adhere to the Services Child Safety Statement. Refer to appendix 21: Precious Stones FDC Service Child Safety Statement
- 2.0 APPROVED PROVIDER AND NOMINATED SUPERVISOR WILL:
 - 2.1 Ensure all Persons in day-to-day charge, nominated supervisors and educators have child protection training annually
 - 2.2 Take a preventative, proactive and participatory approach to child safety ensuring Requiring educators take all reasonable steps to protect children from harm or hazards in accordance with the Education and Care National Law s.167
 - 2.3 Ensure new educators, Service staff and volunteers will be supervised, trained and/or and informed to ensure they understand our service's commitment to child safety and protection
 - 2.4 Promote the cultural safety, participation and empowerment of Aboriginal children and young people. For example by never questioning an Aboriginal child's self-identification
 - 2.5 Promote the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds. For example, by:
 - a) having zero tolerance of discrimination by assisting children identify the person rather than the nationality, skin colour or clothing first
 - b) celebrating children's family's celebrations by requesting information from families and conducting research
 - c) Respect diversity in cultures and child rearing practices while keeping child safety paramount;
 - d) aim to provide familiar food by requesting recipes from families
 - 2.6 Promote the safety, participation and empowerment of children with a disability. For example,
 - a) during personal care activities respect children's privacy and dignity at all times
 - b) respect for privacy and self-help abilities allow children to try and build their own skills
 - c) respect children's choice of what they want help with and how they want to be touched

- d) Accessibility to the education and care facilities and program, ensuring children can access what they need to develop self-help ie. their bag, hand towels etc
 - e) Empower and value children to take an active role in decisions which affect their lives;
- 2.7 Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities and Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk.
- 2.8 Notify Department of Education and Training within 24 hours of a serious incident or a complaint alleging legislation was breached including any allegation that sexual or physical abuse of a child has occurred or is occurring at the service.
- 2.9 If an allegation of child abuse is made, ensuring as quickly as possible that the child/ren are safe by removing any risks – i.e. removing visitor from home
- 2.10 Ensure educators and educator assistants have an understanding of their obligations within the child protection law in accordance with Education and Care Services National Regulations 2011 r.84 – through information in newsletters and training in accordance with Policy 9.10 The provision of information, training and assistance to family day care educators.
- 2.11 Ensuring educators understand the requirement to report any allegations of child abuse to the approved provider or Nominated Supervisor and this is then reported to the police or child protection in accordance to the contained clause 4.0 Allegations of child abuse or neglect and clause 8.0 Disclosures of harm.
- 2.12 Ensuring children remain adequately supervised at ALL times and that visitors are not left unsupervised with children.
- 2.13 Select only the most suitable people to work with children and have high quality Educator and volunteer support, supervision and professional development
- 2.14 Ensure educators and educator assistants found to be no longer fit and proper will NOT be approved to carry out the care and education of children or be terminated.
- 2.15 Re-allocate children elsewhere within the service if a person or persons residing at the family day care residence, over 18 years of age does NOT meet or continue to meet the fit and proper (initial assessment or reassessment)
- 2.16 Foster a culture of openness that supports all persons to safely disclose risks of any harm to children by:
 - a) Provide written guidance on appropriate conduct and behaviour towards children;
 - b) Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
 - c) Value the input of and communicate regularly with families and guardians.

- 2.17 Reviewed this policy every 12 months or following a significant incident. We will ensure that families and children have the opportunity to contribute.

3.0 EDUCATORS AND EDUCATOR ASSISTANTS WILL:

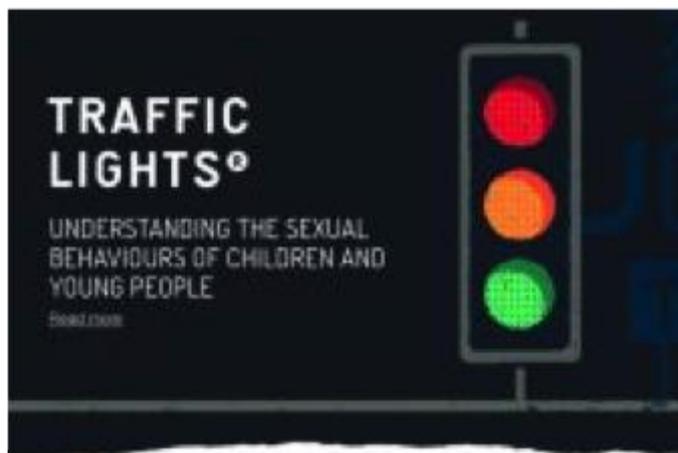
- 3.1 Having an understanding of the obligations, existence and application of the current child protection law in accordance with Education and Care Services National Regulations 2011 r.84 by attending Child safety training prior to being engaged as a FDC Educator and every 2 years thereafter.
- 3.2 Ensuring any disclosures of potential abuse are taken seriously, documented and reported to the approved provider and the contained clause 4.0 Allegations of child abuse or neglect and clause 8.0 Disclosures of harm are followed.
- a) PLEASE NOTE: If the approved provider does not address the issue, the educator, educator and assistant can report the allegation to the VIC Department of Health and Human Services (DESE) www.servicesaustralia.gov.au or the Police if imminent danger is suspected
- 3.3 Promote the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification) providing support and Aboriginal families and children through consultation with Elders, or Aboriginal support services, attend training, include the topic of Aboriginal history in the educational program
- 3.4 Promote the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having zero tolerance of discrimination by assisting children identify the person rather than the nationality, skin colour or clothing first/, celebrating children's family's celebrations by requesting information from families and conducting research / aim to provide familiar food by requesting recipes from families)
- 3.5 Promote the safety, participation and empowerment of children with a disability (for example, during personal care activities respect children's privacy and dignity at all times / respect for privacy and self-help abilities allow children to try and build their own skills, respect children's choice of what they want help with and how they want to be touched / accessibility to the education and care facilities and program, ensuring children can access what they need to develop self-help ie. their bag, hand towels, activities etc)
- 3.6 Report any allegations of child abuse to the approved provider or Nominated Supervisor and this is then reported to the police or child protection.
- 3.7 Do not ignore or disregard any suspected or disclosed child abuse
- 3.8 Notify the Approved Provider or Nominated Supervisor as soon as practical and within 24 hours of a serious incident or a complaint alleging legislation was breached (enabling the Service to fulfil its reporting responsibilities to Notify the Department of Education and Training (DET))
- 3.9 Being receptive to offered support from approved provider in response to concerns or any reports relating to the health, safety and wellbeing of a child
- 3.10 Maintaining confidentiality at all times when dealing with child protection

- 3.11 If an allegation of child abuse is made, ensuring as quickly as possible that the child(ren) are safe by removing any risks – visitors etc, contact police and approved provider
- 3.12 Displaying appropriate standards of behaviour towards children, ensuring that:
- a) The dignity and rights of every child will be maintained at all times
 - b) That all children feel safe and protected and their concerns are taken seriously.
 - c) Children are encouraged to 'have a say' and participate in all relevant activities where possible, especially on issues that are important to them – seek their feedback, ask children questions and implement their choices as often as practicable
 - d) The use of positive guidance of children behaviour in accordance to Policy 1.1 Behaviour guidance
- 3.13 Displaying appropriate standards of behaviours towards children by ensuring they :
- a) Do not develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
 - b) Do not exhibit behaviours with children that may be construed as unnecessarily physical (for example inappropriate sitting on laps. Sitting on laps could be appropriate sometimes, for example while reading a storybook to a small child in an open plan area)
 - c) Do not put children at risk of abuse (for example, by locking doors, smacking, refusing food or making threats of harm)
 - d) Do not do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
 - e) Do not engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities, relationship issues, movie themes)
 - f) Do not use inappropriate language in the presence of children (swearing, adult themes)
 - g) Do not express personal views on cultures, race or sexuality in the presence of children
 - h) Do not discriminate against any child, including because of culture, race, ethnicity or disability
 - i) Do not engage in private 'babysitting' arrangements with any family or child without the written consent of the approved provider or nominated supervisor.

4.0 SEXUALISED BEHAVIOUR INVOLVING CHILDREN

- 4.1 The Service is committed to making informed professional judgements regarding sexualised behaviour involving children identifying inappropriate or problem sexualised behaviours that poses a risk of harm or abuse to children's safety.

- 4.2 The Approved Provider and Nominated Supervisor will notify Regulatory Authority within 7 days if a belief is formed that a sexualised behaviours involving children incident that has put a child a risk of harm or abuse has occurring at the Service.
- 4.3 If any Service personnel, educator, student or volunteer form a belief that a child is a risk of harm or abuse due to sexualised behaviours involving children Child Protection is to be contacted for guidance.
- 4.4 For guidance purposes, the Service will
- Consider any sexualised behaviours involving children with an age gap of 3 years or greater as child to child abuse
 - Refer to the Vic Department of Human Services specialist practice resource – [children with problem sexual behaviours and their families](#) and [Child Protection Practice Manual](#)
 - Monitor and manage sexualised behaviour using the Traffic Lights Framework (TLF) App



5.0 ALLEGATION

- 5.1 If allegations of child abuse or neglect are made the FDC Educator or FDC Service staff will,
- Immediately notify the FDC Service Nominated Supervisor or Director of any allegation of abuse, neglect or assault, including sexual assault. At latest, this notification is to be made within 24 hours
 - A notification will only be made after communication with the Director or Nominated Supervisor. Any notification must be made in concurrence with the Director or Nominated Supervisor, unless they are suspected of reportable conduct. In this case the FDC Educator or Service staff must make the notification.
 - Not confront or contact the person suspected of child abuse alerting them that a concern has been raised.
 - Not investigate the suspicion themselves.
 - Maintain confidentiality and not discuss the allegation with any person that would result in a breach of the Australian Privacy Principles (APP) and Privacy Laws.

- f) Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people and must be immediately reported to the FDC Service.

6.0 FORMING A BELIEF THAT A CHILD MAY BE AT RISK

- 6.1 When a FDC Service staff or FDC Educator forms the belief that a child may be at risk of abuse or neglected it must be reported to CHILD PROTECTION.
- 6.2 All Precious Stones Service Staff and FDC Educators;
 - a) First action will be to report to the FDC Service Nominated Supervisor or Director who will be responsible for guidance through the Child Protection Reporting Process.
 - b) Follow all guidance provided by the Nominated Supervisor or Director.
- 6.3 The approved provider or nominated Supervisor will make immediate arrangements to Re-allocating children elsewhere within the service if there is a belief that the child may be at risk of abuse or neglected while in care at the FDC Educator's residences.
- 6.4 The person who forms a belief that a child may be risk of abuse or neglected must record their concerns and observations in a non-judgmental and accurate manner as soon as possible including
 - a) Time, date and place of the suspicion.
 - b) "Word for word" details of any disclosure of harm, including date of disclosure.
 - c) Full details of the suspected abuse.
 - d) Date of report and signature.
 - e) Any actions taken

7.0 THE APPROVED PROVIDER OR THE NOMINATED SUPERVISOR WILL

- 7.1 Be guided by the Mandatory Reporting requirements set out in the *"Step-by-step guide to making a report to child protection or Child FIRST" appendix 1.*
- 7.2 Be responsible for ensuring that;
 - a) The 1st point of contact on receiving any child protection concern is to the Department for Child Protection.
 - b) The Reporting procedures are carried out
 - c) Appropriate guidance, feedback of action is provided to the person who raised the concern
 - d) The Record of abuse or suspected abuse is in line with our Privacy and Confidentiality Policy.

- 7.3 In the case of a Department of Child Protection investigation, ensure the Service conduct itself in accordance to any recommendations and undertake any actions they deemed appropriate for the safety and welfare of all the children in care.
- 7.4 Associate families with Child FIRST where concerns of harm do not meet the threshold of significant harm.
- 7.5 Notify the regulatory authority (within 7 days) of any
 - a) Incident where there is reasonable believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service
 - b) Allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.
- 7.6 Follow the procedures within Policy 6.8 Emergency Evacuation and Serious Incident, when a serious incident has occurred, as prescribed under R12 of the National Regulations,
- 7.7 Ensure Precious Stones FDC Staff and Educators undertake Child Protection training that is approved by recognised authorities every 12-24 months.
 - a) The preferred training is the Victoria State Government Education and Training Module Protecting Children – Mandatory Reporting and other Obligations for the Early Childhood Sector WWW.elearn.com.au/det/earlychildhood/
- 7.8 Verify online Working with Children Check clearance status of all existing child related staff, FDC Educators and volunteer unless the person meets the criteria for exemption from a WWCC using working with Children Check Victoria Status Checker - [Status Checker | Working with Children](#)
- 7.9 Make every endure to provide the necessary support, training and access to relevant acts, regulations, standards and other resources to help FDC Educators, staff and volunteers meet their obligations.

8.0 MANDATORY REPORTERS

- 8.1 Children's services such as FDC educators and FDC Services are mandatory reporters in accordance to the **Children, Youth and Families Act 2005**
- 8.2 Mandatory Reports must make reports if they suspect on reasonable grounds a child is at risk of significant harm because:
 - a) The child's basic physical or psychological needs are not being met or are at risk of not being met.
 - b) The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care.
 - c) The parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education.

- d) The child has been, or is at risk of being physically or sexually abused or ill-treated
- e) The child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm
- f) The parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm

9.0 DISCLOSURES OF HARM

9.1 When receiving a disclosure of harm all Precious Stones FDC Service staff, FDC Educators, assistances, students and volunteers will:

- a) Remain calm and find a private place to talk
- b) Not promise to keep a secret or make promises you cannot keep.
- c) Reassure the child or young person it is right to tell.
- d) Only ask enough questions to confirm the need to report the matter, probing questions could cause distress, confusion and interfere with any later enquiries
- e) Let the child or young person use his or her own words.
- f) Tell the child or young person what you plan to do next.

10.0 BREACH OF CHILD PROTECTION POLICY

10.1 All Precious Stones FDC Service staff, FDC Educators, assistances, students and volunteers working with children have a duty of care to support and protect children. A duty of care is breached if a person:

- a) Does something that a reasonable person in that person's position would not do in a particular situation
- b) Fails to do something that a reasonable person in that person's position would do in the circumstances
- c) Acts or fails to act in a way that causes harm to someone the person owes a duty of care.

11.0 MANAGING A BREACH IN CHILD PROTECTION POLICY

11.1 Management will investigate the breaches in a fair, unbiased and supportive manner by:

- a) Discussing the breach with all people concerned will be advised of the process
- b) Giving the educator the opportunity to provide their version of events
- c) Documenting the details of the breach, including the versions of all parties and the
- d) outcome will be recorded

- e) Ensuring the matters in relation to the breach are kept confidential
- f) Approaching an appropriate outcome which will be decided based on evidence and discussion

12.0 OUTCOME OF A BREACH IN CHILD PROTECTION POLICY

12.1 Depending on the nature of the breach outcomes may include:

- a) Emphasising the relevant element of the child protection policy and procedure
- b) Providing closer supervision
- c) Further education and training
- d) Facilitating between those involved in the incident (where appropriate)
- e) Disciplinary procedures or termination if required
- f) Reviewing current policies and procedures and developing new policies and procedures if necessary.

13.0 SUPPORTING CHILDREN WHO HAVE UNDER GONE TRAUMA

13.1 Refer to Policy 6.5 Incident, Illness and Trauma; clause: Responding to Trauma

SOURCE:

Australian Children's Education & Care Quality Authority. (2014).

Guide to the Education and Care Services National Law

Education and Care Services National Regulations 2015,

ECA Code of Ethics.

Guide to the National Quality Standard.

Child Protection (Working with Children) Act 2012

Children, Youth and Families Act 2005

Victoria State

Government Health and Human Services - <http://providers.dhhs.vic.gov.au/child-safe-standards>Community and Disability

<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafe.aspx>

The Commission for Children and Young People – The Child Safe Standards

Early Years Learning Framework

<https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect>

Supporting changing families future

<http://www.legislation.act.gov.au/a/2008-19/default.asp>

National Comparison of Child Protection Systems

<https://aifs.gov.au/cfca/publications/national-comparison-child-protection-systems>

Reporting abuse and neglect

<https://aifs.gov.au/cfca/publications/reporting-abuse-and-neglect>

Child Wise NT

<https://www.childwise.org.au/page/48/state-legislation-reporting-nt>

Mandatory Reporting <https://mandatoryreporting.dcp.wa.gov.au/Pages/Aboutmandatoryreportinglegislation.aspx>

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

NUTRITION AND FOOD SAFETY POLICY 4.2 (QA2)

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
77, 78, 79, 80, 90, 91, 162, 168	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.12, 2.13
RELATED POLICIES	
Bottled Breast Milk Policy Infant Bottle Safety and Preparation Policy Anti-Bias and Inclusion Policy Providing a child safe environment policy Supervision of Children Policy	

PURPOSE

Precious Stones Family Day Care (FDC) recognises the importance of healthy eating to the growth and development of young children and will promote children's health through the provision of healthy foods and drinks that meet the Australian Dietary Guidelines and Food Safety Standards.

Furthermore, our Service recognises the importance of supporting families in providing healthy food and drink to their children.

SCOPE

This policy applies to Approved Provider, Coordinator, Educators, Educator Assistants, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

Precious Stones FDC Service has a responsibility to help children to develop good food practices and approaches, by working with families and educators.

1.0 PROMOTE HEALTHY FOOD AND DRINKS BASED ON THE AUSTRALIAN GUIDE TO HEALTHY EATING AND THE DIETARY GUIDELINES FOR CHILDREN AND ADOLESCENTS.

1.1 Where food is brought from home the FDC Educator will;

- a) Provide information to families on the types of foods and drinks recommended for children to meet their individual needs and suitable for children's lunchboxes.

- b) Discourage the provision of highly processed snack foods high in fat, salt and sugar and low in essential nutrients in children's lunchboxes. Examples of these foods include lollies, chocolates, sweet biscuits, muesli bars, breakfast bars, fruit filled bars, chips, oven-baked crackers and corn chips.

1.2 The FDC Educator and educator assistant will

- a) Ensure water is readily available for children to drink throughout the day.
- b) Be aware of children with food allergies, food intolerances and special diets and consult with families to develop individual management plans.
- c) Encourage children to eat the more nutritious foods provided in their lunchbox, such as sandwiches, fruit, cheese and yoghurt, before eating any less nutritious food provided though role modelling and embedding healthy habits into the educational programming.
- d) When applicable, plan and display the weekly menu that is an accurate description of the food service.
- e) Promote and remodel healthy eating

1.3 PLEASE NOTE: To ensure the safety, supervision and quality of the education and care environment and programming meals will only be provided on emergency basis only

- a) Where food is provided by the FDC Educator will;
 - i) Provide children with a wide variety of healthy and nutritious foods for meals and snacks to keep children interested and to introduce children to a range of healthy food ideas.
 - ii) Plan and display the service menu that is an accurate description of the food service, based on sound menu planning principles and meets the daily nutritional needs of children whilst in care.
 - iii) Develop the menu in consultation with the Service, children and families

2.0 STORING, PREPARING AND SERVICING FOOD IN A HYGIENIC MANNER PROMOTING HYGIENIC FOOD PRACTICES

2.1 Our FDC Service will ensure:

- a) Food is prepared in accordance with the Food Safety Program.
- b) All kitchens and food preparation areas comply with Food Standards Australia and New Zealand. (FSANZ)
- c) Food is stored and served at safe temperatures i.e. below 5°C or above 60°C.
- d) Separate cutting boards are used for raw meat and chicken, fruit and vegetables and utensils and hands are washed before touching other foods.

- e) Ensure educators attend relevant training courses and pass relevant information onto Educator Assistances.

2.2 FDC Educators will:

- a) Use gloves (or food tongs) when handling 'ready to eat' foods
- b) Ensure all persons within the care environment wash and dry their hands (using soap, warm running water and single use or disposable towels) before handling food or eating meals and snacks.
- c) Children are discouraged from handling other children's food and utensils.
- d) Ensure young children do not have access to foods that may cause choking and that all children are always supervised while eating and drinking.
- e) Provide age and developmentally appropriately utensils and furniture for each child.

3.0 CREATING A POSITIVE LEARNING ENVIRONMENT

3.1 Our FDC Service will:

- a) Ensure meal times within the Service provide a relaxed and pleasant environment where children have enough time to
 - i) eat and enjoy their food
 - ii) enjoying the social interactions with educators and other children
 - iii) be provided opportunities to develop independence and self-esteem
- b) Endeavour to recognise, nurture and celebrate the dietary differences of children from culturally and linguistically diverse backgrounds.
- c) Respect each child's appetite. If a child is not hungry or is satisfied, do not insist he/she eats.
- d) Not use food as a reward or withhold food from children for disciplinary purposes.

3.2 FDC Educators will:

- a) When possible, sit with the children at meal and snack times to role model healthy food and drink choices. This assists in creating a positive and enjoyable eating environment.
- b) Actively engage children in meaningful conversations about the food and drink provided.
- c) Encourage toddlers to be independent and develop social skills at meal times
- d) Encourage older toddlers and pre-schoolers to assist to set and clear the table and serve their own food and drink

- e) Be patient with messy or slow eaters.
- f) Encourage children to try different foods but do not force them to eat
- g) Not use food as a form of punishment or bribe.
- h) Provide adequate supervision during meal times to ensure the health and safety of all children.

4.0 FDC SERVICE PROGRAM

4.1 Our Service will:

- a) Foster awareness and understanding of healthy food and drink choices through including in the children's program a range of learning experiences encouraging children's healthy eating.
- b) Encourage children to participate in a variety of 'hands-on' food preparation experiences.
- c) Provide opportunities for children to engage in discovery learning and discussion about healthy food and drink choices.

5.0 ENCOURAGE AND SUPPORT BREASTFEEDING AND APPROPRIATE INTRODUCTION OF SOLID FOODS

5.1 Our FDC Service will:

- a) Provide a suitable place within the FDC Environment where mothers can breastfeed their babies or express breast milk.
- b) Support mothers to continue breastfeeding until babies are at least 12 months of age while offering appropriate complementary foods (type and texture) are introduced from around 6 months of age.
- c) Ensure the safe handling of breast milk and infant formula including transporting, storing, thawing, warming, preparing and bottle feeding.
- d) In consultation with families, offer cooled pre-boiled water as an additional drink from around 6 months of age.
- e) Where breastfeeding is discontinued before 12 months of age, substitute with a commercial infant formula.
- f) Adjust the texture of foods offered between 6 and 12 months of age to match the baby's developmental stage.
- g) Offer a variety of foods to babies from all the food groups.
- h) Always supervise babies while drinking and eating - ensuring safe bottle-feeding and eating practices at all times.

6.0 COMMUNICATING WITH FAMILIES

6.1 Our FDC Service will:

- a) Provide a copy of the Nutrition Policy to all families upon orientation
- b) Provide families with opportunities to contribute to the review and development of the policy.
- c) Request that details of any food allergies or intolerances or specific dietary requirements be provided to the Service and work in partnership with families to develop an appropriate response so that children's individual dietary needs are met.
- d) Communicate regularly with families about food and nutrition related experiences within the Service and provide up to date information to assist families to provide healthy food choices at home.
- e) Communicate regularly with families and provide information and advice on appropriate food and drink to be included in children's lunchboxes.

6.2 FDC Educators will:

- a) Talk to families about their child's food intake,
- b) Voice any concerns to families about their child's eating
- c) Discuss discretionary choices- (food and beverages which are not necessary as part of a balanced diet) with families and if necessary, the FDC educator may remove items from children's lunch boxes. Alternative healthy food will be offered to children.
- d) Encourage parents to the best of our ability to continue our healthy eating message in their homes.
- e) Ensure the display in an location accessible to parents of:
 - i) weekly menu that accurately describes the food and beverages being provided
 - ii) regularly updated nutritional information

SOURCE:

Australian Children's Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

Guide to the National Quality Standard.

Early Years Learning Framework

Food Standards Australia New Zealand

Safe Food Australia, 2nd Edition. January 2001

Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood

Infant Feeding Guidelines 2012

Australian Dietary Guidelines 2013

Eat for health: Dept Health and Ageing and NHMRC

Food Safety Standards for Australia 2001

Food Standards Australia and New Zealand Act 1991

Food Standards Australia New Zealand Regulations 1994

Food Act 2003

Food Regulation 2004

Health Vic

Work Health and Safety Act 2011

Work Health and Safety Regulations 2011

Dental Association Australia

Australian Breast Feeding Association Guidelines

Munch and Move

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

SUN SAFETY POLICY 4.3 (QA2)

Australia has the highest rate of skin cancer in the world. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life. Family Day Care Services play a major role in minimising a child's UV exposure as children attend during times when UV radiation levels are highest.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
77, 113, 114, 168, 171	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1.1, 2.1.3, 2.2.1
RELATED POLICIES	
Behaviour Guidance Policy Privacy and confidentiality policy Educational Program Policy Excursions Policy Supervision of Children Policy Providing a child safe environment policy Code of conduct policy	

PURPOSE

To protect all children and Service staff from the harmful effects of over exposure to ultraviolet (UV) radiation from the sun by using a combination of the sun protection measures whenever UV levels reach three or more.

SCOPE

This policy applies to Approved Provider, Coordinator, Educators, Educator Assistants, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

We use a combination of sun protection measures for all outdoor activities from mid-August to the end of April and whenever UV levels reach 3 and above, the level that can damage skin and eyes.

Our protection practices consider the special needs of infants. All babies under 12 months are keep out of direct sun when UV levels are 3 and above. Physical protection such as shade, clothing and broad-brimmed hats are

the best sun protection measures. If babies are kept out of the sun or well protected from UV radiation by clothing, hats and shade, then sunscreen need only be used occasionally on very small areas of a baby's skin. The widespread use of sunscreen on babies under 6 months old is not recommended.

Our Family Day Care Service will work in collaboration with the Sunsmart Program to ensure children's health and safety is maintained at all times whilst at the Family Day Care Service.



1.0 OUTDOOR PLAY:

- 1.1 PLEASE NOTE: Sun protection is recommended any time the UV is above 3.
- 1.2 To assist with the implementation of this policy, Family Day Care Educators are encouraged to access the local sun protection times via the SunSmart website, at sunsmart.com.au, the free SunSmart app or in the weather section of the newspaper.
- 1.3 If you can't check the daily sun protection times, sun protection should be used during all outdoor activities from mid-August to the end of April.

2.0 DURING THE SUN PROTECTION TIMES

- 2.1 Sun protection is required
- 2.2 Sun protection consist of the 5 S's
 - a) Slip on clothing that covers as much skin as possible; it's one of the best barriers between your skin and the sun.
 - b) Slop on a SPF 30 or higher, broad spectrum sunscreen 20 minutes before going outdoors, and reapply regularly.
 - c) Slap on a hat that provides protection to your face, neck and ears.
 - d) Seek shade when outdoors. Staying under a tree and umbrella can reduce your overall exposure to UV radiation.
 - e) Slide on some sunglasses that are close fitting, wraparound and cover as much of the eye area as possible.

Protect yourself in **five ways** from skin cancer



SLIP



SLOP



SLAP



SEEK



SLIDE

3.0 SLIP ON CLOTHING

- a) When outdoors, Educators and children will wear dark coloured sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible.
- b) PLEASE NOTE: Children who are not wearing sun safe clothing can be provided with spare clothing and hat or will be required to play in the shade

4.0 SLOP ON SUNSCREEN

- a) Service staff and children will apply SPF30 (or higher) broad-spectrum water-resistant sunscreen 20 minutes before going outdoors and reapply every 2 hours.
- b) Sunscreen is stored in a cool, dry place under 30°C and the use-by-date monitored.
- c) To help develop independent skills ready for school, children from three years of age are given opportunities to apply their own sunscreen under supervision of the FDC Educator and are encouraged to do so.
- d) No sunscreen, even if it is reapplied regularly, offers complete protection against UV radiation. Always use sunscreen in conjunction with other forms of sun protection

5.0 SLAP ON A HAT

- a) Educators and children are required to wear sun safe hats that provides shade to their face, neck and ears.
- b) A sun safe hat options are: Legionnaire hat, bucket hat with a deep crown and brim size of at least 5cm (adults 6cm) or a broad brimmed hat with a brim size of at least 6cm (adults 7.5cm).
- c) Children without a sun safe hat will be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors) or can be provided with a spare hat.
- d) *Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended.*

6.0 SEEK SHADE

- 6.1 During sun safe hours, outside play activities will be moved throughout the day to take advantage of shaded areas and shade patterns.
- 6.2 Shade options can include a combination of portable, natural and built shade, but they do not totally block it out. UV radiation. Educators will always use shade in combination with clothing, hats, sunglasses and sunscreen for maximum protection.
- 6.3 The FDC will ensure adequate shade during period of outdoor play.

7.0 SLIDE ON SUNGLASSES

- a) Educators will encourage the use of protective category 2,3 or 4 sunglasses that are close fitting and wrap around the eyes, meet Australian Standards

8.0 BABIES

8.1 Babies under 12 months will;

- a) Not be exposed to direct sunlight and are to remain in dense shade when outside.
- b) Wear sun safe hats and clothing and for babies over 6 months, small amounts of SPF30 (or higher) broad-spectrum water-resistant sunscreen may be applied to their exposed skin.

9.0 ROLE MODELLING

9.1 Educators will act as role models and demonstrate sun safe behaviour by:

- a) Wearing a sun safe hat (see Hats).
- b) Wearing sun safe clothing (see Clothing).
- c) Applying SPF30 (or higher) broad-spectrum water-resistant sunscreen 20 minutes before going outdoors.
- d) Using and promoting shade.
- e) Wearing sunglasses that meet the Australian Standard

9.2 Families and visitors are encouraged to role model positive sun safe behaviour.

10.0 EDUCATION AND INFORMATION

10.1 Sun protection will be incorporated regularly into learning programs.

10.2 Sun protection information will be promoted to Service staff, families and visitors.

10.3 Further information is available from the SunSmart website sunsmart.com.au

10.4 The Sun Safety Policy will be made available to all Educators, Service staff, Families, and Visitors of the service to ensure a comprehensive understanding about keeping sun safe.

SOURCE:

Cancer Council of Victoria

Australian Children's Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

ECA Code of Ethics.

Guide to the National Quality Standard.

Occupational Health and Safety Act 2004

Children's Services Act 1996

Supervision in Children's Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11.

Guidance Note – Sun protection for outdoor workers (2016)

AS/NZS 1067.1:2016, Eye and face protection - Sunglasses and fashion spectacles

AS/NZS 4399:2017, Sun protective clothing - Evaluation and classification

AS/NZS 2604:2012 Sunscreen products - Evaluation and classification

Australian Government Therapeutics Goods Administration (TGA) – Australian regulatory guidelines for sunscreens: 4. Labelling and advertising – directions for use of the product

AS/NZS 4685.0:2017, Playground equipment and surfacing - Development, installation, inspection, maintenance and operation.6.2.1

General considerations, 6.3.9 Shade and sun protection, Appendix A Shade and sun protection

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

WATER SAFETY POLICY 4.4 (QA2)

The safety and supervision of children is paramount when in or around water. This policy relates to water play, excursions near water, and hot water, drinking water and hygiene practices with water at the Family Day Care (FDC) Service. Children will be supervised at all times during water play experiences.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
101, 115, 116, 116(2)(d), 122, 126, 136, 168	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1.2, 2.2.1, 2.2.2
RELATED POLICIES	
Educational Program Policy Providing a child safe environment policy Supervision of Children Policy Excursions Policy Incident, Illness and Trauma Policy Hand Washing and Hygiene Policy	

PURPOSE

Precious Stones FDC Educators ensure the safety and supervision of children in and around water. This includes swimming and paddling pools, water play, excursions near water and other water hazards in the service environment.

SCOPE

This policy applies to Approved Provider, Coordinator, Educators, Educator Assistants, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

THE APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR ENSURING

1.0 NO CHILD WILL BE PERMITTED TO SWIM WHILE IN CARE

This includes water play involving water deeper than 15cm and swimming in a home pool, a public pool, at the beach or any other public waterway.

2.0 SWIMMING POOLS AT THE FDC EDUCATOR'S RESIDENCE:

- 2.1 A residence with a swimming pool or spa is only approved when all safety and supervision requirements outlined within this policy have been include meet including ongoing compliance to this policy.
- 2.2 Must comply with the Australian Standards and State Regulations for pool fencing and gates. This includes the immediate surrounds both outside and inside the pool area. Refer to the;
 - a) [VBA Pool and Spa Safety Barrier Self-assessment Checklist](#)
 - b) [Royal Life Saving's Home Pool Safety Checklist Link](#)
- 2.3 Pool barrier/fence is to be at least 1200 mm high and locked at all times
 - a) Unless for an emergency no person (adult or child) will enter the pool/spa area whilst enrolled children are on the premises.

3.0 WATER PLAY

- 3.1 Water play and paddling are encouraged as supervised activities. Water play and paddling involves play in or with very shallow water or under a sprinkler.
- 3.2 FDC Educators will ensure paddling pools, water troughs, water play containers or similar items are:
 - a) Not filled above 15 cm
 - b) Immediately emptied into garden areas after use.
 - c) Cleaned and store to prevent the collection of water, e.g. upright.
- 3.3 FDC Educators will provide children with the opportunity to experiment with water, sand and mixing materials plus a place for floating objects to be used with other water play equipment.
- 3.4 ensure that each FDC educator and educator assistant hold current first aid certificates, including CPR at all times

4.0 SAFETY CHECKS

- 4.1 The Service conduct annual assessments of the approved FDC residence
- 4.2 ensure risk assessments are completed for any identified water hazard
- 4.3 ensure fish / frog ponds and water features that are not able to be adequately supervised at all times and/or pose an unacceptable risk to children are guarded or effective barriers are in place
- 4.4 FDC Educators will complete a Daily Safety Inspection of premises to ensure that all hazards are known and minimized, including:
 - a) Emptying rain water that has collected in holes or containers
 - b) Ensure fish ponds or similar water features are securely covered with wiled mesh (or similar) or effective barriers are in place.

- c) Removing climbable objects near the pool fence. Eg; chairs, ladders, trees, pot plants, play equipment and ensure fence is locked
- d) When a hazard or potential hazard is detected, FDC Educators will complete a risk assessment to address any concerns.
- e) A Cardiopulmonary Resuscitation (CPR) chart is displayed near any water.
- f) Water for pets at the service must be changed daily and only be accessible to children when educators are present.

4.5 Operational Safety

- a) Water tanks will be labelled with "do not drink" signage and the children will be supervised in this area to make sure they are not accessing this water for drinking.
- b) Educators will discuss with the children the use of water tank water and how it differs from drinking water.
- c) Hot water accessible to children will be maintained at the temperature of 43.5° which will be tested annually

4.6 Royal Life Saving's Home Pool Safety Checklist

- a) In addition to daily Home Safety Checks, FDC Educators will undertake regular inspection and maintenance of any pool fence, including the gate, is essential to ensure that it is in proper working order and must be conducted at least once every 6 months using the Royal Life Saving's Home Pool Safety Checklist via the [Royal Life Saving's Home Pool Safety Checklist Link](#)

5.0 SUPERVISION

5.1 FDC Educators will ensure:

- a) All children near or in water will be directly and closely supervised remaining within arm's reach and no child will be left unsupervised near water at any time.
- b) No child will enter into the area of a spa, or a private pool or a public swimming pool on any premises whilst children are in care.
- c) If children are being cared for and are present in an area directly adjacent to a pool or spa on the FDC premises the FDC Educator must be in the immediate proximity and supervising the children directly at all times. The children must not be allowed access to the area directly adjacent to a pool or spa unless the FDC Educator is directly supervising them in the same area.
- d) Laundry, storerooms and Educator areas have No Children Allowed Signs on doors to remind adults to close doors behind them

6.0 WATER SAFETY EDUCATION

6.1 FDC Service will:

- a) Provide direction and education to FDC Educators, Service staff and families on the importance of children's safety and supervision in and around water.
- b) Ensure FDC Educators maintain current approved first aid qualifications at all times

6.2 FDC Educators will:

- a) Provide direction and teach children about staying safe in and around water
- b) Encourage children to use water effectively and along with the FDC Educator learn new ways to save and re-use water

7.0 WATER RELATED EXCLUSIONS

7.1 Exclusions and Regular Outings that include Beaches, Dams, Lakes, Creeks Rivers and other water play experience as permitted in line with the following safety procursions and in accordance to the Services Excursions Policy

- a) Conduct a risk assessment in accordance with the requirements prior to taking children on an excursion, which contains or may contain water.
- b) Ensure all children near or in water will be directly and closely supervised and no child will be left unsupervised near or paddling in water at any time.
- c) Ensure that no children are permitted to play or paddle in water deeper than 15 cm.
- d) Swimming is strictly NOT PERMITTED.

8.0 INCIDENTS OR ACCIDENTS

8.1 IMPORTANT

- a) Parents will be notified as soon as practicable but within 24 hours if their child is involved in an incident/accident at the Service or while under Service care.
- b) If the incident/accident, situation or event presents imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours.

8.2 In the event of an incident or accident the FDC Educator must follow the procedures set out Policy 6.5 Incident, Illness and Trauma

SOURCE:

Australian Children's Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

ECA Code of Ethics.

Guide to the National Quality Standard.

https://www.royallifesaving.com.au/_data/assets/pdf_file/0015/4641/HomePool_A4Checklist2009_LR.pdf -

<https://www.kidsafevic.com.au/>

Victorian Building Authority - <http://www.vba.vic.gov.au/consumers/swimming-pools>

National Health and Medical Research Council – www.nhmrc.gov.au

VIC Department of Health and Human Services – www.dhhs.vic.gov.au

Guide to the National Quality Standard.

https://www.royallifesaving.com.au/_data/assets/pdf_file/0015/4641/HomePool_A4Checklist2009_LR.pdf

<https://www.kidsafevic.com.au/>

National Health and Medical Research Council – www.nhmrc.gov.au

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	January 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

SLEEP AND REST POLICY 4.5 (QA2)

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
81, 103, 105, 110, 115, 166, 168, 168(2)(a)(v), 176	
NATIONAL QUALITY STANDARDS	
2	2.1, 2.1.1, 2.2, 2.2.1
3	3.1, 3.2.1
RELATED POLICIES	
Behaviour Guidance Policy Interactions with Children Families & Staff Policy Providing a child safe environment policy Code of conduct policy Supervision of Children Policy	

PURPOSE

Precious Stones Family Day Care (FDC) will ensure that *the rest environment is safe and well supervised to ensure children are safe, healthy and secure at all times.*

Our FDC Educators will take all reasonable steps to ensure that the needs for sleep and rest of children are met, in accordance with their age, individual and developmental needs.

SCOPE

This policy applies to Approved Provider, Coordinator, Educators, Educator Assistants and families of the Family Day Care Service.

IMPLEMENTATION

We define 'rest' as a period of inactivity, solitude, calmness or tranquility, and can include a child being in a state of sleep.

CHILDREN IN CARE WILL BE PROVIDED WITH:

1.0 SAFE SLEEP ZONES:

1.1 FDC Educators are responsible for ensuring

- a) Safe supervision of children by the FDC Educator whilst they sleep and rest their bodies.

- i) Sleeping Infants and toddlers who are sleeping will be monitored and checked every 10-15 minutes.
- ii) Older children will be adequately supervised whilst sleeping or resting.
- b) Each child's circumstances and current health are considered to determine whether higher supervision levels and checks may be required.
- c) Placement of all bedding away from potential hazards for example windows, heaters, fans.
- d) Children will be provided with individual beds and bedding.
- e) Children are placed on their backs to sleep, then allowed to find their own preferred sleep or rest position, with the exception of infants who cannot yet repeatedly roll from back to front and back again unaided who must be placed back on their backs if they roll. (This is usually less than 5–6 months of age).
- f) All children will rest with their face uncovered.
- g) Sleeping babies and toddlers will be checked every 10-20 minutes during the day, in line with current SIDS guidelines.
- h) Amber teething necklaces, bibs and similar must be removed prior to sleeping to minimize choking or strangulation hazards.
- i) there are appropriate opportunities to meet each child's need for sleep, rest and relaxation including providing school aged children with comfortable spaces away from the main activity area for relaxation and quiet activities
- j) children are only to sleep in rooms that have been safety checked as part of the FDC residence assessment process by the Approved Provider/Coordination unit. Regular safety checks of the sleep and rest environment are made, and any hazards are identified and rectified immediately

2.0 Precious Stones FDC Service will

- 2.1 Ensure children only rest in rooms that have been safety checked as part of the FDC residence assessment process by the Approved Provider/Coordination team and that regular safety checks of the sleep and rest environment are made, and any hazards are identified and rectified immediately.
- 2.2 provide FDC Educators with up to date information from recognised safety authorities on the selection and use of cots, beds and bedding and safe sleeping practices.

3.0 COTS (NEW & SECOND-HAND)

- 3.1 Cots used in family day care will;

- a) Comply with Australian/New Zealand Safety Standard (AS/NZS 2172 Cots for Household Use) set out in Appendix 5: Cot Safety Requirements
- b) Be maintained in a clean and safe condition

3.2 FDC Educator will ensure;

- a) No use of electric blankets, hot water bottles and wheat bags.
- b) Locking pin is firmly in place in bassinets/cots that rock whenever baby is unsupervised.
- c) Mattress is firm, clean, well fitted and flat (not elevated or tilted), with less than 20mm gap between mattress and cot sides and ends.
- d) Plastic packaging is removed from the mattress before use.

4.0 PORTABLE COTS

4.1 Portable cots will comply with Australian Safety Standards (AS 2195) and meet the safety dimensions set out in Appendix 5: Cot Safety Requirements

4.2 When using portable cots FDC Educators must comply with the following requirements

- a) Always read instructions thoroughly.
- b) Check that latches are securely locked before use.
- c) Use the cot mattress provided. Ill-fitting mattresses may create spaces where a small baby may be trapped.
- d) Place the portable cot away from potential hazards for example windows, heaters, fans etc.
- e) Regularly check cot and mechanisms regularly for wear such as broken locks and tears that could cause the cot to collapse.
- f) Stop using the portable cot if the child
 - i) Can undo latches
 - ii) Weighs more than 15 kg. .

5.0 ADDITIONAL INFANT SLEEP REQUIREMENTS:

5.1 FDC Educators are responsible for ensuring;

- a) Bedding is tucked in securely to avoid the infant's head or face becoming covered.

- b) Cot is made up with baby's feet positioned at the bottom of the cot.
- c) Infants wrapped in lightweight wraps while sleeping, considering their stage of development.
 - i) Leave the arms free once the startle reflex disappears at around three months of age.
 - ii) Discontinue the use of a wrap when the infant can roll from back to tummy to back again (usually four to six months of age).

6.0 HYGIENIC SLEEP ZONES:

6.1 FDC Educators are responsible for ensuring;

- a) Cross infection is minimized by
 - i) Laying head to toe
 - ii) Separation bedding by a minimum of 300mm
- b) Bed linen is used by an individual child and will be washed before used by another child
- c) Bedding will be stored and maintained in a hygiene manner.

7.0 POSITIVE REST POSITIVE REST ZONES

7.1 FDC Educators must;

- a) Maintain a relaxing environment for children to rest by
 - i) Remaining sensitive and respectful to each child's individual needs
 - ii) sitting near children
 - iii) playing relaxation music, reading stories, cultural reflection
 - iv) turning off lights
- b) Maintain a comfortable room temperature
- c) Ensure children are comfortably clothed, encouraging the removal of shoes, jumpers, jackets and other bulky clothing.
- d) No child is to be made to sleep. Encourage children to rest their bodies and minds for 20-30 minutes, if children are awake after this time, they will rest or be provided with quiet activity such as reading or puzzles.

7.2 **PLEASE NOTE:** Children do not need to be “patted” to sleep. By providing a quiet, tranquil environment, children will choose to sleep if their body needs it.

8.0 OVER NIGHT CARE

8.1 The FDC Educator will:

- a) approval from the FDC Service principal/Approved Provider prior to care occurring
- b) ensure that any child that is sleeping at the FDC residence overnight will be under the supervision of the FDC educator and have access to the FDC educator at all times. Supervision must not be delegated to any other family member.
- c) ensure the area where a child/ren sleep overnight will be in part of the residence that has been assessed and approved by the FDC Service
- d) ensure children are not to be taken from the premises without written authorisation of a parent or authorised nominee as stated in the child’s enrolment record

8.2 The parents must:

- a) parents must provide written authorisation before any child is permitted to sleep overnight at the FDC residence

9.0 EFFECTIVE COMMUNICATION WITH FAMILIES

9.1 **FDC Educators will consultation with families about,**

- a) children’s rest needs in line with the Australian 24-Hour Movement Guidelines
- b) families cultural, religious and parenting style consideration
- c) the Services policy regarding rest times

9.2 **Family Day Care Service will ensure:**

- a) Safe sleep practices are documented and shared with families

9.3 **PLEASE NOTE:** While maintaining respect for the families’ preferences regarding rest, Educators are not to endorse practices requested by a family if they differ from Red Nose recommendations (<https://rednose.com.au>) Conversations with families may be necessary to remind families that children will neither be forced to rest nor prevented from resting.

SOURCE:

The Australian 24-Hour Movement Guidelines

Australian Children’s Education & Care Quality Authority

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)2015, ECA Code of Ethics.

Guide to the National Quality Standard.

Guidelines for Red Nose Safe Sleeping in Childcare Facilities - <https://rednose.com.au>

Standards Australia – www.standards.org.au

ACCC Australia - www.accc.gov.au/system/files/Cot%20safety%20-%20safety%20alert.pdf

<https://www.betterhealth.vic.gov.au/health/healthyliving/baby-furniture-safety-tips>

<https://www.accc.gov.au/system/files/Cot%20safety%20-%20safety%20alert.pdf>

Australian Competition and Consumer Commission (ACCC) – www.accc.gov.au - Cot safety PDF

Australian Consumer Law 2011 - Australian Competition and Consumer Commission.

www.education.vic.gov.au

<https://www.productsafety.gov.au/standards/household-cots>

Royal Life Saving Australia

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

CYBER SAFETY POLICY 4.6 (QA2)

Cyber safety is the safe and responsible use of information and communication technology. It is about keeping information safe and secure which protects the privacy of individuals, and being responsible with that information, being respectful of other people online, and using good 'netiquette' (internet etiquette).

Understanding Cyber safety is more important when working with or caring for young children, as they cannot make their own decisions about what gets published online.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167, 168	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
168, 181, 195, 196	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1.1, 2.1.3, 2.1.2 2,2,2, 2.2.2, 2.2.3
RELATED POLICIES	
Privacy and confidentiality policy Supervision of Children Policy Providing a child safe environment policy Child Protection Policy Code of conduct policy Record Keeping policy	

PURPOSE

To create and maintain a cyber safe culture which works in accordance with our Family Day Care (FDC) Service Statement of Philosophy, privacy and legislative requirements to ensure the cyber safety of enrolled children, educators and families.

SCOPE

This policy applies to Approved Provider, Coordinator, Educators, Educator Assistants, families, and visitors of the Family Day Care Service.

Terminology	
ICT	Information and Communication Technologies
Cyber safety	Safe and Responsible use of the internet and equipment/device, including mobile phones.

Netiquette	The correct or acceptable way of using the internet
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IMPLEMENTATION

Cyber Safety encompasses technologies such as the Internet, and electronic communication devices, software programs including mobile phones and other wireless technology. With increasing sophisticated and affordable communication technologies, there is a candid need for children and young people to be methodically informed of both the benefits and risks of using these new technologies and provides safeguards and awareness for users to enable them to control their online experiences and the appropriate use of all technologies.

Our FDC Service has demanding cyber safety practices and education programs in place, which are inclusive of appropriate use agreements for Educators and Families. Our educational software program provides families with up to date information about their child's development in way of daily reports, observations, photos, portfolios and email communications.

The cyber safety agreement includes information about the software program, the FDC Services' obligations and responsibilities and the nature of possible consequences associated with cyber safety, privacy and bullying breaches. Once the agreement is signed, families and FDC Educators will have access to the educational software program.

1.0 EDUCATIONAL SOFTWARE PROGRAM

- 1.1 Our FDC Care Service uses KeptMe or Harmony software which is a password protected private program for children, educators and families to share observations, photos, videos, daily reports and portfolios. Families can view their child/children's learning and development and contribute general comments relating to their child or comment on an observation or daily report.
- 1.2 FDC Educators are alerted via email and on their dashboard when a family member has added a comment. Likewise, families are alerted via email when a relevant educator has posted about their child.
- 1.3 Access to a child's information & development is only granted by their primary guardians. No personal information is shared with any third party.

2.0 CONFIDENTIALITY AND PRIVACY:

- 2.1 The principles of confidentiality and privacy extend to accessing or inadvertently viewing and disclosing information about staff, or children and their families, which is stored on the Family Day Care Service's network or any device
- 2.2 Privacy laws are such that educators or Service Personal should seek advice from Family Day Care Service management regarding matters such as the collection and/or display/publication of images (such as personal images of children or adults), as well as text (such as children's personal writing)

- 2.3 Ministry of Education guidelines should be followed regarding issues of privacy, safety and copyright associated with the online publication of children's personal details or work.
- 2.4 All material submitted for publication on the Service Internet/Intranet site should be appropriate to the Family Day Care Service learning environment
- 2.5 Material can be posted only by those given the authority to do so by Family Day Care Service management
- 2.6 The Family Day Care Service management should be consulted regarding links to appropriate websites being placed on the Service's Internet/Intranet (or browser homepages) to provide quick access to sites

3.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR WILL ENSURE:

- 3.1 The Family Day Care Service works with ICT (Information and Communication Technology) security specialist to ensure the latest security systems are in place to ensure best practice. These can block access to unsuitable web sites, newsgroups and chat rooms. However, none of these tools is foolproof - they cannot be a substitute for active parental involvement in a child's use of the internet

4.0 THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- 4.1 Ensure to use netiquette by adhering to Family Day Care Service policies and procedures for staying safe online. Even if you are confident about Cyber safety it would be a good idea to check if all those invited to your account have the required knowledge.
- 4.2 Keep passwords confidential and not share it with anyone.
- 4.3 Never request a family member's password or personal details via email
- 4.4 Report anyone who is acting suspiciously, or requesting information, which they feel uncomfortable about.

5.0 FAMILIES ARE REQUIRED TO:

- 5.1 When sharing anything using technologies such as computers, mobile devices, email and the internet it is important you and everyone else invited to your account understands about etiquette and staying safe online, ensuring privacy is adhered too. Even if you were confident about Cyber safety it would be a good idea to check if all those invited to your account have the required knowledge.
- 5.2 When it comes to your own children, it is your choice what you share outside of the Family Day Care Service. Remember though that young children cannot make their own decisions about what gets published online so you have a responsibility to make sure whatever is shared is in your children's best interests.
- 5.3 Sometimes other children in the Family Day Care Service may feature in the same photos, videos and observations as your children. In these cases, never duplicate or upload them to the

internet/social networking sites or share them with anyone other than family members without those children's parents' permission.

SOURCE:

Australian Children's Education & Care Quality Authority. (2014).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)2015,

ECA Code of Ethics

<https://esafety.gov.au>

Guide to the National Quality Standard.

National Quality Standards (2018)

Privacy Laws

<https://www.oaic.gov.au/privacy-law/>

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

SUPERVISION OF CHILDREN POLICY 4.7 (QA2)

Active supervision, together with thoughtful design and arrangement of children's environments, assists in the prevention and severity of injury to children. The approved provider, nominated supervisor and family day care educator must ensure all children being educated and cared for by the service are adequately supervised at all times, including during excursions and on transportation provided or arranged by the service.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 166, 167, 168	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
101, 101, 102, 115 119, 120, 121, 122, 123A, 124, 144, 126, 166, 168, 169, 176, 264	
NATIONAL QUALITY AREA AND STANDARD	
2	2.2.1, 2.2.2
RELATED POLICIES	
Delivery and Collection of Children Policy Emergency Evacuations and Serious Incidents Policy Code of Conduct Policy Water Safety Policy Safe Transportation of Children Policy Physical Environment Policy Sleep and Rest Policy Infant Bottle Safety and Preparation Policy Incident, Illness and Trauma Policy Cyber Safety Policy Administration of Medication Policy	

PURPOSE

Family Day Care (FDC) Educators have a duty of care to ensure children are adequately supervised, maintaining a safe and secure environment at all times, adhering to Education and Care Services Law and the National Regulations. .

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, and Educator Assistants of the Family Day Care Service.

IMPLEMENTATION

1.0 APPROVED PROVIDERS, NOMINATED, EDUCATORS AND ASSISTANCE ARE RESPONSIBLE FOR:

- 1.1 Ensuring that every child is adequately supervised at all times that they are attending the Service
- 2.0 SUPERVISION IS DEFINED AS 'the active awareness of the responsibility to act in the best interest of all involved in the service to provide a safe, healthy and supportive environment that promotes, supports, builds on and challenges children's learning and development.' The Service is aware that
- 3.0 ADEQUATE SUPERVISION MEANS
 - 3.1 That an educator can respond to each child's individual needs in a timely manner that adequately meets that need
 - 3.2 Intervene if necessary.
 - 3.3 Knowing where children are at all times and monitoring their activities actively and diligently.
- 4.0 THE FDC EDUCATOR OR EDUCATOR ASSISTANT MUST:
 - 4.1 To implement supervision procedure as outlined below.
 - 4.2 Communicate with their assistant, FDC Service staff or relief Educators when required about their supervision points or any other information relevant to the safety of the children to ensure the children's safety is upheld at all times
 - 4.3 If possible, call for assistance from the educator assistant or the coordination team to assist in supervising other children in care whilst first aid is administered. The educator is expected to ensure other children in care are not placed in any danger whilst first aid is administered to another child or adult and are adequately supervised
 - 4.4 Adhere to the FDC Service ratio requirements at all times:
 - a) 1:7 educator to child ratio
 - b) Maximum of 4 children preschool age or under
 - c) Ratio includes the educator's own children younger than 13 years of age if there is no other adult to care for them.
- 5.0 THE FDC SERVICE WILL:
 - 5.1 Notify the Regulatory Authorities of any serious incident or complaints alleging the safety, health or well-being of children has been compromised within 24 hours of the incident or the time that the person becomes aware of the incident. Refer to Policy 3.7 Notification and Reporting Requirements and Policy 9.3 Complaints and grievances.
 - 5.2 Ensure that the best interests of children in care are considered at all times and may impose further conditions as deemed necessary.
 - 5.3 Ensure that a Risk Assessment & Management Plan is carried out before an authorisation is requested for an excursion. The risk assessment will consider and identify the number of adults required to ensure continuous adequate supervision throughout the excursion.

6.0 SUPERVISION PROCEDURE

THE FDC EDUCATOR OR EDUCATOR ASSISTANT MUST

- 6.1 Implementing consistent supervision strategies and not perform other duties while responsible for the supervision of children
- 6.2 Be aware of the different ages, personalities, behaviours and characteristics of the children in their care to ensure that supervision is relevant and effective
- 6.3 Minimising hazards within the environment to ensure children's safety is maintained
- 6.4 Provide the following levels of supervision ensuring that they are always able to observe each child, respond to individual needs and attend to children as necessary.
 - a) Direct supervision of children.
 - i) Children waiting to be picked up due to illness or injury will be within sight of the FDC Educator or educator assistant and will be kept safe, comfortable,
 - ii) Child under school age will be within sight
 - iii) Child of school age will be within sight and/or hearing
 - iv) listen closely to children whilst supervising areas that may not be in a direct line of sight noticing changes in volume or tone of voice
 - b) Close supervision of children (within arm's reach)
 - i) All children where there are water activities or high-risk experiences or equipment where injury may occur
 - ii) Children are never left in an unattended vehicle, in any circumstances. This applies even if the vehicle remains in sight of the FDC Educator and/or educator assistant
 - c) Supervision During Transportation close and adequate supervision is provided when children are transported in a vehicle at all times taking in to consideration
 - i) the number of adults and children involved in the transportation; and
 - ii) given the risks posed by transportation, the number of educators or other responsible adults to provide supervision and whether any adults with specialized skills are required
 - iii) the pick-up location or destination and procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking
 - iv) see Safe Transportation Policy 5.2
 - d) Sleep and Rest Supervision

- i) Sleeping Infants and toddlers who are sleeping will be monitored and checked every 10-20 minutes.
 - ii) Older children will be adequately supervised whilst sleeping or resting.
- e) Hygiene Supervision
 - i) Children will be supervised when hand washing and during toileting/nappy change times.
 - ii) Actively supervising bathroom facilities

FDC Services can identify high-risk experiences and develop strategies, depending on the age and development of children, where the constant supervision of children is required or where children may only require supervision from a distance. They will do this by:

- 6.5 Practicing awareness - a skill that requires a knowledge of children, including knowing each child's range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps Educators to monitor and enhance skills that promote children's positive behaviour.
- 6.6 Planned positioning - a skill that requires being able to see all of the children. Educators position themselves to be aware of the entire environment and to see as many children as possible. All children are monitored by sight or sound at all times.
- 6.7 Being alert to the surrounding environment - a skill that involves regularly glancing and listening within the environment to see children's involvement and what is happening.
- 6.8 Use redirection - a skill used as an aid in preventing undesirable and unsafe behaviour. Children are redirected to other areas/activities when undesirable behaviour is imminent or occurs. This technique helps ensure the safety of all children. For this to be effective, Educators need to be knowledgeable of the children in their care and any behaviour plans that are current.
- 6.9 Being aware of blind spots within the indoor and outdoor environment
- 6.10 Having a supervision plan, outlining designated positions for supervision of children

SOURCE:

Australian Children's Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

ECA Code of Ethics.

Guide to the National Quality Standard.

Frith, John Dr & Kambouris, Nita & O'Grady, Onagh & University of New South Wales. School of Public Health and Community Medicine (2003). Health & safety in children's centres: model policies & practices (2nd ed). School of Public Health and Community Medicine, University of New South Wales on behalf of the Australian Tansey, Sonja. (2005, September 2005).

Supervision in Children's Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

VISITORS TO FAMILY DAY CARE RESIDENCES

POLICY 4.8 (QA7)

Precious Stones Family Day Care Educators may have visitors to their residence or approved venue while children are being educated and cared for. While visitors can add value to the education program and be an enjoyable experience for adults and children alike it is of the up most importance that the safety and wellbeing of children remains a central focus at all times.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
162, 165, 167, 170, 171, 172, 173, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
149, 153, 154, 163, 164, 165, 166, 187, 169,	
NATIONAL QUALITY AREA AND STANDARD	
2	2.2.1, 2.2.2, 2.2.3
5	5.1.2
6	6.1.1
7	7.1.1, 7.1.2, 7.1.3
RELATED POLICIES	
Behaviour Guidance Policy	
Privacy and confidentiality policy	
Supervision of Children Policy	
Participation of students and volunteers policy	
Providing a child safe environment policy	
Child Protection Policy	
Record Keeping Policy	
Interactions with children, Families and Staff Policy	
Code of conduct policy	

PURPOSE

The Family Day Care (FDC) Service aims to ensure the safety and wellbeing of children enrolled at the service by having a process in place to accurately and securely record information about volunteers, visitors and students adhering to legislative requirements.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators and Educator Assistants, children, families and visitors of the Family Day Care Service

IMPLEMENTATION

To ensure the safety and wellbeing of all children at the FDC Service the following processes will be implemented.

1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR:

- 1.1 Developing and maintaining a Visitors to the Service register containing the following information outlined in the National Regulations. The Visitors to the Service Record is located in Appendix 12.
 - a) The date
 - b) Full Name of visitor
 - c) Company (if applicable)
 - d) arrival and departure times
 - e) Reason for visit
 - f) Signature of the visitor
- 1.2 Ensuring that a record of all visitors is kept by each educator
- 1.3 Providing FDC Educators with the Visitors to family day care residence policy upon registering as an Educator with Precious Stones FDC Service.
- 1.4 Ensuring all interactions between visitors and children are appropriate for their education and care and maintain the best environment.
- 1.5 Requiring educator's notify the approved provider of any changes of a visitor or resident which may affect their 'fit and proper' status (ie. criminal conviction)
- 1.6 Requiring educator's notify the approved provider of any house guest over the age of 18 years within 7 days (at which time the house guest would now be considered a resident), updating the register to reflect a new resident and obtain the following credentials:
 - a) Criminal history record check (issued not more than 6 months prior) OR;
 - b) Working with children check/card (WWCC) OR;
 - c) Current Victorian Institute of Teachers (VIT) registration
- 1.7 Discussing with FDC Educators this policy and the requirements to ensure that FDC Educators are advised and understand of their responsibilities under this Policy.

2.0 THE FDC EDUCATOR AND ASSISTANTS ARE RESPONSIBLE FOR:

- 2.1 Ensuring that ALL visitor to the residence or approved venue fully completes and signs the Visitors to the Service register.

- 2.2 Notify the Service of any visitor 18 years or older staying at the residence within 7 days of their arrival, at which point the visitor is classified by the Service as a "Resident" and required to provide the Service with a fi and proper documents.
- 2.3 Never leaving a visitor or resident alone with a child or children or allowing the visitor to take on the role of Educator. This includes students and/or volunteers.
- 2.4 Ensuring visitors, students and volunteers are dressed appropriately, behave and interact with the children in accordance with Precious Stones FDC Service policies.
- 2.5 Immediately notify the Nominated Supervisor or Director of any issues or concern related to the presence of a visitor or interaction between a visitor and a child or children.
- 2.6 Ensuring all required insurances are up to date (public liability - \$10million)
- 2.7 Notifying the approved provider of any person over the age of 18 years living at the family day care home within 24 hours and/or any house guest over the age of 18 years within 7 days (at which time the house guest would now be considered a resident); and provide
 - a) Criminal history record check (issued not more than 6 months prior) OR;
 - b) Working with children check/card (WWCC) OR;
 - c) Current Victorian Institute of Teachers (VIT) registration
- 2.8 Ensuring records are stored in a safe secure location maintaining confidentiality in accordance with Policy 9.2 Privacy and confidentiality.
- 2.9 When possible, any maintenance or repairs to the FDC residence is completed outside of normal operating hours as far as possible
- 3.0 VISITORS, STUDENTS AND VOLUNTEERS TO THE FAMILY DAY CARE RESIDENCE WILL:
 - 3.1 complete the Visitor Register upon arrival and departure of the FDC residence including times, dates and signature
 - 3.2 adhere to the service's Code of Conduct Policy, Child Protection Policy and Participation of Students And Volunteers at all times

SOURCE:

Australian Children's Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

Guide to the National Quality Standard.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

INFANT BOTTLE SAFETY AND PREPARATION POLICY

4.9 (QA2)

Children are more susceptible to food borne illness making it necessary for Family Day Care (FDC) Services to implement adequate health and hygiene practices. Safe practices for handling, storing, preparing and heating breast milk or formula must be implemented to minimise risks to children being cared for by the Service.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
77, 78, 168	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.1, 2.1.2, 2.1.3, 2.2, 2.2.1
RELATED POLICIES	
Bottled Breast Milk Policy Nutrition and Food Safety Policy	

PURPOSE

To ensure our FDC Service maintains a hygienic premise for children requiring bottles. FDC Educators will certify that bottles are prepared safely and hygienically and that practices meet Work Health and Safety and current Food Safety Standards.

We encourage all FDC Educators to complete professional development in safe food handling and menu planning to increase knowledge and awareness of individual responsibilities.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinators, educators, educator assistants, children and families of the Service.

IMPLEMENTATION

To ensure that bottles are consistently prepared in a safe and hygienic manner FDC Educators will adhere to the FDC Service procedures at all times.

Breast milk contains the mother's antibodies, which help prevent illness in infants. It is important to encourage and support mothers of infants up to 12 months old to provide expressed breast milk, or to visit the FDC Service to feed their infants.

1.0 FDC Educators will:

- 1.1 Ensure that they are fully aware of the procedures for preparing, heating and storing bottles of formula and breast milk.
- 1.2 Ensure that children have access to safe drinking water at all times and are regularly offered food and beverages appropriate to their individual needs
- 1.3 Develop procedures for the safe storage and heating of food provided in bottles.
- 1.4 Implement safe food handling practices.
- 1.5 Seek to provide a supportive environment for breastfeeding.
- 1.6 Store all bottles in an appropriate area for food preparation and storage that complies with the food safety standards for kitchens and food preparation areas
- 1.7 Adhere to the procedure for the safe storage and heating of food provided in bottles.
- 1.8 Ensure Infants over 6 months of age are given small amounts of cooled boiled tap water in addition to breastmilk or formula.
- 1.9 Infants and children are not given fruit juice in their bottle due to the increase risk of tooth decay

2.0 Families will:

- 2.1 Be informed during orientation that children's bottles must be clearly labelled with the child's name.
- 2.2 Label bottles containing breast milk or formula with the date of preparation or expression.
- 2.3 Be encouraged to supply breast milk in well labelled, multiple small quantities to prevent wastage.
- 2.4 Be asked to provide a labelled bottle(s) for use at the Service for children having regular cow's milk in their bottles,
- 2.5 Be encouraged to communicate regularly with the Educator about their children's bottle and feeding requirements.
- 2.6 Not put fruit juice in children's bottles

3.0 STORING BOTTLES

- 3.1 Formula or breast milk needs to be kept refrigerated or frozen. Keep a non-mercury thermometer in your fridge so that you can check that the temperature is below 5°C.
- 3.2 It is best to make up fresh formula for each feed and give it to the child as soon as it has cooled. If this is not possible, the freshly made formula should be cooled immediately and stored in the back of the refrigerator (where it is coldest) for no more than 24 hours. Throw away any formula that is left over. Do not freeze or reheat leftover made-up formula.
- 4.0 Breast milk can be stored in several ways, which include:
 - 4.1 Refrigerated for 3–5 days at 4°C or lower (4°C is the typical temperature of a standard fridge).
 - 4.2 Storing bottles in the back of the fridge where it is coldest. Do not store bottles inside the refrigerator door
 - 4.3 Frozen in a separate freezer section of a refrigerator for up to 3 months; if your freezer is a compartment inside the refrigerator, rather than a separate section with its own door, then only store the breast milk for 2 weeks. Frozen in a deep freeze (–18 °C or lower) for 6–12 months.
- 5.0 Frozen breast milk can be thawed:
 - 5.1 In the refrigerator and used within 24 hours
 - 5.2 Standing the bottle in a container of lukewarm water and used straight away.

SOURCE:

Australian Children's Education & Care Quality Authority. (2014). Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)2015, ECA Code of Ethics.

Department of Education and Early Childhood Development – Promoting Breastfeeding Guidelines

Food Safety VIC Health - <https://www2.health.vic.gov.au/public-health/food-safety>

Food Standards Australia New Zealand – www.foodstandards.gov.au

National Health and Medical Research Council – www.nhmrc.gov.au

VIC Department of Health and Human Services – www.dhhs.vic.gov.au

Australian Breastfeeding Association www.breastfeeding.asn.au

Mothers Direct - www.mothersdirect.com.

Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care - 5th Edition (2005)

Safe Food Australia, 2nd Edition. January 2001

Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood

Infant Feeding Guidelines 2012

Caring for children - <http://www2.health.vic.gov.au/heal/Publications/caring-for-children-manual.pdf>

National Quality Standard

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

FORMULA BOTTLE PREPARATION PROCEDURE

1. Thoroughly wash hands and wear gloves when preparing bottles.
2. All bottle preparation will be done in the designated bottle and food preparation area
3. The bottle and food preparation area will always be clean and hygienic and will only ever be used for the purpose intended.
4. All food and bottles will be kept totally separate from the nappy change and toileting areas.
5. Prepare formula as per the instructions on the formula container and use the provided scoop for measurement, using cooled boiled water for infants under 12 months of age.
6. Once formula is made it must be used or kept in the refrigerator. Discard any leftover formula
7. Our Service will use microwave/bottle warmers to eat infant formula and cow's milk.
8. Formula bottles will not be re-heated as this can allow germs to grow.
9. Do not warm bottles in the microwave as microwave ovens distribute heat unevenly. Water in the milk can turn to steam that collects at the top of the bottle, and there is a danger that the infant could be scalded.
10. Our Service will use bottle warmers that have a thermostat control to heat Infant Formula/Cow's Milk/Breast Milk
 - The Service will use the bottle warmer as per the manufacturer's instructions.
 - Educators will ensure that bottle warmers are inaccessible to children at all times.
 - Bottles will be warmed for less than 10 minutes.
11. Test the temperature of bottle contents by placing a few drops on the inside of the wrist before feeding the child.
12. Supervise children with bottles at all times. Children will not be placed on beds or in cots for feeding as this can be a choking hazard.
13. Give bottles to children before going to bed to reduce the risk of tooth decay.
14. Rinse all children's bottles thoroughly after use and leave to air dry before placing in child's bag
15. Communicate regularly with families about children's bottle and feeding requirements.
16. Communicate with families about the amount of milk taken by the child and any changes in feeding patterns or routines at the education and care Service.

BREAST MILK PREPARATION PROCEDURE

1. Breast milk that has been expressed should be brought to the Service in a clean sterile container labelled with the date of expression and the child's name.
2. We encourage families to transport milk to the Service in cooler bags; this should be immediately given to educators, who will put it in the refrigerator.
3. We will refrigerate the milk at 4 degree Celsius until it is required.
4. Thoroughly wash hands and wear gloves when preparing bottles.
5. All bottle preparation will be done in the designated bottle and food preparation area
6. The bottle and food preparation area will always be clean and hygienic and will only ever be used for the purpose intended.
7. All food and bottles will be kept totally separate from the nappy change and toileting areas.
8. Breast milk will be warmed and/or thawed by standing the container/bottle in a container of warm water.
9. The milk will then be temperature tested by educators before being given to the child.
10. If the Service does not have enough breast milk from the family to meet the child's needs that day, individual families will be consulted on what the Service should do in these circumstances.
11. To avoid any possible confusion, we will not store unused milk at the Service.
12. Unused milk will be returned to families at the end of the day when they come to collect their child.
13. A quiet, private, lockable space with a comfortable chair will be provided for mothers/women to breastfeed or express milk. A sign will also be placed on the door when the mother/woman is using the facilities.

FORMULA & MILK BOTTLE PROCEDURE

Microwave Instructions

We recognise that microwaves are an efficient and safe way to heat infant formula and cow's milk. We will not heat breast milk in the microwave as it may destroy some of the breast milk's properties.

1. Thoroughly wash hands and wear gloves when preparing bottles.
2. All bottle preparation will be done in the designated bottle and food preparation area
3. The bottle and food preparation area will always be clean and hygienic and will only ever be used for the purpose intended.
4. All food and bottles will be kept totally separate from the nappy change and toileting areas.
5. Prepare formula as per the instructions on the formula container and use the provided scoop for measurement, using cooled boiled water for infants under 12 months of age.
6. Once formula is made it must be used or kept in the refrigerator. Discard any leftover formula
7. Use microwave safe bottles.
8. Only heat formula/cow's milk that has been adequately refrigerated.
9. Stand the bottle up straight.
10. Always take off the teat/bottle top and leave outside the microwave.
11. Not use microwave ovens with wattage over 700W (or if ovens with a higher wattage are used, heat for less than the following times and take extra care when checking temperature)
12. For a 120ml size bottle – use high setting and heat for less than 30 seconds.
13. For a 240ml size bottle – use high setting and heat for less than 45 seconds.
14. Follow specific manufacturer instructions provided with the microwave.
15. Minimise the risk of uneven heating by adequately rotating and shaking the bottle directly after microwaving. After the teat/bottle top is replaced, invert the bottle at least 10 times.
16. Check the temperature of the formula/milk on the inside of the wrist before giving to the child to ensure contents are at a safe temperature.

BOTTLED BREAST MILK POLICY 4.10 (QA2)

Breastfeeding is important for children's nutrition. Australian and international health authorities recommend exclusive breastfeeding until around 6 months. At around 6 months, solid food can then be offered while breastfeeding is continued until 12 months or longer if the mother and baby request.

Family Day Care Services have an important role in supporting mothers to continue to breastfeed, as returning to work is a common reason given for stopping breastfeeding. Educators will inform mothers that the provision of breast milk is supported at our Family Day Care Service.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
3, 51, 301	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
77, 78, 168	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.1, 2.1.2, 2.1.3
RELATED POLICIES	
Infant Bottle Safety and Preparation Policy Nutrition and Food Safety Policy Sleep and Rest Policy Anti-Bias and Inclusion Policy Interaction with Children, Family and Staff Policy	

PURPOSE

To ensure our Family Day Care Service maintains a hygienic premise for all infants/children requiring breast milk, Educators will certify that bottles are prepared safely and hygienically maintaining Work Health and Safety Standards, and current Food Safety Standards.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinators, educators, educator assistants, children and families of the Service

IMPLEMENTATION

Breast milk contains the mother's antibodies, which help prevent illness in infants. It is important to encourage and support mothers of infants up to 12 months old to provide expressed breast milk, or to visit the Family Day Care Service to feed their infants.

1.0 FAMILY DAY CARE EDUCATORS WILL:

- 1.1 Be aware of the procedures for preparing, heating and storing bottles breast milk.
- 1.2 Adhere to procedures for the safe storage and heating of food provided in bottles is developed.
- 1.3 Ensure parents are aware that the Family Day Care Service is a 'breastfeeding friendly' Service.
- 1.4 Provide families with breastfeeding information during enrolment and orientation.
- 1.5 Provide a welcoming environment for mothers to comfortably breastfeed or express breast milk.
- 1.6 Ensure Breast milk is stored and handled safely at the Family Day Care Service
- 1.7 Ensure culturally appropriate pictures and posters of breastfeeding are displayed.
- 1.8 Provide easily accessible brochures, pamphlets and other resources about breastfeeding are displayed.
- 1.9 Be made aware of a mother's right to breastfeed at the Family Day Care Service
- 1.10 Develop an individual breastfeeding support plan in consultation with families, including arrangements for what we as a Family Day Care Service do if we do not have enough expressed breast milk to meet the child's needs.
- 1.11 Ensure Literature is updated and distributed to staff as required to support 'best practice'.
- 1.12 Refer mothers with breastfeeding concerns to appropriate resources, including support Services offered by VIC Health, Australian Breastfeeding Association groups or private lactation consultants.
- 1.13 Establish and maintain connections with local breastfeeding support networks, including VIC Health and the Australian Breastfeeding Association.

2.0 FAMILIES WILL:

- 2.1 Be informed during orientation that children's bottles must be clearly labelled with the child's name.
- 2.2 Label bottles containing breast milk with the date of preparation or expression.
- 2.3 Be encouraged to supply breast milk in well labelled, multiple small quantities to prevent wastage.
- 2.4 Be encouraged to communicate regularly with educators about children's bottle and feeding requirements.

3.0 STORING BOTTLES

- 3.1 Formula or breast milk needs to be kept refrigerated or frozen. For best practice, keep a non-mercury thermometer in your fridge so that you can check that the temperature is below 5°C. All bottles need to be labelled with the child's name and the date the bottle was prepared or brought in by the parent.

- 3.2 It is best to make up fresh formula for each feed and give it to the child as soon as it has cooled. If this is not possible, the freshly made formula should be cooled immediately and stored in the back of the refrigerator (where it is coldest) for no more than 24 hours. Throw away any formula that is left over. Do not freeze or reheat leftover made-up formula.

Breast milk can be stored in several ways, which include:

1. Refrigerated for 3–5 days at 4°C or lower (4°C is the typical temperature of a standard fridge). Store breast milk at the back of the refrigerator, not in the door
2. Storing bottles in the back of the fridge where it is coldest. Do not store bottles inside the refrigerator door
3. Frozen in a separate freezer section of a refrigerator for up to 3 months; if your freezer is a compartment inside the refrigerator, rather than a separate section with its own door, then only store the breast milk for 2 weeks. Frozen in a deep freeze (–18 °C or lower) for 6–12 months.

Frozen breast milk can be thawed by:

1. In the refrigerator and used within 24 hours
2. Standing the bottle in a container of lukewarm water and used straight away.

SOURCE:

Australian Children's Education & Care Quality Authority. (2014), Australian Breastfeeding Association www.breastfeeding.asn.au Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)2015. ECA Code of Ethics., Food Safety VIC Health– <https://www2.health.vic.gov.au/public-health/food-safety> • Food Standards Australia – www.foodstandards.gov.au, Infant Feeding Guidelines 2012, National Quality Standards (2018) National Health and Medical Research Council – www.nhmrc.gov.au , VIC Department of Health and Human Services – www.dhhs.vic.gov.au, Caring for children - <http://www2.health.vic.gov.au/health/Publications/caring-for-children-manual.pdf> Mothers Direct - www.mothersdirect.com., Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care - 5th Edition (2005 Safe Food Australia, 2nd Edition. January 2001), Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

DELIVERY AND COLLECTION OF CHILDREN POLICY

5.0 (QA2)

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
3(2)(a), 165, 167, 175, 189	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
99, 158, 168(2)(f), 176	
NATIONAL QUALITY AREA AND STANDARD	
2	2.3, 2.3.1, 2.3.2
RELATED POLICIES	
Enrolment and Orientation Policy Visitors to Family Day Care Residences Policy Supervision of Children Policy Safe Transportation of Children Policy	

PURPOSE

The Family Day Care (FDC) Service aims to ensure the protection and safety of children accessing the Service. FDC Educators will only release children to an authorised person verified on the individual child's enrolment form. The daily sign in and out register will be used to determine who is present at the Service in case of emergencies.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children and families of the Family Day Care Service

IMPLEMENTATION

Guidelines for delivery and collection of children are put in place to ensure the safety and wellbeing of each individual child.

1.0 ATTENDANCE RECORDS

The approved provide, nominated supervisor and FDC Educators will

- 1.1 Ensure that the attendance record is fully completed with personalised e-Signature of the person collecting and dropping off via the harmony web dashboard at the actual time each child arrives and departs the Service.

- 1.2 Ensure FDC Educators ONLY sign a child in or out of the residence using their own e-Signature on the rare cases when the parent forget to sign a child in or out. Educator must record the actual hours of attendance and comment why parent or person delivering child could not sign in the child. The Approved Provider and the Nominated Supervisor should not be repetitive
- 1.3 Children attending before and after school care will be signed in and out of the Service at the child's school by the FDC Educator or Educator Assistant using their own e-Signature

2.0 DEPARTURES: THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND FDC EDUCATOR ARE RESPONSIBLE FOR:

- 2.1 Ensuring that where the service has been notified of a Court Order prohibiting an adult from contacting an enrolled child the educator and educator assistant ensures such contact does NOT occur while the child is attending the Service, nor that the child be released into the care of that adult.
- 2.2 Ensuring children must ONLY be collected out of care by
 - a) A parent of the child or authorised nominee named in the child's enrolment form
 - b) A person authorised on the enrolment form
 - c) Other person ONLY IF:
 - i) Authorised by a parent or guardian listed on the enrolment form. This can be done by via telephone or in writing including text to the FDC Service or FDC Educator – Full name, address, phone number and relationship to the child must be provided.
 - ii) Child is given into the care of a person or taken outside the premises because of medical, hospital treatment or any other emergency.
- 2.3 Ensuring No child will be withheld from an authorised contact or biological parent named on the enrolment form unless a current court order is on file at the Service.
- 2.4 The FDC Educator must be able to verify the person's identity prior to be releasing the child into that person's care
 - a) Photo identification must be able to be sighted by the FDC Educator
 - b) Educator must be aware of any written court orders in the child's enrolment
 - c) Inform parents of their responsibility to provide the Service with a copy of any current 'Parenting Order'
- 2.5 The FDC Educator will account for all children in the case of an emergency using the attendance record.

3.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR

- 3.1 Checking all authorisations are completed, signed and dated prior to children commencing care.

- 3.2 Ensuring parents are informed of their responsibility to provide the Service with a copy of any current 'Parenting Order'
- 3.3 Ensuring that the following are reviewed for currency at least twice per year with any changes to be updated and provided to the FDC Educator immediately within 24 hours:
 - a) the authorised nominee pick-up list for each child
 - b) custody orders and/or parenting plans

4.0 THE COORDINATION STAFF WILL:

- 4.1 Assist Educators to set up Harmony account to keep a record of attendance of children that
 - a) records the full name of each child being educated and cared for at the family day care residence or approved family day care venue; and
 - b) records the date and time each child arrives and departs
 - c) is signed by one of the parents/person authorized to collect , the time that the child arrives and departs
- 4.2 Assist families/guardians to set up their E-signature/ pin number to sign in and sign out their child to and from family day care educators care to record their child's attendance in family day care service.
- 4.3 Ask for copy of any court order from parent/guardian which may prohibit any person from having contact with child along the enrolment forms. These documents will be attached to the child's records and treated confidentially. When require, will consult with legal services on validity of documents provided by parents/guardians
- 4.4 Update and Inform parent who has previously been authorised to collect child that their authorisation to collect a child has been revoked when service is provided with this information
- 4.5 Notify the educator if there are any changes to orders as soon as they occur

5.0 FAMILIES ARE RESPONSIBLE FOR

- 5.1 Providing the Service with a copy of any current 'Parenting Order'.
- 5.2 Ensuring documentation/authorisations are completed and signed prior to commencing care.
- 5.3 Ensuring that attendance record is fully completed with personalised e-Signature by person collecting and dropping off via the harmony web dashboard as each child arrives and departs the Service.
- 5.4 Ensuring any changes to children's information or status is communicated promptly to the educator or Approved Provider within 24 hours
- 5.5 Informing the educator if the child is going be absent for a booked session of care

6.0 INTOXICATED PERSONS:

6.1 If the authorised person collecting the child appears to be intoxicated, or under the influence of drugs, the FDC Educators is to:

- a) Suggest they contact another parent, authorised nominee or taxi
- b) Offer to drive the child home at a later time
- c) Notify the police providing the person’s name and vehicle registration number if the intoxicated person insists on taking the child. The Educator cannot withhold a child from a legal guardian.

7.0 SERIOUS INCIDENT:

7.1 In the case of a serious incident occurring as outlined in Regulation 12, the procedures for “Serious Incidents” needs to be followed. See Policy 6.8 Emergency Evacuation and Serious Incident.

8.0 ARRIVALS: FDC EDUCATORS WILL

- a) Ensure children feel secure and safe, greeting them and their families upon arrival
- b) Ensure children have the chance to say goodbye to the person delivering them.
- c) Ensure all children are signed in and out of the service by the authorised person delivering them.
- d) Should families forget to sign their child/children in, National Regulations requires the Nominated Supervisor or FDC Educator to sign the child in and out.

SOURCE:

Australian Children's Education and Care Quality Authority. (n.d.). Retrieved September 03, 2016, from <http://www.acecqa.gov.au/>

Requirements for Family Day Care Educators from 1 October 2017

<http://files.acecqa.gov.au/files/NQF/RequirementsFDC.pdf>

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations

Sydney: Australian Children's Education & Care Quality Authority.

Guide to the National Quality Standard.

ECA Code Of Ethics - Early Childhood Australia". *Early Childhood Australia*. N.p., 2017. Web. 3 January 2017.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

EXCURSIONS POLICY 5.1 (QA2)

Excursions/Incursions enhance children's learning by providing them the opportunity to participate in curriculum planned activities and experiences that extend on their skills and knowledge in the current interest topic. Our Family Day Care Service (FDC) is uniquely placed to help children connect with and be part of the community in which they live. Excursions are to be well planned and aim to maximise children's learning, providing opportunities to explore their wider community as a group and extend on the educational program provided.

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
3(2)(a), 165, 167, 175, 189	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
4(1), 73, 78, 89, 97, 99-102, 102B, 102D, 124, 136, 109, 161, 168, 170	
NATIONAL QUALITY AREA AND STANDARD	
2	2.2, 2.2.1, 2.2.2,
RELATED POLICIES	
Anti-Bias and Inclusion Policy Code of Conduct Policy Educational Program Policy Interaction with Children, Family and Staff Policy Enrolment and Orientation Policy Privacy and Confidentiality Policy Supervision of Children Policy Safe Transportation of Children Policy Water Safety Policy Incident, Illness and Trauma Policy Acceptance and Refusal Authorisation Policy Administration of First Aid Policy	

PURPOSE

We aim to provide valuable opportunities for children to expand and enhance their skills and knowledge; and explore the wider community through providing excursions and incursions that are planned and conducted in a safe manner, maintaining children's wellbeing at all times in accordance with national legislation.

SCOPE

This policy applies to the Approved Provider, Coordinator, Family Day Care educators, educator assistants, children, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

Excursions/Incursions will be conducted with the children's safety and wellbeing in mind at all time and every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury.

1.0 DEFINITIONS (effective 1 October 2020)

- 1.1** Regular outing: in relation to an education and care service, means a walk, drive or trip to and from a destination
- a) that the service visits regularly as part of its educational program; and
 - b) where the circumstances relevant to the risk assessment are *substantially* the same on each outing
- 1.2** Regular transportation: in relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are *substantially* the same for each occasion on which the child is transported.

1.0 EXCURSION RISK ASSESSMENT

- 1.1** Refer to Appendix 7: Excursion Risk Management Plan
- 1.2** The Approved Provider and Nominated Supervisor must: (prior to an authorisation for excursions being sought):
- a) Ensure all FDC educators
 - i) conduct risk assessments which reflects national regulation 101
 - ii) conduct a transport specific risk assessment as required under regulation 102B and in accordance to Policy 5.2 Safe Transportation of Children
 - iii) Written authorisation as required under regulation 102(4)
 - b) Ensure families are aware of their right to view risk assessments prior to the excursion/incursion upon request; and will comply with any such requests.
 - c) That the risk assessment is available at the FDC Service
- 1.3** A transport assessment for Regular Excursions is valid for 12 months from the date of the assessment after which a new transport risk assessment must be conducted
- 1.4** FDC Educators will:
- a) Conduct risk assessments;
 - i) For all excursions/incursions to ensure children are safe and secure.
 - ii) For regular outings at least every 12 months or whenever the associated risks change.
 - b) Notify families about the excursion/incursion and gain written authorisation prior to the excursion/incursion.
 - c) Submit the risk assessments and written authorisations to the service for approval prior to the excursion/incursion.
 - d) Conduct a transport specific risk assessment before service transports child

2.0 A RISK ASSESSMENT MUST:

- 2.1 Identify and assess risks that the excursion may pose to the safety, health and wellbeing of any child being taken on the excursion
- 2.2 Specify how the identified risks will be managed and minimised
- 2.3 Consider the proposed route and destination for the excursion
- 2.4 Consider any water hazards
- 2.5 Reflect on any risks associated with water-based activities
- 2.6 Consider the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required (for example: life-saving skills)
- 2.7 Consider the planned activities
- 2.8 Determine the duration of the excursion
- 2.9 Considering the number of children and the risk factors determine the level of supervision required and the educator to children ratio.
- 2.10 Consider items that should be taken on the excursion (mobile phone, emergency contacts, first aid kit, medicine and medical plans etc)
- 2.11 If the excursion involves transporting children consider:
 - a) the means of transport; and
 - b) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported; and
 - c) the process for entering and exiting
 - i) the education and care service premises; and
 - ii) the pick-up location or destination (as required); and
 - d) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking; Consider the ratio of adults to children involved in the excursion

3.0 PARENT AUTHORISATION

- 3.1 The Approved Provider and Nominated Supervisor must ensure:
 - a) That a child is not taken outside the FDC Service premises on an excursion unless written authorisation has been provided in accordance with Policy
 - b) that a child being educated and cared for by the service is not transported by the service or on transportation arranged by the service unless written authorisation has been given
- 3.2 Prior to any child leaving the FDC residence on an excursion
 - a) The FDC Educator must ensure an excursion authorisation form be completed and signed by the child's parent or legal guardian
 - b) Be submitted along with excursion risk assessment to the Service

- c) Be approved by the Coordinating Unit and a copy be stored confidential at the FDC Residence.

3.3 The authorisation form must state

- a) The child's name
- b) The reason the child is to be taken outside the premises;
- c) The date the child is to be taken on the excursion (unless the authorisation is for a regular outing); or;
- d) if the authorisation is for a regular outing, a description of when the child is to be taken on the regular outings;
- e) A description of the proposed destination for the excursion;
- f) the proposed activities to be undertaken by the child during the excursion
- g) The period the child will be away from the premises;
- h) The anticipated number of children likely to be attending the excursion;
- i) The anticipated ratio of FDC educators to the anticipated number of children attending the excursion
- j) The anticipated number of FDC Educators and any other adults who will accompany and supervise the children on the excursion
- k) That a risk assessment has been prepared and is available at the service
- l) In addition, if the excursion involves transporting children—
 - i) the reason the child is to be transported; and
 - ii) if the authorisation is for regular transportation, a description of when the child is to be transported;
 - iii) if the authorisation is not for regular transportation, the date the child is to be transported;
 - iv) a description of the proposed pick-up location and destination;
 - v) the means of transport;
 - vi) the period of time during which the child is to be transported;
 - vii) the anticipated number of children likely to be transported;
 - viii) the anticipated number of staff members and any other adults who will accompany and supervise the children during the transportation
 - ix) any requirements for seatbelts or safety restraints under a law of each jurisdiction in which the children are being transported;
 - x) that a risk assessment has been prepared and is available at the education and care service;
 - xi) that written policies and procedures for transporting children are available at the education and care service

- 3.4 Authorisations and risk assessments for excursions must be kept in the enrolment record for each child enrolled at an education and care service at both the Principle Office and at the FDC Residence at which the child attends.
- 3.5 A parent/guardian or authorised nominee can provide authorisation or not for a child to participate in an excursion, incursion or regular outing. If an excursion, incursion or regular outing is refused, alternative care may be offered or the child may be requested to remain at home, fees may still apply in accordance with Policy 7.0 Payment of fees.

4.0 TRANSPORTATION FOR EXCURSION

- 4.1 The Service must comply to all requirements of Policy 5.2 Safe Transportation of Children
- 4.2 *Public Transport*- Provisions should be made to ensure children;
 - a) Have ample time to board the train/bus safely and in an unhurried way
 - b) Are seated at all times, with an adult close by.
- 4.3 *Car* - Any motor vehicle that is used to transport children on an excursion (other than a motor vehicle seating more than nine persons) must be fitted with child restraints and/or seatbelts that;
 - a) Are appropriate for the age and weight of each child
 - b) Conform to the Australian Standards
 - c) Are professionally installed or checked by an authorised restraint fitter

5.0 EDUCATIONAL PROGRAM

- 5.1 When planning an excursion FDC Educators must consider how the excursion supports the educational program and contributes to the outcomes outlined for each child

6.0 ENTERING AND EXITING THE SERVICE

- 6.1 The entry and exit to and from the FDC approved residences or venues must be safe. This includes ensuring that children with special needs or disabilities can safely enter and leave the service
- 6.2 Procedures for Exiting the Service.
 - a) The FDC Educator and/or Educator Assistant will ensure:
 - i) The children are briefed about proposed excursion destination and reminded to follow excursion rules
 - ii) all windows and doors are closed and securely locked, appliances are turned off before exiting the service
 - iii) advise your own family members if applicable who will be inside your approved residence that you are leaving and what time you expect to be back home
 - iv) All children are given the opportunity to use the toilet prior to departure
 - b) The FDC Educator and/or Educator Assistant will ensure for each excursion, children have appropriate:
 - i) Clothing (including activity and weather appropriate)
 - ii) Footwear (including activity and weather appropriate)
 - iii) Lunch/drinks and snacks
 - iv) Sun protection

6.3 Procedures for entering the service.

- a) The FDC educator and/or educator assistant will:
 - i) Check for signs of forced entry attempts. If you're unsure that your service is safe, contact police immediately. Do not enter the premises
 - ii) Unlock the door and assist children to enter the residence
 - iii) Ensure the children will enter first and the educator/educator assistant will enter lastly
 - iv) Children will place their bags and belongings in the designated area
 - v) The children and educator will wash hands and continue with the routine

7.0 EXTRA CONSIDERATIONS

- 7.1 Excursion involving swimming or water play involving water deeper than 15cm are NOT PERMITTED Refer to Policy 4.4 Water Safety.
- 7.2 When planning for an excursion EDC Educators must ensure that adequate toilet, washing and drying facilities are provided for safe use by children
- 7.3 Educators must ensure that children have access to safe drinking water and are offered appropriate food and beverages during the excursion
- 7.4 Management and FDC Educators must review their insurance policy prior to the excursion/incursion to ensure liability is protected by the Service.
- 7.5 FDC Educators will take the following items;
 - a) Adequate number of suitably equipped first aid kits
 - b) Operating mobile telephone
 - c) Emergency contact list
 - d) Medical Plans and related medicines
 - e) Water
 - f) Nappies and related items as required

SOURCE:

The Business of Childcare, Karen Kearns 2004
Education and Care Services National Regulation
National Quality Standards
Early Years Learning Framework

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

SAFE TRANSPORTATION OF CHILDREN POLICY 5.2 (QA2)

Educators working within our Family Day Care Service often provide transportation of children as part of our education and care service. This may include transporting children between the Family Day Care residence or venue and other locations to participate in regular outings such as play groups, library visits, walks in the park or collecting children from homes or schools.

Compliance with the Education and Care Services National Law and Regulations is mandatory to ensure the safety of children at all times and new provisions and amendments to these regulations are reflected in our procedures and policy for transportation and the safe handover of children.

We acknowledge our ensuring duty of care obligations by adhering to relevant legislation providing adequate supervision of children at all times, maintaining correct educator to child ratios, maintaining accurate attendance records and providing appropriate child restraints for children under our care.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
3(2)(a), 165, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
4(1), 85, 99, 100, 101, 102A, 102B, 102C, 102D, 123, 136, 158, 161, 168, 168(2)(g,a), 170,	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.1, 2.1.2
RELATED POLICIES	
Authorisations - Acceptance And Refusal Policy, Delivery And Collection Of Children Policy Determining A Responsible Person Policy Enrolment And Orientation Policy Excursions Policy Incident, Illness and Trauma Policy Providing A Child Safe Environment Policy Administration of First Aid Policy Record Keeping Policy	

PURPOSE

We aim to ensure that all children being educated and cared for by Precious Stones Family Day Care are adequately supervised at all times. This includes ensuring educator to child ratios are met whenever and wherever the service is operating including providing transportation as part of our service activity.

SCOPE

This policy applies to the Educators, Educator Assistants, children, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

The safety of children enrolled at our service is paramount. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury. Appropriate safety measures have been implemented through our comprehensive risk assessment process to ensure supervision is adequate at all times including transportation. Educator to child ratios are adhered to in addition to ensuring the maximum numbers on the service approval are not breached at any time. Adequate supervision is therefore not static as it is dependent upon a range of considerations documented in risk assessments. (e.g. when FDC educators travel together in a larger vehicle for an excursion).

1.0 DEFINITIONS (effective 1 October 2020)

- 1.1 Regular outing: in relation to an education and care service, means a walk, drive or trip to and from a destination
 - a) that the service visits regularly as part of its educational program; and
 - b) where the circumstances relevant to the risk assessment are *substantially* the same on each outing
- 1.2 Regular transportation: in relation to an education and care service, means the transportation by the service or arranged by the service (other than as part of an excursion) of a child being educated and cared for by the service, where the circumstances relevant to a risk assessment are *substantially* the same for each occasion on which the child is transported.

2.0 TRANSPORT SPECIFIC RISK ASSESSMENT

- 2.1 Precious Stones Family Day Care Educators will conduct comprehensive transport specific risk assessments to minimize and manage all potential risks for transporting children before authorisation is sought to transport a child from the Approved Provider.
- 2.2 A risk assessment will be undertaken at least annually for '*regular transportation*' of children. Each time a FDC Educator transports, or arranges, the transport of children as part of any non-routine excursion, a new risk assessment will be conducted. All risk assessments will be regularly assessed and evaluated as to facilitate continuous improvement in our service.
- 2.3 Our risk assessment process is guided by and will:
 - a) identify any hazards or potential hazards that transporting the child may pose to the safety, health and wellbeing of the child
 - b) assess the risk of harm or potential harm using a risk matrix
 - a) specify how the identified risks will be managed by eliminating or minimising the impact using control measures
 - b) evaluate the current risk or potential harm by implementing control measures
 - c) review and monitor the risk or potential harm to ensure it continues to be managed as a low risk
- 2.4 Our risk assessment will consider:
 - a) the proposed route and duration of the transportation; and

- b) the proposed pick-up location and destination; and
- c) the means of transport; and
- d) any requirements for seatbelts or safety restraints (as per the law of our jurisdiction); and
- e) any water hazards; and
- f) the number of adults and children involved in the transportation; and
- g) given the risks posed by transportation, the number of educators or other responsible adults to provide supervision and whether any adults with specialized skills are required; and
- h) whether any items should be readily available during transportation (mobile phone, list of emergency contact numbers) and;
- i) the process for entering and exiting-
- j) the education and care service premises; and
- k) the pick-up location or destination (as required); and
- l) procedures for embarking and disembarking the means of transport, including how each child is to be accounted for on embarking and disembarking

3.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR, COORDINATORS AND FDC EDUCATORS WILL ENSURE:

- 3.1 Transport specific risk assessments are carried out prior to seeking authorisation for transporting children is made with the Approved Provider
- 3.2 Transport specific risk assessments for 'regular transportation' are:
 - a) evaluated regularly to ensure potential risks are identified and managed
 - b) reviewed at least annually
- 3.3 Prior to the commencement of the transportation, the Service receives written authorisation given by a parent or other person named in the child's enrolment record as having authority to authorise the child being transported by the service or on transportation arranged by the service in accordance to Policy 5.1 Excursions.
 - a) Note: If the transportation is regular transportation, the authorisation is only required to be obtained once in a 12-month period.
- 3.4 details of the safest route for travel, type of vehicle and required restraints are included in the risk assessment
- 3.5 every reasonable precaution is taken to protect children from harm and hazards likely to cause injury
- 3.6 compliance with first aid requirements of Regulation 136 are met at all times
- 3.7 parents/guardians complete a written authorisation for transportation of their child and a copy of this is filed in the child's enrolment record
- 3.8 children are instructed on processes for entering and exiting the service premises and are aware of the pick-up and destination locations
- 3.9 children's attendance is checked against an accurate attendance record showing when children are within the care of the FDC service. The record of attendance must record the time that the child arrives and departs
- 3.10 children's attendance is checked by the FDC educator before departure from the designated pick up location
- 3.11 procedures for the safe handover of children between the Service and other educational site is documented correctly (if applicable)
- 3.12 educator to child ratio requirements are maintained at all times

- 3.13 children exit the vehicle using the 'safety door'
- 3.14 children wear approved seatbelts/restraints whilst the vehicle is in motion in accordance to Victoria Road Rules and Road Transport Act
- 3.15 children are never left unattended in the vehicle in any circumstances and provide adequate supervision at all times
- 3.16 support requested of the coordination team if unable to ensure complete supervision
- 3.17 education on road safety for children is included in the Service's programming (for example Kids and Traffic, Vic Roads Primary School roads information)
- 3.18 safety rules are developed with children to ensure a clear understanding of appropriate and inappropriate behaviour
- 3.19 they are aware of appropriate procedures to be followed in the event of a vehicle crash involving children from the service
- 3.20 a working mobile phone is carried to communicate with the principle office, coordinator, nominated supervisor and parents/carers in case of an emergency
- 3.21 a list of emergency contact numbers for the children being transported is available at all times
- 3.22 every effort will be made to notify parents/carers of delays returning to the Service if applicable
- 3.23 relevant criminal history requirements and Working with Children Checks are made for any person transporting children, WWCC is recorded in staff records
- 3.24 the FDC educator or person driving the vehicle/bus holds a current Australian driver's licence
- 3.25 any allegation of misconduct of the educator or other adult will be reported immediately as per the Reportable Conduct Scheme detailed in our Child Protection Policy and/or Child Safe Environment Policy

4.0 SAFE MAINTENANCE OF TRANSPORTATION VEHICLE

- 4.1 The Coordinator and FDC Educator will ensure:
- 4.2 the transportation vehicle is fitted with the required child restraints, approved by the Roads and Traffic Authorities (see Rule 266 of the Australian Road Rules)
- 4.3 the vehicle has enough fuel to transport the children each day as in accordance to schedule
- 4.4 the vehicle is registered, roadworthy and insured (general legal requirements and best practice standards are adhered to)
- 4.5 any repairs are completed as soon as possible by a qualified mechanic
- 4.6 all drivers hold a current Australian driver's licence, licenced to carry the required number of passengers for the vehicle
- 4.7 in the event of any mechanical or other breakdown, children will be kept safe, comfortable and occupied with suitable activities
- 4.8 every effort will be made to notify parents/carers of delays returning to the Service if applicable

5.0 THE APPROVED PROVIDER, NOMINATED SUPERVISOR, COORDINATOR AND FDC EDUCATORS WILL ENSURE:

- 5.1 Adequate supervision is provided when children are being transported. Consideration must include:
 - a) the number, age and ability of children
 - b) visibility and accessibility
 - c) physical positioning of educators
 - d) risks related to the mode of transportation (including travel on foot)
 - e) risks in the environment, location and while travelling
 - f) the experience, knowledge and skill of each educator

- 5.2 driver's licence is current, and they are licenced to carry the required number of passengers for the purpose
- 5.3 every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- 5.4 they adhere to the road rules and regulations mandated by law within each state/territory
- 5.5 children remain seated and do not behave in a dangerous or inappropriate manner
- 5.6 the vehicle is parked in a secure and safe location for children to access
- 5.7 the number of passengers does not exceed the legal requirement
- 5.8 a working mobile phone is taken in case of an emergency
- 5.9 under no circumstances will the driver of the vehicle/bus supervising the children use handheld mobile phones unless safely parked
- 5.10 an easily recognised and suitably equipped first aid kit is easily accessible during transportation
- 5.11 under no circumstances will the driver and/or FDC educator supervising children be under the influence of alcohol or drugs
- 5.12 FDC educators and Educator Assistants accompanying children during transportation hold:
 - a) an approved first aid qualification
 - b) a current approved anaphylaxis management training qualification and
 - c) an approved emergency asthma management training qualification
- 5.13 The designated driver of the vehicle has the right, *if required* to stop in a safe place until the children conform to the safety guidelines. Parents will be notified if their child continues to be challenging and/or behaving in a dangerous manner.
- 5.14 the designated driver of the vehicle/bus complies with all appropriate road, safety and transport regulations

6.0 USE OF FAMILY DAY CARE ASSISTANTS

- 6.1 With the approval from the approved provider, a family day care educator assistant can stand in the place as the family day care educator:
 - a) to transport children between the family day care residence or venue, to a school, another education and care service or children's service, or a child's home
 - b) in emergency situations, including when the family day care educator requires urgent medical care or treatment
 - c) to enable a family day care educator to attend an appointment (other than a regular appointment) in unforeseen or exceptional circumstances, if the absence is for less than 4 hours; and the 90 approved provider has approved that absence; and notice of that absence has been given to the parents of the child.
 - d) Family day care educator assistants may also assist family day care educators while family day care educators are educating and caring for children as part of the family day care service.

7.0 PROCEDURES FOR EMBARKING THE VEHICLE

The FDC Educator and/or Educator Assistant will ensure:

- a) the vehicle/bus will be parked in a safe location where children are not required to cross any roads (if this is unavoidable, a risk assessment and dedicated procedure for crossing the road will be completed)
- b) the children's attendance record is checked by the educator as children assemble in a predetermined location at the residence or venue prior to embarking the vehicle

- c) children sit and use age and size appropriate child restraints, car seats and booster seats
- d) children are assisted to securely fasten and properly adjusting the seatbelts
- e) children are continuously supervised during transportation by the educator, ensuring they have clear vision of all children
- f) turn on the child safety lock during the transportation

8.0 PROCEDURES FOR DISEMBARKING THE VEHICLE

The FDC Educator and/or Educator Assistant will ensure:

- a) children remain seated until the vehicle/bus has completely stopped
- b) the children are assisted to safely disembark the vehicle/bus including unfastening of seat belts
- c) children will exit the vehicle/bus using the 'safety door' or door located near the kerb or within the driveway of the residence/venue
- d) the children's attendance record will be checked by the FDC educator as they assemble in a predetermined location at the end of the journey
- e) the FDC educator/educator assistant will conduct a final sweep of the vehicle/bus, checking on and under seats to ensure there are no children or belongings left behind
- f) once inside the residence/venue, the children are counted that will provide an additional attendance check to confirm all are present

9.0 FAMILIES WILL:

- 9.1 adhere to the Service's *Delivery And Collection Of Children Policy* and *Safe Transportation of Children Policy*
- 9.2 communicate any change in transportation requirements for their child with their FDC Educator as soon as they are aware (for example: no transport is required on a particular day as the child has returned home from school due to illness)
- 9.3 notify the Service if their child is going to be absent on a particular day and not require transport
- 9.4 ensure written permission for transportation of their child by the Service is granted by either the parent or authorised nominee named in the child's enrolment record
- 9.5 update emergency contact numbers regularly

RESOURCES

Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Education Skills and Employment. (2009). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009).

Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2018). (Amended 2018).

[Education and Care Services National Regulations](#). (2011)

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2018). (Amended 2020).

Risk assessment and management ACECQA (2020)

Kids and Traffic Early Childhood Road Safety Education Program (NSW

National Quality Standard. (2018).

Road Transport (Safety & Traffic Management) Act 1999.
Vic Roads- Primary school road safety education resources

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards (2018) and the Family Assistance Law		

ADMINISTRATION OF FIRST AID POLICY 6.0 (QA2)

First aid can save lives and prevent minor injuries or illnesses from becoming major. The ability to provide prompt basic first aid is particularly important in the context of an early childhood service where Educators have a duty of care and obligation to assist children who are injured, become ill or require support with administration of medication

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167(1)(2)(3), 175(1)	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
4, 12, 85-89, 97, 136(3), 161, 162, 168, 168(2)(a)(iv), 174, 176	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.2, 2.2, 2.2.1, 2.2.2,
RELATED POLICIES	
Delivery and Collection of Children Policy Control of Infectious Diseases and Immunisation Policy Enrolment and Orientation Policy Interactions with Children, families and Staff Policy Incident, Illness and Trauma Policy Child Protection Policy Code of Conduct Policy Medical Conditions Policy Supervision of Children Policy Privacy and Confidentiality Policy	

PURPOSE

Precious Stones Family Day Care (FDC) has a duty of care to provide and protect the health and safety of children, families, educators and visitors of the Service. This policy aims to support educators to:

- ❖ Preserve life
- ❖ Ensure that ill or injured persons are stabilised and comforted until medical assistance intervenes
- ❖ Monitor ill or injured persons in the recovery stage
- ❖ Apply additional first aid tactics if the condition does not improve
- ❖ Ensure the environment is safe and other people are not in danger of becoming ill or injured.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service

DEFINITIONS

First aid is the emergency aid or treatment given to persons suffering illness or injury following an accident and prior to obtaining professional medical services if required.

It includes emergency treatment, maintenance of records, dressing of minor injuries, recognition and reporting of health hazards and participation in safety programs.

IMPLEMENTATION: PROCEDURE FOR ADMINISTRATION OF AN APPROPRIATE FIRST AID RESPONSE

1.0 QUALIFICATIONS

1.1 The Approved Provider and Nominated Supervisor will:

- a) Ensure that all FDC Educators approved first aid qualifications and related training are current, and are recorded on the register of FDC Educators, co-ordinators and assistants located at the principle office and that evidence is collected prior to commencement with the Service.
- b) Conduct an induction process for all new FDC Educators and educator assistances that includes providing specific first aid requirements and individual children's allergies.
- c) Keeping up to date with any changes in procedures for administration of first aid and ensuring that all FDC Educators and educator assistances are informed of these changes.

1.2 FDC Educators and educators assistances will;

- a) Maintain current approved first aid qualifications including anaphylaxis and emergency asthma management training including undertaking CPR (Cardio Pulmonary Resuscitation) refreshers.
- b) Undertake all training requirements BEFORE their current qualifications and certificates expire as indicated on their certificate; every three years for First Aid, Asthma and Anaphylaxis and annually for CPR.
- c) Implement practices to minimize cross infection while providing first aid and always act in a respectful manner when administering first aid.
- d) Maintain the list of emergency services contact numbers and a list of the child's current contact numbers and keep these in an accessible position, near phone or exit and within the excursions bag at all times.
- e) If possible, call for assistance from the educator assistant or the coordination team to assist in supervising other children in care whilst first aid is administered. The educator is expected to ensure other children in care are not placed in any danger whilst first aid is administered to another child or adult and are adequately supervised
- f)

2.0 FIRST AID KITS

2.1 The Approved Provider and Nominated Supervisor will

- a) Ensure an appropriate number of well-equipped first aid kit for the number of children in the Service at all times while children are in care including excursion.
- b) conduct audits on first aid kits at individual FDC educator's residence /venues

2.2 The FDC Educator will;

- a) Ensure suitably equipped first aid kits are recognisable and readily accessible to them whether in the FDC residence/approved venue or on an excursion away from the FDC residence/approved venue.
- b) Ensure first aid kits are inaccessible to children within care.
- c) Display a well-recognised, standardised first aid sign to assist in easily locating first aid kits. Signage will comply with AS 1319:1994 – Safety Signs for the Occupational Environment; and a resuscitation flow chart is displayed in a prominent position
- d) First aid kits contain a list of the contents, are regularly checked, restocked and documented, discarding out-of-date materials.

3.0 FIRST AID RESPONSE:

3.1 The Approved Provider and Nominated Supervisor will;

- a) Adhere to Incident, Injury , Trauma and Illness Policy
- b) If required, service staff will go to support educator at scene of incident or accident to assist in supervising other children in care whilst first aid is administered. The educator is expected to ensure other children in care are not placed in any danger whilst first aid is administered to another child or adult.
- c) If necessary organise alternate care or collection of other children at educator's service

3.2 When a child in care is seriously injured or becomes ill, the Family Day Care Educator will:

1. Attend to the child immediately;
2. Give appropriate first aid treatment.
3. Safely administrate children's required medication in accordance to Police 6.1 Administration of Medication
4. Efficiently respond to and manage medical conditions in accordance with Policy 6.2 Medical Conditions
5. Call an ambulance if required and stay with the child until the ambulance arrives;

6. Contact the parent/s or nominated contact on the enrolment form (by telephone or the most direct method of contact as indicated by the parent/s on the enrolment form) to inform that an ambulance has been called for their child;
7. Remain with other children in care whilst the child goes in the ambulance;
8. Contact the Family Day Care Service within 24hours of calling an ambulance. The ambulance and any other costs incurred will be financed by the parent.

4.0 REPORTING AND COMMUNICATION

4.1 The Approved Provider and Nominated Supervisor will;

- a) evaluate risk assessments conducted by FDC educators prior to approving any excursions, regular outings or when providing transport
- b) Gain authorisation from parent/s and/or authorized nominee on the enrolment form to administer first aid and obtain medical treatment and/or an ambulance if required
- c) Keep Incident, Injury, Trauma and Illness forms until the child is 25 years of age.
- d) Ensure all parent/s or authorized nominee on the enrolment form are notified of a first aid response as soon as possible and no later than 24 hours after the response.
- e) Report all serious incidences to the Regulatory Authority within 24 hours of becoming aware of a serious incident. See Policy 3.7 - Notification and Reporting Requirements

4.2 The FDC Educator will;

- a) Notify parent/s or authorized nominee on the enrolment form of a first aid response as soon as possible and no later than 24 hours after the response.
- b) Report to the FDC Service immediately of a serious incident including a head injury following the procedures in Policy 6.8 Emergency Evacuation and Serious Incident.
- c) Complete an Incident, Injury, Trauma and Illness form each time a child is injured or harmed in any way and gain parents' signature. A copy of the Incident, Injury, Trauma and Illness form is located in Appendix 9
- d) Provide all signed original Incident, Injury, Trauma and Illness form and Medication Records to Precious Stones FDC Service if they leave Precious Stones FDC Service or ceases to operate.

4.3 The parents will;

- a) Sign Service records of accidents or injuries that have occurred, acknowledging they have been made aware of the incident and the first aid that treatment that was given to the child
- b) Provide the required information for the Service's medication record
- c) Provide written consent (via the enrolment record) for service Educators to administer first aid and call an ambulance, if required

- d) NOT leave any medication in children’s bags
- e) Be contactable, either directly or through emergency contacts listed on the child’s enrolment record, in the event of an incident requiring the administration of first aid.

SOURCE:

Australian Children's Education and Care Quality Authority. (n.d.). Retrieved September 03, 2016, from <http://www.acecqa.gov.au/>

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)2011. (2017). Sydney: Australian Children's Education & Care Quality Authority.

Guide to the National Quality Standard. (2012). Australian Children's Education & Care Quality Authority.

ECA Code of Ethics - Early Childhood Australia". Early Childhood Australia. N.p., 2017. Web. 3 January 2017.

Guide to the National Quality Standard. (2012). Australian Children's Education & Care Quality Authority.

Safe Work Australia Legislative Fact Sheets First Aiders

Safe Work Australia First Aid in the Workplace Code of Practice

Work Health and Safety Act

Safe Work Australia First Aid in the Workplace Code of Practice Work Health and Safety Act 2012

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

ADMINISTRATION OF MEDICATION POLICY 6.1 (QA2)

In supporting the health and wellbeing of children, the use of medications may be required for children at the Family Day Care (FDC) Service. Any medication must be administered as prescribed by medical practitioners and first aid guidelines to ensure the continuing health, safety and wellbeing for the child.

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
90-96, 136, 165, 170, 176	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.2, 2.2, 2.2.1, 2.2.2,
RELATED POLICIES	
Administration of First Aid Policy Asthma Management Policy Anaphylaxis Management Policy Delivery and Collection of Children Policy Control of Infectious Disease and Immunisation Policy Incident, Illness and Trauma Policy Privacy and Confidentiality Policy Child Protection Policy Code of Conduct Policy Enrolment and Orientation Policy Supervision of Children Policy Authorisation - Acceptance and Refusal Policy Medical Conditions Policy	

PURPOSE

To ensure educators at the FDC Service can safely administer children's required medication with the written consent of the child's parent or guardian. FDC Educators and Educator Assistants will follow this stringent procedure to promote the health and wellbeing of each child enrolled at Precious Stones FDC Service.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service

IMPLEMENTATION

1.0 ADMINISTRATION OF MEDICINE:

- 1.1 All medicines administered to children within the Service including self-administration by children must be recorded in the Medication Form. The Medication Form is located in Appendix 8.
- 1.2 When possible, ensure that two persons administer and witness medications. One of these educators must have approved First Aid qualifications in accordance with current legislation and regulations. At all times the persons administering or witnessing self-medications are responsible for:
- a) Checking the Medication Form,
 - b) Checking the prescription label and the amount of medication being administered
 - c) Checking the use-by date
 - d) Signing and dating the medication form
 - e) Returning the medication back into the locked medication container.
 - f) Follow hand-washing procedures before and after administering medication.

2.0 FEVERS AND OTHER SIGNS OF ILLNESS

- 2.1 If a child presents with any of the following systems the family will be notified immediately and asked to organise collection of the child as soon as possible. See Policy 6.5 Incident, Illness and Trauma.
- a) Vomiting and/or diarrhea
 - b) Temperature of 38c and above
 - c) Undiagnosed rash
 - d) Ear and/or eye discharge
 - e) Persistent coughing resulting in difficulty in breathing
- 2.2 The family will be encouraged to visit a doctor to find the cause a high temperature. While waiting for the child to be collected, educators will
- a) Remove excess clothing to cool the child down
 - b) Offer fluids to the child
 - c) Encourage the child to rest
 - d) Provide a cool, damp cloth for the child's forehead and back of the neck

- e) Monitor the child for any additional symptoms
- f) Maintain supervision of the ill child at all times, while keeping them separated from children who are well.
- g) Children waiting to be picked up due to illness or injury will be within sight of the FDC Educator or educator assistant and will be kept safe, comfortable.

3.0 EMERGENCY ADMINISTRATION OF MEDICATION:

- 3.1 In the occurrence of an emergency and where the administration of medication must occur, the FDC Service must attempt to receive written or verbal authorisation by a parent of the child named in the child's Enrolment Form who is authorised to consent to the administration of medication. Written authorisation may be in the form of a text message, email, or similar.
- 3.2 If a parent of a child is unreachable, the FDC Service will endeavour to obtain written or verbal authorisation from an emergency contact of the child named in the child's Enrolment Form, who is authorised to approve the administration of medication.
- 3.3 If all the child's nominated contacts are non-contactable, the FDC Service must contact a registered medical practitioner or emergency service on 000 for verbal authorisation to administer medication
- 3.4 In the event of an emergency and where the administration of medication must occur, written notice must be provided to a parent of the child or other emergency contact person listed on the child's Enrolment Form.
- 3.5 The educator is expected to ensure other children in care are not placed in any danger whilst first aid is administered to another child or adult and are adequately supervised, This may require the educator to call for assistance from the educator assistant or Coordination team to assist in supervising other children in care whilst first aid is administered.
- 3.6 the educator will complete an Incident, Injury, Trauma and Illness record

4.0 ANAPHYLAXIS OR ASTHMA EMERGENCY

- 4.1 For anaphylaxis or asthma emergencies, medication will be administered to a child without authorisation, following the correct action plan has been provided.
- 4.2 The FDC Service will contact the following as soon as practicably possible -
 - a) Emergency Services
 - b) A parent of the child
 - c) The regulatory authority within 24 hours
- 4.3 The child will be comforted, reassured, and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.
- 4.4 See Policy 6.4 Asthma Management and Policy 6.3 Anaphylaxis Management.

5.0 MEDICATION PROVIDED BY PARENTS WILL INCLUDE

- a) The administration is authorised by a parent or guardian;
- b) Medication is prescribed by a registered medical practitioner (with instructions either attached to the medication, or in written/verbal form from the medical practitioner.)
- c) Medication is from the original container;
- d) Medication has the original label clearly showing the name of the child;
- e) Medication is before the expiry/use by date.
- f) Any instructions attached to the medication or related to the use of the medication

6.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR WILL ENSURE:

- 6.1 The FDC Service will follow legislative guidelines and standards to ensure the health of children, families and educators at all times
- 6.2 Families are informed of the FDC Service's medical and medication policies
- 6.3 Enrolment records for each child outline:
 - a) The details of persons permitted to authorise the administration of medication to the child.
- 6.4 To request written consent from families on the enrolment form:
 - a) To use creams and lotions (list of items in the first aid kit provided at enrolment) should first aid treatment be required.
- 6.5 Reasonable steps are taken to ensure that medication records are maintained accurately.
- 6.6 Medication forms are kept in a secure and confidential manner and ensure the records are archived for the regulatory prescribed length of time.
- 6.7 Children's privacy is maintained, working in conjunction with the Australian Privacy Principles (APP)
- 6.8 Educators receive information about the medical and medication policies during their induction.
- 6.9 NOTIFICATIONS
 - a) If the incident presented imminent or severe risk to the health, safety and wellbeing of the child or if an ambulance was called in response to the emergency (not as a precaution) the regulatory authority will be notified within 24 hours of the incident.
 - b) If medication is administered without authorisation in the event of an asthma or anaphylaxis emergency:

- i) Emergency services are notified immediately.
- ii) The parent or other family member of the child receive written and verbal notifications as soon as practicable and within 24 hours. Refer to Appendix 22 Education and Care Regulatory Authority Reporting Requirements.

7.0 A Nominated Supervisor/ Responsible Person /FDC Educators/ Educator Assistance will:

- a) Not administer any medication without the authorisation of a parent or person with authority – except in the case of an emergency, when the verbal consent from an authorised person, a registered medical practitioner or medical emergency services will be acceptable if the parents cannot be contacted.
- b) That every attempt is made to contact parents or authorised persons for verbal permission prior to administering asthma medications.
- c) Ensure that the Medication Record is completed correctly.
- d) Ensure that medications are stored in the refrigerator in a labelled and locked medication container with the key kept in a separate location, inaccessible to children. For medications not requiring refrigeration, they will be stored in a labelled and locked medication container with the key kept inaccessible to children.
- e) MEDICATION WILL NOT BE ADMINISTERED IF IT HAS PAST THE PRODUCT EXPIRY DATE.
- f) Seek further information from the family, the prescribing doctor, or the Public Health Unit before administering medication if required
- g) If a child's individual medication is due to expire or running low, the family will be notified by the FDC Educator that replacement items are required.

8.0 FAMILIES WILL:

8.1 Be required to:

- a) Complete the Medication Record and the educator will sign to acknowledge the receipt of the medication.
- b) Keep prescribed medications in original containers with pharmacy labels.
- c) Provide any herbal/ naturopathic remedies or no prescribed medications (including Paracetamol or cold medications) with a letter from the doctor detailing the child's name, dosage and the expiry date for the medication.

- d) Give medication directly to an Educator for appropriate storage upon arrival. Must never leave medications in the child’s bag or locker.
 - e) Notify educators, both via enrolment forms and verbally when children are taking any medications.
 - f) Follow the guidelines developed by the FDC Service to ensure the safety of children and FDC Educators.
- 8.2 Be requested to sign consent to use creams and lotions (list of items in the first aid kit provided at enrolment) should first aid treatment be required.
- 8.3 Keep children away from the FDC Service:
- a) While any symptoms of an illness remain.
 - b) For 24 hours from commencing antibiotics to ensure they have no side effects to the medication.

SOURCE:

Australian Children's Education & Care Quality Authority, Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, ECA Code of Ethics., Guide to the National Quality Standard., Staying Healthy in Child Care - Fourth Edition 4, VIC Department of Health and Human Services- www.dhhs.vic.gov.au, National Health and Medical Research Council - www.nhmrc.gov.au, National Quality Standards (2018)

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

MEDICAL CONDITIONS POLICY 6.2 (QA2)

To support children's wellbeing and manage precise health requirements, our Family Day Care (FDC) Service will work in accordance with the Education and Care Services National Regulations to ensure health related policies and procedures are developed and implemented.

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
90, 91-96	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.2, 2.2, 2.2.1, 2.2.2,
RELATED POLICIES	
Administration of First Aid Policy Asthma Management Policy Anaphylaxis Management Policy Delivery and Collection of Children Policy Incident, Illness and Trauma Policy Privacy and Confidentiality Policy Enrolment and Orientation Policy Medical Conditions Policy	

PURPOSE

We aim to efficiently respond to and manage medical conditions at the FDC Service ensuring the safety and wellbeing of children, staff, families and visitors

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service

IMPLEMENTATION

The FDC Service is committed to adhering to privacy and confidential procedures when dealing with individual health requirements. There are several concerns that must be considered when a child with a diagnosed health care need, allergy or medical condition is enrolled at the Service. Key requirements must be in place prior to the child commencing at the Service to ensure their individual health and safety.

If a child suffers from reaction, incident, situation or event related to a medical condition the FDC Service and FDC Educators will:

1. Follow the child's Emergency Medical/Action Plan.

2. Call an ambulance immediately by dialling 000
3. Commence first aid measures/monitoring
4. Contact the parent/guardian and Service when practicable (within 24 hours)
5. Contact the emergency contact if the parents or guardian can't be contacted when practicable (within 24 hours)
6. Notify the regulatory authority (within 24 hours)

1.0 This policy is to be read in conjunction with Policy 6.3 Anaphylaxis and Diabetes Management and/or Policy 6.4 Asthma Management

2.0 THE FDC SERVICE WILL:

- a) Provide copy of this Medical Conditions policy to all enrolled families who have a child diagnosed with a medical condition
- b) Ensure the medical conditions policies be reviewed on an annual basis and that a copy will be provided to all FDC Educators, Service staff, students and volunteers.
- c) Ensure all FDC Educators, Service staff, educator assistants, students and volunteers at the FDC Service follow a child's Medical Management Plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

3.0 THE FDC EDUCATOR WILL:.

- a) Maintain current approved first aid qualifications including anaphylaxis and emergency asthma management training
- b) Refuse attendance to the service if child is without medication prescribed.
- c) Follow all medical plans and regularly communicate families about their child's health needs, allergies, medical conditions and medication
- d) Serious incidents: Report any serious incident to the FDC Service following the timelines and procedures in Policy 6.8 Emergency Evacuation And Serious Incident

4.0 FAMILIES WILL ENSURE:

- a) They provide the FDC Service with information about their child's health needs, allergies, medical conditions and medication on the enrolment form and through verbal communication/meetings
- b) The Service enrolment form is completed in its entirety providing specific details about the child's medical condition
- c) They notify the Service if any changes are to occur to the Medical Management Plan
- d) They provide the required medication and complete the long-term medication record.
- e) They provide an updated copy of the child's Medical Management Plan every 12 months, as a result of any changes.
- f) THAT AT ALL TIMES CHILD ATTENDS THE SERVICE WITH ADEQUATE QUANTITIES OF PRESCRIBED MEDICINES

5.0 ADMINISTRATION OF MEDICINES

5.1 At all times FDC Educators and Educator Assistants must have maintain a current working knowledge of and follow the Administration of Medication Procedures within Policy 6.1 Administration of Medication.

5.2 An Authorisation of Medication Form must be completed and signed by the parent prior to any medication being administered.

5.3 Prescribed medication and non-prescribed medication (as an example: Paracetamol, nappy cream) can only be given if it's

- a) In its original container

- b) Bearing the original label with the name of the child, the dosage to be given
 - c) Is within the expiry and use by date.
- 5.4 The expiry date of medication is checked regularly and replaced when required.
- 5.5 Any medication administered must be recorded by the FDC Educator or Educator Assistant on the Authorisation of Medication Form and signed by the parent.
- 5.6 In an emergency situation;
- a) Anaphylaxis or asthma emergency
 - i) Medication can be administered to a child without authorization
 - ii) Emergency services will be contacted immediately.
 - b) Other emergency situations
 - i) Verbal, text or email authorisation can be given by a parent or person listed on the enrolment form.
 - ii) If an authorised person cannot be contacted the FDC Educator should seek professional advice (Doctor, Hospital or Healthdirect)
- 6.0 SELF ADMINISTRATION OF MEDICATION
- 6.1 Lilliput Learners FDC Service permits and support the self-administration of medication for children over preschool age with parental authorisation. The Medical Self Administration consent within the Childs Enrolment Form must be completed in accordance with Policy 3.1 Authorisation - Acceptance and Refusal
- 6.2 Self-Administration medications must be discussed and approved by the child's parents and documented within the medical management plan
- 6.3 Educators must:
- a) Supervise the self-administration of medication for children and record all instances of supervised self-administration of medication as per the Administration of Medication Policy.
 - b) Ensure the welfare of all children using the service, educators will ensure each child follows all administration of medication, health and hygiene policies and procedures.
- 7.0 MEDICAL MANAGEMENT PLAN
- 7.1 Any Medical Management Plan provided by a child's parents and/or registered medical practitioner should:
- a) Have supporting documentation if appropriate
 - b) Include a photo of the child
 - c) If relevant, state what triggers the allergy or medical condition
 - d) Include first aid needed and self-administration of medication details if relevant
 - e) Include contact details of the doctor who signed the plan
 - f) State when the plan should be reviewed
- 7.2 A Medical Management Plan is required prior to the enrolment of all children with Medical Conditions.
- 7.3 A copy of the Medical Management Plan will be displayed for FDC Educators and Staff to see to ensure the safety and wellbeing of the child.
- 7.4 The Service must ensure the medical management plan remains current and up to date all times.
- 8.0 RISK MINIMISATION PLAN
- 8.1 All children with a diagnosed medical condition must have a risk minimisation plan in place.

- 8.2 A meeting will be arranged with the parents/guardian as soon as the Service has been advised of the medical condition. During this meeting a risk minimisation plan will be developed in consultation with the parent/guardian to ensure:
- a) That the risks relating to the child’s specific health care need, allergy or relevant medical condition are assessed and minimised
 - b) That practices and procedures in relation to the safe handling, preparation and consumption and Service of food are developed and implemented
 - c) That the parents/families are notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented
 - d) Practices ensuring that all staff members and volunteers can identify the child, the child’s medical management plan and the location of the child’s medication are developed and implemented
 - e) That the child does not attend the Service without medication prescribed by the child’s medical practitioner in relation to the child’s specific health need, allergy or relevant medical condition
- 8.3 Plan(s) in conjunction with parents/guardians will be reviewed at least annually and/or will be revised with each change in the Medical Management Plan
- 8.4 Educators will notify parents in advance of any special activities taking place such as celebrations, sporting events and excursions so plans of safe inclusion can be made
- 8.5 Educators will ensure appropriate hygiene practices are followed when managing medical conditions in line with the Control of Infectious Diseases Policy
- 8.6 Risk minimisation plans will be reviewed in collaboration with families every 6 months
- 9.0 COMMUNICATION PLAN
- 9.1 It is important that communication is open between families and FDC Educators to ensure appropriate management of a medical condition
- 9.2 A communication plan will be created after the meeting with the parents/guardian to ensure:
- a) All relevant staff members and volunteers are informed about the relevant medical conditions policies (Policies 6.2-6.4), and the Individual Health Management Plan and Risk Minimisation Plan for the child; and
 - b) Creating an individual child communication book so that a parent can communicate any changes to the Individual Health Management Plan and Risk Management Plan for the child.
 - c) Educators will ensure all relevant information pertaining to the child’s health and medical condition is communicated to parents at the end of each day.

SOURCE:

Education and Care Services National Regulation, National Quality Standard, Occupational Health and Safety Act

REVIEW

POLICY REVIEWED	July 2021	NEXT REVIEW DATE	July 2022
MODIFICATIONS	Minor changes to strengthen link to Policy 6.3 and Policy 6.4		
February 2021	New policy created to comply with National Regulations and National Quality Standard		

ANAPHYLAXIS AND DIABETES MANAGEMENT

POLICY 6.3 (QA2)

The Approved Provider of an Education and Care Service must have Policies and Procedures in place to manage and minimums the risk of medical condition including asthma anaphylaxis and diabetes.

ANAPHYLAXIS is a severe and sometimes sudden allergic reaction which is potentially life threatening. It can occur when a susceptible person is exposed to an allergen (such as food or an insect sting). Reactions usually begin within minutes of exposure and can progress rapidly over a period of up to two hours or more. Anaphylaxis should always be treated as a medical emergency, requiring immediate treatment. Most cases of anaphylaxis occur after a person is exposed to the allergen to which they are allergic, usually a food, insect sting or medication

DIABETES MELLITUS, or diabetes, is a serious chronic health condition which occurs when there is too much glucose in the blood. Over time high glucose levels can damage the body's blood vessels and nerves, leading to long term health complications such as heart, kidney and eye disease, and nerve damage in the feet. In people with diabetes, insulin, the hormone used by the body to convert glucose from food into energy, is no longer produced or not produced in sufficient amounts by the body.

Type 1 diabetes is the form of diabetes that occurs in childhood, it is fatal without lifelong insulin injections required to lower blood glucose levels and allow a return to good health.

Children with Type 1 diabetes will commonly require blood glucose tests several times a day and insulin via a syringe, insulin pen or an insulin pump, during the day. The timing of insulin injections and food intake is important in maintaining a balance so the level of glucose is not too high or too low

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
90, 90(1)(iv), 91-96	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.2, 2.2, 2.2.1, 2.2.2,
RELATED POLICIES	
Administration of First Aid Policy Asthma Management Policy Delivery and Collection of Children Policy Incident, Illness and Trauma Policy Privacy and Confidentiality Policy Enrolment and Orientation Policy Medical Conditions Policy	

PURPOSE

We aim to minimise the risk of an anaphylactic and diabetic medical emergencies occurring at the Family Day Care (FDC) Service by ensuring all FDC Educators and educator assistance are adequately trained to respond appropriately and competently to medical conditions.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service

DUTY OF CARE

Our Service has a legal responsibility to provide

- a. A safe environment
- b. Adequate Supervision

All FDC Educators need to know enough about Anaphylaxis reactions to ensure the safety of children.

BACKGROUND

IMPLEMENTATION

1.0 *In the event where a child who has not been diagnosed as allergic or diabetic, but who appears to be having an medical emergency*

- a) Call an ambulance immediately by dialing 000
- b) Commence first aid measures
- c) Contact the parent/guardian and Service when practicable
- d) Contact the emergency contact if the parents or guardian can't be contacted when practicable
- e) Notify the regulatory authority within 24 hours

2.0 *In the event that a child suffers from an anaphylactic reaction or diabetic emergency the educator will:*

- a) Follow the child's medical action plan.
- b) Call an ambulance immediately by dialing 000
- c) Commence first aid measures
- d) Contact the parent/guardian and Service when practicable
- e) Contact the emergency contact if the parents or guardian can't be contacted when practicable

- f) Notify the regulatory authority within 24 hours

3.0 IN REGARDS TO ANAPHYLAXIS

3.1 The key to the prevention of anaphylaxis in FDC Services is knowledge of those children who have been diagnosed as at risk, awareness of allergens, and prevention of exposure to those allergens.

3.2 The most common allergens in children are:

- a) Peanuts
- b) Eggs
- c) Tree nuts (e.g. cashews)
- d) Cow's milk
- e) Fish and shellfish
- f) Wheat
- g) Soy
- h) Sesame
- i) Certain insect stings (particularly bee stings)

4.0 IN REGARDS TO DIABETES SYMPTOMS

4.1 Type 1 diabetes signs and symptoms can appear relatively suddenly and may include:

- a) Increased thirst
- b) Frequent urination
- c) Bed-wetting in children who previously didn't wet the bed during the night
- d) Extreme hunger
- e) Unintended weight loss
- f) Irritability and other mood changes
- g) Fatigue and weakness
- h) Blurred vision

5.0 **IMPORTANT:** It is imperative that all educators and volunteers at the service follow a child's Medical Management Plan in the event of an incident related to a child's specific health care need, allergy or medical condition.

6.0 **MANAGEMENT, NOMINATED SUPERVISOR/ RESPONSIBLE PERSON WILL ENSURE:**

6.1 That all educators:

- a) Have completed first aid and anaphylaxis management training approved by the Education and Care Services National Regulations at least every 3 years and is recorded, with each Educators' certificate held on the Service's premises.
- b) Undertakes training in the administration of the adrenaline auto-injection device and cardio-pulmonary resuscitation every 12 months, recording this in the staff records.
- c) Are aware of symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, anaphylaxis action plan and EpiPen kit.

- 6.2 That a copy of this policy is provided and reviewed during each new Service staff member's induction process.
- 6.3 A copy of this policy will be provided to a parent or guardian of each child diagnosed with diabetes or are at risk of anaphylaxis at the Service.
- 6.4 A copy of all medical conditions policies will be provided to all educators and volunteers and families of the FDC Service.
- 6.5 Updated information, resources and support are regularly given to families for managing allergies and anaphylaxis.
- 6.6 All FDC Educators and their assistance, families and children are involved in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The Service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

7.0 IN SERVICES WHERE A CHILD DIAGNOSED WITH DIABETES OR A CHILD AT RISK OF ANAPHYLAXIS IS ENROLLED THE NOMINATED SUPERVISOR SHALL ALSO:

- 7.1 Ensure that a child's individual medical management action plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child. This will outline the risk factors, symptoms and describe the prescribed medication for that child and the circumstances in which the medication should be used.
- 7.2 Conduct an assessment of the potential for accidental exposure to allergens while child/children at risk of anaphylaxis are in the care of the Service and develop a risk minimisation plan for the FDC Residence in consultation with Service staff, FDC Educator and the families of the child/children.
- 7.3 Develop a risk minimization plan for FDC Residence to ensure a clear plan for dietary and blood glucose testing management to reduce the risk of a child diagnosed with diabetes having an medical emergency.
- 7.4 Ensure that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the service without the device.
- 7.5 Ensure that no child who has been diagnosed with d device is permitted to attend the service without the device.
- 7.6 Ensure that no child who has been diagnosed with type 1 Diabetes is permitted to attend the Service without the blood glucose testing equipment and medicine
- 7.7 Display an Australasian Society of Clinical Immunology and Allergy Inc. (ASCI) generic poster called Action Plan for Anaphylaxis for each child with a diagnosed risk of anaphylaxis.
- 7.8 Ensure that a child's individual medical management action plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child. This will outline the risk factors, symptoms and describe the prescribed medication for that child and the circumstances in which the medication should be used.

- 7.9 Ensure that all educator responsible for the preparation of food are trained in managing the provision of meals for a child with allergies and diabetes, including high levels of care in preventing cross contamination during storage, handling, preparation and serving of food. Training will also be given in planning appropriate menus including identifying written and hidden sources of food allergens on food labels.
 - 7.10 Ensure that a notice is displayed prominently in the main entrance of the children's service stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the Service.
 - 7.11 Ensure that all Assistant of the FDC educators have completed training in the administration of anaphylaxis management including the administration of an adrenaline auto-injection device, awareness of the symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, the individual anaphylaxis medical management action plan and the location of the auto-injection device kit.
 - 7.12 Ensure the Educator of a child diagnosed with diabetes undertakes the Diabetes Qualified Practical Diabetes for Childcare Educators Course annually [Practical Diabetes for Childcare Workers Online Course | Diabetes Qualified](#)
 - 7.13 Implement the communication strategy and encourage ongoing communication between parents/guardians and educator regarding the current status of the child's medical condition, this policy and its implementation.
 - 7.14 Display an Emergency contact card by the telephone.
 - 7.15 Ensure that the FDC Educator taking the children outside the Service carries all required medication, medical equipment and a copy of the medical management action plan
- 8.0 FDC EDUCATORS WILL:**
- 8.1 Ensure a copy of the child's medical management action plan is visible.
 - 8.2 Follow the child's medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis.
 - 8.3 Practice the administration procedures of the adrenaline auto-injection device using an auto-injection device trainer and 'anaphylaxis scenarios' on a regular basis, preferably quarterly.
 - 8.4 When caring for a child diagnosed with diabetes, undertake the Diabetes Qualified Practical Diabetes for Childcare Educators Course annually [Practical Diabetes for Childcare Workers Online Course | Diabetes Qualified](#)
 - 8.5 Ensure the child at risk of anaphylaxis or diagnosed with diabetes will only eat food that has been prepared by the parents and is serviced according to the parents or guardians instructions.
 - 8.6 Ensure tables and bench tops are washed down effectively after eating.
 - 8.7 Ensure hand washing for all children upon arrival at the service and before and after eating.

- 8.8 Increase supervision of a child at risk of anaphylaxis or who are diabetic on special occasions such as excursions, incursions, parties and family days.
 - 8.9 Ask all parents/guardians as part of the enrolment procedure, prior to their child's attendance at the Service, whether the child has allergies or medical conditions and document this information on the child's enrolment record. If the child has severe allergies or diabetes ask the parents/guardians to provide a medical management action plan signed by a Registered Medical Practitioner.
 - 8.10 Following the communication plan, using a logbook, electronic application, or other method provided by the parent/guardian, regularly communicate
 - a) Any changes to their child's medical status or amendments required to the medical plan, medicine expiries, general health and wellbeing of the child and inclusive practices
 - b) FOR DIABETES - blood glucose results, insulin administration, treatment of hypo- and hyperglycemia, food intake, and physical activity
 - 8.11 Ensure that a medical management action plan signed by the child's Registered Medical Practitioner and a complete auto-injection device kit or blood glucose testing kit along with all required medicines are provided by the parent/guardian for the child while at the Service.
 - 8.12 Ensure that a medical intervention/device kit is stored in a location that is known to her/him and easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat
 - 8.13 Ensure that the medical intervention/device kit containing a copy of the medical management action plan for each child at risk of a medical emergence is carried, accompanying the child when removed from the service e.g. on excursions that this child attends.
 - 8.14 Regularly monitoring of medical and equipment supplies and request parents to replenish or replace prior to the expiry date
 - 8.15 Provide information to the service community about resources and support for managing allergies, anaphylaxis and type 1 diabetes.
- 9.0 FAMILIES WILL:
- 9.1 Inform the child's FDC Educator or FDC Service staff, either on enrolment or on diagnosis, of their child's medical condition
 - 9.2 Develop a risk minimisation plan with Service management and the child's FDC Educator
 - 9.3 Provide the FDC Service with a medical management action plan signed by the Registered Medical Practitioner giving written consent to use all medicine and/or blood glucose testing in line with this action plan
 - 9.4 Provide the FDC Educator with a complete auto-injection device kit if diagnosed with anaphylaxis

- 9.5 Provide the FDC Educator with all materials, equipment, supplies, insulin/medication, an appropriate container for the disposal of sharps and food needed for diabetes management if diagnosed with diabetes
- 9.6 Regularly monitoring of medical and equipment supplies and replenish or replace prior to the expiry date
- 9.7 Assist FDC Educator and FDC Service staff by offering information and answering any questions regarding their child's condition
- 9.8 Notify the child's FDC Educator and FDC Service of any changes to their child's allergy status and provide a new medical action plan in accordance with these changes
- 9.9 Communicate all relevant information and concerns to FDC Educator, for example, any matter relating to the health of the child
- 9.10 Comply with the Service's policy that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the Service or its programs without that device
- 9.11 Read and be familiar with this Anaphylaxis Management Policy

10.0 EDUCATING CHILDREN

10.1 Educators will:

- a) Talk to children about foods that are safe and unsafe for the anaphylactic or diabetic child. They will use terms such as:
 - i) 'this food will make _____ sick'
 - ii) 'this food is not good for _____', and ' _____ is allergic to that food'.
- b) Talk about symptoms of allergic reactions to children (e.g. itchy, furry, scratchy, hot, funny for an anaphylaxis reaction and everything goes blurry, angry, sleepy or really thirsty/hungry for a diabetic reaction).
- c) Talk about strategies to avoid exposure to unsafe foods to older children, such as taking their own plate and utensils, having the first serve from commercially safe foods, and not eating food that is shared.
- d) Include information and discussions about food allergies in the programs they develop for the children, to help children understand about food allergy and encourage empathy, acceptance and inclusion of the child with a medical condition..

11.0 REPORTING PROCEDURES

11.1 After each emergency situation the following will need to be carried out:

- a) FDC Educator or Service staff involved in the situation are to complete an Incident Report, which will be reviewed by the person in charge of the Childcare Service at the time of the incident.

- b) If necessary, send a copy of the completed form to the insurance company; and
- c) File a copy of the Incident Report on the child's file.
- d) The Nominated Supervisor will inform the Childcare Service management about the incident.
- e) The Nominated Supervisor or the Licensee is required to inform Department of Education and Training (The Regulatory Authority) about the incident within 24 hours.
- f) FDC Educators and Service staff will be debriefed after each anaphylaxis incident and the child's Individual Anaphylaxis Health Care Plan evaluated.
- g) The FDC Educator and/or Service staff will need to discuss the effectiveness of the procedures that were in place.
- h) Time is also needed to discuss the exposure to the allergen and the strategies that need to be implemented and maintained to prevent further exposure.

12.0 CONTACT DETAILS FOR RESOURCES AND SUPPORT:

- 12.1 Australasian Society of Clinical Immunology and Allergy (ASCI), at www.allergy.org.au, provide information on allergies. Their sample Anaphylaxis Action Plan can be downloaded from this site. Contact details for Allergists may also be provided.
- 12.2 Anaphylaxis Australia Inc., at [Allergy Facts](#), is a non-profit support organisation for families with food anaphylactic children. Items such as storybooks, tapes, auto-injection device trainers and so on are available for sale from the Product Catalogue on this site. Anaphylaxis Australia Inc. provides a telephone support line for information and support to help manage anaphylaxis. Telephone 1300 728 000.
- 12.3 Royal Children's Hospital Anaphylaxis Advisory Support Line provides information and support about anaphylaxis to FDC Service staff and parents. Telephone 1300 725 911 or Email: Wilma.Grant@rch.org.au
- 12.4 This online education program is for early childcare based teachers and support staff who are responsible for caring for a child diagnosed with type 1 diabetes. [Practical Diabetes for Childcare Workers Online Course | Diabetes Qualified](#)
- 12.5 Royal Children's Hospital fact sheets. https://www.rch.org.au/kidsinfo/fact_sheets/Diabetes_/
- 12.6 Department of Education and Training website at <https://www.education.vic.gov.au/childhood/providers/regulation/Pages/anaphylaxis.aspx> provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

SOURCE:

Royal Children’s Hospital Melbourne 2021

Diabetic Qualified 2021

Australian Children’s Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

ECA Code of Ethics.

Guide to the National Quality Standard.

Staying Healthy in Child Care. 5th Edition

National Quality Standards (2018)

REVIEW

POLICY REVIEWED	JULY 2021	NEXT REVIEW DATE	JULY 2022
MODIFICATIONS	Policy name and content changed to include management of Diabetes		
FEBRUARY 2021	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

ASTHMA MANAGEMENT POLICY 6.4

Asthma is a chronic health condition, which is one of the most common reasons for childhood admission to hospital. Correct asthma management will assist to minimise the impact of asthma. Children under the age of six usually do not have the skills or ability to recognise and manage their own asthma effectively. Our Family Day Care (FDC) Service recognises the need to educate its Service staff and families about asthma and to promote responsible asthma management strategies.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
85, 90, 90(1)(iv), 91-96, 136, 162, 168, 170	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1.1, 2.1.2, 2.2, 2.2.1, 2.2.2
RELATED POLICIES	
Administration of first aid Policy Incident, Illness and Trauma Policy Medical Conditions Policy Supervision of Children Policy	

PURPOSE

We aim to distribute a safe and healthy environment for all children enrolled at the FDC Service and providing an environment in which all children with asthma can participate to their full potential.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

1.0 DUTY OF CARE

1.1 The Approved Provider and Nominated Supervisor has a legal responsibility to:

- a) Provide a safe environment
- b) Provide adequate Supervision
- c) Ensure FDC Educators including Educators Assistance trained and knowledgeable enough in Asthma reactions to ensure the safety and wellbeing of the children.

- d) Ensure all FDC Educators and Educator Assistance follow a child's Medical Management Plan in the event of an incident related to a child's specific health care need, allergy or medical condition. See Policy 6.2 Medical Conditions
- e) Display Asthma First Aid posters and information, available for Service staff and parents.

2.0 ASTHMA AND COVID-19

- 2.1 There is no specific data as yet to suggest people with asthma are at greater risk of contracting COVID-19 however as this is a serious respiratory illness, anyone with asthma should implement strict hygiene measures to protect themselves and others.
- 2.2 Health practitioners have encouraged parents of children with asthma to:
 - a) update their child's Asthma Action Plan with their general practitioner
 - b) ensure their child uses their reliever and preventer medicines (if required) as prescribed
 - c) ensure their child continues taking medication to keep their asthma well controlled
 - d) practice good hygiene and other measures to reduce contact with people who may be infected
 - e) have their child tested for COVID-19 if they develop any symptoms (cough, fever, shortness of breath, sore throat)

(Asthma Australia, June 2020)

3.0 ASTHMA EMERGENCY

- 3.1 In the case of an Asthma Emergency the FDC Educator or Educator Assistance will follow the child's Asthma Action Plan.
 - a) If the child does not respond to steps within the Asthma Action Plan call an ambulance immediately by dialling 000
 - b) Continue first aid measures/monitoring
 - c) Contact the FDC Service Nominated Supervisor or Director as soon as practicable
 - d) Contact the parent/guardian when practicable (within 24 hours of the incident)
 - e) Contact the emergency contact if the parents or guardian can't be contacted when practicable
- 3.2 Symptoms of asthma include wheezing, coughing (particularly at night), chest tightness, difficulty in breathing and shortness of breath, and symptoms may vary between children
- 3.3 In an Asthma Emergency medication can be administered to a child without authorization. See Policy 6.2 Medical Conditions Policy

- 3.4 An Incident, Injury, Trauma and Illness form will be completed by the FDC Educator with the assistance of the FDC Service staff member and submitted to the FDC Service in less than 24 hours.
- 3.5 The FDC Service Nominated Supervisor or Director will notify the regulatory authority within 24 hours

4.0 FDC EDUCATORS WILL:

- 4.1 Provide copy of this Asthma Management Policy to all enrolled families who have a child diagnosed with asthma.
- 4.2 Ensure they are aware of and follow all procedures outlined in the FDC Services Asthma Management Policy, Medical Conditions Policy, Serious incident, emergency and evacuation Policy and asthma first aid procedure, ensuring they can:
 - a) Identify and, where possible, minimising asthma triggers as outlined in the child's Asthma Action Plan.
 - b) Identify children displaying the symptoms of an asthma attack
 - c) locate their Asthma Action Plans and personal medication
 - d) Administered medication in accordance with the Medication Conditions Policy and Administration of First Aid Policy.
 - e) Fulfil all reporting and documentation requirements
- 4.3 Ensure asthma first aid kit, children's personal asthma medication and Asthma Action Plans are taken on excursions or other offsite events, including emergency evacuations and drills.
- 4.4 Children with asthma are not discriminated against in any way and can participate in all activities safely and to their full potential, ensuring an inclusive program

5.0 FAMILIES OF ALL CHILDREN WITH ASTHMA WILL:

- 5.1 Read the Service's Asthma Management Policy.
- 5.2 Inform Service staff, either on enrolment or on initial diagnosis, that their child has asthma.
- 5.3 Provide a copy of their child's Asthma Action Plan to the Service and ensuring it has been prepared in consultation with, and signed by, a medical practitioner.
- 5.4 Have the Asthma Action Plan reviewed and updated at least annually.
- 5.5 Ensure all details on their child's enrolment form and medication record are completed prior to commencement at the FDC Service.
- 5.6 Provide an adequate supply of appropriate asthma medication and a spacer (including a child's face mask, if required) at all times their child is attending the FDC residence or venue.
- 5.7 Notify Service staff and/or the FDC Educator in writing, of any changes to the information on the Asthma Action Plan, enrolment form or medication record.

6.0 Plan of action for a child with diagnosed asthma

- 6.1 The FDC Educator and Service staff, together with the parents/guardians of a child with asthma, will discuss and agree on a plan of action for the emergency management of an asthma attack based on the Asthma First Aid Plan. This plan will be included as part of, or attached to, the

child’s asthma action plan and enrolment record. This plan should include action to be taken where the parents/guardians have provided asthma medication, and in situations where this medication may not be available.

SOURCE

Australian Children’s Education & Care Quality Authority. (2014)

Australian Children’s Education & Care Quality Authority (acecqa.gov.au)

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

ECA Code of Ethics

Guide to the National Quality Standard

Staying Healthy in Child Care. 5th Edition

Asthma Australia – www.asthmaaustralia.org.au

Revised National Quality Standard

Australia Asthma Handbook

<http://www.astmahandbook.org.au/diagnosis/children>

My Asthma Guide

file:///C:/Users/a-ecr/Downloads/My-asthma-guide_pdf.pdf

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

INCIDENT, INJURY, TRAUMA AND ILLNESS POLICY

6.5

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
12, 85-89, 97, 161, 162, 168, 174(2)(a), 176(2)(a)	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.2, 2.2, 2.2.1, 2.2.2,
RELATED POLICIES	
Administration of First Aid Policy Asthma Management Policy Anaphylaxis Management Policy Delivery and Collection of Children Policy Incident, Illness and Trauma Policy Privacy and Confidentiality Policy Enrolment and Orientation Policy Medical Conditions Policy	

PURPOSE

The Family Day Care (FDC) Service has a duty of care to respond to and manage any illness, incident, injury or trauma that occur at the Service or while the child is in care to ensure the safety and wellbeing of children, educators and visitors. In addition this policy will guide FDC Educators on the recording actions required in event of any injury occurring to any child whilst in care.

Our FDC Service is committed to preventing illness and reducing the likelihood of accidents through its risk management and effective hygiene practices.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, Educator Assistants, children, families, and visitors of the Family Day Care Service.

PLEASE NOTE: The staff and educators at Precious Stones FDC Service are not doctors and are unable to diagnose an illness of infectious disease. To ensure the symptoms are not infectious and minimise the spread of an infection families are asked to seek medical advice to ensure a safe and healthy environment.

IMPLEMENTATION

1.0 INCIDENT

1.1 An incident includes:

- a) Any situation where a child becomes ill
- b) Any situation where a child is injured
- c) Any situation where a child suffers a trauma
- d) Any situation where no is injured becomes ill or suffers a trauma by the situation could potentially have resulted in injury, illness or trauma.

2.0 IDENTIFYING SIGNS AND SYMPTOMS OF ILLNESS

The FDC Educator will:

2.1 Contact the parent or emergency contact to have the child collected from the Service if child presents or develops one of the following symptoms.

- a) Vomiting and/or diarrhea
- b) Temperature of 38c and above
- c) Undiagnosed rash
- d) Ear and/or eye discharge
- e) Persistent coughing resulting in difficulty in breathing

2.2 When a child presents with signs and symptoms of Illness during care the FDC Educator will,

- a) Aim to isolate the child that is considered unwell from the general play areas and manage their symptoms until the child is collected; while
- b) At all times supporting their health and emotional needs.
- c) Request that the child stay away from the Service for 24 hours after the symptoms have ceased
- d) If requested by a parent or emergency contact person FDC Educators may administer Paracetamol (Panadol or Neurofen) to bring down a temperature 38c and above.
 - i) However, a parent or emergency contact person must still collect the child/ren.
 - ii) The FDC Educator must complete a Medication Record form to be signed by parent when they pick up their child/ern

2.3 The FDC Educators have the right to refuse care if the child arrives at the Service with any of the symptoms listed in section 2.1 of this policy. FDC Educators will make decision regarding wellness based on the statement –

“In general each child, staff member and educator must be well enough to participate fully in all normal day to day activities.”

2.4 In addition the FDC Educator must

- a) Reduce children's exposure to infectious diseases by adhering to Policy 6.6 Control of Infectious Diseases and Immunisation
- b) Respond to any Serious Incident in accordance to Policy 6.8 Emergency Evacuation and Serious Incidents.
- c) Administer any required first Aid in accordance to Policy 6.0 Administration of First Aid

2.5 THE PARENTS MUST:

- a) Collect, or arrange the collection of their child/ern in a timely manner and within 45 minutes.
- b) Ensure that child does not attend the Service will unwell and until 24 hours after the symptoms have ceased or until any infectious disease exclusion requirements have been fulfilled
- c) Sign the Illness, Accident & Trauma Report as an acknowledgement that they have read the information.
- d) Sign the Medication record as an acknowledgement that they authorised the doze, type, timing and delivery method of all medication administrated to their child while at care.

3.0 NOTIFICATION OF SERIOUS INCIDENTS

EMERGENCY EVACUATION AND SERIOUS INCIDENCES PROCEDURES ARE LOCATED IN POLICY 6.8

Serious Incident: in relation to children attending the Service is defined as any of the following (regulation 12):

- Death of a child following an incident occurring at the Service
- A child being locked in or out of the FDC residence.
- A child that appears to have been taken or removed from the FDC residence/venue without authorization.
- A child appears to be missing or cannot be accounted for.
- Any emergency for which emergency services attended or reasonably should have been sought
- An incident involving serious injury or trauma to, or illness of a child attending the Service which the attention of a medical practitioner or hospital attendance was sought or ought reasonably to have been sought.
- Damage to or loss of the FDC residence/venue due to natural disasters.
- Any occurrence of personal violence at the Service, e.g. verbal, physical, sexual, harassment.

- An experience of a violent situation such as fire, bomb, threat, siege or hostage.

PLEASE NOTE: Regulations require the Approved Provider to notify Regulatory Authorities within 24 hours of any serious incident at the Service.

3.1 The Approved Provider and Nominated Supervisor will:

- a) Ensure that the regulatory authority and parents of all affected children are notified within 24 hours of any serious incident at our service
- b) If our service only becomes aware that the incident was serious afterwards, we will notify the regulatory authority within 24 hours of becoming aware that the incident was serious.
- c) Ensure that all incidents, injuries, traumas or the onset of an illness must be recorded in accordance to the Services' Record Keeping Policy 9.1

3.2 The FDC Educator must :

- a) Notify the parent of the child involved in an incident; injury, trauma or illness as soon as practicable but no later than 24 hours after the incident; injury, trauma or illness, or the onset of the illness.
- b) Complete an Incident, Injury, Trauma and Illness Report and Medication Record form in a timely manner and not later than 24hrs after incident.
- c) Obtain parent or guardian signature on all Incident, Injury, Trauma and Illness Report and Medication Record
- d) Provide all signed original Incident, Injury, Trauma and Illness form and Medication Records to Precious Stones FDC Service if they leave Precious Stones FDC Service or ceases to operate.
- e) Be aware of and follow all procedures within the Educators Notification And Reporting Requirements Policy 6.10 and report the following incidences to the FDC Service as soon as practical and safe to do so, and within 24 hours
 - i) Any injury or knocks to the head
 - ii) Any serious incident, which requires assistance from a registered medical practitioner and/or emergency medical services, or should reasonably have required this assistance
 - iii) All other serious incidences as outlined in the above clause: NOTIFICATION OF SERIOUS INCIDENTS

4.0 RECORD KEEPING

4.1 The FDC Service will;

- a) Ensure that the original signed Incident, Injury, Trauma and Illness Report form will be stored in a safe and secure place and kept until a child is aged 25 years.
- b) That all record keeping procedures are followed. See Policy 9.1 Record Keeping

5.0 RESPONDING TO TRAUMA

- 5.1 Trauma defines the impact of an event or a series of events during which a child feels helpless and pushed beyond their ability to cope. There are a range of different events that might be traumatic to a child, including accidents, injuries, serious illness, natural disasters, war, terrorist attacks, assault, and threats of violence, domestic violence, neglect or abuse. Parental or cultural trauma can also have a traumatising influence on children. This definition firmly places trauma into a developmental context.
- 5.2 'Trauma changes the way children understand their world, the people in it and where they belong.' (Australian Childhood Foundation 2010) Making space for learning: Trauma informed practice in schools.
- 5.3 Behavioural Response in Babies and Toddlers who have experienced trauma may include:
 - a) Avoidance of eye contact
 - b) Loss of physical skills such as rolling over, sitting, crawling and walking
 - c) Fear of going to sleep, especially when alone
 - d) Nightmares
 - e) Loss of appetite
 - f) Making very few sounds
 - g) Increased crying and general distress
 - h) Unusual aggression
 - i) Constantly on the move with no quiet times
 - j) Sensitivity to noises.
- 5.4 Behavioural responses for Pre-School aged children who have experienced trauma may include:
 - a) New or increased clingy behaviour such as constantly following a parent or their FDC Educator around
 - b) Anxiety when separated from parents or carers
 - c) New problems with skills like sleeping, eating, going to the toilet and paying attention

- d) Shutting down and withdrawing from everyday experiences
- e) Difficulties enjoying activities
- f) Being 'jumpier' or easily frightened
- g) Physical complaints with no known cause such as stomach pains and headaches
- h) Blaming themselves and thinking the trauma was their fault.

5.5 FDC Educators can assist children dealing with trauma by:

- a) Be aware that a child's behaviour may be a response to the traumatic event rather than just 'naughty' or 'difficult' behaviour.
- b) Observing the behaviours and feelings of a child and the ways you have responded and what was most helpful in case of future difficulties.
- c) Creating a 'relaxation' space with familiar and comforting toys and objects children can use when they are having a difficult time.
- d) Having quiet time such as reading a story about feelings together.
- e) Trying different types of play that focus on expressing feelings (e.g. drawing, playing with play dough, dress-ups and physical games such as trampolines).
- f) Helping children understand their feelings by using reflecting statements (e.g. 'you look sad/angry right now, I wonder if you need some help?').

5.6 There are several ways for parents, Educators and Service staff to reduce their own stress and maintain awareness, so they continue to be effective when offering support to children who have experienced traumatic events.

5.7 Strategies to assist Families, Educators and Service staff may include:

- a) Taking time to calm yourself when you have a strong emotional response, while maintaining adequate supervision. This may mean walking away from a situation for a few minutes or handing over to another carer/FDC assistance if possible.
- b) Planning with a range of possibilities in case difficult situations occur.
- c) Remembering to find ways to look after yourself, even if it is hard to find time or you feel other things are more important. Taking time out helps adults be more available to children when they need support.
- d) Using supports available to you within your relationships (e.g., family, friends and colleagues).

- e) Identifying a supportive person to talk to about your experiences. This might be your family doctor or another health professional.
- f) Living or working with traumatised children can be demanding - be aware of your own responses and seek support from management when required.

SOURCE:

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations

Sydney: Australian Children's Education & Care Quality Authority.

Guide to the National Quality Standard.

ECA Code Of Ethics - Early Childhood Australia". Early Childhood Australia. N.p., 2017. Web. 3 January 2017.

Australian Children's Education and Care Quality Authority. (n.d.). Retrieved January 03, 2017, from <http://www.acecqa.gov.au/https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children/no-jab-no-play/early-childhood-professionals>

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

CONTROL OF INFECTIOUS DISEASES AND IMMUNISATION POLICY 6.6 (QA2)

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167, 174(2)(a)	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
77, 85-88, 90, 93, 162, 168	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.2, 2.2, 2.2.1, 2.2.2,
RELATED POLICIES	
Administration of First Aid Policy Asthma Management Policy Anaphylaxis Management Policy Delivery and Collection of Children Policy Incident, Illness and Trauma Policy Privacy and Confidentiality Policy Enrolment and Orientation Policy Medical Conditions Policy	

PURPOSE

Precious Stones FDC (FDC) Service will minimise children's exposure to infectious diseases by adhering to all recommended guidelines from relevant authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation and implement effective hygiene practices.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service

IMPLEMENTATION

1.0 INFECTIOUS DISEASES EXCLUSION PERIOD:

- 1.1 The Minimum period of exclusion from primary schools and children's services centres for infectious diseases cases and contacts (required under regulation 85 of the Public Health and Wellbeing Regulations 2009) is included in Appendix 4 of this manual
- 1.2 **PLEASE NOTE: THE EXCLUSION REQUIREMENTS for Infectious Disease in Appendix 4 MUST BE APPLIED** and are not at the discretion of Precious Stones FDC educators or Service staff.

2.0 REPORTING OF CONTAGIOUS DISEASES:

- 2.1 The Approved Provider and Nominated Supervisor is responsible for and will:
- a) Maintain an Illness & Infectious Disease Register. See Appendix 6
 - b) Notify the VIC Department of Health and Human Services (DHHS) immediately if a child is suspected of having COVID-19 or
 - i) Diphtheria
 - ii) Mumps
 - iii) Poliomyelitis
 - iv) Haemophilus influenzae Type b (Hib)
 - v) Meningococcal disease
 - vi) Rubella ("German measles")
 - vii) Measles
 - viii) Pertussis ("whooping cough")
 - ix) Tetanus
- 2.2 Notification is required even if you believe a doctor has already done so.
- 2.3 Notification is through Communicable Disease Prevention and Control; telephone: 1300 651 160 (24 hours).
- 2.4 FDC Educators must
- a) Report cases of sickness or known contact with an Infectious Diseases to the FDC Service as soon as practicable so that other parents can be notified including cases of COVID-19
 - b) Complete the Illness record form no later than 24 hours of an illness occurring; ensuring it remaining up to date and current
- 2.5 Parents will:
- a) Notify the FDC Educator or Precious Stones FDC Service if their child is sick with or has been in contact with an infectious disease including COVID-19.

3.0 CORONAVIRUS (COVID-19)

- 3.1 We are committed to minimise the spread of infectious diseases such as coronavirus (COVID-19) by implementing recommendations provided by the Australian Government- Department of Health and Safe Work Australia.
- 3.2 Our Service ensures educators implement procedures as stated in the Staying healthy: Preventing infectious diseases in early childhood education and care services (Fifth Edition) developed by the Australian Government National Health and Medical Research Council as part of our day-to-day operation of the Service.
- 3.3 We are guided by explicit decisions regarding exclusion periods and notification of any infectious disease by the Australian Government- Department of Health and local Public Health Units in our jurisdiction under the Public Health Act.

4.0 CONFIRMED COVID-19 CASE

- 4.1 In the case of a confirmed COVID-19 case in any FDC residence/service the Approved Provider will ensure:
- a) The Public Health Unit and Regulatory Authority will be notified and advice followed to ensure the safety of children, educators and visitors to the service. (NQA ITS)
 - b) The Department of Education, Skills and Employment in Victoria is notified of a positive COVID-19
 - c) directions from the PHU are followed to close the FDC service and an industrial/deep clean of the service is conducted
 - d) All families and staff are notified of the closure of the service if advised to do so by the PHU
 - e) privacy and confidentiality laws are adhered to- the person who has the confirmed case of COVID-19 will be on a 'need to know' basis only
 - f) information is provided to the PHU for contact tracing
 - g) COVID-19 testing will be required for all educators, educator assistance, persons living at the residence, staff, children and families as advised by PHU
 - h) re-opening dates will be confirmed to the Regulatory Authority, DESE and families when advised by the PHU

5.0 PREVENTION OF CONTAGIOUS DISEASES

5.1 The Approved Provider and Nominated Supervisor is responsible for and will:

- a) Implement the recommendations from Staying Healthy in Child Care – Preventing Infectious Diseases in Child Care to prevent the spread of infectious diseases at the Service
- b) Ensure that children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within the FDC Service.
- c) Exclude any child who is not immunised from the Service when an outbreak of an immunise-able infectious disease occurs to protect that child and to prevent further spread of infection. In the instance of the child being immunised and the Immunisation record not provided to the Service – the child would be viewed as not being immunised.
- d) Advise any FDC Educator or Service staff who fall pregnant to visit their GP immediately and have a test for Cytomegalovirus (CMV) to check their immunity. Any pregnant personnel who is at a heightened risk will not change nappies and will double glove when encountering any body fluids, especially saliva.
- e) restricting parents and visitors from entering our service to reduce threat of spread of a community disease (eg: COVID-19)
- f) physical distancing (if recommended)

5.2 The FDC Service will provide information about an infectious disease to families by

- a) Display of an Infectious Diseases Notification at the
 - i) FDC Educators residence
 - ii) Main Office

- b) Emailing the Infectious Diseases Notification to a parent of each child being educated and care for at the residence where an infectious disease has occurred as soon as practicable.

5.3 FDC Educators will:

- a) Display Infectious Diseases Notifications at the residence in an area that is readily assessable to families and will draw family's attention to the notification.
- b) Ensure children are directed in their understanding of health and hygiene throughout the daily program and routine
- c) Educator Ensure a safe and hygienic environment is maintained. See Policy 6.7 Hand Washing and Hygiene.
- d) NOT provide education and care to children if they:
 - i) They have received a positive COVID-19 test result, or been in close contact with a positive COVID-19 case or are waiting for a COVID-19 test result
 - ii) Have symptoms of diarrhea or an infectious disease or for at least 48 hours after all symptoms of diarrhea or an infectious disease have ceased, Alternative arrangements will need to be made for a relief educator during this period

VICTORIAN IMMUNISATION REQUIREMENTS:

6.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR IS RESPONSIBLE FOR:

- 6.1 Ensuring families complying with 'No Jab No Play' Victorian legislation and that no child is enrolled into the Service if the child's current immunisation status and documentation does not met ALL the requirements of the "No Jab, No Play" legislation
- 6.2 For a child to enroll in childcare or kindergarten the 'No Jab, No Play' legislation requires:
 - a) The child's Immunisation History Statement from the Australian Immunisation Register (AIR) that shows the child is be fully vaccinated for their age, or that they are able to receive; OR
 - b) Qualify for the 16-week grace period (refer to clause 6.0: 16-week grace period eligibility and requirements) ; OR
 - c) Have a medical exemption (refer to clause 7.0: Medical exemption eligibility and requirements)
 - d) PLEASE NOTE:
 - i) Homeopathic immunisation is not recognised.
 - ii) Other previous forms of accepted documentation, for example the "blue book", a letter from a GP or local council, are NO LONGER ACCEPTABLE FORMS OF EVIDENCE.

iii) Overseas immunisation records must not be accepted.

6.3 Sighting and record immunisation status on the enrolment form at the time of enrolment in accordance with r.160.

6.4 Ensuring that provided Immunisation History Statements are valid prior to confirming enrolment. This requires:

- a) That both the Medicare logo and Australian Government crest are present and identifiable,
- b) That the AIR Immunisation History Statements is up to date. The following resources may be used to correctly determine if the provided AIR Immunisation History Statements allows enrolment to be confirmed.
 - i) The [No Jab No Play Key Dates Tool](#)
 - ii) The Step by Step Guide to Assessing an AIR Statement for Enrolment (Appendix 20.1)
 - iii) The Key Dates Work Form for Immunisation and Enrolment (Appendix 20.2)

6.5 Providing support to FDC Educators and families to help parents/careers manage their obligations under the 'No Jab, No Play' legislation.

6.6 Taking all reasonable steps to obtain up-to-date immunisation History Statements from parents/careers after enrolment by providing reminders to their families about immunisation twice a year. Refer to Appendix 20: Immunisation Record Keeping Documents, Appendix 20.4: Initial immunisation evidence request text

6.7 Ensuring FDC Educators are aware of relevant immunisation guidelines for children and themselves and provide them and families with information about vaccine-preventable diseases

7.0 FAMILIES WILL:

7.1 Provide the Service with a copy of the following document;

- a) An AIR Immunisation History Statement which shows the child is be fully vaccinated for their age, or that they are able to receive; OR
- b) An AIR Immunisation History Statement that indicates the child is up-to-date with all the vaccines that they can have, and listed the vaccines that they cannot have due to a medical contraindication.

7.2 Ensure that the FDC Service is provided with updated copy of their child's current immunisation after each scheduled vaccination.

8.0 16-WEEK GRACE PERIOD ELIGIBILITY AND REQUIREMENTS

8.1 Families who meet any of the following criteria are eligible for the grace period:

- a) Children evacuated following emergency (such as flood or fire)

- b) Children in emergency care (for example, emergency foster care) under the Children, Youth and Families Act 2005
 - c) Children in the care of an adult who is not the child's parent due to exceptional circumstances such as illness or incapacity
 - d) Children identified by their parents as Aboriginal and/or Torres Strait Islander
 - e) Other children experiencing vulnerability or disadvantage
 - i) Children who hold or whose parents hold a health care card, pension concession card, Veterans Affairs Gold or White card
 - ii) Children from a multiple birth of triplets or more
 - iii) Children who are refugees or asylum seekers
 - iv) Children known to child protection
 - v) Children who are on or who have been on a Child Protection Order
 - vi) Children in or who have been in foster care or out-of-home care
- 8.2 To determine if a child is eligible for the grace period use the Grace period eligibility assessment form (Appendix 19) is to be used and documented.
- 8.3 Parents/careers must endeavor to have their child vaccinated if required, and/or obtain the required Immunisation History Statement from the AIR and provide it to Precious Stones FDC Service within the 16-week grace period.
- 8.4 Precious Stones FDC Service will work with eligible parents/careers providing support and information to obtain the required immunisation History Statement from the AIR. Refer to [this guide of reasonable steps to obtain the child's Immunisation History Statement](#)

9.0 MEDICAL EXEMPTION ELIGIBILITY AND REQUIREMENTS

- 9.1 Some children may be exempt from the requirement to be fully vaccinated on medical grounds. Examples of valid medical reasons that a child could not be fully vaccinated include:
- a) an anaphylactic reaction to a previous dose of a particular vaccine, or
 - b) an anaphylactic reaction to any vaccine component
 - c) has a disease which lowers immunity (such as leukaemia, cancer, HIV/AIDS, SCID), or
 - d) having treatment which lowers immunity (such as chemotherapy)
- 9.2 In order for a child with a medical exemption to be enrolled at the FDC Service the parent/career must:
- a) Have [the appropriate form with in this link](#) completed and signed by a medical practitioner and sent to AIR.
 - b) Provide an updated Immunisation History Statement from the AIR that indicates the child is up-to-date with all the vaccines that they can have, and listed the vaccines that they cannot have due to a medical contraindication to the Service.

Additional Information

INFORMATION	WEBSITE	PHONE NUMBER
Immunisation enrolment toolkit for early childhood services Program (NIP) Service	https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children/no-jab-no-play/immunisation-enrolment-toolkit	1300 882 008 9.00 am - 12.00 pm 2.00 pm – 3.00 pm
The Immunisation Schedule Victoria	https://www2.health.vic.gov.au/public-health/immunisation/immunisation-schedule-vaccine-eligibility-criteria/immunisation-schedule-victoria	1300 882 008
VIC Public Health Unit Contact Details	https://www2.health.vic.gov.au/public-health/infectious-diseases	Tel. 1300 651 160 Fax. 1300 651 170

SOURCE:

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations

Sydney: Australian Children's Education & Care Quality Authority.

Guide to the National Quality Standard.

ECA Code Of Ethics - Early Childhood Australia

lia". Early Childhood Australia. N.p., 2017. Web. 3 January 2017.

Australian Children's Education and Care Quality Authority. (n.d.). Retrieved January 03, 2017, from <http://www.acecqa.gov.au/>

<https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children/no-jab-no-play/immunisation-enrolment-toolkit>

Staying Healthy in Child Care. 5th Edition

Australia Childhood Immunisation Register

<https://www.humanservices.gov.au/customer/services/medicare/australian-childhood-immunisation-register>

Immunise Australia Program www.immunise.health.gov.au

Australian Government – Services Australia

<https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account>

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

HAND WASHING AND HYGIENE POLICY 6.7 (QA2)

Having and encouraging good hygiene practices in Family Day Care (FDC) is essential for reducing the risk of cross infection. Helping children to develop appropriate personal hygiene habits will become embedded as they grow and develop. It is important to work with families to ensure children follow simple hygiene rules by incorporating good hygiene methods in both the Service and home environment.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
77, 88, 93, 106, 109, 168	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.1, 2.2, 2.2.1
RELATED POLICIES	
Incident, Illness and Trauma Policy Administration of Medication Policy Supervision of Children Policy Control of Infectious Disease and Immunisation Policy	

PURPOSE

Our FDC Service is committed to assuring the health and safety of all educators, Service staff, volunteers, families and children, providing a safe and healthy environment. We recognise the importance of effective hand hygiene in reducing the risk of infection and aim to perform specific hand washing hygiene practices to minimise the risks associated with cross infection.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service

IMPLEMENTATION

1.0 HAND WASHING

- 1.1 Hand washing is a vital strategy in the prevention of spreading many infectious diseases. Research emphasises good handwashing as the single most important task you can do to reduce the spread of bacteria, germs, viruses and parasites that infect yourself, Service staff and children being cared for.

- 1.2 Our FDC Service will adhere to National Regulation requirements, standards and tools to support the effectiveness of our hand washing policy. We aim to educate and encourage children to wash their hands effectively which will help to reduce the incidence of infectious diseases with reference to the Staying Healthy in Child Care 5th Edition to guide best practice.
- 1.3 Our FDC Service will ensure educators, parents, children and visitors wash their hands with soap and water for at least 20 seconds upon arrival to the Service or, use the alcohol-based sanitiser under adult supervision
- 1.4 To ensure the greatest level of personal hygiene, it is a requirement of the Service to wash your hands:
 - a) On arrival at the FDC Service
 - b) Before and after:
 - i) toileting or changing nappies
 - ii) administering first aid
 - iii) administering medication
 - iv) applying sunscreen or other lotions to children
 - v) eating, preparing and serving food
 - vi) making bottles for infants
 - c) After:
 - i) going to the toilet
 - ii) wiping a runny nose or blowing your own nose
 - iii) using chemicals
 - iv) cleaning up bodily fluids
 - v) removing protective gloves
 - vi) touching animals
 - vii) arriving back to the residence/venue following outings
 - viii) cleaning high touch surfaces- (tables, light switches, door handles, computers, iPads)
 - d) Before going home

2.0 EDUCATOR STRATEGIES

- 2.1 Children will be encouraged to follow Educators modelling and wash their hands at appropriate times throughout the day. Educators will ensure all required equipment is easily accessible and appropriate for use.

- 2.2 Strategies Educators will use to encourage effective hand hygiene practice in children include:
- a) Talking about the importance of hygiene
 - b) Singing a song or reciting a poem (singing happy birthday twice is a sufficient time frame)
 - c) Using a clear visual poster with a step by step instructions
 - d) Using positive language and positive reinforcement
 - e) Ensuring equipment is accessible
 - f) Provide clear simple routines
 - g) Give children sufficient time to practice and develop their skills
 - h) Ensure adequate supervision and assistance is available when required

3.0 HAND DRYING

3.1 Effective hand drying is just as important as comprehensive hand washing. Research states that wet hands can pick up and transfer up to 1000 times more bacteria than dry hands. Drying hands thoroughly also helps remove any germs that may not have been rinsed off.

3.2 We ensure all children, Service personnel and educators have access to disposable paper towel or warm air dryers to ensure effective hand hygiene.

4.0 FDC EDUCATORS WILL ENSURE:

- a) To implement appropriate health and safety procedures, when treating ill children
- b) To maintain their own immunisation status
- c) Wear gloves always when:
 - i) In direct contact with bodily fluids
 - ii) Changing nappies
 - iii) Applying first aid to bleeding wounds
 - iv) During food preparation
- d) Provide disposable paper towel to ensure effective hand hygiene.
- e) Ensure all cuts, abrasions, dermatitis or open skin on their hands is covered with a water resistant occlusive dressing, which should be changed each time it is soiled or wet.
- f) Prevent any sharing of combs, brushes, toothbrushes, bottles, dummies, pacifiers, towels, facecloths and handkerchiefs.

5.0 ILLNESS OF FDC EDUCATORS AND/OR PERSONS RESIDING AT FDC RESIDENCES

5.1 If a FDC Educator or any other person residing at the FDC residences are diagnosed with a communicable disease or condition, that person has to be isolated from the children in the FDC residence.

5.2 The FDC Educator

- a) Must report any diagnosed communicable disease or condition to the FDC Service.

5.3 The FDC Service

- a) May take further action: for example medical clearance or closure of the FDC residence.

6.0 NAPPY CHANGING

- 6.1 Use the following method to stop diseases spreading through contact with faeces:
- a) Wash your hands.
 - b) Place paper on the change table.
 - c) Always wear gloves when changing nappies.
 - d) Remove the child's nappy and put it in a 'hands-free' lidded bin.
 - e) Remove any clothes with urine and/or faeces on them.
 - f) Clean the child's bottom.
 - g) Remove the paper and put it in a 'hands-free' lidded bin.
 - h) Remove your gloves now, before you touch the child's clean clothes.
 - i) Remove gloves by peeling them back from your wrists, turning them inside out as you go. Do not let your skin touch the outer contaminated surface of the glove. Put the gloves in the bin.
 - j) Dress the child. Wash and dry the child's hands.
 - k) Clean the change table with detergent and warm water
 - l) Wash your hands.

7.0 LAUNDERING OF SOILED ITEMS

- 7.1 Soiled clothing will be returned to a child's home for laundering.
- 7.2 Educators will remove soiled content and placed into a plastic bag and not placed in the child's bag.

8.0 CLEANING OF THE FDC RESIDENCE, FURNITURE AND EQUIPMENT

- 8.1 General Cleaning;
- a) The FDC Educator will carry out regularly and thoroughly cleaning as required to ensure that the FDC Residence, furniture, fittings, floors and equipment are maintained in safe and clean condition and good repair at all times.
 - b) Toys and equipment that are absorbent and hard to clean will be cleaned with be aired in sunlight
 - c) Washable toys and equipment will be washed in detergent and hot water or the dishwasher and aired to dry.
 - d) Toilets/bathrooms are to be checked regularly though out the day and cleaned/disinfectant as required.
- 8.2 For clothes, toys, floor or other objects that have been contaminated by blood or body fluids;
- a) Wear gloves and a protective apron or overalls, mop excess fluid with disposable paper towel and wash with detergent and water.
- 8.3 All sandpits should
- a) Be covered when not in use and sandpits not able to be covered should be raked and exposure to the sun daily is advised.
 - b) Be inspected before use and all contaminants identified within the sandpit removed immediately.

9.0 ANIMALS

- 9.1 The FDC Educator will
- a) Maintain a vaccination and worming schedule as required.
 - b) Clean fish tanks regularly.
 - c) Do not allow animals' access to the sand pit.
 - d) Dispose of animal faeces and litter daily and more often if necessary.
 - e) Ensure children should not assist in the cleaning of bird cages and fish tanks.

SOURCE:

Education and Care Services National Regulation
 National Quality Standard
 Occupational Health and Safety Act
 Staying Healthy in Child Care 5th Edition

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

EMERGENCY EVACUATION AND SERIOUS INCIDENT POLICY 6.8 (QA2)

It is vital that if an emergency situation or serious incident arises, it is handled effectively and with consideration for all involved. Supporting Educators and children with an emergency situation requires vigilant planning and consistent implementation. Effective management of emergency situations provides an opportunity to help support and build on children's coping mechanisms and resilience.

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165,	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
12, 85, 86, 87, 97, 98, 99, 168	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1.2, 2.2, 2.2.1, 2.2.2, 2.2.3
7	7.1.2, 7.1.3
RELATED POLICIES	
Authorisation - Acceptance and Refusal Policy Delivery and Collection of Children Policy Managing Bush Fire Policy Child Safe Environment Policy Providing A Child Safe Environment Policy Incident, Illness and Trauma Policy Supervision of Children Policy Record Keeping Policy	

PURPOSE

We aim to maintain the safety and wellbeing of each child, educator and individual using the Service during an emergency or evacuation situation.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service

DEFINITIONS

Emergency: An emergency is any event, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of children at the service. (Guide to the NQF)

Evacuation is required in the case of:

- **Fire** within the building, playground or surrounding area where the Service is in danger (If you are unsure how close the fire is call 000)
- **Flood 1800 226 226**
- **Cyclone**, severe storm or dust storm or other natural weather event
- **Dangerous** animal, insect or reptile
- **Bomb or terrorist threats**
- **Structural damage** rendering the building unsafe

Lock-down requires by, but not limited to;

- Involvement of firearms or other weapons and/or an terrorist attack
- Aggressive and/or malicious trespass of people on the residence/venue grounds
- A disaster in the local community eg a road accident involving volatile materials in the residence/venue vicinity

Serious Incidence: in relation to children attending the Service is defined as any of the following (R 12):

- Death of a child following an incident occurring at the Service
- A child being locked in or out of the FDC residence.
- A child that appears to have been taken or removed from the FDC residence/venue without authorization.
- A child appears to be missing or cannot be accounted for.
- Any emergency for which emergency services attended or reasonably should have been sought
- An incident involving serious injury or trauma to, or illness of a child attending the Service which the attention of a medical practitioner or hospital attendance was sought or ought reasonably to have been sought.
- Damage to or loss of the FDC residence/venue due to natural disasters.
- Any occurrence of personal violence at the Service, e.g. verbal, physical, sexual, harassment.
- An experience of a violent situation such as fire, bomb, threat, siege or hostage.

IMPLEMENTATION

PLEASE NOTE: Regulations require the Approved Provider to notify Regulatory Authorities within 24 hours of any serious incident at the Service.

We have a duty of care to provide all persons' with a safe and healthy environment. The National Quality Standard, Element 2.2.2 encourages Services to effectively manage incidents and emergencies in consultation

with relevant authorities, and practiced and implemented plans and processes to ensure best practice and the safety of children.

1.0 REPORTING DUTIES

- a) FDC Educator at the first available opportunity but in less than 24 hours of the incident or emergency provide an Incident, Injury, Trauma and Illness Report form to Precious Stones FDC Service.
- b) The Approved Provider or Nominated Supervisor are responsible for reporting to the Regulatory Authority following the procedures in Policy 3.7 – Notification and Reporting Requirements

2.0 EMERGENCY AND EVACUATION DRILLS

2.1 FDC Educators will:

- a) Develop Emergency and Evacuation Plans and strategies before beginning to operate their FDC Service.
- b) Display Emergency and Evacuation Plans in prominent positions near each exit and in the children's environment with a compliant floor plan for ease of reference
- c) Ensure emergency and evacuation procedures are rehearsed every 3 months during the hours children are present.
- d) Maintain an Emergency Evacuation Rehearsal Record including;
 - i) Date, time and name of children and Family Day Care Educator present
 - ii) Notes on any areas that need improving or for continuous improvement.
- e) Up to date emergency phone numbers along with a fully equipped emergency bag will be kept within easy access for all situations that require evacuation and/or ringing emergency services, Precious Stones management and parents.
- f) Emergency telephone numbers will be displayed prominently throughout the Service at each FDC Educators residence.
- g) Inspecting, testing, and service all emergency equipment including fire extinguishers, fire blankets and smoke detectors according to the guidelines of the Fire Protection Association Australia. Best practice is to check in line with daylight saving changes.
- h) Extinguishers should be inspected at six monthly intervals.
 - i) If they don't have a pressure gauge they may need to be weighed to check they are still full
 - ii) Some extinguisher types may require additional tasks to be carried out annually
 - iii) The tests and intervals are to be recorded on a label or metal tag attached to the unit.

2.2 The Family Day Care Service will;

- a) Be responsible for ensuring all FDC Educators; including relief Educators and Educator Assistance are responsive to our Emergency Evacuation Policy and procedure.
- b) Ensure that, when educating or caring for children as part of the Service, Educators have access to an operating telephone or other similar means of communication to enable immediate communication to and from parents and emergency services.
- c) Ensure a risk assessment is conducted to identify potential emergencies that are relevant to the Service and each Family Day Care Residence approved FDC venue when preparing the emergency and evacuation plans and strategies.

3.0 SERIOUS INJURY TO A CHILD INCLUDING A HEAD INJURY (LIFE THREATENING)

- a) Call emergency services – 000
- b) Administer first aid until the emergency services arrive and follow directions from emergency services personnel.
- c) FDC Educator to contact Precious Stones FDC Service personnel as soon as practicable and without delay.
- d) Depending on the circumstances either the FDC Service, FDC Educator or Service personnel to contact the child's family.
- e) If practical, FDC Service's personnel to attend the FDC Educator residence/venue or location where incident occurred.
- f) An Incident, Injury, Trauma and Illness form will be completed by the FDC Educator with the assistance of the FDC Service personnel and submitted to the FDC Service in less than 24 hours.
- g) The FDC Service will report to the Regulatory Authority within 24 hours following the procedures in Policy 37 – Notification and Reporting Requirements.
- h) If required, counselling will be offered by the FDC Service for the FDC Educator, her family, other children and their parents using care and the FDC Service.

4.0 MISSING CHILD

- a) FDC Educator to ensure the safety of the other children in her care.
- b) FDC Educator to check all areas where the child was last sighted and areas where they could have wandered to.
- c) If still missing FDC Educator to contact the police.
- d) FDC Educator to contact Precious Stones FDC Service management without delay even if the child has been found promptly.

- e) FDC Educator to notify parents or authorised nominee on the enrolment form without delay, and within 24 hours even if the child has been found promptly.
- f) FDC Service personnel to attend the incident promptly after receiving the call from the FDC Educator if the child is still missing.
- g) FDC Service management to coordinate notification of police/parents and the Regulatory Body.
- h) Following resolution of the incident, with the assistance of the FDC Service personnel the FDC Educator must complete the Incident, Injury, Trauma and Illness Report form and submit it to the FDC Service in less than 24 hours.
- i) The FDC Service will report to the Regulatory Authority within 24 hours following the procedure in Policy 3.7 – Notification and Reporting Requirements.
- j) FDC Educator and FDC Service management to review all Risk Assessments relevant to the incident to determine if risks can be identified and reduced to prevent another incident occurring.

5.0 DEATH OF A CHILD

- a) Call emergency services – 000 or 112 (not available on landlines).
- b) Administer First Aid until emergency services arrive
- c) On arrival of emergency services, the FDC Educator will take directions from emergency services personnel.
- d) FDC Educator to contact Precious Stones FDC Service management as soon as practicable and without delay.
- e) Precious Stones Service personnel to contact the child's family.
- f) Precious Stones Service personnel to go immediately to FDC Educator residence/venue or location where incident occurred to take responsibility for any other children in care at the time of the incident.
- g) The FDC Service will submit a report to the Education and Care Regulatory Unit within 7 days. Policy 3.7 – Notification and Reporting Requirements.
- h) An Incident, Injury, Trauma and Illness form will be completed by the FDC Educator with the assistance of Precious Stones FDC Service personnel and submitted to Precious Stones FDC Service in less than 24 hours.
- i) Counselling will be organised by Precious Stones FDC Service for the FDC Educator, family and other children and their families.
- j) The FDC Educator or FDC Service personnel should not admit liability.

- k) Only a Director of Precious Stones PTY LD or an assigned representative of the Director will talk to any media.

6.0 CHILD THAT HAS NOT BEEN COLLECTED WITHIN AN EXPECTED TIME FRAME

6.1 The FDC Educator will:

- a) Telephone the parent and/or authorised nominee and/or emergency contacts on the child's enrolment form if concerned.
- b) Notify the FDC Service if no response is received from or unable to contact the family.
- c) If advised to do so, contact Child Protection & Family Services/Crisis Care and explain the child has not been collected from FDC Service and that the family has also not been able to be contacted.
- d) Follow all instructions from Child Protection & Family Services /Crisis Care (FDC Educators may be asked to keep children until collected or alternative arrangements can be made for their care).
- e) At the first available opportunity but in less than 24 hours of the incident, provide an Incident, Injury, Trauma and Illness Report form to the FDC Service.

7.0 EVACUATING THE FDC RESIDENCE OR VENUE

7.1 Precious Stones FDC Service personnel/FDC Educator will;

- a) Inform all persons in the residence/venue to evacuate.
- b) Telephone 000 or the local emergency service required and give their name and location of emergency.
- c) Guide all persons to the primary evacuation assembly area as indicated in the Evacuation Plan diagram.
- d) Take the daily attendance record, parent contact information and any other relevant documents/items (for example portable first aid kit) with them when evacuating.
- e) Check all persons who are registered at the residence/venue or venue at the time are in the evacuation assembly area.
- f) Keep all children and persons calm during the evacuation.
- g) If the FDC residence/venue emergency exits and/or assembly area, as indicated on the Emergency Plan Evacuation Strategies, are inaccessible the FDC Educator will utilise any alternative evacuation exits and/or assembly area to ensure all persons leave the residence/venue in a safe manner and evacuate to a safe area.
- h) As required administer First Aid until emergency services arrive.

- i) Once the area has been declared safe by the appropriate authorities, the FDC Educator and the children can re-enter the residence/venue.

8.0 FDC RESIDENCE/VENUE 'LOCK DOWN'

8.1 In the event of a situation where children and FDC Educators need to stay inside the residence/venue until they are notified otherwise by an appropriate authority, the following procedure will apply:

- a) Ensure all access to the FDC residence/venue are secured (doors and windows).
- b) Depending on the situation children may have to be kept away from windows.
- c) FDC Educator will contact relevant authorities
- d) FDC Service who will inform the parents.
- e) FDC Educator at the first available opportunity but in less than 24 hours of the incident, provide an Incident, Injury, Trauma and Illness Report form to the FDC Service.
- f) FDC Service management to report to the Regulatory Authority following the procedures in Policy A 4.1 – Notification and Reporting Requirements

9.0 BUSHFIRES

9.1 Follow all procedures set out in Policy 6.9 Managing Bushfire Risks.

JURISDICTION SPECIFICATIONS FOR VICTORIA

VICTORIA (VIC)
<ul style="list-style-type: none"> - Community Child Care Association - www.pscvic.org.au - Country Fire Authority Victoria – www.cfa.vic.gov.au - Department of Education and Training- www.education.vic.gov.au - VIC Department of Health and Human Services – www.dhhs.vic.gov.au - Services Australia – www.servicesaustralia.gov.au - WorkSafe Victoria – www.worksafe.vic.gov.au - Victoria Police – www.police.vic.gov.au - Victoria State Emergency Service – www.ses.vic.gov.au

SOURCE:

Australian Children's Education & Care Quality Authority.
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)
ECA Code of Ethics, Guide to the National Quality Standard., Fire Protection Association Australia - <http://www.fpa.com.au/>
Australian Government – Emergency Services <http://www.australia.gov.au/information-and-services/public-safety-and-law/emergency-services>
Managing Emergency Situations <http://www.cscentral.org.au/Resources/managing-emergency-situations.pdf>
Work Health and Safety Act 2011
Work Health and Safety Regulations 2011

Protection Association Australia

Country Fire Authority Victoria – www.cfa.vic.gov.au

Fire Rescue Victoria – www.frv.vic.gov.au

Department of Education and Training Victoria

<http://www.education.vic.gov.au/Documents/childhood/providers/support/SampleCSEMPPlan.pdf>

ATTFS <http://www.atts.com.au/Fire-Services>

Fire System Services <http://www.firesys.com.au/Fire-Extinguisher-Service-and-Maintenance-pg14686.html>

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

MANAGING BUSHFIRE RISKS POLICY 6.9

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
12, 51, 89, 93, 97, 168, 169	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.2, 2.2.1, 2.2.2, 2.3
7	7.1.2
RELATED POLICIES	
Registration of family day care educators policy	
Keeping a register of family day care educators, educator assistants and coordinators policy	
Monitoring and Supervision of Family Day Care Educator and Educator Assistants Policy	
The provision of information training and assistance to family day care educator and educator assistants policy	

PURPOSE

In the event of an emergency the evacuation procedures have been developed to effectively remove children from a situation of risk and escorted to a safe assembly point in the most efficient manner possible.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinator, educators, educator assistants, children, families, and visitors of the Family Day Care Service.

IMPLEMENTATION

Role of the PRECIOUS STONES Family Day Care (FDC) Service:

Role of the PRECIOUS STONES FDC SERVICE is to ensure that:

- Health and safety of children in care is maintained in accordance with the National Education and Care law and regulation and all the conditions imposed on the service approval.
- A record of all family day care educators operating in residences or venues at a location identified at particular risk of bushfire is maintained and regularly updates by the Nominated Supervisor once in September prior to the fire season and once mid summer.

- No prospective or current educator to care for child/children if their emergency procedure is not in place
- A risk assessment is conducted to identify potential emergencies that are relevant to the family day care residence/venue, including determination whether the residence or approved FDC venue is located in an area considered as high risk of bushfire via the www.education.vic.gov.au/about/programs/health/Pages/bushfirerisk.aspx.
- A copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position near each exit at the family day care residence/venue or care venue
- A copy of the current emergency and evacuation policy and procedures are available for inspection at the education and care service premise includes at each family day care residence and venue, at all times that the service is educating and caring for children
- Evacuation procedures are rehearsed every 3 months by each FDC Educator and the children being educated and cared for by the FDC Educator on that day
- The rehearsals of the emergency and evacuation procedures need to be documented by all educators
- Managing Bushfire procedure and information are current and regularly reviewed
- Connect and contact relevant authority to manage bushfire risks more effectively
- All Service personnel, educators and concerned stakeholders are provided with the emergency and evacuation procedure information and training.
- Support and guidance is provided to those who seek for assistance to ensure that children are provided a safe environment at all times

Role of the Nominated Supervisor at PRECIOUS STONES FDC Service:

Role of the Nominated Supervisor is to ensure that:

- All FDC Educators registered under the PRECIOUS STONES FDC Service have proper emergency procedure plans and the emergency and evacuation procedures required under regulation 168 must set out:
 - a) instructions for what must be done in the event of an emergency; and
 - b) an emergency and evacuation floor plan
- Coordination office personnel/coordinator check to ensure compliance of evacuation procedures during regular home visits to educator's care residence/venue
- If any educator is found to have breached the evacuation procedures and policy that educator will be immediately put under suspension until the matter decided by the Nominated Supervisor. In such a case the families of the child/children will be immediately informed and alternative care arrangement discussed with families

- The Nominated Supervisor will also inform the Department of Education and Training and the local police to inform of the location of the children.
- Training opportunities for FDC Educators, assistants and Service staff to participate in emergency evacuations
- Provide help, support and assistance to all educators if required in developing emergency management procedures and exit plans
- All bushfire-at-risk-educators have a Emergency Management Plan (EMP) for managing the bush-fire related risks that reflects the educators operating context and:
 - Updated annually or as necessary
 - Includes procedures for monitoring and managing bushfire risks and events
 - Includes procedures for notifying families of any closures
- Specific emergency steps are based on an initial risk assessment undertaken by the FDC Educator in conjunction with the Emergency and Evacuation Floor Plan and Instructions procedure of the PRECIOUS STONES FDC Service.
- Copies of the Emergency Evacuation Floor Plan and Instructions are displayed in a prominent position at each family day care residence/venue at exit.

To ensure and inform FDC Educators, assistants, staff and families that emergency evacuation will occur under following circumstances:

- Fire within the building or playground where children in care are present
- Fire in the surrounding area where the FDC residence/venue or care venue is in danger (If you are unsure how close the fire is call; Local Fire Station or Rural Fire Services)
- Flood (call State Emergency Service – 132500)
- Terrorist threat
- Others may include: gas explosion, traffic accident or event which could render the building unsafe

Role of Family day care educators:

- The FDC Educator need to evacuate, is to blow the whistle – this is to be located in each care area of the FDC residence/venue such as backyard and indoor care area. The Educator is to move throughout the residence/venue continually blowing the whistle to ensure that all children and adults hear it. The FDC Educator is to also call out 'evacuate' and state the safest meeting point and do a roll call check; and call the emergency service and the coordination office when it's safe to do so.
- The FDC Educator must ensure and mark two assembly/meetings points in their emergency evacuation plan and in the event of an emergency the educator is to get children out to the nearest and safest assembly/meeting point depending on where the fire or danger is and where the children are at the time.

- Emergency evacuation procedure and exit plans must be displayed on the Main Entry / Exit Door and all other emergency exit doors
- Practice emergency evacuation and fire drill once every 3 months with all the children under their care and document the practice and these are to be kept in the confidential folder
- FDC Educators must discuss any concerns or questions regarding emergency evacuation procedure with the coordination office personnel or the nominated supervisor
- Any changes in the existing plans must be communicated to children, families and educator assistance; and if required emergency evacuation/ fire drill practiced with children keeping in view the nature of change
- Must maintain an emergency evacuation bag which will include:
 - Basic toiletries for children
 - Medicines and first aid kit (Any child with special condition management plan copy and medication)
 - Attendance record book
 - Mobile phone and charger
 - Adequate amount of water and dry snacks like biscuits etc
 - Emergency contact information for Children
- Store the emergency evacuation kit in an easy-to-access location and check the kit for its contents and any item expiry regularly or at least quarterly
- In the event of a severe storm/flood where assembly outdoors is inappropriate the FDC Educator is to nominate a suitable safe location near an exit and immediately ring the coordination office and if required the emergency services
- In the event of an evacuation as a precaution where it is not an emergency and the building is safe, the children will be assisted to get their bags before evacuating so that they have on hand spare clothing, food etc.
- In an event of an emergency evacuation, once assembled in a safe location, FDC Educator is to call the children's parents and stay with the children until collected.

Emergency Evacuation Rehearsals

- Evacuation rehearsals are to be practised minimum once every 3 months so that all children, the FDC Educator, assistant and any volunteers have experienced an evacuation. Educators residing in the bushfire risk zone must practice them monthly or if required more frequently.
- The evacuation is to be documented on the Emergency Evacuation Rehearsal form.

- Notes on any areas that need improving or revising are to be documented in the Emergency Evacuation Rehearsal Record. FDC Educators will discuss and implement strategies to improve these areas, which will be documented in the rehearsal record and if required in the quality improvement plan for the Service
- In the event of an evacuation causing an inability to use phones, e.g. damaged phone lines, the educator is suggested to seek assistance from neighbouring residents or businesses and / or use the mobile phone taken from them.

Managing Bushfire Risks

Identifying high risk locations

Victoria has a number of fire-prone areas where there is a higher risk of bushfire activity. The Department's bushfire at-risk register can be used to determine locations at high risk of bushfire and is available at: [Bushfire at-risk register](#)

The approved provider will identify FDC Educators operating in a FDC residence/venue or approved FDC venue in Victoria at particular risk of bushfire and ensure that these FDC Educators do not operate on a declared Code Red day in their CFA district.

Where a FDC residence/venue or approved FDC venue is identified as being at particular risk of bushfire, policies and procedures relating to emergency and evacuation must incorporate policies and procedures for monitoring bushfire risks and informing families of service closures resulting from bushfire risks. Coordination personnel will assist the educator to prepare the emergency evacuation management plan to ensure effectiveness of plan.

The approved provider will:

- Assess the location of each residence/venue and/or venue to determine whether the residence/venue or venue is located in an area considered as high risk of bushfire. The Department's Bushfire At-Risk Register can be used to determine locations at high risk of bushfire and is available at: www.education.vic.gov.au/about/programs/health/Pages/bushfirerisk.aspx.
- Clearly identify FDC Educators operation in bushfire at-risk areas in the register of FDC Educators. This information may be requested by the regulatory authority for assessment and rating purposes.
- Incorporate procedures for monitoring bushfire risks for each FDC residence/venue or venue.
- Ensure that education and care is not provided at a FDC residence/venue or venue located in an area considered as high risk of bushfire on a declared Code Red day in their CFA district.
- Inform families of any FDC residence/venue or venue where education and care cannot be provided due to a Code Red day in their CFA district.
- Will regularly monitor fire ratings and educate and train educators, Service staff and families on the use of various communication channels and mobile apps available from the:

- CFA <https://www.cfa.vic.gov.au/home>
- Vic Emergency site <http://www.emergency.vic.gov.au/respond/>
- Educate and inform families FDC Educators, Service personnel and concerned stakeholders on the fire rating levels
- Ensure the educators practice and document emergency evacuation/fire drill on monthly basis and encourage educators to do more frequent practice if required especially near summer season

Monitoring fire ratings

Fire ratings are forecast for four days and a total fire ban is declared by the Country Fire Authority (CFA) on days when fires are likely to spread rapidly and could be difficult to control. Fire ratings are maintained and updated on a daily basis for each CFA district in Victoria and published on the CFA website: www.cfa.vic.gov.au. Fire ratings provide information about how dangerous a fire would be if started in the specific district on a specific day.

The CFA website provides information about the locations and boundaries of CFA districts. Services in identified as high risk locations are advised to monitor the CFA website for declared Code Red days.

 <p>The Fire Danger Rating predicts how a fire would behave if one started, including how difficult it would be to put out. The higher the rating the more dangerous the conditions. The rating is your trigger to act, so to stay safe you need to stay aware of the Fire Danger Rating in your district.</p>	<p>What does it mean?</p>	
		<p>These are the worst conditions for a bush or grass fire;</p> <p>Buildings are not designed or constructed to withstand fires in these conditions;</p> <p>The safest place to be is away from high risk bushfire areas;</p> <p>The approved provider will ensure that family day care educators operating in a family day care residence/venue or approved family day care venue in Victoria at particular risk of bushfire do not operate on a declared Code Red day in their CFA district.</p>
		<p>Expect extremely hot, dry and windy conditions;</p> <p>If a fire starts and takes hold, it will be uncontrollable, unpredictable and fast moving. Spot fires will start, move quickly and come from many directions;</p>

		Buildings that are situated and constructed or modified to withstand a bushfire, that are well prepared and actively defended, may provide safety.
	SEVERE	Expect hot, dry and possibly windy conditions; If a fire starts and takes hold, it may be uncontrollable; Well prepared buildings that are actively defended can provide safety.
	VERY HIGH HIGH LOW-MODERATE	If a fire starts, it can most likely be controlled in these conditions and buildings can provide safety; Be aware of how fires can start and minimise the risk.

Source: CFA Fire danger ratings www.cfa.vic.gov.au/warnings-restrictions/about-fire-danger-ratings/

Understanding Warnings

The CFA provide warnings to the community that are based on incident conditions and impact on the community, therefore a first warning issued by the CFA could be the highest level of warning. There are three different levels of warnings:

Warning Level	Required Action
Advice (Possible Threat)	<p>What it means:</p> <p>There is fire in your services local area</p> <p>What to do:</p> <p>Stay informed, Monitor conditions</p> <p>Review your emergency management plan for managing the service's bush-fire related risks.</p> <p>Decide what action you'll take if the situation changes</p>

<p>Watch and Act (Potential Threats)</p>	<p>What it means: A fire is heading towards you and conditions are changing</p> <p>What to do:</p> <p>Expect hot, dry and possibly windy conditions; If a fire starts and takes hold, it may be uncontrollable; Well prepared buildings that are actively defended can provide safety.</p>
<p>Emergency Warning (Direct Threat)</p>	<p>What it means: A fire is heading towards you and conditions are changing</p> <p>What to do:</p> <p>Expect hot, dry and possibly windy conditions; If a fire starts and takes hold, it may be uncontrollable; Well prepared buildings that are actively defended can provide safety.</p>

Source: [CFA fire warnings](#)

Bush Fire Warning Procedures:

Possible Threat

- This incident/event is not deemed a direct and immediate threat, however, may warrant careful monitoring
- FDC Educator and coordination personnel will continue to monitor events and remain in contact with the relevant agency until the threat has passed or the FDC Educator finishes work.

Potential Threat

- The incident/event is of an uncertain or potentially hazardous nature to FDC residence/venue according to the relevant agency/agencies.
- FDC Educator and coordination personnel will continue to monitor events and remain in contact with the relevant agency or agencies until the threat has passed or FDC closes

- FDC Educator and Service coordination personnel will endeavour to contact all parents of children attending the high risk FDC residence and/or approved venue to update them and ensure that they will be able to pick their children up.
- If there is an issue with a parent returning to pick up a child (ie. The usual route to the family day care is closed due to fire) FDC Educator and coordination personnel will: Ask the authorised person to pick up their child.

Direct Threat

- If based on the available information from the agency/agencies, that the threat is likely to, or has a high likelihood of impacting FDC residence/venue and users, FDC Educator and coordination personnel will:
 - Establish communications between the agency/agencies and the service via phone, email or web updates and ensure that these communications are continually updated to educator and parents and request parent/families if possible to collect their children in view of children safety
 - If a closure has been authorised, in accordance with the information received from authorities then all parents are notified the day before.
 - If the FDC is open and the event occurs during care hours AND time is permitted, Nominated supervisor/approved provider will issue a notice of closure effective immediately. Parents will be notified to collect their children. Should parents not be able to collect their children, the nominated emergency contact on the enrolment form will pick up the child
 - Should parents not be contactable, The FDC Educator and coordination personnel will call the emergency contact on the enrolment form
 - Should the emergency contact not be available, the Police will be contacted for further advice.
 - The affected FDC residence/residences will remain close till authorities give all clear and families and educators will be notified via phone call, text message or email regarding resumption of care.

Connecting with relevant authorities

The Country Fire Authority (CFA) publishes Community Information Guides for communities that have been deemed to be facing risk of bushfire.

Approved provider of PRECIOUS STONES FDC Service will have a copy of the community information guide at the Service office and will regularly visit the CFA website www.cfa.vic.gov.au to ensure the latest information is available

Approved provider/Nominated supervisor of FDC Service will share this information with the families and educators situated in the bushfire risk zone and review and further develop its emergency and evacuation procedures if required

The approved provider/nominated supervisor and its educator will connect with the local branch of the relevant emergency service (e.g. Country Fire Authority, Metropolitan Fire Brigade) and the Municipal Fire Protection Officer (MFPO) or the relevant local government in order to gain useful additional information about identifying FDC residences at particular risk of bushfires and managing bushfire risks.

Code Red days and district map

FDC residences and/or venues that have been identified as located in an area considered high risk of bushfire must not operate on any day declared to be a Code Red day for the district in which the family day care residence/venue and/or venue is located. There are nine CFA districts in Victoria:



PRECIOUS STONES FDC Service will regularly refer to the Department's Bushfire At-Risk Register to determine locations at high risk of bushfire and is available at www.education.vic.gov.au/about/programs/health/Pages/bushfirerisk.aspx.

The PRECIOUS STONES FDC Service and Nominated supervisor will ensure that if an Extreme or Severe fire danger rating is declared for the district in which a FDC residence/venue or venue is located the FDC Service should follow the emergency and evacuation policy and procedures to reduce the associated risks and maintain children's safety; this may include identifying circumstances where a decision is made for the family day care service to pre-emptively close or not operate.

Updating contact details

The Approved providers will ensure that their provider and service contact details including after hours and emergency contact details are up to date at all times, and especially before the fire season. In some districts, the fire season may extend from October to April.

Emergency contact details will include: the name of emergency contact person, landline phone number, mobile phone number and email address. Services can update their details online via the NQAITS system (<https://www.acecqa.gov.au/resources/national-quality-agenda-it-system>)

Additional procedures for managing bushfire risks

- Educators will ensure that trees will be trimmed to a distance of 2m from the family day care residence. Educators will inspect the backyard and surrounding areas at the beginning of spring and will arrange for any lopping of branches if necessary. In line with this, gutters and roofs will regularly be cleaned and kept free of leaves.
- Educators will ensure emergency backpack are up to date and organised and stored somewhere that is easily accessible. This kit will include: -
 - Charged mobile phone
 - Phone chargers to suit any mobile phone likely to be used in an emergency
 - A copy of the Bushfire Action Plan
 - Emergency Contact Details for each child.
 - Details of additional/medical needs of staff and children
 - Potentially required medications (e.g. EpiPen, asthma inhaler)
 - Emergency contact details for educator/educator assistant
 - Child attendance registers.
 - Emergency telephone numbers.
 - First Aid Kit.
 - Whistle/s
 - House keys
 - Bottled water , cups, Nappies, Gloves, Nappy Wipes
 - Sunscreen and spare hats
 - Torch and spare batteries
- This Kit will be checked at the start of spring for contents.
- FDC Educators to ensure mobile phone are always kept with them along with the mobile charger and one additional mobile phone car charger
- On days where the Fire Danger Rating is Very High, Severe, Extreme or Code Red, the FDC Educator by posting a warning in the entrance/noticeboard
- Children will be transitioned throughout the day as per our usual practice and FDC Educator will monitor conditions when on duty outside.
- FDC Educator will also ensure that no art and craft works, posters etc are hung outside and that garbage bins are emptied throughout the day
- Family members will be required to provide a reliable contact number for the day
- FDC Educator will ensure that all hazards are removed from passages and walkways and nothing is blocking emergency exits.
- FDC Educator upon hearing the potential danger, will immediately contact Approved provider/Nominated supervisor at the coordination office and will confirm the nature of the event by contacting the relevant agency and evaluate the possible threat to FDC residence
- Approved provider/Nominated supervisor, in consultation with the concerned authority, will then determine if the nature of the incident is considered a possible, potential or direct threat.

Educators will be requested to review their own roles, responsibilities and preparation before and during the crisis.

The policy will be reviewed to ascertain its effectiveness.

Resources, reference and further readings from following sites:

www.emergency.vic.gov.au/respond/ , www.emergency.vic.gov.au

<http://www.cfa.vic.gov.au/plan-prepare/what-to-take-with-you/>

<https://www.cfa.vic.gov.au/warnings-restrictions/about-warnings/>

www.education.vic.gov.au/childhood/providers/support/Pages/emergency.aspx.

REVIEW

POLICY REVIEWED	July 2022	NEXT REVIEW DATE	July 2022
MODIFICATIONS	Updated terminology changing the wording "Catastrophic" to "Code Red_		
FEBRUARY 2021	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

EMERGENCY KIT CONTENTS CHECKLIST

Use the list below as a **guide** on what is required to maintain your Emergency Kit

EMERGENCY KIT CONTENTS	✓
Small portable First Aid kit	
Copy of Bush Fire policy & Emergency Management Plan	
Copy of residence plan identifying exits from building, safe spaces to shelter and assembly points	
Emergency contact details for children	
Emergency contact details for educator/educator assistant	
Details of additional/medical needs of staff and children	
Potentially required medications (e.g. EpiPen, asthma inhaler)	
Charged mobile phone	
Phone chargers to suit any mobile phone likely to be used in an emergency	
Fully charged UHF radio (remote locations) with charger	
Portable battery powered radio	
Torch and spare batteries	
Whistle/s	
House keys	
Staff safety vests	
Bottled water and disposable cups	
Non-perishable snacks (such as biscuits/crackers, dried fruit, energy/muesli bars)	
Spare nappies, baby wipes, and gloves	
Tissues	
Sunscreen and spare hats	
Garbage bags	
Other	

EDUCATORS NOTIFICATION AND REPORTING REQUIREMENTS POLICY 6.10 (QA7)

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
37(3), 39(2), 56, 59, 173, 174,	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
12, 36, 37, 86, 88, 94, 164, 172, 174, 175, 176,	
NATIONAL QUALITY AREA AND STANDARD	
2	2.2, 2.2.2, 2.2.3
7	7.1.2, 7.1.3
RELATED POLICIES	
Child Protection Policy Emergency Evacuations and Serious Incidents Policy Notification and Reporting Requirements Governance and Management Policy Complaints and Grievance Policy Detecting and Preventing Fraud Policy Record Keeping Policy	

PURPOSE

The Precious Stones Family Day Care (FDC) will endeavour to fulfil all its notification and reporting requirements by aiming to inform FDC Educators of the legal and Service requirements in regard to them making a notification to the Service within the required timeframes.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinator, educators and educator assistants, Family Day Care Service.

IMPLEMENTATION

1.0 FDC EDUCATORS PLEASE NOTE:

- 1.1 This policy may not include every incident or happening where you are required to inform the Service, if in doubt notify the Service immediately.
- 1.2 Notifications must be made within tight timeframes to be compliant and avoid the risk of fines or other disciplinary action

1.3 The following notifications and timelines will ensure compliancy.

2.0 FDC EDUCATORS NOTIFICATIONS TO THE SERVICE

2.1 All educator notifications to the Service should be made:

- a) On the Incident, Injury, Trauma and Illness Record or via other electronic means or forms approved by the Service.
- b) AS SOON AS PRACTICAL while maintaining the ongoing safety of all children within your care and within the time as per the Education and Care Regulatory Authority Reporting Requirement. Refer to Appendix 22 Education and Care Regulatory Authority Reporting Requirements.

3.0 FDC EDUCATORS MUST REPORT DIRECTLY TO THE SERVICE ANY:

3.1 SERIOUS INCIDENTS

- a) the death of a child
- b) any serious injury, trauma or illness of a child which a reasonable person would consider required urgent medical attention, or for which the child attended or reasonably ought to have attended a hospital
- c) attendance of emergency services at the premises or ought to have been sought
- d) a child missing from the service or was not able to be accounted for
- e) a child taken or removed from the service in a manner that contravenes the National Regulations for example:
 - i) on an unauthorised outing;
 - ii) by an unauthorised person;
 - iii) where a Risk Assessment has not been completed for the outing
- f) a child was mistakenly locked in or out of the service premises or any part of the premises
- g) if a child has not been collected from care;
- h) h) damage or loss of the FDC Residence essential services ; including planned or unplanned loss e.g. water, electricity, gas
- i) personal violence e.g. verbal, physical, sexual harassment
- j) experience of a violent situation such as a bomb threat, fire, flood, siege or hostage

3.2 COMPLAINTS AND ALLEGATIONS

- a) FDC Educators and FDC Service personnel will report any complaints with allegations that a law has been contravened or the safety, health or wellbeing of a child was or is being compromised.

3.3 CHANGES TO THE FDC RESIDENCE

- a) Prior to any such event as listed below, FDC Educators will notify the Service of any proposed changes to the residence including but not limited to:
 - i) before modifications to the building, renovation, painting etc.;
 - ii) before installation of new play equipment;
 - iii) before installation of any type of water facility, swimming pool, pond, water feature
 - iv) before intending to change the areas where FDC is approved for use
 - v) new occupants or a current occupant turns 18 years
 - vi) if they or any of the current occupants of the residence are charged by the Police of an offense, or any other circumstance that effects the fitness and propriety of a previously approved person 18 years or older residing at the residence.
 - vii) before a new animal or pet is added to the premises

SOURCE:

Australian Children’s Education & Care Quality Authority. (2014).
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)2015

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

COVID19 WORK SAFE PLAN AND POLICY 6.11 (QA2)

The Australian Government is constantly updating the current status of COVID-19 including health recommendations, travel restrictions, resources and information to help people make informed decisions.

Our Service is will ensure it minimise the transmission of COVID-19 by monitoring and implementing health measures as required by the [Australian Government- Department of Health, COVID-19 restrictions and early childhood](#) and will be guided by advice by key health experts.

Currently services may continue to operate, with appropriate risk-mitigation measures in place, except where there is a confirmed case of a child or staff member with coronavirus (COVID-19).

The policy will assist educators and families to:

- ❖ Identify signs and symptoms of COVID19
- ❖ Temperature screening
- ❖ Guide educator's actions and wellbeing
- ❖ Notify families or emergency contact when a symptom of COVID19 has been observed
- ❖ Health guidelines for face masks & hygiene practices
- ❖ Identify exclusion guidelines and timeframes

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
77, 85, 86, 87, 88, 136, 162, 173 (2)(g)	
NATIONAL QUALITY AREA AND STANDARD	
2	2.1, 2.1.1, 2.1.2, 2.2, 2.2.1, 2.2.1
RELATED POLICIES	
Control of Infectious Diseases and Immunisation Policy	
Hand washing and Hygiene Policy	
Interactions with Children, Families and Staff Policy	
Notification and Reporting Requirements	
Physical Environment Policy	
Code of conduct policy	
Confidentiality policy	
Delivery and collection of children Policy	
The Provision of Information, Assistance and Training to Family Day Care Educators Policy	
Incident, injury, trauma and illness policy	

PURPOSE

Our Service will minimise our personal, children and families exposure to COVID-19 by adhering to all recommended guidelines from the Australian Government- Department of Health and local Public Health Units to slow the spread of the virus

SCOPE

IMPLEMENTATION;

National Coronavirus (COVID-19) Health Information Line
1800 020 080 Call 131 450 for translating and interpreting service
Health Direct 1800 022 222
Victorian Department of Health COVID-19 hotline (24/7) 1800 675 398

- 1.0 COVID-19 POSITIVE: in the event of a staff member, parent, child or visitor being diagnosed with COVID-19 the Public Health Unit will conduct contact tracing and provide further advice to our Service as required
- 2.0 EDUCATORS MUST contact the coordination team if any of the below occurs:
 - 2.1 If you or any of your family members living in your home have been exposed to a positive case of COVID19
 - 2.2 If you or any of your family members living in your home are being/have been tested for COVID19
 - 2.3 If any children in your care that have been tested for COVID19
 - 2.4 If any family members of children in care have disclosed to you that they have been tested for COVID19
- 3.0 FAMILIES MUST let the service, or their Educator/s know if any of the following occurs:
 - 3.1 If you or any of your family members living in your home have been exposed to a positive case of COVID19
 - 3.2 If you or any of your family members living in your home are being/have been tested for COVID19
 - 3.3 Families must follow the official advice from DHHS regarding isolation periods whilst awaiting test results or if a positive case has been confirmed
- 4.0 ANY PERSON (service personnel, enrolled child, parent, caregiver, visitor or contractor) who has been in close contact with someone who has a positive diagnosis must self-isolate for 14 days, follow the

instructions of your state/territory Health department and authorised contact tracers and notify the Service

- 5.0 ANY PERSON (service personnel, enrolled child, parent, caregiver, visitor or contractor) who is displaying symptoms such as: fever, coughing, sore throat, fatigue and shortness of breath, should be tested either by visiting a free COVID-19 respiratory clinic to arrange a test for COVID-19 and not attend our Service under any circumstance until they receive a negative test result

6.0 IDENTIFYING SIGNS AND SYMPTOMS OF COVID19

Educators are not health care professionals and are unable to diagnose an illness; this is the responsibility of medical practitioners.

- 6.1 To stop the spread of COVID19 people with even mild symptoms of respiratory infection should [GET TESTED](#) - link also includes Symptom Checker

- 6.2 Educators are to be aware of symptoms which may indicate a possible outbreak of COVID19 remembering that symptoms of illness can occur in isolation or in conjunction with others
Symptoms of COVID19

- 6.3 Symptoms of COVID-19 can range from mild illness to pneumonia. Some people will recover easily, and others may get very sick very quickly. People with coronavirus may experience symptoms such as:

- a) Fever
- b) Runny nose
- c) Headache
- d) Muscle or joint pains
- e) Nausea
- f) Diarrhoea
- g) Vomiting
- h) Loss of sense of smell
- i) Altered sense of taste
- j) Loss of appetite
- k) Fatigue
- l) Respiratory symptoms:
 - i) Coughing
 - ii) sore throat
 - iii) shortness of breath

- 6.4 Educators will listen to children when they verbalise their symptoms and be observant of non-verbal cues, gestures, expressions and not being well within themselves

7.0 ASSESSING WHEN MEDICAL ADVICE IS REQUIRED

- 7.1 In reference to this policy, 'medical advice' is defined as when symptoms may indicate that a child has COVID19

- 7.2 Educators will use this policy, their skills and knowledge to assess when medical advice is required and are to advise the parents/guardians.

- 7.3 The Service and Educators reserve the right to request a medical clearance prior to a child returning to care after being away due to being unwell. Medical clearance letters must be provided on Medical Centre letterhead or be stamped with the doctor's details

8.0 TEMPERATURE SCREENING AND CHECKING

- 8.1 Temperature measurements in the context of a holistic assessment may help early childhood services to decide if a child should return home. See Appendix 26 Appendix 26: "Guidance for Administering Student Temperature Screening" for more information on the Rationale, implementation, thermometer use and guidance on screening temperatures

Temperature reading	Required action
Less than 37.5°	Child able to attend service.
Equal to or greater than 37.5° on first reading	The child should be asked to wait in a separate room and have their temperature re-checked in 15 minutes. If the child is wearing outerwear, the educator should suggest the child remove this once they are indoors.
Equal to or greater than 37.5° on second reading	The child should return home with their parent/carer. If their parent/carer is not present, the child will need to be isolated and the parent/carer contacted to collect them from the service as soon as possible. Families should be encouraged to seek the advice of their healthcare professional who can advise on next steps and coronavirus (COVID-19) testing.

- 9.0 THE SERVICE AND FDC EDUCATOR RESERVE THE RIGHT TO REFUSE A CHILD INTO CARE IF THEY:
- 9.1 are unwell and unable to participate in normal activities or require additional attention
 - 9.2 have had a temperature/fever, or vomiting in the last 24 hours
 - 9.3 have had diarrhoea in the last 48 hours
 - 9.4 have been given medication for a temperature prior to arriving at the Service
 - 9.5 have started a course of anti-biotics in the last 24 hours or
 - 9.6 if we have reasonable grounds to believe that a child has a contagious or infectious disease (this includes COVID-19)
- 10.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR WILL:
- 10.1 Regularly check with the Public Health Unit for information related to mandatory measures
 - 10.2 Ensure all recommendations and health measures mandated by the Federal Government Department of Health and the State Government of Victoria Department of Health and Human Services will be strictly adhered to at all times.
 - 10.3 Ensure the Implement effective hygiene, cleaning and disinfection measures through-out the Service in accordance to Policy 6.7 Hand Washing And Hygiene and Appendix 27 Cleaning and Disinfecting to Reduce COVID-19 Transmission.
 - 10.4 provide up-to-date information and advice to parents, families and educators sourced from the Australian Government, Department of Health and state Ministry of Health about COVID-19
 - 10.5 ENSURE A COVIDSAFE PLAN is completed for the Service including each FDC residence and venue. See Appendix 27 COVIDSafe Plan
 - 10.6 Support FDC Educators and Service personnel to maintain their wellbeing under the additional stresses caused by COVID-19. If you are experiences anxiety or feelings of depression please contact the Service Approved Provider or Nominated Supervisor.

11.0 FAMILY DAY CARE EDUCATORS AND EDUCATOR ASSISTANTS WILL:

- 11.1 Implement staggered drop off and pick-up times with families, if two families arrive at the same time one must wait in the car.
- 11.2 Ensure families are not permitted past the entrance of the home and wear a fitted mask
- 11.3 Wear a fitted face mask during pick-up and drop offs
- 11.4 Check children temperatures on arrival and wash hands
- 11.5 Implement effective hygiene, cleaning and disinfection measures
- 11.6 Ensure alcohol-based hand sanitiser is kept out of reach of young children and only available for adults to use.
- 11.7 Complete a COVID SafePlan for the FDC Residence including excursions.

12.0 EFFECTIVE HYGIENE PROCEDURES: The Service and FDC Educators will

- 12.1 Cleaning and disinfecting high touch surfaces regularly (for example phones, keyboards, door handles, light switches, bench tops, play areas and toys)
 - a) Cleaning - wiping dirt and germs off a surface. You can use common household detergent products stocked at supermarkets for cleaning.
 - b) 2. Disinfect the surface. Supermarkets stock common household disinfection products – it is important to use products that are labelled "disinfectant" and to follow the instructions on the label.
- 12.2 supply disposable tissues and have bins available with plastic liners available in key locations for disposing used items
- 12.3 ensure all Service personnel, children, parents and visitors wash their hands with soap and water or use the alcohol-based hand sanitiser provided upon arrival to the Service and as required by Policy 6.7 Handwashing and Hygiene
- 12.4 ensure a workplace attendance register is maintained for all staff, parents, visitors at all times (including contact phone numbers)

13.0 FDC EDUCATORS WILL:

- 13.1 wash their hands or use alcohol-based sanitiser, before wearing gloves and wash their hands after wearing gloves
- 13.2 ensure children are supervised when washing hands
- 13.3 increase ventilation within the FDC residence

14.0 FAMILIES MUST:

- 14.1 Not send sick children to the Service
- 14.2 Wear a fitted facemask while dropping and picking their child to the Service and wait in their car if another family is picking/dropping

- 14.3 Use their own pen to sign children in and out of the Service
- 14.4 Pick up their child if they develop a temperature of 37.5°C or above

SOURCES AND FURTHER READING

Childcare and Children’s Health Infection control and some common infections in young children
 Symptoms reference: <https://www.health.gov.au/resources/apps-and-tools/healthdirectcoronavirus-covid-19-symptom-checker>
 Community Child Care publication – Positive case of Covid In Your Service
 DHHS <https://www.dhhs.vic.gov.au/coronavirus>
<https://www.education.vic.gov.au/childhood/Pages/temperaturescreening.aspx>
 Cleaning and Hygiene: <https://www.safeworkaustralia.gov.au/covid-19-informationworkplaces/industry-information/early-childhood-education/cleaning> and <https://www.dhhs.vic.gov.au/staying-safe-covid-19>
 Education and Care Policy Dangerous and Toxic Policy - <https://www.mornpen.vic.gov.au/Community-Services/Children-Family/ChildrensServices-Policies>
 MPS Employee Assistance Provider (EAP) Converge International Website:
<https://www.convergeinternational.com.au/>
 DHHS Face Mask Requirements: <https://www.dhhs.vic.gov.au/face-masks-vic-covid-19>

January

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

PAYMENT OF FEES POLICY 7.0 (QA7)

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)
173, 174
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW
75, 158, 159, 168, 172
NATIONAL QUALITY AREA AND STANDARD
7 7.1, 7.1.2, 7.1.3
CCS RELATED LINKS TO LEGISLATION
Family Assistance Legislation Amendment (Jobs for Families Child Care Package) Act 2017 Child Care Subsidy Secretary's Rules 2017 A New Tax System (Family Assistance) (Administration) Act 1999 A New Tax System (Family Assistance) Act 1999
RELATED POLICIES
Delivery and Collection of Children Policy Enrolment and Orientation Policy Governance and Management Policy Privacy and Confidentiality Policy

PURPOSE

For parents to gain a clear understanding of the Family Day Care (FDC) Service fee structure, administration fees and Child Care Subsidy benefits and requirements prior to enrolment. The policy ensures children's fees are paid on time and families and educators are aware of their responsibilities in relation to fees and payment.

SCOPE

This policy applies to the Approved Provider, Coordinator, Educators, and families of the Family Day Care Service.

IMPLEMENTATION

The fee structure of the Service includes:

1.0 GENERAL FEES

1.1 The Service, Educators and families have legal responsibilities under the Family Assistance Law.

1.2 The Family Day Care Session Fee consists of:

- a) An administration levy of \$1.80 charged per child/per session of care

- b) The educators hourly fees
 - c) Refer to Appendix 14 FDC Educator Application, Agreement and Fees
- 1.3 Families will be provided with a fee schedule for each session of care for individual educators at time of enrolment.
- a) Educator fees may vary due to educator qualifications, location, hours of care provided including casual and permanent fees, overnight fees, weekend rates and the age of the child.
 - b) Some educators provide snacks, nappies and transport and these will be added to the hourly fees.
 - c) Please Note: to ensure the safety and quality of the education and care environment and programing meals will only be provided on emergency basis only
- 1.4 Fees are charged fortnightly based on the hours of care and the out of pocket cost to the family will vary depending on the family's eligibility to receive the Child Care Subsidy. The Child Care Subsidy will be paid directly to the Service and used as a fee reduction
- 1.5 Families are required to pay the Service the difference between the fee charged and the subsidy amount- the 'gap' amount
- 1.6 ABSENCES:
- a) Fees at the normal rate are payable for absences on booked hours including, sick days, family holidays and public holidays
 - b) If a parent/guardian refuses to authorisation for a child to participate in an excursion, incursion or regular outing and the child does not attend the Service, the Service and Educator reserve the right to charge fee for booked hours
 - c) Fees are NOT payable periods when the FDC Service is closed or the FDC Educator is unavailable to provide education and care.
 - d) Child Care Subsidies are paid for 42 allowable absences across all services per financial year
 - e) **Attendance** records to be signed in advance and all fees paid
- 1.7 Minimum fees are charged as per booked hours recorded in the families enrolment form. All hours of care that extend beyond the booked hours will be charge by the ¼ hour.
- 1.8 Casual days may be offered to families if available and fees are charged by the hour based on attendance. A minimum number of hours required to make a casual booking may be required and will be determined by the FDC Educator.
- 1.9 If a session of care falls on a public holiday, families are required to pay normal fees. CCS will be paid for sessions that fall on public holidays.

- 1.10 Fees are subject to change at any time provided a minimum of 14 days written notice is given to all families.
- 2.0 CHILD CARE SUBSIDY
- 2.1 Parents/guardians are required to register for CCS through their myGOV account linked to Centrelink and provide documentation to support the CCS payment
- 2.2 The basic requirements that must be satisfied for an individual to be eligible to receive Child Care Subsidy (or Additional Child Care Subsidy) for a child include:
- a) Education and care to be provided to the child under a care arrangement between the legal guardian/s and an approved provider.
 - b) The age of the child (must be 13 years or under and not attending secondary school)
 - c) The child meeting Victorian immunisation requirements. See Policy 6.6 Control of Infectious Diseases Policy, clause Victorian Immunisation Requirements.
 - d) The individual, or their partners, meeting the residency requirements
 - e) Parents may be eligible in regards to older children if the child has a legitimate need to access subsidised care and cannot be left unsupervised as the:
 - i) children is aged 13 and under who are attending secondary school, including children with disability
 - ii) children is aged 14 to 15 years with disability, and
 - iii) children is aged 16, 17 or 18 years with disability, in exceptional circumstances
- 2.3 Families level of Child Care Subsidy will be determined by:
- a) Combined family income
 - b) Activity level of parents
 - c) Type of child care Service
- 2.4 Families must regularly check their details are correct and report a change in circumstance to Centrelink- (family income, activity levels, relationship changes or any other changes to their circumstances).
- 2.5 Discounts will only be offered as outlined in the CCS Handbook. Any discounts will be offered on the full rate of care before CCS has been calculated
- 2.6 **SPECIAL CONSIDERATION FOR FAMILY DAY CARE SERVICES**
- a) **CHILD SWAPPING**
 - i) Family day care educators and their partners are not entitled to receive CCS for their own child's session of care if, on that same day, the educator or their partner provides care in an approved family day care service, unless specified circumstances apply.
 - ii) The specified circumstances are where:

- ◆ the child has been diagnosed as having a disability, or is undergoing continuous assessment of disability (via the Inclusion Support Programme)
 - ◆ the child lives in a remote or very remote area within Australia
 - ◆ the family day care educator is required to work for at least two hours on the same day (other than for an approved family day care service)
 - ◆ the family day care educator is required to attend particular education or training.
- iii) Providers must keep a copy of the evidence and record the information in the register of specified circumstances (see example here).
- ◆ Kept for a minimum period of seven years (starting at the end of the financial year in which the care, to which the information or event relates, was provided)
 - ◆ Be provided to the Department of Education, Skills and Employment on request.

b) **REGISTER OF CARE**

- i) The Service must keep a register of any Care of own children or siblings excluded from Child Care Subsidy by a Family Day Care educator.
- ii) The register must be updated within 14 days after the end of each week in which care was provided.
- iii) The register must set out:
- ◆ The name of the individual who would otherwise be eligible for Child Care Subsidy (for example, the parent or their partner)
 - ◆ The name of the Family Day Care educator and their child care personnel identification number (ID)
 - ◆ The relevant child and their customer registration number (CRN)
 - ◆ The enrolment ID for the child
 - ◆ The service ID
 - ◆ Whether the child is still eligible for Family Day Care because the child is an eligible disability or Inclusion Support Program child, or is a remote area child, or the educator is usually in paid work or formal study at the time care is usually provided.

3.0 PAYMENT OF FEES

3.1 The FDC Service will:

- a) Issue families with a fee statement on a fortnightly basis in accordance with the fee payment and Regulatory requirements including, fees, CCS received and the gap amount payable
- b) Chase any outstanding fees

3.2 Families are to pay the gap amounts:

- a) Within 7 days of receiving the fee statement
- b) through a direct debit system, unless special arrangements has been made between the parent/guardian and the Service for the gap amounts to be paid via another method, in which case the FDC Educator must provide proof of fortnightly payments to the Service in a timely manner.
- c) to the child’s Family Day Care Educator

3.3 If required the FDC Service will initiate the FAILURE TO PAY. procedure of this policy,

3.4 Should families wish to discuss fees, they will need to speak to Service Management.

3.5 Financial Difficulties

- a) If a family is experiencing financial difficulties, a suitable payment plan may be arranged with authorisation of the Service Management.

4.0 FAILURE TO PAY – The service reserves the right to:

4.1 If a family fails to pay the required fees on time, a reminder letter will be issued after one week and then again after two weeks, where the fees are still outstanding. Reminder letters located in Appendix 11.

4.2 A child’s position will be terminated if payment remains outstanding after four weeks from the due by date. The family will receive a final letter terminating the child’s position. At this time the FDC Service may initiate its debt collection procedure, following privacy and conditional requirements.

4.3 Once all debt has been paid, care may resume if a place is available, otherwise the family can opt to go on the waiting list.

5.0 TERMINATION OF ENROLMENT

5.1 Parents are to provide one week written notice of their intention to withdraw a child from the Service.

5.2 If termination from the Service is required without notification, families can lose their Child Care Subsidy resulting in the payment of full fees to be charged.

6.0 The Approved Provider must notify the Department of Education and Training within 14 days of any change to the total hourly fee charged by the service for care for each approved child care service of the provider (before any fee reduction amounts or other rebates or discounts)

SOURCE: The Business of Child Care, Karen Kearns, National Quality Standard, Centrelink, Child Care Provider Handbook

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

RESPONSIBLE PERSON POLICY 8.0 (QA4)

A Responsible Person must be physically in attendance at all times that the service is educating and caring for children. The Responsible Person is either the Approved Provider or Nominated Supervisor who has been placed in day-to-day charge of the service.

Educators will be able to access the Manager (Nominated Supervisor) and/or Approved Provider and/or a Coordinator of the service at all times through Phone and one of the following:

- *email*
- *text message*
- *face to face*

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
161, 161A, 162, 163, 169	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
35, 146, 150, 154, 168, 169, 173, 177A, 117B, 117C, 358	
NATIONAL QUALITY AREA AND STANDARD	
4	4.1, 4.1.1, 4.1.2, 4.2, 4.2.1, 4.2.2
7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3
RELATED POLICIES	
Code of conduct policy	
Complaints and grievances policy	
Confidentiality and privacy policy	
Registration of family day care educators policy	
Registration of family day care educator assistants policy	
Keeping a register of family day care educators, educator assistants and coordinators policy	
Monitoring and Supervision of Family Day Care Educator and Educator Assistants Policy	
The provision of information training and assistance to family day care educator policy	
Payment of fees policy	

PURPOSE

Our Service is committed to ensuring the safety and wellbeing of children at the service and will consider a person's qualifications, experience and age when deciding whether they are suitable to be placed in day to day charge.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service.

DEFINITIONS

NAME	DEFINITION
Nominated Supervisor	A person with responsibility for the day to day management of an approved service. The Nominated Supervisor has a range of responsibilities under the Law and Regulations that govern the operation of education and care services.
Responsible Person	<p>A person who is physically at the Service and has the role of Nominated Supervisor or duty appointed person. The Responsible Person has consented to be placed in day to day charge of the Service but does not take on the responsibilities of the Nominated Supervisor rather they ensure the consistency and continuity in practices.</p> <p>The responsible Person can be:</p> <ul style="list-style-type: none"> • The Approved Provider or a person with management or control of the service • A Nominated Supervisor or • A person in day-to-day charge of the service

IMPLEMENTATION

- 1.0 The Approved Provider has overall responsibility for ensuring children’s safety and wellbeing is protected and that the service complies with the National Law and Regulations and the Family Assistance Law, and thus must ensure that any person placed in day to day charge of the service fulfils the requirements outlined in clauses 2.4 of this Policy.
- 2.0 THE APPROVED PROVIDER IS RESPONSIBLE FOR
 - 2.1 Designate a responsible person which can be the Nominated Supervisor or approved provider
 - 2.2 Ensure that there is a contingency plan for the service in the event of illness or extended leave of the Nominated Supervisor is in place
 - 2.3 Ensure Nominated Supervisors are checked for appropriateness to full-fill the role by considering the following, their:
 - a) Qualifications
 - b) Experience

- c) Skills
 - d) History in relation to the education and care regulations
- 2.4 Ensure Nominated Supervisor or Person In Day To Day Charge is;
- a) Over 18 years of age
 - b) Has adequate knowledge and understanding of the provision of education and care to children with the ability to effectively supervise and manage an education and care service
 - c) Has adequate knowledge and a commitment to the National Child Safe Standards , has completed child protection training and is aware of the reportable conduct scheme and processes
 - d) A fit and proper person (Approved Provider must check if person is subject to disciplinary proceedings)
 - e) Has a current WWCC that has been sighted and read
- 2.5 Ensuring that sufficient evidence of the Nominated Supervisors suitability is recorded and keep on file to demonstrate that reasonable steps have been taken to comply with the obligations under the National Law including
- a) The person's history of compliance with the National Law and other relevant laws
 - b) Any decision under the Law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws
- 2.6 To meet the criteria for adequate knowledge and understanding of the provision of education and care to children the applicant must have at least one of the following:
- a) At least 3 years' experience working as an educator in an education and care service, or a children's service or a former education and care services law;
 - b) An approved diploma level education and care qualification;
 - c) An approved early childhood teaching qualification.
 - d) Have an ability to effectively supervise and manage an education and care service.
- 2.7 Ensuring persons with management and control are assessed and remain eligible by considering their:
- a) National Police Check and working with children safety screening
 - b) Current Working With children Check ensuring they have been sighted and read before being engaged at the Service

- i) By the Approved Provider for a nominated supervisors
- ii) By the Approved Provider or nominated supervisor for a person in day-to-day charge
- iii) NOTE: A person in day-to-day charge of a Service cannot read their own WWCC
- c) National personal insolvency index check provided by the Australian Financial Security Authority (persons with management and control)
- d) Current and historical personal name extract record from the Australian Securities Investments Commission (persons with management and control)
- e) History of noncompliance with criminal and civil law (related to children or indicating dishonesty)
- f) History of court proceedings related to children or acts of dishonesty
- g) History in managing public funds, any past and current debts to the Commonwealth
- h) History of financial management, including instances of bankruptcy, insolvency or external administration
- i) Potential conflicts of interest between managing or delivering a child care service and any other business or financial interests of the person
- j) Matters relating to the suitability of the person

3.0 THE APPROVED PROVIDER OR THE NOMINATED SUPERVISOR ARE RESPONSIBLE FOR

- 3.1 Ensuring there is an appropriately skilled and qualified responsible person available at all times the Family day Care Service is caring for and educating children by ensuring persons with management and control are assessed and remain eligible in accordance with Policy 8.1 Staffing Arrangements
- 3.2 Ensuring the Coordination Unit staff are available and providing adequate ongoing monitoring, support and supervision of to all educators at all times the Service operates, including those in remote areas.
 - a) The person's history of compliance with the National Law and other relevant laws
 - b) Any decision under the Law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws
- 3.3 Notifying the Department of Education and Training in writing through the NQA IT System if there is a change of person in the role of Nominated Supervisor or Person In Day To Day Charge within 7 days Including;

- a) When a nominated supervisor is appointed
- b) Change in their name or contact details,
- c) No longer employed or engaged by the service,
- d) Been removed from the role of nominated supervisor
- e) Withdraws their consent to the nomination

3.4 Ensuring Nominated Supervisor or Person In Day To Day Charge provide written consent in acceptance of this role at the family day care service

- a) Written consent (Nominated supervisor consent form) will be providing the regulatory authority through the NQA IT System.

3.5 Clearly communicating the name and position of the Nominated Supervisor or Person In Day To Day Charge of the family day care service is displayed in the service office and in the educator's home daily in accordance with Education and Care Services National Regulations 2011 by notifying educators daily

3.6 A Responsible Person Record is kept including the name of the responsible person for each time that the Service is providing education and care to children including the signature of the Responsible Person and present date/time.

4.0 **PERSONS ACCEPTING THE ROLE OF NOMINATED SUPERVISOR OR PERSON IN DAY TO DAY CHARGE ARE RESPONSIBLE FOR:**

4.1 Providing written consent in acceptance the role of Nominated Supervisor or Person In Day To Day Charge at the family day care service (to remain on file)

5.0 THE NOMINATED SUPERVISOR IS RESPONSIBLE FOR

5.1 Assuming the legal responsibilities of the day to day operations of the FDC Service including though not limited to; programming, supervision and safety of children, entry to and exit from the premises, food and beverage, administration of medication, excursions, staffing, sleep and rest.

- a) Will ensure the Service program is reflective of the approved learning framework, incorporate the children's developmental needs, interests and experiences and consider the individual differences of each child.
- b) Must accepted the role of Nominated Supervisor by giving their written consent to ensure they have a clear understanding about their role and responsibilities.
- c) Inform the Approved Provider in the event of absence from the service due to leave or illness so they can be replaced by another Responsible Person

5.2 Person in day-to-day charge are NOT the equivalent of a nominated supervisor and they do not have the same responsibilities under the National Law as nominated supervisors.

6.0 EDUCATORS ARE RESPONSIBLE FOR:

6.1 Ensuring the name and position of the Nominated Supervisor/s or Person In Day To Day Charge of the family day care service is displayed in their home in accordance with Education and Care Services National Regulations 2011 r.173(2)(c)

7.0 FAMILY DAY CARE CO-ORDINATORS & EDUCATIONAL LEADER

7.1 In addition to ensuring the Service has a Responsible Person present at all times when caring for and educating children the Service must appoint family day care co-ordinator at the following ratios:

- a) for the first 12 months of operation: - 1 full-time equivalent co-ordinator for every 15 family day care educators
- b) after the first 12 months of operation 1 full-time equivalent co-ordinator for every 25 family day care educators
- c) This is to ensure FDC Educators have adequate support to maintain a high standard of quality education and care and legal compliance.

7.2 Minimum Requirements:

- a) 18 years of age or older
- b) have an approved diploma level education and care qualification

SOURCE:

Australian Children’s Education & Care Quality Authority. (2014).
 Australian Children’s Education & Care Authority. (2017). Responsible Person Requirements for Approved Providers: <https://www.acecqa.gov.au/sites/default/files/2018-09/ResponsiblePersonRequirements.pdf>
 Education and Care Services National Law Act 2010. (Amended 2018).
 Education and Care Services National Regulations. (2011)
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, (2017).
 Guide to the National Quality Framework. (2018). (Amended 2020).
 Revised National Quality Standard. (2018)

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

STAFFING ARRANGEMENTS POLICY 8.1 (QA4)

Our Family Day Care (FDC) Service aims to provide Educators educator assistants and coordinators who have the qualifications and experience to develop warm, nurturing, and respectful relationships with children. We are committed to ensuring that children's health, safety, and wellbeing is protected at all times through providing appropriate and effective supervision according to legislated ratios and best practice. Our FDC Educators, in collaboration with our Coordination team and Educational Leader, design and implement programs that support children's engagement, interests, learning, and development

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
161A, 162, 163, 164, 164A, 165, 167, 169	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
4(1), 10, 116, 119, 123A, 124, 128, 136, 143, 144, 149, 153, 154, 169, 243, 344, 358, 359	
NATIONAL QUALITY AREA AND STANDARD	
4	4.1, 4.1.1, 4.1.2, 4.2, 4.2.1, 4.2.2
RELATED POLICIES	
Code of Conduct Policy Child Protection Policy Supervision of Children Policy Privacy and Confidentiality Policy Monitoring and Supervision of Family Day Care Educators and Educator Assistance Policy The Provision of information, assistance and training to family day care educators policy Responsible Person Policy Keeping A Register of Educators, Coordinators, Educator Assistants Policy Participation of Student and Volunteers Policy	

PURPOSE

To ensure our Service adheres to the National Education and Care Service Regulation as we maintain compliance with qualifications and ratio requirements.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, Educators and Educator Assistants of the Family Day Care Service.

IMPLEMENTATION

Our Service will endorse the appropriate number of educators to children, taking into consideration qualification requirements and experience, which meet National Regulations and Standards.

1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR IS RESPONSIBLE FOR:

- 1.1 Ensuring all educators and other personnel engaged by the Service undergo rigours screening including reference and qualification checking to remain on file in accordance with Policy 9.4 Registration of family day care educators, Policy 9.5 Registration of family day care educator assistants, Policy 9.8 Keeping a register of family day care educators, educator assistants and coordinators and in accordance with Education and Care National Regulations 2011 r. 145 to 154
- 1.2 Verifying, reading and considering working with children check and police check in accordance with the Education and Care National Regulations 2011 r. 358 and 359
- 1.3 Ensuring persons with management and control undergo the following checks and hold current
 - a) National Police Certificate (issued within 6 months)
 - b) Working with Children Check
 - c) National Personal Insolvency Index Check Provided by the Australian Financial Security Authority
 - d) A current and Historical personal name extract of the Australian Securities and Investments Commission
- 1.4 Ensuring Person with day to day operation of the Service must hold
 - a) National Police Check (issued within 6 months)
 - b) Working with Children Check
- 1.5 Ensuring Family Day Care Coordinators must hold, in accordance with Education and Care National Regulations 2011 r. 154 and 163
 - a) Minimum Diploma of Early Childhood Education and Care
 - b) National Police Check (issued within 6 months)
 - c) Working with Children Check
- 1.6 Ensuring FDC Educators must hold, in accordance with Education and Care National Regulations 2011 r. 127 and r.136 (3)
 - a) Minimum Certificate III in Early Childhood Education and Care (or actively working towards)
 - b) Current ACECQA approved first aid qualification, anaphylaxis management, and emergency asthma management Certifications
 - c) A current working with children check or Victorian Institute of Teaching (VIT) registration (regulation 358)
 - d) Read and consider the person's current criminal history record check (regulation 359) Criminal history record checks must be no more than six months old.
- 1.7 Ensuring educator assistance hold:
 - a) Minimum Diploma of Early Childhood Education and Care

- b) Current ACECQA approved first aid qualification, anaphylaxis management, and emergency asthma management Certifications
 - c) A current working with children check or Victorian Institute of Teaching (VIT) registration (regulation 358)
- 1.8 Ensuring approved FDC Educator assistant only assist the FDC Educator in accordance with Policy 9.5 Registration of family day care educator assistants.
- 1.9 Ensuring written consent of a parent of each child being educated and cared for by the educator to the use of the assistant in the circumstances set out in National Regulations.
- 1.10 Requiring qualifications of all Educators and Service staff are certified prior to commencement and remain on file, not to be removed from primary office, in accordance with Policy 9.0 Governance and Management of the service and Policy 9.2 Privacy and confidentiality.
- 1.11 Maintaining a Register of FDC Educators, coordinators and educator assistants records that contain documentary evidence that all qualification requirements have been meet in accordance with Policy 9.8 Keeping a register of family day care educators.
- 1.12 Maintaining a Staff Record of every staff member engaged or employed by the service who is not an educator, coordinator or educator assistant in accordance with Policy 9.1 Record Keeping
- 1.13 Taking reasonable steps to ensure that each educator maintains adequate knowledge and understanding of the provision of education and care to children in accordance with Policy 9.10 The provision of information, training and assistance to family day care educators policy.
- 1.14 Requiring ongoing evidence (minimum every 3 months) of educator's progress, in writing, if working towards gaining Certificate III in Early Childhood Education and Care to be signed by the Registered Training Provider and to remain on the staff record and support the Educator in completing their qualification through mentoring and assistance.
- 1.15 Ensuring staffing arranges allow for adequate supervisor and that the Service is meeting the minimum child ratio requirements for Family Day Care Services in accordance with the Education and Care National Regulations 2011 R 124 and 4.7 Supervision of Children. This includes:
 - a) no more than four children preschool age or under
 - b) the FDC Educator's own children and any other children at the residence, if those children are under 13 years of age and there is no other adult present and caring for the children
 - c) In exceptional circumstances, the Service may provide written approval for a family day care educator to educate and care for more than seven children, or more than four children who are preschool age or under. Exceptional circumstances exist if:
 - i) all the children being educated and cared for are siblings in the same family
 - ii) a child to be educated and cared for is determined to be in need of protection under a child protection law and the educator is determined to be the best person to educate and care for the child

iii) the residence or approved venue is in a rural or remote area and no alternative education and care service is available

- d) Nieces, nephews, cousins, grandchildren and great grandchildren must make up less than 50% of the total children under any educator care within any given Child Care Subsidy fortnight.
- e) Ensuring volunteers and students undergo sufficient training and inductions and will never be left alone with a child or group of children, or be included in the educator to child ratio in accordance with Policy 8.3 Participation of students and volunteers.

2.0 FAMILY DAY CARE CO-ORDINATOR

2.1 FDC Educators must have adequate support to maintain a high standard of quality education and care. The ratios for FDC Services approved from 1 October 2017 are:

- a) for the first 12 months of operation: - 1 full-time equivalent co-ordinator for every 15 family day care educators
- b) after the first 12 months of operation - 1 full-time equivalent co-ordinator for every 25 family day care educators

3.0 EDUCATIONAL LEADER

3.1 The Approved Provider will nominate a qualified and experienced Educator to take on the Educational Leader role and responsibilities.

4.0 PRIVACY

4.1 All educators, assistants, Service personnel and visitors to the service will adhere to the Service's privacy and confidentiality policy and Privacy Law in relation to children or matters relating to the Service and will at no time take part in inappropriate or unlawful conversations or discussions.

- Source
- Australian Children's Education & Care Quality Authority.
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics.
- National Quality Framework
- Office of the Children's Guardian
- Working With Children Check VIC - <https://www.workingwithchildren.vic.gov.au/>

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

CODE OF CONDUCT POLICY 8.2 (QA4)

We believe in forming an inclusive and welcoming environment and workplace by providing experiences that motivate and facilitate personal growth and development of our Family Day Care (FDC) Educators. The values that underpin our work ethic includes equality, respect, integrity and responsibility.

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
166	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
82, 83. 84. 168. 182,	
NATIONAL QUALITY AREA AND STANDARD	
4	4.1, 4.1.2, 4.2, 4.2.1, 4.2.2
7	7.1, 7.1.2, 7.1.3
RELATED POLICIES	
Code of Conduct Policy Child Protection Policy Supervision of Children Policy Privacy and Confidentiality Policy Monitoring and Supervision of Family Day Care Educators and Educator Assistance Policy The Provision of information, assistance and training to family day care educators policy Responsible Person Policy Participation of Student and Volunteers Policy	

PURPOSE

Our FDC Service aims to establish a common understanding of work place standards expected of all FDC Educator and employees of the Service. We aim to ensure positive professional relationships are formed between all educators, children, families, coordination team and management, promoting dignity and respect by avoiding behaviour which is or may be perceived as harassing, bullying or intimidating. FDC Educators and Service staff will always conduct themselves in an ethical manner and strive to make all interactions positive and compliant in accordance with the Services Statement of Philosophy.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinator, educators and educator assistants, children, families and visitors of the Family Day Care Service.

IMPLEMENTATION

The FDC Service will adhere to the Early Childhood Australian Code of Ethics, National Regulations and Quality Standards and Service policies and procedures at all times, promoting positive interactions with the Service and the local community.

1.0 RESPECT FOR PEOPLE AND THE SERVICE

1.1 Our FDC Service, our staff and our FDC Educators and as their assistants all committed to

- a) The Service Statement of Philosophy and values, inclusive of best practice in early childhood education and building positive partnership with children, families and Educators
- b) Our Providing A Child Safe Environment Policy and Child Protection Policy at all times, take all reasonable steps to protect children from abuse and harm and understand that child safety is accordance with the Child Safe Standards.
- c) Act in a professional and respectful manner at all times whilst at work, adhering to all Service policies, procedures, laws, regulations and National Quality Standards
- d) Effective, open and respectful reciprocal communication and feedback between the FDC Service, FDC Educators, children, families and visitors.
- e) Upholding the rights of all children
- f) Providing an Equal Opportunity workplace and culture which values the knowledge, experience and professionalism of all Educators and the diverse heritage of our families and children

1.2 Bullying or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening or derogatory language or intimidation towards other children, Educators, Service personnel, families or visitors is unacceptable and will not be tolerated.

2.0 FDC EDUCATORS WILL:

- 2.1 Retain the right to question any direction which they consider to be unethical.
- 2.2 Be attentive of their duty of care towards themselves and others
- 2.3 Be positive role models for children at all times
- 2.4 Ensure that inclusivity is encouraged when children from diverse backgrounds and abilities are in care
- 2.5 Promote the safety of children and take all reasonable steps to protect children from abuse and harm
- 2.6 understand and fulfil their legislative responsibility under the Reportable Conduct Scheme

3.0 EXPECTATIONS OF LEADERS AND MANAGEMENT

- 3.1 In addition to the above responsibilities, management, nominated supervisors and the educational leader are expected to:
- a) Promote a collaborative and interconnected workplace by developing a positive working environment where all Service staff including FDC Educators can contribute to the ongoing continuous improvement of the service.
 - b) Promote leadership by working with Service staff and FDC Educators to improve professional development and growth
 - c) Provide ongoing support and feedback to Service staff and FDC Educators.
 - d) Model professional behaviour at all times whilst at the Service
 - e) Implement supportive and effective communication systems, consulting employees in appropriate decision making.
 - f) Take appropriate action if a breach of the code of conduct occurs
 - g) Share skills and knowledge with Service staff and FDC Educators
 - h) Give encouragement and constructive feedback to FDC Educators, reflecting the value of different professional approaches

4.0 REPORTING A BREACH IN THE CODE OF CONDUCT

- 4.1 If an Educator become aware of a serious crime committed by another person, they are required to report it to Family Community Services
- 4.2 All FDC Educators and educator assistance must report possible risk of harm to children or young persons to management.
- 4.3 FDC Educators will report any concerns they may have about inappropriate actions that involves children or young people to management or Family and Community Services as per the Reportable Conduct Scheme

5.0 ADHERING TO SERVICE CONFIDENTIALITY

- 5.1 FDC Educators must
- a) Not disclose or use any confidential information without appropriate approval, unless authorised to do so by legislation,
- 1.1 Adhere to the Services Policy 9.2 Privacy and Confidentiality.

6.0 RECORD KEEPING

- 6.1 The FDC Service,
- a) Will maintain full, accurate and honest records as required by national regulations

- b) Have a responsibility to ensure compliance with record keeping obligation outlined in Service Policy 9.1 RECORD KEEPING.

7.0 DUTY OF CARE

7.1 The FDC Service, it's staff and FDC Educators have a duty of care to take;

- a) Reasonable care for the safety and welfare of children and young people in care.
- b) All reasonable action to protect children and young people from risk of harm that can be reasonably predicated.

7.2 Duty of Care relates to both physical and psychological wellbeing of individuals

8.0 USE OF ALCOHOL, DRUGS AND TOBACCO

8.1 Smoking is NOT permitted in or on surrounding areas of the service or residence while care is taking place. It is expected that the odour of cigarette smoke will not be detected on an Educators clothing.

8.2 Our Family Day Care Service is bound by the Education and Care National Regulations. As such, alcohol, drugs or other substance abuse by Educators can have serious adverse effects on their own health and the safety of others. As such, all Educators must not:

- a) Consume alcohol nor be or be affected by alcohol or drugs (including prescription medication) that may impair their capacity to provide education and care for children while working
- b) Use or possess illicit drugs at any workplace; nor
- c) Drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- d) Ensure their home environment is to be free from the use of tobacco, illicit drugs and alcohol while children are being educated and cared for

8.3 Educators undergoing prescribed medical treatment with a controlled substance that may affect the staff performance of their duties are required to report this to the Approved Provider (if required).

- a) All issues pertaining to these matters shall be kept strictly confidential. A breach of this policy may initiate appropriate action including the cancellation of employment

9.0 DRESS CODE

9.1 Enclosed shoes must be worn at all times, no high heels or wedges.

10.0 PERSONAL HYGIENE AND DRESS CODE

10.1 FDC Educators are to adhere to the following standards:

10.2 Dress Code;

- a) Shoes are enclosed with flat soles for safety
- b) Clothes must be suitable for movement, active play and messy play.
- c) No offensive logos or political statements are to be worn.

10.3 Personal Hygiene;

- a) Long hair is to be clean and neatly tied back. Ensure hair does not hang in your eyes
- b) Makeup is to be light and natural
- c) Fingernails are to be clean and well groomed
- d) Nail polish cannot be bright or chipped
- e) Good oral hygiene and grooming is essential

11.0 IN RELATION TO CLAIMING COMMONWEALTH FUNDING:

- 11.1 Educators will ensure documentation relating to federal funding is accurate and completed appropriately
- 11.2 Family members will only sign for claims for federal funding for care that has actually taken place
- 11.3 Educators and families are to notify the service of absences of children (sick, holiday etc) monitor claims and notify the approved provider of any discrepancies
- 11.4 Coordinators will monitor claims for federal funding at all times for accuracy against enrolment and other supporting documentation , discrepancies will be reported to the approved provider or nominated supervisor for investigation
- 11.5 Approved Providers will monitor and ensure accuracy of claims at all times through regular monitoring, audits and comparisons between documentation and software reports at least annually (false or misleading claims will result in the implementation of the investigation process within the Complaints and grievances policy and may result in termination of contract)
- 11.6 Repeat false or misleading claims (minimum 3) will be reported to The Services Australia Fraud tip-off line upon termination of contract

12.0 The Approved Provider must report to the regulatory authority:

- 12.1 a serious conviction or finding of guilt of
 - a) a person with management or control of the provider (including a person who becomes responsible for the day to day operation of any of the provider's approved child care services), or
 - b) A Family Day Care educator, In Home Care educator, or another educator, in relation to any such service.
 - c) Report must be made within 24 hours after the Approved Provider become aware of the charge, conviction or finding of guilt.

CODE OF CONDUCT AGREEMENT

I have read and understood the Services Code of Conduct, and agree to abide by the provisions set out in the Code of Conduct at all times. Failure to do so may lead to disciplinary action or dismissal.			
NAME		SIGNATURE	
POSITION		DATE	

SOURCE:

Australian Children’s Education & Care Quality Authority., Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020), ECA Code of Ethics., Guide to the National Quality Standard, Anti-Discrimination Act Fair Work Act, Industrial Relations Act, Work Health and Safety Act, Ombudsman Act, Privacy and Personal Information Protection Act

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

PARTICIPATION OF STUDENTS AND VOLUNTEERS

POLICY 8.3 (QA7)

Having students and voluntary workers within the Family Day Care (FDC) Service helps to inform the community about our program and the value of the work we do. It is also a way of obtaining feedback and new ideas. Students and voluntary workers are welcomed to the Service however the children's care and safety are our first priority.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
164, 164A, 165, 166, 167, 169, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
120, 145, 149, 165, 166, 168, 169,	
NATIONAL QUALITY AREA AND STANDARD	
7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3
RELATED POLICIES	
Staffing Arrangements Policy Supervision of Children Policy Child Protection Policy Child safe Environment Policy Code of Conduct Policy Record Keeping Policy Privacy and Confidentiality Policy	

PURPOSE

The FDC Service supports participation of work experience students and volunteers wanting to develop professional skills in knowledge in their effort to become Early Childhood Professionals. To ensure a professional and pleasurable learning experience, students and volunteers will be encouraged to participate in the centre's daily routine and assist in accordance with their qualification necessary to work with children under the National Quality Framework.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinator, educators and educator assistants, children, families and visitors of the Family Day Care Service.

IMPLEMENTATION

We aim to provide a range of opportunities for family members, volunteers and students to participate in

programs and activities while adhering to clear guidelines regarding appropriate interactions and communication with staff, and other adults and children at the FDC Service.

- 1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR:
 - 1.1 Ensuring Work Placement students or volunteers are never left alone with or in charge of children or included in the ratio of adult to children.
 - 1.2 Ensuring that parents/guardians have consented for student and/or volunteers to observe their child whilst on practical work or volunteer placement and participate in conversations and respond to student's assessment work required.
 - 1.3 Ensuring students have current mandatory safety checks including current working with children screening and National Police Check
 - 1.4 Conducting a student and volunteer work placement orientation including;
 - a) Orientation visit to the FDC residence or approved venue.
 - b) Guidelines identifying their Role related responsibilities and expectations regarding:
 - i) Child protection
 - ii) Record Keeping and Confidentiality
 - iii) Complaints
 - c) Access to Precious Stones FDC Services Policies & Procedures
 - d) An Induction checklist for volunteers/students. Refer to Appendix 17.
 - e) A confidentiality agreement
 - f) Discuss any relevant important information about specific children to the student or volunteer (i.e. – court orders, additional needs, dietary needs) so that the student or volunteer is aware.
 - 1.5 Completing the staff record in accordance with Education and Care Services National Regulations 2011 r.149 (1)(2), and 'Record of Staff, family day care coordinators and family day care educator assistants' in accordance with Education and Care Services National Regulations 2011 r.154 including for each volunteer or student:
 - a) The full name, address and date of birth
 - b) The date and hours of participation
 - 1.6 Reviewing and signing any required placement documentation
 - 1.7 Engaging with training institutions in terms of

- a) Accepting student placement
- b) Notification if the student is not complying with regulations or service requirements

1.8 Requiring educators ensure students safety in accordance with Worksafe legislation

1.9 Ensuring all FDC Educators are provided with:

- a) Training to supervise, support and mentor students in accordance with Policy 6.10 The provision of information, assistance and training to family day care educators.
- b) Relevant information about tasks the student is required to complete in the service as part of their practicum.

2.0 FDC EDUCATORS ARE RESPONSIBLE FOR:

- 2.1 Ensuring students or volunteers are NEVER left on their own with children or included in the ratio of adult to children.
- 2.2 Ensure the student/volunteers signs the visitor register upon arrival and departure from the FDC residence/venue and follow the procedures in Policy 4.8 Visitors to the family day care residence.
- 2.3 Introducing each family member to the student or volunteer.
- 2.4 Ensuring children are aware of the student and/or volunteers role while at the service by explaining their role in the service
- 2.5 Providing guidance, support and be a positive role model, showing appropriate behaviour and conduct themselves in a professional manner.
- 2.6 Preserving open and welcoming communication with Work Experience Students and Volunteers including valid feedback about their performance; and assisting the student to communicate with families of any 'Child Study' requirements in relation to their assessment tasks and studies
- 2.7 Ensuring children's developmental and educational information is recorded and stored safely and confidentiality in accordance with Policy 9.2 Privacy and confidentiality.
- 2.8 Ensuring that student or volunteers do not any remove records or personal details from the educator's home without having removed personal (identifying) information and with the written permission of the parent/guardian or authorised nominee
- 2.9 Ensuring students and volunteers attending excursions or regular outings remain under the educator's or educator assistant's direct supervision in accordance with Policy 5.1 Excursions.
- 2.10 Signing off students practical workplace assessments upon completion of tasks and providing positive constructive feedback to enhance the student' learning

3.0 WORK EXPERIENCE STUDENTS & VOLUNTEERS ARE RESPONSIBLE FOR:

- 3.1 Remaining under the direct supervision of the educator at all times

- 3.2 Complete a Working with Children Volunteer/student declaration. Refer to Appendix 18.
- 3.3 Sign in and out of the FDC Residence on the visitors register in accordance with Policy 4.8 Visitors to family day care residence.
- 3.4 Inform the Student Supervisor in writing of what will be expected of them by their training body, University or School, or any other training organisation, and provide time sheets and evaluation forms.
- 3.5 Bring in a poster introducing themselves and will include:
 - a) Name
 - b) Photo
 - c) Time they will be at the Service
 - d) What it is they are studying.
- 3.6 Keep up to date with all written work requirements
- 3.7 Maintaining confidentiality in relation to children, families and the FDC Service by:
 - a) Not discussing concerns, issues or complaints with parents, guardians and/or visitors
 - b) Ensuring that information regarding FDC Educators, FDC Service staff, children, and families is not discussed or disclosed to any unauthorised persons.
 - c) Maintaining information relating to individual children in a confidential manner (remove identifiers)
 - d) Not take photos of any child unless written authorisation from the family has been granted (student)
 - e) Obtaining approval families and educator when gathering information in relation to focus children
- 3.8 Volunteers and students are expected to abide by all of Precious Stones FDC Service Policies and procedures including all Regulations and Laws while on placement at the Service.

4.0 FAMILIES ARE RESPONSIBLE FOR:

- 4.1 Ensure documentation/authorisations are completed for student and/or volunteers to observe their child whilst on practical work or volunteer placement and participate in conversations and respond to student's assessment work required.

5.0 STUDENTS AT RISK

- 5.1 If FDC Educators feel that the student is at risk of failing their practicum, the following steps will be taken:
- a) FDC Educator will alert the Student Supervisor of any concerns with the student.
 - b) Both the Student Supervisor and the FDC Educator will discuss concerns with the Student.
 - c) The Student Supervisor will arrange for the students teacher to visit the Service and discuss concerns that have ascended.
 - d) The student’s educational institution and Nominated Supervisor will govern the outcome of the practicum.

6.0 TERMINATION OF PRACTICUM:

- 6.1 Termination of student’s placement will occur if the student:
- a) Harms or is at risk of harming a child at the Service.
 - b) Is under the influence of drugs or alcohol
 - c) Fails to notify the Service if they will not be attending the Service
 - d) Is observed using repeated inappropriate behaviour at the Service.
 - e) Does not comply with all policies and procedures addressed in the student package
 - f) Does not keep up to date with their work placement tasks.

SOURCE:

Education and Care Services National Regulations
 National Quality Standard
 Early Years Learning Framework
 Work Health and Safety Act 2011
 Fair Work Act

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

ANTI-BIAS AND INCLUSION POLICY 8.4 (QA5)

All children have the right to be treated equally. Diversity in all its forms should be embraced within Early Childhood Services to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their care environment, community, country and the world.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
166, 167	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
155, 156, 157,	
NATIONAL QUALITY AREA AND STANDARD	
5	5.1, 5.1.1, 5.1.2, 5.2.1,
RELATED POLICIES	
Behaviour Guidance Policy Privacy and confidentiality policy Educational Program Policy Enrolment and orientation policy Code of conduct policy	

PURPOSE

We aim to provide an inclusive environment for all children, families and educators, acknowledging the uniqueness of everyone regardless of their additional need and abilities, race, gender, sexuality religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children; families, visitors to the Service and Service staff are welcome, treated equitably and with respect.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinator, educators, educator assistants, children, families and visitors of the Family Day Care Service.

IMPLEMENTATION

Our Anti-Bias and Inclusion policy underpins the Statement of Philosophy of the Family Day Care (FDC) Service. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the Service. This policy aims to assist children to form positive social relationships and to learn to accept the diversity of members of the Service community.

We engage Educators who are culturally competent respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. This is

evident in everyday practice when Educators demonstrate an ongoing commitment to developing their own cultural competence in a two-way process with families and communities.’ (EYLF Page 16)

1.0 IN RELATION TO CULTURAL OR NATIONAL ORIGIN AND RACIAL IDENTITY:

- 1.1 Children and Educators will have access to information and training about other cultures/racial identity, especially those relevant in the FDC Service.
- 1.2 Where possible, the FDC Service will employ FDC Educators that reflect various cultural, national origin and racial identities.
- 1.3 Acknowledging that the use of children’s home language underpins their sense of identity and conceptual development (EYLF) the Service will promote and support children’s home languages in the Service by:
 - a) Where possible match children under the age of 4 to Educators that share the child’s mother tongue
 - b) create environments which support natural language learning and interaction
 - c) present books that reflect different languages and children’s first language
 - d) assist parents to understand the value and importance both their home language and English
- 1.4 FDC Educators will:
 - a) Work with one another, families and children to continue to extend both their individual and communities cultural competence.
 - b) Know, understand and respect the needs, strengths and attitudes of each culture who attend the Service.
 - c) Expose children to a wide variety of concrete materials from daily life of families/cultures.
 - d) Affirm and foster children’s knowledge and pride in cultural identity, and their curiosity, enjoyment and empathetic awareness of cultural differences and similarities.
 - e) Be respectful Teach children to overcome any inappropriate responses triggered by cultural differences.
 - f) Encourage children to ask about their own and other’s physical characteristics.
 - g) Enable children to feel pride, but not superiority, about their racial identity.
 - h) Help children to become aware of our shared physical characteristics – what makes us all human, while celebrating our differences.
 - i) Develop strong partnerships with families and encourage parent input into the program, sharing culture, racial identity i.e. First language and to participate on a level that they feel comfortable.
 - j) Collect information from each family on enrolment and incorporate it in the program to meet individual family needs re: ethnicity and home language.

- k) Where possible will use both the Educators and children's first language verbally and visually within the Family Day Care Service environment.
- l) Respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play and dolls that will encourage open discussion and exploration.
- m) Where possible creative materials will include 2D and 3D materials of different skin tones.
- n) Present books that reflect different languages and children's first language.
- o) Challenge inappropriate or stereotypical conversation with children

2.0 IN RELATION TO GENDER EQUITY

2.1 FDC Educators will:

- a) Ensure that all children are given equal opportunities to engage in all experiences and interactions regardless of their gender.
- b) Monitor and reflect on their own interactions for bias and reflect regularly on the language used with children.
- c) Aim to use gender inclusive language.
- d) Offer opportunities for both male and female family members to be equally involved within the program.
- e) Assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others.
- f) Be positive role models.
- g) Provide resource materials that are not stereotypical.
- h) Provide diversity of gender play e.g. Mechanic workshop, males and females in work and play clothes.
- i) Provide a balance of men and women involved in a variety of jobs in and out of the home e.g. Show men and women repair-people, doctors, beautician, police officer, salesperson, teacher etc.

3.0 IN RELATION TO DIVERSITY IN FAMILY COMPOSITION

3.1 FDC Educators will:

- a) Create an environment that is welcoming to all families.

- b) Respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, our Service and the community.
- c) Provide resources, books, puzzles that reflect diversity in family structure including same sex, single parent, extended, nuclear, step and adopted families.
- d) Engage in simple discussion about families that focus on fact rather than values e.g. "some children live with their Mum or Dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads.
- e) Be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluating the effect these may have on their attitudes and interactions with families.
- f) Incorporate various family lifestyle choices during discussions ensuring that they reflect diversity in income. They will treat all families regardless of socioeconomic background with respect.

3.2 The FDC Educators and children will discuss how members of the community can support one another through the provision of resources, donations of goods or time etc.

4.0 IN RELATION TO INDIGENOUS AND TORRES STRAIT ISLANDER PEOPLE;

4.1 The Family Day Care Service will develop an acknowledgement of country, which will be displayed and will be conveyed during special events and incorporated into the program on a regular basis.

4.2 FDC Educators will:

- a) Deepen their own knowledge and understanding of Indigenous and Torres Strait Islander culture through attending professional development, reading current information and regularly reflecting together as a team to embed Indigenous and Torres Strait Islander perspectives and culture into the program in a positive way, consistent with how local Indigenous community wish to be presented.
- b) Develop awareness/understanding about the Indigenous and Torres Strait Islander people as part of the cultural heritage of all Australians.
- c) Show respect for the Indigenous and Torres Strait Islander culture, aiming to instill sensitivity/appreciation of the culture and a knowing and valuing of individuals.
- d) Show sensitivity and respect the numerous Indigenous and Torres Strait Islander languages by incorporating where possible verbal and visual language into the Service environment.
- e) Encourage access of the Indigenous and Torres Strait Islander community into the mainstream of children services.
- f) Access and encourage involvement of the Indigenous and Torres Strait Islander families, Educators and community members who have a vast knowledge of their culture.

5.0 IN RELATION TO ABILITY

5.1 FDC Educators will:

- a) Provide an inclusive educational environment in which all children can succeed.
- b) Provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different.
- c) Promote acceptance, respect and appreciation for individuals varying abilities.
- d) Consult with all families and other professionals to enable full participation in the program for children with varying abilities. Educators will evaluate and alter the environment to enable all children to develop autonomy, independence, competency, confidence and pride.
- e) Empower all children in their own learning to ensure that they gain a feeling of self-respect.
- f) Treat all children equally and develop an understanding that everyone has something important to contribute.
- g) Observe all children and with family consultation, provide an individualised program to extend the child's interests and abilities.
- h) Display images of people of a range of ages, including elderly people and young children doing different activities.
- i) Create an environment where all children can participate in activities and experiences

6.0 PROMOTING INCLUSION AND DIVERSITY INTO THE CURRICULUM

6.1 Management will Assist FDC Educators with the development of required skills and knowledge for working with children and families

6.2 Management and FDC Educators will work with Inclusions support facilitators to aid the inclusion of children with additional needs

6.3 FDC Educators will:

- a) Promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- b) Take a flexible approach with children and families
- c) Develop appropriate expectations for each child.
- d) Explore the values and uniqueness of the diversity within the service. These opportunities will form part of the curriculum
- e) Treat children with respect by answering their questions honestly
- f) Adapt activities, interactions, communication, the environment and documentation to ensure all children and families are actively included to participate in the curriculum
- g) Provide children with a range of resources, equipment and opportunities to enhance their awareness of ad access to diversity

- h) Incorporate children’s home language
- i) Reflect on the curriculum ensuring inclusive practice and goals set for children are being met
- j) Involve families in the planning of learning opportunities reflective of their culture

SOURCE:

Australian Children's Education & Care Quality Authority

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

ECA Code of Ethics.

Guide to the National Quality Standard.

Early Years Learning Framework for Australia: Belonging, Being and Becoming, 2009

Victorian Equal Opportunity and Humans Rights Commission – www.humanrights.vic.gov.au

Exploring Multiculturalism www.cscentral.org.au/Resources/Exploring_Multiculturalism.pdf Revised National Quality Standard

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

GOVERNANCE AND MANAGEMENT

POLICY 9.0 (QA7)

To achieve the best outcomes for children and families services requires sound administrative and management systems that guide the direction, effectiveness, culture, supervision, accountability and legal compliance of the service. The procedures describe outline how Precious Stones FDC Service carries out its operational, legal and financial responsibilities in relation to the Education and Care of the children within the Service and the application of the Child Care Subsidy on behalf families.

Links to legislation and policies

THE FAMILY ASSISTANCE LAW	
EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
161-175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
47, 168, 173, 177, 178, 179, 181, 182, 183, 184	
NATIONAL QUALITY AREA AND STANDARD	
7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3
RELATED POLICIES	
All family day care service policies	

PURPOSE

The purpose of this policy and procedure is to demonstrate Precious Stones commitment to sound governance, and to document how governance is carried out and reviewed within the organisation.

Our Service aims to ensure all legal and financial requirements are implemented and recognised through appropriate governance practices, providing quality education and care, meeting the legal requirements of the Family Assistance Lay, the principles, practices and elements of the relevant Learning Frameworks and the National Quality Standard.

SCOPE

This policy applies to children, educators, families, management and visitors of the Service

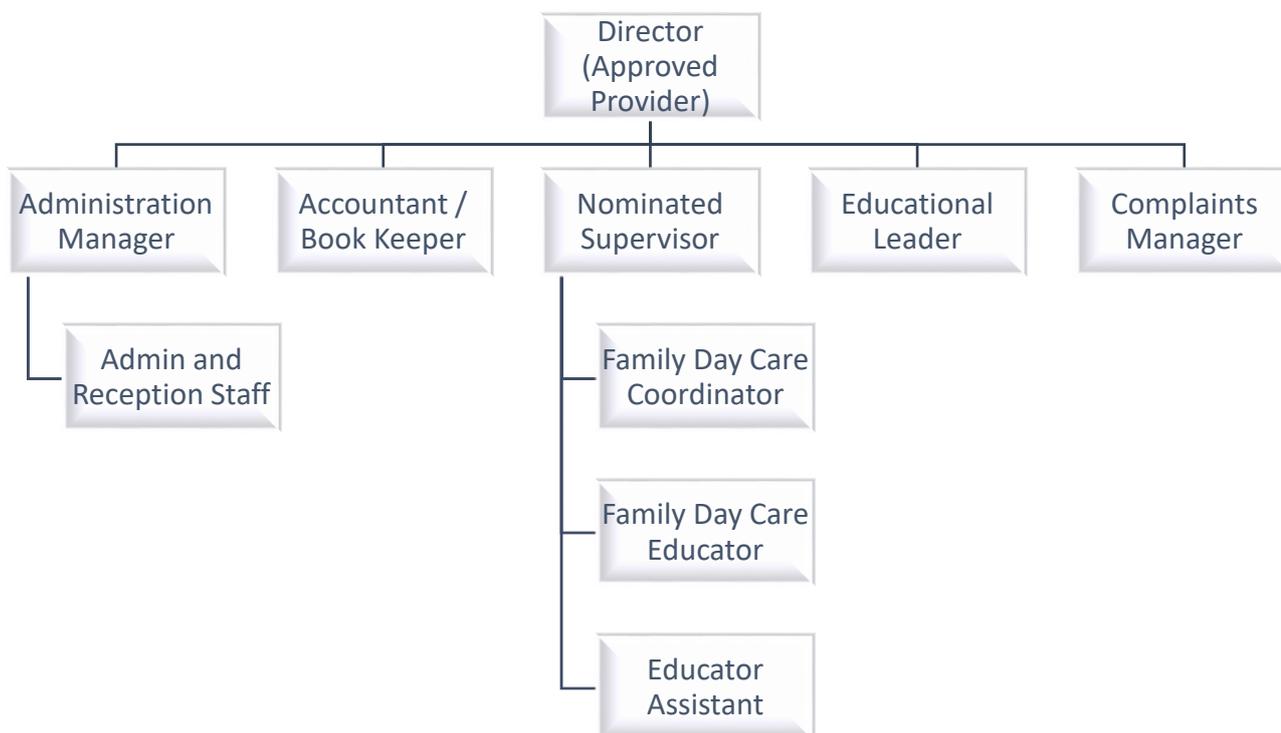
IMPLEMENTATION

- 1.0 Governance is the process that our Service is directed, controlled and held accountable to ensure the right decisions are made.

- 2.0 Precious Stones Family Day Care Service is a registered business name of the company Precious Stones PTY. LTD. Precious Stones Family Day Care Service is approved to operate in Victoria.
- 3.0 The Approved Provider and Nominated Supervisor of the Service accept the legal responsibilities associated with establishing and administrating the Service.
- 4.0 Our Service has the following established management positions:

Approved Provider	Precious Stones Pty Ltd
Nominated Supervisor	
Educational Leader	
Administration Manager	
Coordinators	

Figure 1. Precious Stones FDC Service Organisational Chart



Precious Stones Family Day Care Service Management Team consists of the Director (Approved Provider), nominated supervisor and the Administration Manager and the Educational Leader.

Roles & Responsibilities

Director (Approved Provider)

The role of the Director is to provide Leadership, financial management and Governance to the Service.

The Director is responsible for ensuring the organisation including are person who is contracted to act on behalf of the organisation is complying with all industry related legislation. This includes though is not limited to the Family Assistance Law, the Education and Care Services National Law Act 2010. (Amended 2018) and the Education and Care Services National Regulations 2011 NSW.

High level duties include: Quality improvement, financial sustainability of the organisation, including distribution of CCS payments payroll functions and cash flow management; notification requirements, overseeing customer complaints or serious incidences, human resource management, and ensuring the safety and wellbeing of children at the service including the appropriate placement of children.

Nominated Supervision

High level duties include: Responsible for managing all day to day aspects of the service's operations and the services compliance to the Family Assistance Law; provide leadership ensuring high quality education and care provision including: educational programs, supervision and safety of children, entry to and exit from the premises, food and beverages, administration of medication, prescription and non-prescription drugs and alcohol, sleep and rest, excursions and staffing. Detailed description of this role is included in its Position Description Document.

Educational Leader

High level duties include: Challenge and extend the practice and pedagogy of educators in the service by promoting a positive organisational culture, building a professional learning community, lead the development of the curriculum and establishment of clear goals and expectations for educators. Detailed description of this role is included in its Position Description Document.

Educator – Coordinator

High level duties include: Ensuring the Educators associated with the Family Day Care Service offers inclusive, nurturing and learning environments for children, and are able to meet all the State and Commonwealth legislative requirements.

Complaints Manager

Duties as per the requirements outlined in Policy 9.3 COMPLAINTS AND GRIEVANCES

Administration Manager

High level duties include: Oversee and provide leadership to the Administration team, ensure accurate submission of session reports and enrolments, and input in the quality improvement plan planning and preparation of monthly management reports. Detailed description of this role is included in its Position Description Document.

Receptionist

High level duties include: Greeting visitors in the office and taking phone calls, maintaining sufficient quantity of information flyers in reception office, assisting Administration Manager with tasks as requested, create a welcoming environment in the front office so participants and their families feel warm and welcomed in the organisation. Detailed description of this role is included in its Position Description Document.

Admin Staff

High level duties include: Assist Nominated Supervisor, Compliant Manager, Educational Leader and Administration Manager as needed, this is a shared resource. Detailed description of this role is included in its Position Description Document.

Accountant / Bookkeeper

High level duties include: Financial modelling and business analysis, responsible for accounts receivable and accounts payable functions, maintain clients plan management spreadsheets, payroll processing, General Ledger maintenance, and support Corporate Services Manager as required. This position will be out sourced.

IN REGARDS TO THE FOLLOWING MANAGING CONTROL AND ACCOUNTABILITY SYSTEMS

2.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR:

- 2.1 Ensuring the protection and safety of children accessing the Service taking all reasonable steps to protect children from harm or hazards in accordance with the Education and Care National Law s.167, Policy 4.1 Child protection, Policy 2.8 Physical environment and Policy 4.7 Supervision of children.
- 2.2 Overseeing and ensuring records are maintained and archived in accordance with relevant legislation and National Quality Standard, Policy 9.1 Record Keeping and Policy 9.2 Privacy and Confidentiality.
- 2.3 Keeping confidential the matters of each child enrolled in the Service and of the child's family and ensuring no disclose of any information to a third party other than as legally required to do so in accordance Policy 7.12 Privacy and Confidentiality.
- 2.4 In regards to the Statement of Philosophy:
 - a) Developing in collaboration with children, parents and Family Day Care (FDC) Educators a clear and agreed Statement of Philosophy that reinforce all other documentation and practices of the Service including guiding business decisions. The State of Philosophy will be reviewed annually.
 - b) Ensuring the FDC Statement of Philosophy is communicated to all stakeholders with changes or updates being communicated electronically via email, with an attachment provided for the educator to print and display within 7 days of any changes being accepted by the approved provider
 - i) An electronic copy is to be provided to the educator upon commencement, this is required to be printed and displayed at the home
 - ii) Families are to be provided a with a hard copy of the Statement of Philosophy upon commencement
- 2.5 In regards to the Service Policies and Procedures:

- a) Ensuring there is a sound foundation of policies and procedures that complies with all legislative and regulatory requirements, work in conjunction with the approved learning framework, the Services ethical standards and Statement of Philosophy.
- b) Ensuring FDC Services policies and procedures including the Codes of Conduct Policy that guides ethical decision-making and the development of coherent goals reflecting the interests, values and beliefs of all stakeholders of the Service.
- c) Ensuring that policies and procedures are maintaining up to date and current, and documents will be dated and include nominated review dates and that they are adhered to by all FDC Service staff, FDC Educators, Educator Assistants, students, volunteers and visitors.
- d) Providing parents of children enrolled at the FDC Service at least 14 days' notice prior to implementing a policy or procedure change.
- e) Ensuring that all FDC staff and FDC Educators have any change to policies and procedures explained prior to the change being implemented.

2.6 In regards to the Services Notification and Reporting Requirements

- a) Meet all notification and reporting requirements as required by:
 - i) The Education and Care Regulatory Authority. Refer to Appendix 22. Education and Care Regulatory Authority Reporting Requirements
 - ii) The Department of Education, Skills and Employment. Refer to Appendix 22.1 Childcare Subsidy Notification Requirements
 - iii) Child Protection. Refer to Policy 4.1 Child Protection

2.7 In regards to the Services financial governance

- a) Reviewing the Service's budget and monitoring financial performance and management to ensure the Service is solvent at all times, and has good financial strength.
- b) Approving annual financial statements and providing required reports to government setting and maintaining appropriate delegations and internal controls
- c) Complying with funding agreements where appropriate

2.8 In regards to Service review, evaluation and continuous improvement

- a) Ensuring there is an effective self-assessment and quality improvement process in place and that evaluation processes involves all stakeholders.
- b) Completing a Self-assessment and Quality Improvement Plan (QPI) for the Service to high light strengths and areas requiring improvement and update it at least annually, supporting the continuing development of the Service. Refer to Appendix 24: Quality Evaluation and Improvement Documents

- c) The development and review of the Statement of Philosophy and policies will be a continuous process on an annual basis or when required.
 - d) Reviewing the work process regularly.
- 2.9 In regards to providing support to all stakeholders at all times that education and care is provided
- a) Providing current telephone contact details of approved provider, responsible person, educational leader/coordinators, and educator upon enrolment, returning call, if missed, as a priority, as soon as practicable – be available whilst children are registered to be in care
 - b) Providing a monitored email address for; the approved provider; educational leader/coordinators to all stakeholder - emails will be responded to within 48 hours of receipt
 - c) Clearly communicating the name and position of the Nominated Supervisor or Person In Day To Day Charge of the family day care service is displayed in the service office and in the educator's home daily in accordance with Education and Care Services National Regulations 2011 by notifying educators daily
 - d) Ensuring all educators, co-ordinators and staff members' performance is regularly evaluated at least annually and individual plans are in place to support learning and development.
- 2.10 In regards to prescribed information to be displayed in a prominent position easily visible to families
- a) the hours and days of operation of the education and care service;
 - b) the name and telephone number of the person at the education and care service to whom complaints may be addressed;
 - c) the name of the educational leader at the service;
 - d) the contact details of the Regulatory Authority;
 - e) in relation to the provider approval--
 - 1. the name of the approved provider;
 - 2. the provider approval number;
 - 3. any conditions on the provider approval;
 - 4. in relation to the service approval—
 - 5. the name of the education and care service;
 - 6. the service approval number;
 - 7. any conditions on the service approval;
 - 8. the name of each nominated supervisor;
 - f) in relation to the rating of the service
 - i) the name of each nominated supervisor;
 - ii) the current rating levels for each quality area stated in the National Quality Standard; and
 - iii) the overall rating of the service;
 - g) in relation to any service waivers or temporary waivers held by the service, the details of the waivers including—

- i) the elements of the National Quality Standard and the regulations that have been waived; and
 - ii) the duration of the waiver; and
 - iii) whether the waiver is a service waiver or a temporary waiver.
- h) in the case of a family day care residence or approved venue, —
 - i) a notice stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled at the family day care service; and attends the family day care residence or family day care venue;
 - ii) a notice stating that there has been an occurrence of an infectious disease at the family day care residence or family day care venue.

SOURCE:

Australian Children’s Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

ECA Code of Ethics.

Guide to the National Quality Standard.

Leadership and Management in Education and Care Services - <https://www.acecqa.gov.au/sites/default/files/2018-02/OccasionalPaper5-LeadershipManagementEducationCareServices.PDF>

Confidentiality Policy

Work Health and Safety Act

Child Care Service Handbook (CCMS)

REVIEW

POLICY REVIEWED	January 2021	NEXT REVIEW DATE	January 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

Record Keeping Policy 9.1 (QA7)

The Approved Provider and Management are responsible for overseeing and ensuring records are maintained and archived in accordance with relevant legislation and National Quality Standard. In order to maintain day to day compliancy and achieve best practices in the delivery of high quality education and care for the children attending the Service, it is essential that Service wide, there is good and consistent record keeping practices in place.

LINKS TO LEGISLATION AND POLICIES

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)
173, 174, 174A, 175
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW
55, 74, 87, 92, 116, 118, 126, 146, 147, 149, 151, 153, 154, 158, 159, 161, 162, 167, 173, 177, 180, 181, 183, 184
NATIONAL QUALITY AREA AND STANDARD
7.1, 7.1.1, 7.1.2, 7.1.3, 7.2, 7.2.1, 7.2.2, 7.2.3.
RELATED LEGISLATIONS
Child Care Secretary Rules 2017 Family Law Act 1975 A New Tax System (Family Assistance) Act 1999 Work Health and Safety Act 2011
RELATED POLICIES
All service Policies

PURPOSE

We aim to maintain and manage appropriate records and information in a private and confidential manner, stored for the lawful amount of time in accordance with legislative requirements and best practice standards; and that the required information is available from the Family Day Care (FDC) Service as outlined in Quality Standard 7.3.1.

SCOPE

This policy applies to FDC Educators, staff and management of the Service.

IMPLEMENTATION

1.0 THE APPROVED PROVIDER WILL KEEP ACCURATE UP TO DATE THE FOLLOWING RECORDS IN A

SECURE LOCATION AT THE SERVICE AND TREATED CONFIDENTIALLY.

- 1.1 The Approved Provider will ensure that all required records are:
 - a) Up to date and include all the information required
 - b) Accurate
 - c) Kept in a secure location at the Service and treated confidentially
 - d) Made available to authorised officers of a regulator authority
 - e) Made available to a parent of the child on request when in relation to a child enrolled at the Service.
- 1.2 Register of family day care educators, co-ordinators and assistants. See Policy 9.8 Keeping a Register of Family Day Care Educators
- 1.3 Record of assessments of family day care residences and approved family day care venues. See Policy 9.7 Assessment, Approval and Re-assessment of Approved FDC Residences
- 1.4 Record of excursion risk assessments, transport specific risk assessments, excursion authorisation and transportation authorisations. See Policy 5.1 Excursions and Policy 5.2 Safe Transportation of Children.
- 1.5 Record of staff other than family day care educators, co-ordinators and assistants in accordance with 4.0.
- 1.6 Record of service's compliance with the National Law in accordance with clause 5.0
- 1.7 Documentation of child assessments or evaluations for delivery of the educational program in accordance with Policy 2.0 Educational Program.
- 1.8 Child enrolment records in accordance with clause 6.0.
- 1.9 Incident, injury, trauma and illness record in accordance with clause 7.0.
- 1.10 Medication record in accordance with clause 8.0.
- 1.11 Children's attendance record in accordance with clause 9.0.
- 1.12 Records required under the Family Assistance Law in accordance to clause 10:
- 1.13 PLEASE NOTE
 - a) The approved provider is only required to keep records cited at clause 2.0 (The Fdc Educator Will Keep For Following Records) at the service premises if the equivalent record is not kept by the FDC Educator.
 - b) HOWEVER it is the Services best practice approach to maintain duplicate records at the Service in the event that an educator fails to return all required documents to the Service upon leaving the Service.

2.0 THE FDC EDUCATOR WILL KEEP THE FOLLOWING RECORDS

- 2.1 Documentation of child assessments or evaluations for delivery of the educational program in accordance with Policy 2.0 Educational Program.
- 2.2 Record of visitors to the family day care residence or approved family day care venue in

accordance with Policy 4.8 Visitors to the family day care residence.

2.3 Child enrolment records in accordance with clause 6.0.

2.4 Incident, injury, trauma and illness record in accordance with clause 7.0.

2.5 Medication record in accordance with clause 8.0.

2.6 Children's attendance record in accordance with clause 9.0.

2.7 PLEASE NOTE

- a) The FDC Educators must provide records outlined in clause 2.1-2.6 to the approved provider when they leave a Service.

3.0 MAINTENANCE OF RECORDS TIME FRAMES

3.1 All records relating to children, families and the operation of the FDC Service will be:

- a) Stored in a safe and confidential manner only accessible by authorised staff
- b) Destroyed after the period of time as defined by legislation

3.2 The following records are to be retained in a secure and confidential location at the Service until child is 25 years (R. 87):

- a) An incident, injury, trauma and illness record

3.3 The following records are to be retained in a secure and confidential location at the Service until 7 years from child's death

- a) Death of a child whilst being educated and cared for at the Service

3.4 The following records are to be retained in a secure and confidential location at the Service until 3 years after the child's last day of attendance

- a) Child assessments or evaluations for delivery of the educational program
- b) Medication records
- c) Children's attendance record
- d) Child enrolment records

3.5 For records relating to the Nominated Supervisor, FDC Service staff member, and/ or FDC Educator providing education and care on behalf of the FDC Service - until the end of 3 years after the last date on which the Nominated Supervisor or FDC Educator provided education and care on behalf of the service.

- a) Record of Educators working directly with children
- b) Records of the Responsible Person at the Service
- c) A record of Responsible Person placed in day to day charge of the education and care service
- d) Staff records

3.6 For all other records – until the end of 3 years after the date on which the record was made.

- a) Record of the Service's compliance with the Law
- b) Record of volunteers and students
- c) Records of Educational Leader

4.0 DETAILS TO BE RECORDED WITHIN THE STAFF RECORD

4.1 Refer to Appendix 15: Record of staff engaged or employed by family day care service (regulation 154)

4.2 Records to be kept in Relation to the Nominated Supervisor

- a) The full name, address and date of birth.
- b) Evidence of any relevant qualifications held by the Nominated Supervisor.
- c) If applicable, evidence that the Nominated Supervisor is actively working towards that qualification.
- d) If this is the case, the following must be recorded:
- e) Proof of enrolment.
- f) Documentary evidence that the Nominated Supervisor has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
- g) For Nominated Supervisors who are working towards the completion of an approved Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or has completed the units of study in an approved Certificate III level education and care qualification determined by ACECQA.
- h) Evidence of any approved training (including first aid training and Child Protection) completed by the Nominated Supervisor.
- i) The identifying number and expiry date of a Working with Children Check (WWCC) of and the date this was read and verified. (records must be kept for seven years)
- j) Refer to Appendix 15: Record of staff engaged or employed by family day care service

4.3 Records to be kept in Relation to Staff Members

- a) The full name, address and date of birth.
- b) Evidence of any relevant qualifications.
- c) If applicable, evidence that the staff member is actively working towards that qualification. If this is the case, the following must be recorded:
 - i) Proof of enrolment.
 - ii) Documentary evidence that the staff member has commenced the course, is making satisfactory progress towards the completion of the course, is meeting the requirements of maintaining the enrolment.
 - iii) For staff members who are working towards the completion of a Diploma level education and care qualification, proof that they hold an approved Certificate III level education and care qualification or has completed the units of study in an approved Certificate III level education and care qualification determined by ACECQA.
- d) Evidence of any approved training (including first aid training) completed by the staff member.
- e) The identifying number and expiry date of the Working with Children Check (WWCC) and the date this was verified and read by the Approved Provider.
- f) If applicable the identifying number and expiry date of their current teacher registration from state Department of Education and Training.

4.4 Records to be kept in relation to the Educational Leader:

- a) The name of the educator who is designated at this role.
- b) Refer to Appendix 15: Record of staff engaged or employed by family day care service

4.5 Records to be kept in relation to Students and Volunteers:

- a) The full name, address and date of birth of each student or volunteer.
- b) The Approved Provider must also keep a record for each day on which the student or volunteer participates in the Service, the date and hours they worked directly with children.
- e) The identifying number and expiry date of the Working with Children Check (WWCC) and the date this was verified and read by the Approved Provider
- d) Refer to Appendix 15: Record of staff engaged or employed by family day care service

4.6 The following records must be kept in relation to the Responsible Person:

- a) The staff record must include the name of the responsible person at the Service for each time that children are being educated and cared for by the Service.

4.7 The following records must be kept in relation to Educators working directly with children:

- a) The name of each FDC Educator.
- b) The hours that each educator works directly with children.
- c) A time sheet stating FDC Educators working hours

5.0 A RECORD OF THE SERVICE COMPLIANCE WITH THE LAW

5.1 Details of any amendments of the Service Approval made by the Regulatory Authority including:

- a) The reason stated by the Regulatory Authority for the amendment.
- b) The date on which the amendment took, or takes, effect.
- c) The date (if any) that the amendment ceases to have effect.
- d) Details of any suspension of the service (other than a voluntary suspension) including:
 - i) The reason stated by the Regulatory Authority for the suspension.
 - ii) The date on which the suspension took, or takes, effect.
 - iii) The date that the suspension ends.

5.2 Details of any compliance direction or compliance notice issued to the approved provider in respect of the service, including:

- a) The reason stated by the Regulatory Authority for issuing the direction or notice.
- b) The steps specified in the direction or notice.
- c) The date by which the steps specified must be taken.
- d) This information must not include any information that identifies any person other than the approved provider.
- e) A record of Responsible Person placed in day to day charge of the education and care service.

5.3 The record of compliance referred to above must be available for access on request by any person.

6.0 CHILD ENROLMENT RECORDS

6.1 Personal Details

- a) The full name, date of birth and address of the child.

- b) Birth Certificate
 - c) The name, address and contact details of:
 - i) Each known parent of the child
 - ii) Any person who is to be notified of any emergency involving the child if any parent of the child cannot be immediately contacted
 - iii) Any person who is an authorised nominee
 - iv) Any person who is authorised to consent to medical treatment of, or to authorise administration of medication to the child.
 - v) Any person who is authorised to authorise an educator to take the child outside the education and care service premises.
 - d) Details of any court orders, parenting orders or parenting plans provided to the approved provider relating to powers, duties, responsibilities or authorities of any person in relation to the child or access to the child.
 - e) Details of any other court orders provided to the approved provider relating to the child's residence or the child's contact with a parent or other person.
 - f) Gender of the child
 - g) Language used in the child's home
 - h) Cultural background of the child and parents (if applicable)
 - i) Any special considerations for the child (e.g. cultural, religious, dietary requirements or additional needs)
- 6.2 Authorisations signed by a parent or a person named in the enrolment record as authorised to consent to the medical treatment of the or nominated supervisor to seek:
- a) Medical treatment for the child from a registered medical practitioner, hospital or ambulance service.
 - b) Transportation of the child by any ambulance service.
 - c) authorisation to take the child on regular outings (additional authorisation is required for irregular transportation) in accordance to Policy 5.1 Excursions and Policy 5.2 Safe Transportation of Children
 - d) Authorisation to take the child on regular outings/excursion (additional authorisation is required for irregular outings/excursion) in accordance to Policy 5.1 Excursions
- 6.3 Health Information
- a) The name, address and telephone number or the child's registered medical practitioner or medical service.

- b) The child's Medicare number if available.
- c) Details of any specific healthcare needs of the child including any medication conditions or allergies including whether the child has been diagnosed as at risk of anaphylaxis, including details of any medical management plan.
- d) Details of any dietary restrictions for the child
- e) The immunisation status of the child
- f) An current AIR Immunisation History Statement
- g) Details of any exemption in relation to the child under section 143C of the Public Health and Wellbeing Act 2008 of Victoria.
- h) A notation that states that a staff member or approved provider has sighted and read a child's health record.

7.0 INCIDENT, INJURY, TRAUMA AND ILLNESS RECORD

- a) Details of any incident in relation to a child or injury received by a child or trauma to which a child has been subject while being educated and care for by the Service. The following must be included:
 - i) The name and age of the child.
 - ii) The circumstances leading to the incident, injury or trauma.
 - iii) Any products or structures involved
 - iv) The time and date the incident occurred, the injury that was received or the child was subjected to the trauma.
- b) Details of any illness, which becomes apparent while the child is being educated and care for by the Service. The following must be included:
 - i) The name and age of the child.
 - ii) The relevant circumstances surrounding the child becoming ill and any apparent symptoms.
 - iii) The time and date of the apparent onset of the illness.
 - iv) Date when child was last at the service.
- c) Details of the action taken by the Service in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the Service. The following must be included:
 - i) Any medication administered or first aid provided.

- ii) Any medical staff contacted.
 - iii) Details of any person who witnessed the incident, injury or trauma
 - iv) The name of any person who the education and care service notified or attempted to notify of any incident, injury trauma or illness a child has suffered at the Service and the time and date of the notification and notification attempts.
 - v) The name and signature of the person making an entry in the record and the time and date that the entry was made.
- d) PLEASE NOTE: This record must be recorded as soon as is practicable, but not later than 24 hours after the incident, injury, trauma or onset of illness occurred.
- e) The Family Day care Insurance Plan Incident Report Form must be completed in the event of an incident, injury or trauma where medical attention is required. This Incident Report Form will be forwarded to the Precious Stones Family Day Care Insurer and copies kept at the Coordination Unit and a copy given to the Educator

8.0 MEDICATION RECORD

- 8.1 The name of the child
- 8.2 The authorisation to administer medication (including self-administration is applicable) signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication.
- 8.3 The name of the medication to be administered.
- 8.4 The time and date the medication was last administered.
- 8.5 The time and date or the circumstance under which the medication should be next administered.
- 8.6 The dosage of the medication to be administered.
- 8.7 The manner in which the medication is to be administered.
- 8.8 If the medication is administered to the child:
- a) The dosage that was administered.
 - b) The manner in which the medication was administered.
 - c) The name and signature of the person who administered the medication.
 - d) If another individual is required to check the dosage, the name and signature of that person.

9.0 RECORD OF ATTENDANCE FOR ENROLLED CHILDREN

- 9.1 The full name of each child attending the Service.

- 9.2 The date and time each child arrives and departs.
- 9.3 The signature of:
- a) The person who delivers and collects the child when he or she arrives and departs or
 - b) The Nominated Supervisor or FDC Educator.
- 9.4 Record to be kept for each child attending the Service regardless of eligibility for Child Care Subsidy and/or Additional Child Care Subsidy, including records of any absences from care.
- 10.0** The Approved Provider must ensure that the documents referred to above in relation to a child enrolled at the Service are made available to a parent of the child on request. In line with this, if a parent's access to the kind of information referred to in this documentation is limited by an order of a court, the approved provider must refer to the court order in relation to the release of information concerning the child to that parent.
- 11.0** RECORDS TO BE KEPT AND MAINTAINED IN RELATION TO THE FAMILY ASSISTANCE LAW
- 11.1 Statements or documents demonstrating that Additional absence days in excess of the initial 42 absence days meet the criteria
 - 11.2 Copies of invoices and receipts issued in relation to the payment of child care fees
 - 11.3 Copies of all Statements of Entitlement issued and any statements issued to advice of a change of entitlement.
 - 11.4 Complaints made to the provider, or to any of the services of the provider, relating to compliance with the Family Assistance Law
 - 11.5 Where a Family Day Care educator provides care at premises other than the educator's residence, keep a written record of the address and contact number of the premises.
 - 11.6 Family assistance law records must be kept for 7 years.
- 12.0** CONFIDENTIALITY AND STORAGE OF RECORDS
- 12.1 Records must be kept and shared only in accordance to Policy 9.2 Privacy and confidentiality.
 - 12.2 Records made by our Service will be stored in a safe and secure location for the relevant time periods as set out above and only made accessible to relevant individuals.

Source

- The Business of Childcare, Karen Kearns 2004
- Education and Care Services National Regulation 2015
- Privacy Act
- National Quality Standard (NQS)
- Commission for Children and Young People - <https://ccyp.vic.gov.au/child-safety/being-a-child-safe-organisation/>
- Australian Legal Information Institute - www.austlii.edu.au
- VIC Department of Health and Human Services - www.dhhs.vic.gov.au
- National Childcare Accreditation Council - www.ncac.gov.au
- Department of the Officer of the Privacy Commissioner - www.privacy.gov.au
- Department of Education-and Training - www.education.vic.gov.au

- Department of Families, Community Services and Indigenous Affairs – Child Care Service Handbook 2007- 2008
- Australian Taxation Office – www.ato.gov.au
- Early Childhood Australia - www.earlychildhoodaustralia.org.au
- Community Child Care Cooperative
- National Quality Standards (2018)

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

PRIVACY AND CONFIDENTIALITY POLICY 9.2

(QA7)

The right to confidentiality and privacy of the child and the family is outlined in Early Childhood Code of Ethics and National Education and Care Regulations. We will respect the privacy of children and their parents and educators, while ensuring that they access high quality early years care and education in our Service.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
162, 167, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
168, 181, 181-184	
NATIONAL QUALITY AREA AND STANDARD	
7	7.1, 7.1.1, 7.1.2, 7.1.3, 7.2.
RELATED POLICIES	
Enrolment and Orientation Policy Complaints and Grievance Policy Governance and Management Policy Interactions with Children, families and Staff Policy Payment of Fees Policy Record Keeping and Retention Policy	

PURPOSE

To have in place policies and procedures to ensure that all information collected by Precious Stones FDC Service in regard to families, children and staff is kept confidential and only disclosed to those who need to know or who are authorised to know by law, and to ensure the FDC Service is meeting the Australian Privacy Principles (APP's)

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, Educators, and Educator Assistants and staff of the Family Day Care Service.

IMPLEMENTATION

Early Childhood Services are required to comply with Australian privacy law which includes the Privacy Act 1988 (the Act) that includes a Notifiable Data Breaches (NDB) scheme that requires Early Childhood Services, Family Day Care Services and Out of School Hours Care Services, undertake a reasonable and expeditious assessment of any suspected data breach and to provide notice to the Office of the Australian Information Commissioner

(formerly known as the Privacy Commissioner) and affected individuals of any data breaches that are found to “likely” to result in “serious harm.”

In order to comply with the Privacy Act, services are required to follow the Australian Privacy Principles (APPs), which are contained in Schedule 1 of the Privacy Act 1988 (Privacy Act).

In particular, the principles cover how personal information can be used and disclosed (including overseas), keeping personal information secure, and the open and transparent management of personal information including having a privacy policy.

The principles cover:

- the open and transparent management of personal information including having a privacy policy
- an individual having the option of transacting anonymously or using a pseudonym where practicable
- the collection of solicited personal information and receipt of unsolicited personal information including giving notice about collection
- how personal information can be used and disclosed (including overseas)
- maintaining the quality of personal information
- keeping personal information secure
- right for individuals to access and correct their personal information

The APPs place more stringent obligations on APP entities when they handle ‘sensitive information’. Sensitive information is a type of personal information and includes information about an individual's:

- health (including predictive genetic information)
- racial or ethnic origin
- political opinions
- membership of a political association, professional or trade association or trade union
- religious beliefs or affiliations
- philosophical beliefs
- sexual orientation or practices
- criminal record
- biometric information that is to be used for certain purposes
- Biometric templates.

1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR WILL:

- 1.1 Protect personal information in accordance with our obligations under the Privacy Act 1988 by ensuring
 - a) FDC Educators and Service staff;
 - i) Provide families access only to the files and records of their own children
 - ii) Keep confidential the information and personal matters relating to each child and of their family and such information will not be disclosed to a third party other than the FDC Service staff, or for the purposes of curriculum planning, or if legally required (Eg; Police Department, department for Child Protection)
 - b) Anecdotal/informal information (Eg; conversational, text) shared with the FDC Service by the family will be treated as confidential unless told otherwise.
 - c) Any information received or transmitted via mobile telephone (including text/SMS) or any other electronic device (example email) shall be treated with the same confidentiality as any other written form of communication and must be stored confidentially.
 - d) Students, volunteers and/or visitors to the FDC Educators residence will ensure that information regarding FDC Educators, FDC Service staff, children, and families is not discussed or disclosed.
- 1.2 Ensure consent is obtained from parents and/or guardian of children for visual images of the child to be taken and used by the FDC Service for the purpose of meeting its relevant legal obligations. Visual Images of children will not be taken or used for any other purpose without additional consent from parents and/or guardian.
- 1.3 Ensure every endeavour is made to support FDC Educators, Educators Assistances, Service staff, students, volunteers and families compliance of the Australian Privacy Principles by:
 - a) Provide training and support during inductions and ongoing as required
 - b) Ensure all Service staff, engaged educators, students, volunteers and families are provided with a copy of this policy
- 1.4 Ensure privacy complaints are handled promptly and in a consistent manner, following the Service's Grievance Procedures.
- 1.5 Ensure all information, records and documents are collected, maintained, stored and destroyed according to legislation by:
 - a) Ensuring consent has been gained prior to the collection of sensitive information, with the exception if there is a legal requirement to do so.
 - b) Records made by our Service are stored in a safe and secure manner in locked filing cabinets or similarly secure storage or via secure digital storage.

- c) Maintaining and storing documentation in a manner that keeps records safe (back-up electronic record data daily) archive boxes to be clean, dry and free from rodents or insects
- d) The FDC Service and FDC Educators will make every endeavour to ensure all personal information is accurate, complete and up to date and must not falsify any documents. Child Enrolment forms and computer records will be updated on an annual bases or as required bases on changes in circumstances.
- e) Personal information would not usually be transferred overseas and then only if it meets the requirements of the Australian Privacy Principles
- f) If a service is transferred under the law, documents relating to a child must not be transferred without the express consent of the child's parents.

1.6 Ensuring a record or information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- a) The extent necessary for the education and care or medical treatment of the child to whom the information relates.
- b) A parent of the child to whom the information relates, except in the case of information kept in a staff record.
- c) The Regulatory Authority or an authorised officer.
- d) As expressly authorised, permitted or required to be given by or under any Act or law.
- e) With the written consent of the person who provided the information.

2.0 IN ADDITION FDC EDUCATORS WILL:

- 2.1 Read, seeking out clarification when required and adhere to the privacy and confidentiality policy at all times.
- 2.2 Ensure recorded information and photographs of children are kept secure, are made available at any time on requested by the child's parents and/or guardian.
- 2.3 Reports, notes and observations in relation to FDC Educators, FDC Service staff and children must be objective, accurate and free from bias and negative comments including use of labels.
- 2.4 Conduct confidential conversations in a quiet and private area away from other children, parents, staff and other FDC Educators

3.0 PERSONAL INFORMATION OUR FDC SERVICE MAY REQUESTED:

In order to meet legislative requirements; Education and Care Services National Law Act 2010. (Amended 2018) (NSW) and the Education and Care Services National Regulations 2012.

3.1 In regards to children

- a) Parent contact details including address, phone numbers and email address
- b) Emergency contact persons names and contact numbers
- c) Parents Centrelink Customer Reference number (CRN)
- d) Emergency contact details and persons authorised to collect individual children
- e) Children's health requirements
- f) Immunisation records
- g) Developmental records and summaries
- h) External agency information
- i) Custodial arrangements
- j) Incident reports
- k) Medication reports
- l) Child care benefit and child care rebate information
- m) Medical records
- n) Permission forms

3.2 In regards to Service staff

- a) Personal details
- b) Tax information
- c) Working contract
- d) Emergency contact details
- e) Medical details
- f) Immunisation details
- g) Working with children check
- h) Qualifications
- i) Medical history
- j) Resume
- k) Superannuation details

- l) Child Protection qualifications
- m) First Aid, Asthma and Anaphylaxis certificates

Source

Australian Children’s Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

ECA Code of Ethics.

Guide to the National Quality Standard.

United Nations Convention of the Rights of a child

Privacy Act 1988

Revised National Quality Standard

Australian Childcare Alliance – Changes to the Australia’s Privacy law

Office of the Australian Information Commission – Australian Privacy Principles

<https://www.oaic.gov.au/agencies-and-organisations/app-guidelines/>

<https://www.oaic.gov.au/privacy-law/privacy-act/australian-privacy-principles>

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

COMPLAINTS AND GRIEVANCES POLICY 9.3 (QA4)

Feedback from families, Educators and the wider community is fundamental in creating an evolving Family Day Care (FDC) Service working towards the highest standard of care.

It is foreseeable that feedback will include divergent views, which may result in complaints. This Policy details our service's procedures for receiving and managing informal and formal complaints. Parents and Educators can lodge a grievance with the Approved Provider through the understanding that it will be managed conscientiously and confidentially.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 166, 167, 173, 174, 174A, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
168, 173, 176, 183	
NATIONAL QUALITY AREA AND STANDARD	
4	4.1.1, 4.1.2, 4.2, 4.2.2
6	6.1, 6.1.2, 6.2
7	7.1.2
RELATED POLICIES	
Behaviour Guidance Policy	
Interactions with Children, families and Staff Policy	
Privacy and Confidentiality Policy	
Responsible Person Policy	
Participation of students and volunteers policy	
Code of conduct policy	

PURPOSE

To maintain service quality, receive and resolve complaints and grievances in a professional, ethical and timely manner.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinator, educators, educator assistants, children, families and visitors of the Family Day Care Service.

IMPLEMENTATION

At Precious Stones FDC Service we aim to do things right the first time. Nevertheless we understand that complaints and grievances can transpire in any workplace and we encourage all parties to make a complaint if they have any concerns. Through efficient policies and procedures and effective communications complaints help us to improve our service.

1.0 DEFINITIONS

- 1.1 A Grievance is more general than a complaint. It may include concern about behaviour rather than a specific incident.
- 1.2 A Complaint is more specific and may refer to a failure to do something or doing something that should not have been done.
- 1.3 The term "complaint" is used here on in to refer to both grievances and complaints
- 1.4 Complaints Register: Records information about complaints and grievances received at the centre, along with the outcomes.
- 1.5 Mediator: A person who attempts to make people involved in a conflict come to an agreement.
- 1.6 Mediation: An attempt to bring about a peaceful settlement or compromise between disputants through the objective intervention of a neutral party.
- 1.7 Notifiable complaint: A complaint that alleges a breach of the Regulation and Law, National Quality Standards or alleges that the health, safety or wellbeing of a child at the service may have been compromised.
- 1.8 Serious incident: An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the centre in contravention of the Regulations or is mistakenly locked in/out of the centre premises (Regulation 12).

2.0 PRECIOUS STONES FDC SERVICE WILL:

- 2.1 Ensure all staff and FDC educators are aware of the person to whom complaints can be made and the processes required
- 2.2 Display in the office and at each residence a notice providing information to assist persons in making a complaint. The information displayed will include:
 - a) The name of the approved provider (Precious Stones Family Day Care)
 - b) The name of the nominated supervisor
 - c) The name and telephone number of the person to whom complaints may be addressed
 - d) The name and number of the responsible office of the Regulatory Authority

- e) A list of the information for inspection
- f) Inform families about the processes for providing feedback and making complaints.

2.3 On receiving a notifiable complaint will:

- a) Notify the Regulatory Authority (Department of Education and Training) within 24 hours on receipt of any complaint alleging that the safety, health or wellbeing of a child being care for or educated by Precious Stones FDC Service is being compromised. This includes allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.
- b) If the Approved Provider/Nominated Supervisor is unsure whether the matter is a notifiable complaint, it is good practice to contact The Department of Education and Training for confirmation. ([Regulatory Authority](#))

2.4 Written reports for Notifiable Complaints must include:

- a) details of the event or incident
- b) the name of the person who initially made the complaint
- c) if appropriate, the name of the child concerned and the condition of the child, including a medical or incident report (where relevant)
- d) contact details of a nominated member of the Grievances Subcommittee
- e) any other relevant information

2.5 Written notification of complaints must be submitted using the appropriate forms, which can be found on the ACECQA website: www.acecqa.gov.au and logged using NQA ITS (National Quality Agenda IT System)

3.0 Making Complaints

3.1 Any person involved with Precious Stones FDC Service can lodge a complaint. Complaints may be made by families, educators, Service staff or community members.

3.2 Complaints may be made:

- a) In person
- b) By telephone
- c) In writing and sent by any means

3.3 When a complaint is about the behavior of a person or the interaction between people, Precious Stones FDC Service encourages the parties to resolve the disputes themselves.

- 3.4 If the parties are unable to resolve the concern, or the Complainant feel uncomfortable raising the matter directly with the person concerned either party may raise the grievance or complaint with a Precious Stones Nominated Supervisor.
- 3.5 In this part of the Policy, the person making the complaint is called the "*Complainant*" and the person who has the responsibility for responding to the complaint is called the "*Complaint Officer*"

4.0 Receipt of Complaints

- 4.1 FDC Educators must report complaints received directly to themselves to the Nominated Supervisor or Service Director
 - a) ASAP and within 12 hours for Notifiable Complaints
 - b) Within 48 hours for non-notifiable complaints that cannot be resolved at a personal level
- 4.2 Precious Stones FDC Service will keep one register of all complaints made at any one time.
- 4.3 Each complaint will have recorded
 - a) A unique number corresponding to its record the register ("the Complaint Number")
 - b) The name of the assigned Complaint Officer
 - c) Complainant's name and contact details
 - d) The date, time and method that the complaint was received by the office
 - e) The details (if any) of the incident or event complained about
 - f) Agreed actions
 - g) Outcome
- 4.4 All complaints will be acknowledged and the Complainant will be told the Complaint Number and the name of the assigned Complaints office
 - a) Written Complaints: the acknowledgement including the Complaint Number and name of the Complaint Officer will be in writing and sent to the Complainant within 48 hours
 - b) Verbal Complaints made in person or by phone: the acknowledgement will be given verbally to the Complainant within 48 hours
- 4.5 The assigned Complaints Office will make initial contact with the Complainant within 24 hours of management receiving an unresolved complaint to advise the Complainant of the complaint resolution process.
- 4.6 PLEASE NOTE: Very serious complaints should be made in writing to avoid misunderstandings, the Approved Provide or Nominated Supervisor may request the complaint in writing.

5.0 Resolving Complaints

5.1 The FDC Service is responsible for ensuring that all complaints and grievances are handled with a high standard of equity and fairness. We will ensure that all complaint handling processes are guided by the following policy values:

- a) Procedural fairness and natural justice
- b) Code of ethics and conduct
- c) Culture free from discrimination and harassment
- d) Transparent policies and procedures
- e) Opportunities for further investigation
- f) Adhering to our Service Statement of Philosophy

5.2 The Complaints Office is responsible for

- a) Confirming the details of the complaint and/or investigate the allegation as required
- b) Informing the Complainant of any course of action or options when available
- c) Keeping appropriate records of the investigation and outcome, and storing those records in accordance with our Privacy and Confidentiality Policy and Record Keeping and Retention Policy.

5.3 Management will;

- a) Provide a written response outlining the outcome and provide a copy to all parties involved within 2 days of a resolution being reached.
- b) If a written agreement about the resolution of the complaint is prepared, ensure all parties agree that the outcomes accurately reflects the resolution and sign in agreement.
- c) Aims to resolve all Complaints within 14 days of receipt.

5.4 The Approved Provider or Nominated Supervisor will

- a) Follow up and monitor the outcome to confirm the Complainant is satisfied and has received appropriate feedback.
- b) Request feedback on the grievance process using a feedback form.
- c) Track complaints to identify recurring issues within the Service.

5.5 PLEASE NOTE Precious Stones FDC management, Service staff and FDC Educators will adhere to our Privacy and Confidentiality Policy when dealing with grievances. However, if a grievance involves a Service staff or child protection issues, a government agency may need to be informed.

6.0 INVESTIGATION PROCESS

6.1 Investigate and document the grievance fairly and impartially.

6.2 This will consist of:

- a) Reviewing the circumstances and facts of the complaint (or breach) and inviting all affected parties to provide information where appropriate and pertinent
- b) Discussing the nature of the complaint (or breach) and giving an educator, Service staff, volunteer or visitor an opportunity to respond.
- c) Permitting parties to have a support person present during the consultation (for example: Union Representative, however this does not include a lawyer acting in a professional capacity)
- d) Providing the parties with a clear written statement outlining the outcome of the investigation.

6.3 Should management decide not to proceed with the investigation after initial enquiries, a written notification outlining the reasoning will be provided to the complainant

7.0 Mediation Process

7.1 Our service may also engage the resources of an Independent Conflict Resolution Service to assist with the mediation of a dispute. We will ensure that throughout the conflict resolution process the Services Code of Conduct must be adhered to.

7.2 The mediator will act independently and will investigate the unresolved complaint with a view to resolving the matter

7.3 The mediator will:

- a) Review all material and conduct an independent investigation as required
- b) Forward to the Nominated Supervisor
 - i) Written recommendations
 - ii) All notes, correspondence and other relevant material to be kept on file

8.0 Educators, volunteers and visitors will not:

8.1 Become involved in complaints or grievances that do not concern them.

8.2 Raise complaints with an external complaints body, such as a court or Tribunal, without exhausting our grievance procedures.

9.0 Should the Precious Stones FDC Service dispute resolution policy fail to satisfy the Complainant, the complainant may contact the Department of Education and Early Childhood by calling this number: (03) 9637 2000

SOURCE:

Education and Care Services National Regulation
National Quality Standards
ACECQA
Human Rights and Equal Opportunities Commission

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

ENGAGEMENT AND REGISTRATION OF FAMILY DAY CARE EDUCATORS POLICY 9.4 (QA7)

Family day care (FDC) Educators will meet the FDC Service engagement and registration process in order to provide professional and appropriate education and care for children and families.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
164, 165, 167, 169, 170, 171, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
84, 119, 124, 127, 136, 143(A), 143 (B), 153, 163, 168, 169,	
NATIONAL QUALITY AREA AND STANDARD	
7	7.1.2
RELATED POLICIES	
Assessment of Family Day Care Educators, Assistants and Persons Residing at Family Day Care Residences Policy	
Record Keeping Policy	
Register of Family Day Care Educators Policy	
Privacy and Confidentiality Policy	
Complaints and Grievance Policy	
Providing a child safe environment policy	
Code of conduct policy	

PURPOSE

We aim to create and maintain a positive and professional approach through the provision of professional service delivery of engaging and registration of FDC Educators while ensuring successful applicants meet all requirements of the FDC Service registration process.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinator, educators, educator assistants, children, families and visitors of the Family Day Care Service.

IMPLEMENTATION

The FDC Service will have a consistent process in the recruitment and registration of FDC Educators that is fair, transparent and thorough. FCD Educators will have a variety of backgrounds and life experiences, to reflect the diversity within our community, whilst adhering to all current regulations and standards.

THE APPROVED PROVIDER MUST ENSURE THE:

1.0 MINIMUM CRITERIA FOR ACCEPTANCE OF APPLICATION

- a) Minimum 18 years of age
- b) Have, or be actively working towards, an approved Certificate III level education and care qualification
- c) Hold a current approved first aid qualification which includes approved anaphylaxis and emergency asthma management training
- d) Meet the 'fit and proper' requirements
- e) All FDC Educators within our service, along with Educator Assistant will have a current working with children check (WWCC) and National Police Record Check that a nominated supervisor or the person in day-to-day charge of the service has read and considered before engaging or registering
- f) Hold Public Liability Insurance: the educator applicant will require and must maintain Public Liability Insurance to the value of \$10,000,000.
- g) Hold an active Australian Business Number (ABN) in order to be Registration as a Self-Employed Educator

2.0 ADDITIONAL REQUIREMENTS

- 2.1 Completed a recognized and accredited food safe course with the past 12 months
- 2.2 Completed a recognized Child Protection training with the past 12 months
- 2.3 All FDC Educators within our service will sign the Services FDC Educator agreement. Refer to Appendix 14. FDC Educator Application and Agreement.
- 2.4 A potential FDC Educator may be required to gain a medical clearance from a qualified medical practitioner, stating he/she is physical and/or mentally capable of the duties and requirements for work in Family Day Care

3.0 GENERAL PROCEDURES:

- 3.1 Our FDC Service will use a variety of advertising for FDC Educators, which include paper based, electronic and work of mouth.
- 3.2 Family Day care Educator will be self-employed and the Service does not offer them employment. Family day care educator is responsible for
 - a) Making their own income tax payment
 - b) Making their own superannuation payment
 - c) Setting their own fees per hour for each child depending on their qualification, experience and service they provide.

- d) Obtaining and paying their public liability insurance with a minimum cover of \$10 million •
Obtaining and paying work cover
- 3.3 Engagement of Educator's with a variety of backgrounds, including gender, marital status, ethnicity, religious beliefs and languages spoken
- 3.4 FDC Educators are engaged by or registered with a FDC Service to provide education and care for children at a residence or at an approved FDC venue.
- 3.5 Our FDC Service will maintain and manage appropriate records including a register of family day care educators in accordance with Policy 9.1 Record Keeping and Policy 9.8 Keeping a Register of Family Day Care Educators.
- 3.6 If potential FDC Educators are dissatisfied with the engagement and registration process, they will be encouraged to use the grievance procedure in accordance with Policy 9.3 Complaints and grievances.
- 3.7 FDC Educators are required to examine their own immunisation status in order to protect themselves and the children and families they work with.
- 3.8 All FDC Educators are required to complete a minimum of 4 training sessions annually.

ENGAGEMENT AND REGISTRATION OF FDC EDUCATORS PROCEDURE

The FDC Service will undertake the following steps when approving and registering FDC Educators:

4.0 DURING INITIAL CONTACT WITH THE APPLICANT THE COORDINATION UNIT WILL

4.1 *Gather information*

- a) Personal details – name, address, date of birth and contact details
- b) Educator's qualifications
- c) Working with children check
- d) National Police Record Check
- e) Details of family or household members living in the residences, including the number and age of children. See policy 9.6 Assessment of Family Day Care Educators, Assistants and Persons Residing at Family Day Care Residences.
- f) Educator's residing in a rental property to provide a written permission from the landlord or agent allowing the operation family day care service – copy to remain on the educator's file

4.2 *Provide the potential FDC Educator with the following information*

- a) Overview of the FDC Service, including the minimum requirements to be successful

- b) Number of children approved to have at the service
- c) Possible income earning potential
- d) Available supports the FDC Service offers the FDC Educators to assist with their business operation.
- e) Information about meeting local government requirements
- f) If applicable, notify of the requirement to gain home owner permission on rented premises.
- g) overview of information the FDC Service will forward to the applicant, including home assessment documentation

5.0 ON RECEIPT OF THE SERVICE REGISTRATION APPLICATION AND AGREEMENT FORM (REFER TO APPENDIX 14) PRECIOUS STONES THE NOMINATED SUPERVISOR OR PERSON IN DAY TO DAY CHARGE WILL;

- 5.1 review the information to confirm if the applicant meets the FDC requirements, including though not limited to:
 - a) Read a person's current working with children check or Victorian Institute of Teaching (VIT) registration
 - b) Read and consider the person's current criminal history record check
 - c) Read and consider the current working with children check of any persons 18 years or older who reside at the residence. If there is any doubt over the persons child safely suitability the Service reserves the right to request and consider a current criminal history record check (within the last 6 months)
 - d) Check references and or past employees asking if they are aware on any Compliance action against the applicant or any circumstances that may result in the applicant not be a fit and prefer person.
 - e) Ensuring that Qualifications are Approved
- 5.2 consider educators history of compliance with the National Law and other relevant laws, any decision under the law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws) this relates to any findings of fraud or dishonest behaviours. Educators will not be registered if there are findings of non-compliance
- 5.3 Arrange for an interview at the applicants residence. Refer to Appendix 16 Interview Questionnaire
- 5.4 Require the applicant to attend initial training (induction) with the service to ensure compliance
- 5.5 If the applicant does not meet the FDC Service requirements, they will be advised via email.

- 5.6 The FDC Educator will be provided with the following compliance information during the interview and initial training
- a) Business, financial and taxation responsibilities;
 - b) Establishment costs including, but not limited to
 - i) Precious Stones FDC Service registration fee
 - ii) ongoing Service Fees to FDC Educators and parents
 - iii) National Police Clearance
 - iv) Working With Children Check
 - v) Assessment of overseas qualification costs
 - vi) First Aid and other training costs
 - vii) Local Government fees
 - viii) Medical Clearance
 - ix) Small business set up costs
 - x) Public Liability Insurance
 - xi) Child Car Restraints & Child Car Restraint check;
 - xii) Toys, equipment, resources and publications (Refer to supporting documentation);
 - xiii) Modifications to premises to meet service requirements;
 - c) Regulation requirement including
 - i) Service Statement of Philosophy
 - ii) Accessing the Policies and Procedures
 - iii) Fraud Awareness
 - iv) Health and Safety
 - v) Mandatory Reporting and Child Safe Standards responsibilities
 - vi) Risk management, daily checklists
 - vii) Interactions with children
 - viii) Communication with Families
 - ix) Code of Ethics
 - x) The Education and Care Services National Regulations and the Law and The National Quality Standards.
<https://www.education.vic.gov.au/childhood/providers/regulation/Pages/which.aspx>
 - d) Own family and household members – impact, responsibilities, ensuring a protective environment for the children is maintained;
 - e) Requirements for operating a FDC Service - written records, programming;
 - f) Requirement to complete a recognised and accredited food safe course;

6.0 INDUCTION AND ORIENTATION INFORMATION TO BE PROVIDED BY THE COORDINATION UNIT TO THE APPLICANT ONCE APPROVED BY THE SERVICE INCLUDING;

- a) Induction letter
- b) Overview of Family Day Care'

- c) Application process
- d) All qualification requirements
- e) Information about how to access to FDC Service policies and procedures, National Quality Framework and the ACECQA site
- f) Service Registration Application Form, to be returned to proceed with the application

6.2 THE FDC EDUCATOR WILL RECEIVE:

- a) Extensive orientation training of three months on commencement consisting of additional site visits and telephone support offering guidance, reassurance and mentoring.
- b) A minimum of four educational leader or family day care coordinator visits within the first two month, the 1st within the one week after registration as part of induction to discuss practices, policies, National Quality Framework and administration requirements of federal funding and accountability – to be documented and remain on the educators file (copy to be provided to educator)

7.0 EDUCATORS MUST:

- 7.1 Fully complete a written application to the Family Day Care Service
- 7.2 participate in an interview with the approved provider or nominated person (coordinator, educational leader)
- 7.3 provide requested documentation
- 7.4 Attend and meet all induction requirements and maintain ongoing compliance
- 7.5 Notify the Service immediately if there is any change in the fitness or suitable of either:
 - a) themselves,
 - b) persons over 18 years of age and residing at the residence, or
 - c) changes to the residence including new person over the age of 18 years residing

SOURCE:

Australian Children’s Education & Care Quality Authority
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)
 ECA Code of Ethics.
 Guide to the National Quality Standard.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

REGISTRATION OF FAMILY DAY CARE EDUCATOR ASSISTANTS POLICY 9.5 (QA7)

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
165, 167, 170, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
84, 119, 124, 136, 144, 154, 163, 169	
NATIONAL QUALITY AREA AND STANDARD	
7	7.1.2
RELATED POLICIES	
Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy	
Educational Program Policy	
Registrations of Family Day Care Educators Policy	
Keeping a Register of Family Day Care Educators Policy	
Monitoring and Supervision of Family Day Care Educators and Educator Assistants Policy	
Provision of Information Assistance Training to Family Day Care Educators Policy	
Visitors to the Family Day care Residences Policy	

PURPOSE

A family day care educator assistant must be approved and engaged by or registered by the approved provider and meet all relevant requirements of the National Law and National Regulations. The Family Day Care (FDC) Service aims to construct and maintain a constructive and professional approach through the provision of adequate supervision, operational inductions and orientation procedures for Educator's assistants.

SCOPE

This policy applies to the Approved Provider, nominated supervisor, coordinator, educators, educator assistants, children, families and visitors of the Family Day Care Service.

IMPLEMENTATION

A family day care educator assistant may be engaged by or registered by the service, to assist family day care educators in providing education and care to children.

1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR WILL ENSURE THAT:

- 1.1 There is a clear registration process when engaging Educators Assistants. Refer to Appendix 25 Educator Assistant Induction Checklist.
 - 1.2 Educators assistants are provided with information about the service including requirements
 - 1.3 A register of Educators Assistants is maintained to ensure compliance with legislation
 - 1.4 All Educator Assistants are provided with comprehensive training to ensure clear and concise understanding about their role and responsibilities at the service
 - 1.5 Educators Assistants have been deemed a fit and proper person to be in the company of children
 - 1.6 Educators Assistants have knowledge Child Protection and understand the Reportable Conduct Scheme
 - 1.7 Educators Assistants are a minimum of 18 years of age
 - 1.8 Educators Assistants have a current ACECQA approved first aid qualification, anaphylaxis management, and emergency asthma management training.
 - 1.9 Educators Assistants have been provided with the services policies and procedures in order to maintain compliance and quality standards especially in relationship to the code of conduct, Behavioural management, adequate supervision, transportation of children, excursions and emergency procedures and first aid.
 - 1.10 Educators Assistants have completed all required paperwork, including personal details, qualifications and working with children check
 - 1.11 Educators Assistants are provided with an overview of the service
 - 1.12 The approved provider of the FDC Service approve a person to assist a FDC Educator in providing education and care to children as part of a FDC Service in the circumstances set out in National Regulations.
 - 1.13 An approved provider must not approve an educator assistant unless the FDC Educator provides the written consent of the parent/guardian of each child being educated and cared for by the educator to the use of the assistant in the circumstances set out in National Regulations.
- 2.0 THE FAMILY DAY CARE SERVICE WILL MAINTAIN A REGISTER OF FAMILY DAY CARE EDUCATOR ASSISTANTS APPROVED BY THE SERVICE CLEARLY RECORDING**
- 2.1 full name, address and date of birth of the approved FDC educator they will be assisting
 - 2.2 full name, address and date of birth of the educator assistant
 - 2.3 statement included about family day care service being a venue or a residence
 - 2.4 a record of the identifying number of the Working with Children Check and date that the check was sighted by the approved provider
- 3.0 AS SET OUT IN NATIONAL REGULATIONS THE APPROVED FDC EDUCATOR ASSISTANT MAY ASSIST THE FDC EDUCATOR BY:**

- 3.1 In the absence of the FDC Educator, transporting a child between the FDC residence or approved FDC venue and—
 - a) A school
 - b) Another education and care service or children’s service
 - c) The child’s home
- 3.2 Providing education and care to a child, in the absence of the FDC Educator, in emergency situations, including when the educator requires urgent medical care or treatment
- 3.3 Providing education and care to a child, in the absence of the FDC Educator to attend an appointment (other than a regular appointment), if—
 - a) The absence is for less than 4 hours, and
 - b) The approved provider of the FDC Service has approved that absence; and
 - c) Notice of that absence has been given to the parents of the child
- 3.4 Providing assistance to the FDC Educator while the FDC Educator is educating and caring for children as part of a FDC Service.

SOURCE:

Australian Children’s Education & Care Quality Authority.
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)
 Guide to the National Quality Standard.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

ASSESSMENT OF FAMILY DAY CARE EDUCATORS, ASSISTANTS AND PERSONS RESIDING AT FAMILY DAY CARE RESIDENCES POLICY 9.6 (QA7)

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
3(2)(a), 164, 164(A), 167, 169, 170, 171, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
84, 119, 124, 127, 136, 143, 153, 163, 168, 169	
NATIONAL QUALITY AREA AND STANDARD	
7	7.1.2
RELATED POLICIES	
Assessment Approval and Re-assessment of Approved FDC Residences and Venue Policy Educational Program Policy Registrations of Family Day Care Educators Policy Registrations of Family Day Care Educators Assistants Policy Keeping a Register of Family Day Care Educators Policy Monitoring and Supervision of Family Day Care Educators and Educator Assistants Policy Provision of Information, Assistance and Training to Family Day Care Educators Policy Visitors to the Family Day care Residences Policy Providing a child safe environment policy	

PURPOSE

The Family Day Care (FDC) Service aims to ensure the safety, welfare and wellbeing of children is maintained through conducting comprehensive initial and ongoing risk assessments and management of FDC Educators and persons residing at the FDC residence.

SCOPE

This policy applies to Approved Provider, Nominated Supervisor, Coordinator, Educators and Educator Assistants of the Family Day Care Service.

IMPLEMENTATION

1.0 APPROVED PROVIDER OR THE NOMINATED SUPERVISOR IS RESPONSIBLE FOR:

- 1.1 Assessing the suitability of educators, educator assistants and persons residing at the family day care home upon registration (prior to children's commencement) and annually (within 4 weeks of anniversary date) to determine fit and proper in accordance with Education and Care Services National Regulations 2011 r.163 including a police check no more than 6 months old from the time of the annual review

- 1.2 Consider educator, educator assistant and residents over the age of 18 years, history of compliance with the National Law and other relevant laws (any decision under the law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person) findings may require the development and implementation of a risk management plan or the educator may not be approved to operate an education and care service whilst the risk remains
- 1.3 Ensuring the educator has or is actively working toward a minimum Certificate III level in Early Childhood Education and Care recognised qualification, checking qualifications and certifications meet the ACECQA approved qualifications list
- 1.4 Ensuring the educator and educator assistant is at least 18 years of age
- 1.5 Ensuring the educator and educator assistant hold a current, recognised first aid certificate, anaphylaxis and asthma training
- 1.6 Ensuring the educator, educator assistant, residents over 18 years hold a current working with children screening with Precious Stones FDC Service details listed as an employee or associated , organisation and current national police check, and sign the code of conduct agreement in accordance to Policy 9.4 Registration of Family Day care Educators, Policy 9.4 Registration of Family Day Care Educator assistants and Policy 8.2 Code of Conduct
- 1.7 Ensuring the Service conducts working with children status checks via the status checkers bi-annually for all educators, educator assistants and residents over 18 years.
- 1.8 Ensuring educators hold current insurance of Public Liability – minimum \$10 million, obtaining a copy of certificates of currency of insurances to remain on the educator's file
- 1.9 Creating a database of expiry dates of Public Liability insurance certificates of currency for the management and leadership team to access and monitor
- 1.10 Implement the induction program to educators and educator assistants over a three month period ensuring the educator and educator assistant is displaying knowledge and commitment to the National Quality Framework, statement of philosophy and policies and procedures
- 1.11 In accordance with Policy 9.8 Keeping a Register of family day care educators; educators, educator assistants, coordinators and residents will be included in The Register in accordance with Education and Care Services National Regulations 2011 r.153
- 1.12 Ensuring educational leader/family day care coordinator visit each educator's home within one week of registration and at least 4 times within the first two month (number of support visits to be determined based on experience level and support needs of an educator) for support and monitoring
- 1.13 Consider induction outcomes when determining ongoing suitability, repeat induction if necessary or terminate the educator and/or educator assistants contract if not suitable to deliver an education and care program in accordance with the National Quality Framework and policies and procedures

- 1.14 Ensure educators are provided with information of The Family Assistance Legislation prior to commencing and during the induction program
- 1.15 Complete induction checklist, to remain on educator's file (copy to be provided to educator)
- 1.16 Ensuring educators are informed of their obligation to notify the approved provider within 24 hours if any person aged over 18 years of age (includes those turning 18 years or visits on their 7th day residing at the residence) is residing in the family day care home are determined 'Fit and Proper' in accordance with the Education and Care Services National Regulations 2011 r.163.
- 1.17 Take reasonable steps to ensure that each educator and educator assistant maintain adequate knowledge and understanding of the provision of education and care to children through regular training (3 per year), including but not limited to Child Safety Standards and Child Protection Legislation, developing educational programs etc.
- 1.18 Implementing the grievance procedure or taking disciplinary action in the event of a breach to the Code of conduct policy or policies related to children's health and safety and Family Assistance Law.
- 1.19 Providing an annual information session for residents (over 18 years) 'Residing in a Home That Is an Approved Education and Care Service – a 2 hour information session
- 1.20 Re-allocating children elsewhere within the service if a person or persons residing at the family day care residence, over 18 years of age does NOT meet or continue to meet the fit and proper (initial assessment or reassessment) in accordance to Policy 4.1 Child protection policy.
- 1.21 Educators and educator assistants found to be no longer fit and proper will NOT be approved to carry out the care and education of children in accordance to Policy 4.1 Child protection policy.
- 1.22 Ensuring educators are aware of their ongoing responsibilities under The Family Assistance Legislation by holding a minimum of 2 information sessions per year in relation to Child Care Subsidy in accordance with Policy 9.4 Registration of family day care educators.
- 1.23 Educators found to have repeated 'false, misleading or incorrect claims' in the year leading into reassessment will be considered high risk and a risk management plan will be developed and implemented (may include increased monitoring, coordinator completing claim forms, grievance procedure being implemented and documented on educators file or; termination of contract)

2.0 EDUCATORS ARE RESPONSIBLE FOR:

- 2.1 Holding current insurance of Public Liability – minimum \$10 million and displaying certificate of currency whilst operating the education and care program
- 2.2 Attending information sessions in relation to Family Assistance Legislation annually
- 2.3 Complete a written application to the Family Day Care Service and provide requested documentation
- 2.4 Completing documentation for claims for Child Care Subsidy accurately In accordance with Policy 7.0 Payment of fees policy and Policy 9.11 Detecting and Preventing Fraud.

- 2.5 Advising the approved provider of any persons aged over 18 years that are currently (or commenced – including turning 18 years of age) residing at the family day care residence
- 2.6 Ensuring residents over 18 years of age to hold a current working with children screening and National Police Check, notify the approved provider immediately if a person residing at the home or venue or educator assistant no longer meets the fit and proper determination
- 2.7 Ensuring that the Working with Children Checks for themselves, their educator assistants and all residents over 18 years of age are updated with Precious Stones FDC Service details.

3.0 EDUCATORS AND EDUCATOR ASSISTANTS ARE RESPONSIBLE FOR:

- 3.1 Actively working towards or hold a minimum Certificate III in Early Childhood Education and Care (must provide evidence monthly of activity toward gaining qualification)
- 3.2 Maintaining current certifications including First Aid, Asthma, Anaphylaxis, Child Safety and Child Protection awareness and Food safety
- 3.3 Maintain a current working with children screening and National Police Check
- 3.4 Notify the Service immediately if there is any change in the fitness or suitability of either:
 - a) themselves,
 - b) persons over 18 years of age and residing at the residence, or
 - c) changes to the residence including new person over the age of 18 years residing
 - d) change in fitness and propriety of any persons

4.0 RESIDENTS OVER THE AGE OF 18 YEARS ARE RESPONSIBLE FOR:

- 4.1 Maintain a current working with children screening and National Police Check
- 4.2 Attending an information session 'Residing In A Home that is approved for education and care annually
- 4.3 Follow the directions of the educator or educator assistant whilst present during the delivery of the education and care program.

SOURCE:

National Law and the Education and Care Services National Regulations (2020), Sydney: Australian Children's Education & Care Quality Authority, Guide to the National Quality Standard. (2012). Australian Children's Education & Care Quality Authority.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

ASSESSMENT, APPROVAL & RE-ASSESSMENT OF APPROVED FAMILY DAY CARE RESIDENCES AND/OR VENUES POLICY

9.7 (QA7)

The approved provider of a family day care (FDC) service must conduct an assessment (including a risk assessment) of each approved family day care residence and venue before education and care is provided to children at the residence or venue and at least annually to ensure the health, safety and wellbeing of children.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
164, 167, 168, 172, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
26, 63, 75, 97, 103-106, 109, 110, 116, 116(2), 117, 163, 168, 169, 274	
NATIONAL QUALITY AREA AND STANDARD	
3	3.1.1, 3.1.2, 3.2.1
7	7.1.2
RELATED POLICIES	
Child Protection Policy Record Keeping Policy Keeping a Register of Family Day Care Educators Privacy and Confidentiality Policy Staffing Arrangements Policy Code of conduct policy Registration of family day care educators Policy Registration of family day care educator assistants' policy Interactions with children, Families and Staff Policy Monitoring and supervising educators and educator assistants' policy The Provision of Information, Assistance and Training to family Day Care Educators Policy	

PURPOSE

We aim to ensure the FDC residence and/or venue protects children's health, safety and wellbeing.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service.

IMPLEMENTATION

1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR OF THE FDC SERVICE MUST:

1.1 In regards to the FDC Residence or Approved Venue:

- a) Follow all ASSESSMENT, APPROVAL & RE-ASSESSMENT OF APPROVED FAMILY DAY CARE RESIDENCES AND/OR VENUES PROCEDURE
- b) Ensure a FDC venue has been approved by *the Regulatory Authority*
- c) Ensure the Coordinating Unit conduct an assessment and re-assessments (including a risk assessment) of each residence and approved family day care venue of the service, ensuring children are provided with a safe, secure education and care environment that poses minimal risks.
- d) The initial safety and risk assessment will consider matters relating to the following Regulations in regards to the
 - i) r.103 Premises, furniture and equipment to be safe, clean and in good repair
 - ii) r.104 Fencing
 - iii) r.105 Sufficient Furniture, materials and equipment
 - iv) r.106 Laundry and hygiene facilities including nappy change arrangements according to the number, ages and abilities of children attending, or likely to attend
 - v) r.109 Toilet and hygiene facilities
 - vi) r.110 Ventilation and natural light
 - vii) r116 Suitability according to the number, ages and abilities of children attending, or likely to attend
 - viii) r116 Water hazards including water features, swimming pools or spas at or near the residence
 - ix) r116 Risk posed by any animals/pets, including wild life
 - x) r. 117 Glass

1.2 Refer to Appendix 2 FDC Residence Risk Assessment form

- a) Ensure children being cared for and educated are exposed to a clean well ventilated environment, that has sufficient equipment (toys, activities, art and craft etc), space and safety measures allowing for children to move freely and independently throughout the approved home or venue whilst maintaining their own hygiene needs where appropriate and respect to their individual needs for rest, sleep and privacy.
- b) Ensure the premises is maintained in accordance with regulations and standards:
 - i) Ensure FDC Educators monitor the suitability and safety of the education and care environment by completing regular safety checklists ensuring a safe environment that meets all regulatory standards.
 - ii) Conduct a comprehensive assessment on each premises including a risk assessment at least one a year.
- c) Ensure the Service has been informed of any proposed renovations and/or changes to the residence or venue though effective FDC Educator training, supervision and service communications.

1.3 Persons Residing at the FDC Residence

- a) Undertake a fit and proper assessment of FDC Educators and educator assistants and adults (persons 18 year of age or older) residing at FDC residence.

1.4 Records

- a) Maintain a record of assessments undertaken of each FDC residence and approved venue.

SOURCE:

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)(2017). Sydney: Australian Children's Education & Care Quality Authority.

Guide to the National Quality Standard. (2018). Australian Children's Education & Care Quality Authority.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

2.0

ASSESSMENT, APPROVAL & RE-ASSESSMENT OF APPROVED FAMILY DAY CARE RESIDENCES AND/OR VENUES PROCEDURE

This procedure is to be followed to ensure the safety, welfare and wellbeing of children and their surrounding environment.

APPROVALS AND ON GOING COMPLIANCE

THE APPROVED PROVIDER AND NOMINATE SUPERVISOR MUST ENSURE THAT

- 1.0 The initial assessment and re-assessments will be used to assess and manage risk whilst providing education and care for children via the use of
 - 1.1 A risk matrix
 - 1.2 Educator Risk Management Plans.
- 2.0 An applying residence or venue with identified unacceptable risks in accordance with the safety matrix will not be accepted into the service. The approved provider holds the right to refuse home approval if more than 3 moderate risks are identified.
- 3.0 Residence or venue with identified low to moderate risks in accordance with the safety matrix will not be accepted into the service and not be approved for the care and education of children until;
 - 2.1 A risk identification and risk management plan is developed in conjunction with the approved provider, and/or
 - 2.2 Any required changes have been made
 - 2.3 Dependant on moderate risks educators may be allocated smaller groups of children, children with developmental capabilities ie. Walking or older children.
 - 2.4 Educators with risk management plans will attract a minimum of 6 unannounced site visits annually two of the visits will be conducted by the approved provider, nominated supervisor or Lead Coordinator
 - 2.5 Repeated breaches to established risk management plans will result in the residence or venue approval being revoked
- 3.0 NON-COMPLIANCE
 - 3.1 Non-compliances at annual review or of risk management plans are to be rectified:
 - a) High risk – 24 hours
 - b) Moderate risk – 48 hours
 - c) Low risk – 7 days
 - 3.2 NO EDUCATION OR CARE MUST TAKE PLACE if a high risk has been identified until the issue has been rectified and the residence/venue has been re-assessment and approved by the Service
 - 3.3 All High-Moderate Risks identified via either a re-assessment or during the coordinators home-visits and monitoring, or via any other method will result in an Educator Risk Management Plan

- 3.4 Continual non-compliances relating to the assessments and safety checks (repeated or 3 per annum) will result in permanent loss of home approval

ASSESSMENT SAFETY MATRIX

- 1.0 Unacceptable risks will include (but not limited to):
 - 1.1 Existing water safety hazards, including water features, spa and swimming pools at or near the residence and/or venue in accordance with Policy 4.4 Water Safety
 - 1.2 A yard with no or incomplete fencing
 - 1.3 Door and gates that do not latch
 - 1.4 Renovations or works underway at the residence that has not been reported to the Service and has no risk-assessment plan in place
 - 1.5 A recognised dangerous breed of dog without a secure dog friendly location for the dog to be placed (dog run) whilst children are in attendance (consideration of other animals ie snakes, ferrets)
 - 1.6 A home where the physical layout may impede appropriate supervision of children (bedrooms/sleep area located too far away from activity/play/outdoor area)
- 2.0 Moderate to low risks may include:
 - 2.1 Glass door and windows (locations 0.75 or less – requires safety glass or anti-shatter treatment or a barrier preventing a child from striking or falling against the glass) will require rectification before the home can be approved
 - 2.2 Accessibility to bathroom - how can children access bathroom facilities whilst educator remains adequate supervision for all children. This may require the development of a management plan, modifications to home (if possible)
 - 2.3 Physical layout to allow children to move freely through the approved home, remain under the supervision of the educator or educator assistant and choose rest or sleep
 - 2.4 Not adequate openings for natural light and for a visual awareness of the outside environment. In the absence of sufficient natural light interior lighting must provide good lighting for children playing at floor or table level.
 - 2.5 No adequate ventilation. There must be adequate ventilation in every room in the residence or venue that is used by children. Good ventilation is particularly important for sleep rooms, nappy change areas and bathrooms and rooms. The objective is to safeguard people from illness or loss of amenity due to lack of fresh air.
 - 2.6 Physical layout impedes adequate of supervision of sleeping babies and children
 - 2.7 Animals – consideration to breeds, age and temperaments and children’s accessibility to animals
 - 2.8 Firearms –consideration to the firearms licence, are firearms and ammunition are securely stored separately from each other, are firearms and ammunition are inaccessible to children and is not used in the presence of children.

- 2.9 The likelihood of a successful evacuation based on the number, ages and abilities of children likely to attend (eg. all non-walkers may not be allocated to a person in high rise accommodation)
- 2.10 The environment for the child, including: Nappy changing arrangements - Considerations around if children in nappies are to be accommodated how this will take place in relation to:
 - a) Age, social and emotional development of child
 - b) Ability of child
 - c) Privacy and modesty of the child
 - d) Supervision of the individual child and other children
 - e) Ability of educator to cater for older or larger children requiring nappy changing facilities
- 2.11 Number, age and abilities of individual children attending or expected to attend the service.
- 2.12 All glazed areas of the residence or venue complies current regulations

THE COORDINATION UNIT MUST

1.0 INITIAL: ASSESSMENT

CONDUCT THE INITIAL SAFETY AND RISK ASSESSMENT OF THE RESIDENCE AND/OR VENUE

- a) before the commencement of education and care and ensuring no care starts prior to the residence being approved by the Nominated Supervisor
- b) In person, under no circumstances will an assessment or reassessment be conducted remotely (ie via zoom or the like)
- c) Record the assessment of the environment against the requirements on the Service's Residence Risk Assessment form.
- d) Follow-up all identified non-compliance items under the guidance of the Nominated Supervisor
- e) On completion, the assessment form will be included with all relevant documents relating to the registration and submitted to the Nominated Supervisor for final approval.
- f) Store initial assessment and registration documents within the Educators File

2.0 RE-ASSESSMENT

CONDUCT THE SAFETY AND RISK RE-ASSESSMENTS OF THE RESIDENCE AND/OR VENUE

- a) at least once a year
- b) In person, under no circumstances will an assessment or reassessment be conducted remotely (ie via zoom or the like)

- c) Rate and Notify the Nominated Supervisor of re-assessment non-compliance issues using the Services ASSESSMENT SAFETY MATRIX and ensure issues are rectified within timeframes outlined below
- d) Store initial assessment and latest re-assessment within the Educators File, re-assessments in-between may be archived. All and/or any non-rectifications/non compliances will be recorded on the educator's file

3.0 EDUCATORS MUST

- 3.1 Maintain a safe physical environment suitable for the care and education of children within the Service
- 3.2 Fixed all risks identified by the Service within the timeframes provided by the Coordination Unit and provide any document or evidence requested
- 3.3 Follow all risk management strategies and time frames within this policy, Risk assessments, Educators Risk Management Plans
- 3.4 NOTE: Rectifications not adhered to in allocated time frames may result in home approval being revoked or cancelled (children will be allotted to another educator).

KEEPING A REGISTER OF FAMILY DAY CARE EDUCATORS POLICY 9.8 (QA7)

KEEPING A REGISTER OF FAMILY DAY CARE EDUCATORS POLICY STATEMENT

Maintaining a register allows a family day care service to access information of educator’s and educator assistant’s including their credentials, resident’s in the home etc. The more comprehensive the register, the better an approved provider can access what is required and monitor educators and educator assistants. The register must include the information as the Education and Care National Regulations per r.153.

At Precious Stones Family Day Care (FDC), we are committed to ensuring educators and assistants are compliant in accordance with the Education and Care National Quality Framework and Family Assistance Legislation.

We achieve this by ensuring educators are fully inducted into the service in accordance with Policy 9.4 Registration of family day care educators and Policy 9.5 Engagement or registration of family day care educator assistants.

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
163, 164, 165, 169, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
10, 30, 153, 163-167, 169	
NATIONAL QUALITY AREA AND STANDARD	
7	7.1.2,
RELATED POLICIES	
Registration of Family Day Care Educators Policy Registration of Family Day Care Educator Assistance Policy Assessment of family day care educator and persons residing at the residence Policy Staffing Arrangement Policy Record Keeping Policy Privacy and Confidentiality Policy	

PURPOSE

To create and maintain a register of family day care educators and assistants in accordance with regulation 153 of the Education and Care Services National Regulations.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service.

IMPLEMENTATION

- 1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR:
 - 1.1 Establishing, recording, updating and maintaining a register of family day care educators, coordinators and educator assistants including information in accordance with the Education and Care Services National Regulations 2011 r.153 (1) Refer to Appendix 13 Register of FDC Educators, Co-ordinators and Educator Assistants
 - 1.2 Ensuring the register is kept secure at the primary FDC office and accessible to the service's approved provider, nominated supervisor, coordinator and educational leader
 - 1.3 Store records for up to 3 years after the educator, educator assistant or coordinator has ceased at the service
 - 1.4 Provide the register to the regulatory authority within 24 hours upon request

THE REGISTER OF FDC EDUCATORS WILL BE MAINTAINED BY THE NOMINATED SUPERVISOR AND INCLUDE THE FOLLOWING INFORMATION

- 2.0 For all Educators:
 - 2.1 The full name, address and Date of birth (minimum of 18 years of age)
 - 2.2 Contact details
 - 2.3 The address of the residence or approved FDC venue where the Educator will be providing education and care to children as part of the service.
 - 2.4 The date the FDC Educator was engaged by or registered with the FDC Service
 - 2.5 The date the FDC Educator ceased to be engaged by or registered with the service for the period of three years following that date
 - 2.6 The days and hours when the FDC Educator will usually be providing education and care to children as part of the service
 - 2.7 If the FDC Educators is an approved provider, the number of the provider approval and the date the approval was granted
 - 2.8 Evidence of any relevant qualifications held by the FDC Educator, or if applicable that the FDC Educator is actively working towards that qualification as provided under regulation 10.
 - 2.9 Evidence that the FDC Educator has completed; current approved first aid training, current approved anaphylaxis management training and current approved emergency asthma management training.
 - 2.10 Evidence of any other training completed by the FDC Educator.

- 2.11 A record of the identifying number and expiry date of the Working with Children Check or a current teachers registration, and;
- a) The date that the check or registration was read by the approved provider or nominated supervisor of the service.
- 2.12 If the education and care is provided in a residence;
- a) The full names and dates of birth of all persons aged 18 years and over who normally reside at the FDC residence, and the identifying number of the current working with children check, current working with children card, or criminal history record check or current teacher registration for each of these person.
 - b) The date that the check or registration was sighted and read by the approved provider or nominated supervisor of the service.
 - c) The full names and dates of birth of all children aged under 18 years who normally reside at the FDC residence.
- 3.0 For each child educated and cared for by the FDC Educator as part of the FDC Service;
- 3.1 The child's name and date of birth and the days and hours that the Educator usually provides education and care to that child.
- 4.0 FDC EDUCATOR ASSISTANTS AND FDC CO-ORDINATORS
- 4.1 The register of FDC Educators must also include information about each:
- a) FDC educator assistant engaged by or registered with the service
 - b) FDC Co-ordinator employed or engaged by the service
- 4.2 The following information must be recorded
- a) the identifying number and expiry date of a current working with children check or registration with the Victorian Institute of Teaching; and
 - b) for each FDC co-ordinator and FDC educator assistant, the date it was sighted and read by the approved provider or nominated supervisor
 - c) evidence that each educator is receiving adequate monitoring and support from a FDC Co-ordinator, such as evidence of dates and times of contacts, phone calls and visits; and details of any correspondence or written materials provided.
 - d) the date the Co-ordinator or FDC educator assistant was employed or engaged by, or registered with the service and, if applicable, the date they ceased to be employed or engaged by, or registered with the service

- e) if the co-ordinator will be providing education and care to children, evidence that they have completed current approved first aid, anaphylaxis and emergency asthma management training

SOURCE:

Australian Children's Education & Care Quality Authority.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)

Guide to the National Quality Standard.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

MONITORING AND SUPERVISION OF FDC EDUCATORS AND ASSISTANTS POLICY 9.9 (QA7)

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
163, 164, 167, 175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
30, 163, 164, 168, 169, 180	
NATIONAL QUALITY AREA AND STANDARD	
1	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2
2	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
3	3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3
4	4.2.1, 4.2.2
5	5.1.1, 5.1.2, 5.2.1, 5.2.2
6	6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2
7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3
RELATED POLICIES	
All family day care service policies	

PURPOSE

The Family Day Care (FDC) Service aims to maintain quality education and care to children and families and improving practices with the service. This will be achieved through effectively supporting and monitoring family day care educators and educator assistants ensuring compliance with National Regulations and Law and upholding children's health and safety at all times.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, Educators, Educator Assistants, children, families and visitors of the Family Day Care Service.

IMPLEMENTATION

1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR

- 1.1 Ensuring policies and procedures are circulation and policies are reflected upon in all aspects of providing training, supports and mentoring in accordance with Policy 9.10 The provision of information, training and assistance.
- 1.2 Ensuring sufficient persons are appointed as family day care co-ordinators to monitor and support the family day care educators engaged by or registered with the service maintaining the ratio of 1 full time coordinator to 15 Educators

- 1.3 Ensuring each family day care educator is adequately monitored and supported by a family day care co-ordinator
- 1.4 Supporting all FDC Educators and educators' assistants including those residing in remote locations, offering advice and assistance at all times education and care is being provided.
NOTE:
- 1.5 Ensuing Remote Educators will only be registered and approved by the Service if the Service is confident that adequate monitoring and support can be provided. All remote educators are to have a risk management plan outlining how support and monitoring needs will be met.
- 1.6 Ensuring Coordinators hold a minimum Diploma of Early Childhood Education and Care and have the skills to ensure compliance across the service and there is at least one coordinator for every 15 educators
- 1.7 Ensuring Educational Leaders are suitably experienced in the development and delivery of educational programs for children during induction and ongoing program delivery; and maintain records

2.0 THE COORDINATION UNIT WILL:

- 2.1 Ensure the evidence of monitoring, support and supervision of fdc educators and assistants is:
 - a) recorded on the Educators file
 - b) that this record of the services compliance with the National Law and regulations is readily available for the regulatory authority to sight
- 2.2 Implementing and supporting electronic communication measures such as facebook and email to engage and communicate with educators including remotely located educators
- 2.3 Providing an induction period of three months will consist of additional site visits and telephone support offering guidance, reassurance and mentoring
The purpose of the induction period is to:
 - a) Support educators understanding in and skills in both providing education and care for children and administering claims in relation to government funding ensuring legal compliance.
 - b) Determine the suitability of the educator in both providing education and care for children and administering claims in relation to government funding
 - c) Consider induction outcomes when determining ongoing suitability, repeat induction if necessary or terminate the educator and/or educator assistants contract if not suitable to deliver an education and care program in accordance with the National Quality Framework and policies and procedures

The induction will include.(See Appendix 28 Educator induction checklist)

- d) In house training
- e) A minimum of 4 training based home assessment visits to be completed within the first 8 weeks, 1 within the first week of providing care.

- f) A minimum of 1 standard home assessment visit during the 3rd month
 - g) Regular support via phone and zoom
- 2.4 Monitoring and supervising all FDC educators and educator assistants to ensure ongoing compliance will be through a range of documented home visits (announced, unannounced and planned reviews), phone contacts, emails, text messages and training sessions.
- 2.5 Requiring ongoing evidence (minimum every 6 months) of educator's progress, in writing, if working towards gaining Certificate III in Early Childhood Education and Care to be signed by the Registered Training Provider and to remain on the staff record and support the Educator in completing their qualification through mentoring and assistance.
- 2.6 Regular Home assessment visits must relate to the Education and Care Services National Act 2010 and Regulations 2011, Education and Care Services National Quality Standards and the Approved Learning Frameworks.
- 2.7 Ensure FDC Educators operate in accordance with any risk management plan in accordance with Policy 7.9 Assessment, approval and re-assessment of approved family day care residences and approved venues.
- 2.8 Providing current telephone contact details of approved provider, educational leader/coordinators, and educator upon enrolment, returning call, if missed, as a priority, as soon as practicable – be available whilst children are registered to be in care
- 2.9 Providing a monitored email address for; the approved provider; educational leader/coordinators; and/or educator - emails will be responded to within 48 hours of receipt
- 2.10 Ensuring a Responsible Person is available to provide assistance, advice and support to Family Day Care (FDC) Educators and Educator Assistants at all times the FDC Service operates, includes;
- a) After Hours Support is available for Educators through the Responsible Person in charge or the Approved Provider as per the contact details in the Emergency Contact Details List provided by the Coordination Unit.
 - b) During Office Hours Support: FDC Educators and Educator Assistances can contact the Co-ordinators mobile numbers, the office phone number or a Responsible Person in charge.

3.0 HOME ASSESSMENT VISITS

- 3.1 Educational leader/family day care coordinator visits to each educator's home including remote educators every 4-6 weeks. The frequency will more often for educators on a current Risk Managements Plan.
- 3.2 Within one week of first providing care and education of a child enrolled within the Service and at least 4 times within the first two month (induction) to discuss practices, policies, National Quality Framework and administration requirements of federal funding and accountability – to be documented and remain on the educators file (copy to be provided to educator)

- 3.3 Monthly (4-6 weekly) on going to monitor practices and to support and guide improvements
- 3.4 Home visits will
- a) Take place only when a FDC Educator is working.
 - b) Be of a reasonable duration, not less than one hour and not more than three hours (unless required under exceptional circumstances)
- 3.5 Spot zoom visits will be:
- a) Unannounced spot checks
 - b) Used to confirm children's attendances and ensure compliance to the Family Law
 - c) Are part of the Services noncompliance risk management plans See clause NON COMPLIANCE RISK MANAGEMENT PLANS within this policy
- 3.6 FDC Educators may be observed at any time during the hours recorded on FDC Educator records as being available to providing education and care to children as part of the service including;
- a) Excursions and transportation
 - b) When they have no children in care but educator is available to provide education and care.
- 3.7 Coordinators/Coordination Team will:
- a) Visit each FDC Educators residence regularly and at varied timings to enable observations of all children in care and to ensure adequate monitoring of the care environment.
 - b) Complete documentation of the visit. This will be confirmed and signed by the FDC Educator and a copy returned if requested. The documentation is kept on the Educators file
 - c) Discuss and record progress of quality improvement plans during support visits to FDC Educators and assistants.
 - d) Support FDC Educators to manage the care of their own family members without compromising care and education of enrolled children.
 - e) Work alongside FDC Educators and Educator Assistants to determine their own professional development needs and support them to receive that training.
- 3.8 A FDC Educator cannot refuse entry of an Authorised Officer conducting a visit under the Education and Care Services National Regulations 2011 whilst education and care is being provided.
- 3.9 Educators with risk management plans will attract a minimum of 6 unannounced visits annually two of the visits will be conducted by the approved provider or nominated supervisor in

accordance with Policy 9.7 Assessment, approval and re-assessment of approved family day care residences and approved venues.

4.0 THE PROGRAMME,

- 4.1 Maintaining an up to date educational program displayed at the service including at each FDC residence or approved venue that is accessible to families on request.
- 4.2 Ensuring the educational program is delivered in accordance with an approved learning framework
- 4.3 Provide all FDC Educators with access to a resource library and support in accessing suitable toys and resources appropriated for the age and interests of the children being educated and cared for.
- 4.4 Monitoring and supporting the developmental needs, interest and experiences of each individual child at the service
- 4.5 Monitoring the program documentation used by the FDC Educator to assess children's learning and progress in order to meet the requirements outlined in the Regulations and Standards and ensure it is in a format that can be shared with parents.
- 4.6 Supporting FDC Educators and educators assistants to ensure families requests are adhered too including
 - a) The content and operation of the educational program as it relates to their child.
 - b) Information about that child's participation in the program.
 - c) A copy of assessments or evaluations in relation to that child.
- 4.7 Supervise, monitor and support the FDC Educators and educators assistance interactions and practices to ensure they are positive, ethical and respectful and risks to children are minimised.
- 4.8 That all documentation and assessments of child's development are delivered to the FDC Service if an FDC Educator ceases registration with Precious Stones FDC Service.

5.0 EDUCATOR'S QUALIFICATIONS AND FITNESS DOCUMENTATION

- 5.1 Supporting and monitoring educators who are actively working towards their early childhood qualifications, working in accordance with training requirements.
- 5.2 Requiring ongoing evidence (minimum every 3 months) of educator's progress, in writing, if working towards gaining Certificate III in Early Childhood Education and Care to be signed by the Registered Training Provider and to remain on the staff record and support the Educator in completing their qualification through mentoring and assistance.
- 5.3 Collaborating with FDC Educators to discuss and reflect on individual children and families

- 5.4 Providing Educators and Educators Assistance with appropriate professional development training to enhance skills and knowledge in early childhood, which will be recorded.
- 5.5 Maintaining the FDC Educators fitness documents and ensuring they are current at all times.
- 5.6 Reserving the right to request extra documentation and/or medical certificates at any time the FDC Service becomes aware that the FDC Educator, FDC Educator's family or Educator Assistant may not be acting in the best interests of the children in care or is no longer "fit and proper" to be in the company of young children

6.0 PHYSICAL ENVIRONMENT

- 6.1 Supporting and monitoring the FDC Educator in providing a safe, clean and appropriate physical environment including a rich and culturally diverse range of equipment and resources that promote children's learning and development.
- 6.2 Supporting FDC Educators in conducting risk assessments plans to ensure a safe environment for children
- 6.3 Monitoring any modifications required to the environment to ensure compliance
- 6.4 Ensuring FDC Educators notify the FDC Service and relevant authorities in writing prior to commencement of modifications; monitor any modifications and/or intention to modify the environment to ensure compliance in accordance with Policy 9.8 assessment, approval and re-assessment of approved family day care residences.

7.0 SUPERVISION OF RECORD KEEPING

- 7.1 FDC Educators and Educator Assistants will be monitored and supported to understand the requirement for all records to be maintained and are stored appropriately to ensure confidentiality in accordance with Legislative requirements,
- 7.2 The FDC Service will monitor and support practices to ensure that all family and children's information is communicated in a professional and confidential manner whether the information is written, discussed, phone calls, electronically transmitted or by any other means.
- 7.3 The FDC Service will provide Educators/Educator Assistants with the policies and processes necessary for the effective administration and management of their education and care service including compliance with legal requirements as required under R.169 (2).

8.0 DEVELOP AND IMPLEMENT NON COMPLIANCE RISK MANAGEMENT PLANS FOR EDUCATORS AND EDUCATOR ASSISTANTS IF:

- a) An error in the CCS claim or close relative ratio is identified
- b) Not present or unavailable (according to register) during a routine unannounced visit
- c) A register indicates more than 50 hours per week contact with children
- d) Children regularly not in attendance during routine unannounced visits
- e) Absences not reported
- f) Risk management plans for excursions and regular outings not fully complete

- g) Transport specific risk assessments not fully complete
- h) Documentation not up to date and ready for inspection
- i) Not meeting training or networking requirements or any breach to the Code of the conduct policy and procedures
- j) Visitor is present and not listed on the Visitors to the Residence Recorded at a routine unannounced visit, or a visitor is present at the residence on more than one occasion.

8.2 Risk management plans for non-compliances can be guided by:

- a) 1st instance:
 - i) Verbal warning
 - ii) 2 spot visits within one week
 - iii) targeted training in relation to non-compliances
- b) 2nd instance:
 - i) 1st written warning
 - ii) additional spot visit and repeat of induction program
- c) 3rd instance:
 - i) 2rd written warning
 - ii) compulsory meeting with Approved Provider for counselling
 - iii) undertaking professional development if continual non-compliance is identified (3 or more non-compliances per annum) at own cost
- d) 4th instance:
 - i) termination of contract
 - ii) Fraud related non-compliance terminations will be reported to the Tip-off line at The Department of Education, Skills and Employment.

SOURCE:

Australian Children’s Education & Care Quality Authority.
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)
 Guide to the National Quality Standard.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

THE PROVISION OF INFORMATION, ASSISTANCE AND TRAINING TO FAMILY DAY CARE EDUCATORS POLICY 9.10 (QA7)

Links to legislation and policies

EDUCATION AND CARE SERVICES NATIONAL LAW ACT 2010. (AMENDED 2018)	
161-175	
EDUCATION AND CARE SERVICES NATIONAL REGULATIONS 2011 NSW	
168, 169	
NATIONAL QUALITY AREA AND STANDARD	
4	4.1.1, 4.1.2, 4.2.2
5	5.1.1, 5.1.2, 5.2.1, 5.2.2
6	6.1.3, 6.2.1, 6.2.2, 6.2.3
7	7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3
RELATED POLICIES	
All service policies and procedures	

PURPOSE

The Family Day Care (FDC) Service is committed to quality education and care. We will ensure that all FDC Educators and educator assistants are provided and supported with appropriate training and development to enhance their skills and knowledge in education and care.

SCOPE

This policy applies to the Approved Provider, Nominated Supervisor, Coordinator, Educators, and Educator Assistants of the Family Day Care Service.

IMPLEMENTATION

1.0 THE APPROVED PROVIDER AND NOMINATED SUPERVISOR ARE RESPONSIBLE FOR:

1.1 GENERAL

- a) The service Statement of Philosophy guides all aspects of professional development
- b) Ensuring FDC Educators remain up to date with National Regulations and National Quality Standards requirements.
- c) Building a positive culture is promoted and a professional learning community.

1.2 TRAINING

- a) Maintaining a register of expiry dates of certifications (First Aid, CPR, Anaphylaxis, Asthma and Food Safety) to ensure compliance - accessible to approved provider and delegates and to plan and schedule training and information sharing.
- b) Taking all reasonable steps to ensure that each educator maintains adequate knowledge and understanding of the provision of education and care to children, including of their obligations within the child protection law and claiming for Child Care Subsidy/fraud awareness through the development and implementation of annual training plans.
- c) Supporting initial and ongoing training and development.
 - i) Providing FDC Educators with extensive orientation training of three months on commencement consisting of additional site visits and telephone support offering guidance, reassurance and mentoring.
 - ii) Coordination of educational leader/family day care coordinator initial site visits to discuss practices, policies, National Quality Framework and administration requirements of federal funding and accountability – to be documented and remain on the educators file (copy to be provided to educator).
 - iii) The induction period is three months and will consist of a minimum of 4 site visits within the first two months, one of which is to be in the first week of operation.
 - iv) FDC Educators are provided with essential training requirements working in collaboration with the National Regulations
- d) supporting educators understanding in and skills in; including but not limited to:
 - i) Obligations within the child protection law
 - ii) Obligations within the Family Assistance Law and the consequences
 - iii) Fraud awareness and education including Fraud Reporting
 - iv) Child Development
 - v) Education and Care Services Legislation
 - vi) Families – Child Rearing Practices etc.
 - vii) National Quality Framework
 - viii) Emergency Management
 - ix) Educational Program Development
 - x) Transition to School
 - xi) Safe Food and Nutrition

- xii) Reciprocal Relationships
- xiii) Family Assistance Legislation Documentation
- xiv) Nutrition
- xv) Sustainable practices
- xvi) Arranging an educational environment
- e) Promoting the benefits of ongoing professional development through newsletters and other means of communication ie. Email, meetings
- f) All FDC Educators have a professional development plan and offered ongoing training as part of continuous improvement
- g) FDC Educators are encouraged to pursue further education to develop their skills in the education of children
- h) FDC Educators are aware of current training that is available in the local area.

1.3 EDUCATOR ASSISTANTS

- a) Provide induction and ongoing support in skill development and understanding of (not limited to)
 - i) the Services Policies and Procedures
 - ii) Their care role, responsibilities and restrictions
 - iii) Child Protection and safety requirements
 - iv) Safe transportation and supervision requirements

1.4 RECORDS

- a) Maintaining a register of professional development of educators and educator assistants - accessible to approved provider, nominated supervisor and coordinators to ensure educators and educator assistants are engaged and participating in training and professional development (minimum 4 per year)
- b) Ensuring FDC Educators and educator assistants have been provided with information about and supported to develop processes for the effective maintenance, disposal and storage/display of records such as:
 - i) Insurance documents;
 - ii) Accident records;
 - iii) Medication records;

- iv) Attendance records;
 - v) Provider/service approval;
 - vi) Service rating;
 - vii) Service of waivers;
 - viii) Service operation information;
 - ix) Health and safety, including attendance of a child at risk of anaphylaxis or the occurrence of an infectious disease.
- c) Programing Planning
- i) The Educational Leader guides the curriculum development
 - ii) FDC Educators have access to significant training supporting the Early Years Framework, My Time Our Place Framework the Victorian Early Years Learning and Development Framework and planning cycle.

1.5 RESOURCES

- a) Providing materials and resources including, but not limited to:
- i) Policies and procedures
 - ii) National Quality Framework
 - iii) Templates for menu
 - iv) Templates for programing
 - v) Templates for observations
 - vi) Template for attendance register
 - vii) Template for visitors register
 - viii) Template for incident, accident and illness record
 - ix) Template for daily safety check
 - x) Template for Nominated Supervisor (on duty)
 - xi) Template for excursion risk assessments and authorisations

1.6 METHODS OF COMMUNICATION – ENSURING REGULAR CONTACT IS MAINTAINED

- a) Clearly communicating the name and position of the Nominated Supervisor or Person In Day To Day Charge of the family day care service by notifying educators daily

- b) Communicating with educators utilising electronic methods, including emails, Skype and/or social media, to include and support educators understanding in and skills in; including but not limited to those listed in clause 1.2.d.
- c) Ensuring educators receive a telephone call every 3 months from the approved provider or nominated supervisor to discuss quality standards, and from the coordination unit at least twice a month.
- d) Produce regular newsletters that address issues, provide information and recommendations
- e) Planning, inviting and delivering compulsory educator/networking meetings (attendance at 4 per year is required and remote educators will be included by implementing conference calling abilities such as Skype)
- f) Implementing monthly topics for discussion at educator meetings
- g) requiring educators to maintain a minimum of 3 subscriptions to early childhood or educational and learning agencies and/or peak bodies (i.e Early Childhood Australia, ACECQA, FKA)
- h) Creating networking opportunities for educators to support each other such as social networking groups and playgroups

1.7 PROVISION OF REGULAR NEWSLETTERS

- a) Provide information from state and commonwealth Departments of Education and Training (or State equivalent) in relation to Child Care Subsidy and Education and Care Services National Quality Framework through the provision of regular newsletters
- b) Providing information through the provision of newsletters pertaining to child development and child rearing practices to support the educator in working with families and children including but not limited to:
 - i) the educational program
 - ii) behaviour guidance strategies
 - iii) intentional teaching strategies
 - iv) reflective practice strategies
 - v) claiming federal funds
 - vi) working with families and communities
 - vii) Supporting educators in the assessment and rating process through;
 - viii) Sharing aspects of the QIP that relate to them
 - ix) Encourage and support their input during home visits, network meetings and training

- x) Maintain accurate QIP

2.0 THE FDC EDUCATOR IS RESPONSIBLE FOR:

- 2.1 Seeking support from approved provider, nominated supervisor and/or coordinator to ensure compliance in relation to education and care and family assistance legislation adhering to service's policies and procedures at all times
- 2.2 Completing a minimum of 4 training sessions annually
- 2.3 Undertaking professional development if continual non-compliance is identified (3 or more non-compliances per annum) at own cost.
- 2.4 Monitor the legal compliance and quality of care provided by their educator assistants

3.0 DEVELOP AND IMPLEMENT NON COMPLIANCE RISK MANAGEMENT PLANS FOR EDUCATORS AND EDUCATOR ASSISTANTS IF:

- a) An error in the CCS claim or close relative ratio is identified
 - b) Not present or available (according to register) during a routine unannounced visit
 - c) A register indicates more than 50 hours per week contact with children
 - d) Children regularly not in attendance during routine unannounced visits
 - e) Absences not reported
 - f) Risk management plans for excursions and regular outings and transport specific risk assessments not fully complete
 - g) Documentation not up to date and ready for inspection,
 - h) Not meeting training or networking requirements or any breach to the Code of the conduct policy and procedures
 - i) Visitor is present and not listed on the Visitors to the Residence Recorded at a routine unannounced visit, or a visitor is present at the residence on more than one occasion.
- 3.2 Risk management plans for non-compliances can be guided by:
- a) 1st instance:
 - i) Verbal Warning
 - ii) 2 spot visits within one week
 - iii) targeted training in relation to non-compliances
 - b) 2nd instance:
 - i) 1st written warning

- ii) additional spot visit and repeat of induction program
- c) 3rd instance:
 - i) 2rd written warning
 - ii) compulsory meeting with Approved Provider or Nominated Supervisor for counselling
 - iii) undertaking professional development if continual non-compliance is identified (3 or more non-compliances per annum) at own cost
- d) 4th instance:
 - i) termination of contract
 - iii) Fraud related non-compliance terminations will be reported to the Tip-off line at The Department of Education, Skills and Employment.

SOURCE:

Australian Children’s Education & Care Quality Authority
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations (2020)
 Guide to the National Quality Standard.

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

DETECTING AND PREVENTING FRAUD POLICY 9.11 (QA7)

Precious Stones Family Day Care (FDC) has a zero-tolerance approach to fraud. Precious Stones FDS Service will be committed to acting with integrity, transparency and professionalism at all times. Fraud prevention and control must be the responsibility of all.

LINKS TO LEGISLATION AND POLICIES

A NEW TAX SYSTEM (FAMILY ASSISTANCE) (ADMINISTRATION) ACT 1999	
194C, 194D 194E	
CHILD CARE SUBSIDY MINISTER'S RULES 2017	
55,	
NATIONAL QUALITY AREA AND STANDARD	
7	7.1.1, 7.1.2, 7.1.3
LEGISLATION LINKS	
Criminal Code Act 1995 (Cth) A New Tax System (Family Assistance) (Administration) Act 1999 A New Tax System (Family Assistance) Act 1999 Family Assistance Legislation Amendment (Jobs For Families Child Care Package) Act 2017	
RELATED POLICIES	
Payment of Fees Policy Interactions with children, families and staff Policy Enrolment and orientation Policy Assessment of Family Day Care Educators, Assistants and Persons Residing at Family Day Care Residences Policy The provision of information, assistance and training to family day care educators Policy	

LINKS TO LEGISLATION AND POLICIES

Criminal Code Act 1995 (Cth)

Policy 1.0 Interactions with children, families and staff

Policy 3.0 Enrolment and orientation

Policy 9.5 Assessment of Family Day Care Educators, Assistants and Persons Residing at Family Day Care Residences

Policy 9.10 The provision of information, assistance and training to family day care educators

PURPOSE

The purpose of this Policy is to:

- ❖ Provide a clear statement to all Precious Stones FDC Service staff, Educator and Family that the Service has a zero-tolerance approach to fraudulent activities.
- ❖ Protect the service interests and reputation from the risk of incidents of fraud.
- ❖ Ensure all Precious Stones FDC Service staff, Educator and Family are aware of their obligation in accordance with the Family Assistance Law including their responsibility to report conduct reasonably suspected of being fraud.
- ❖ Assist in ensuring a consistent approach in the Service in the management of incidents or suspected incidents of fraud, corruption or other criminal conduct.

DEFINITIONS

Fraud is defined as 'dishonestly obtaining a benefit, or causing a loss, by deception or other means'. Fraud is a criminal offence.

Fraud may include:

- Misappropriation of funds, securities, stock, supplies or other assets including use of assets for private purposes;
- Providing falsified or altered documents. For example, qualification documents or attendance records that have been falsified.
- Providing false or misleading information.
- Submission of exaggerated or wholly fictitious accident, harassment or injury claims
- Misuse of sick or family leave

SCOPE

This policy applies to FDC Educators, educators assistants, management (including Director and Nominated supervisors) and families.

PROCEDURE:

- 1.0** Any non-compliant and fraudulent behaviour through the Child Care Subsidy System or any fraud committed against the Company is a major concern and as a consequence all cases will be thoroughly investigated and appropriate disciplinary action will be taken against any Service staff who is found guilty of fraudulent conduct in accordance to clause 7 & 8 of this policy, and Policy 9.9 Monitoring and supervision of family day care educators and educator assistant clause 7.0

PLEASE NOTE: This may include referral to the appropriate law enforcement or regulatory agencies for independent investigation.

- 2.0** Non-compliant and fraudulent behaviour through the Child Care Subsidy System includes though is not limited to:
- 2.1** Educator and family making a private fee and care arrangement, the CARE ARRANGEMENT including fee payment and obligations is STRICTLY and SOLELY between the Service and the family
 - 2.2** Educator or parent/guardian providing false attendance records

- 2.3 Educator using parents/guardian signature or PIN to sign a child in or out of the Service or to submit an attendance record to the Service.
- 2.4 Educator providing documents to the Service with fraudulent information and/or fraudulent signatures of parent, including online E-signatures or PINS
- 2.5 Educators providing Family Day Care to other peoples' children on the same day that their children use Family Day Care, and claiming the Child Care Subsidy (unless authorised by the Service)
- 2.6 Educators reporting that care has been provided for a child when:
 - a) The child was collected from school and taken directly to the child's home
 - b) The educator was absent and unavailable to provide care such as a temporary absences from Australia or other holidays.
- 2.7 Educators claiming the Child Care Subsidy for close relations (niece, nephew, cousin, grandchild or great grandchild) when they make up 50% or more of the children to whom the educator is providing care within any Child Care Subsidy fortnight
- 2.8 The Provider reports care that did not occur and/or an individual is overpaid CCS or Additional CCS due to a false or misleading statement of the provider or due to the provider's non-compliance with the Family Assistance Law
- 3.0 Precious Stones FDC Service is responsible for maintaining all required records of attendance accurately and clearly. Failing to do so is a breach of family assistance legislation and it may lead to penalties for the service.
- 4.0 The following procedures will be implemented by Precious Stones Family Day Care to ensure that the potential for fraud is prevented and where required effectively managed:
 - 4.1 Provide fraud awareness and education so that Service staff, Educators and Families know how to respond if fraud is suspected or detected in accordance with this Detecting and Preventing Fraud Policy and Policy 9.10 The provision of information, assistance and training to family day care educators.
 - 4.2 Provide adequate monitoring and supervision in accordance with Policy 9.9 Monitoring and supervision of family day care educators and assistance.
 - 4.3 Requiring Service staff, Educator and Family to act with honesty and integrity in accordance to Policy 8.2 Code of Conduct.
 - 4.4 Establishing and maintaining adequate internal controls that provide for the security and accountability of the service and prevent/reduce the opportunity for fraud and corruption to occur
 - 4.5 Encouraging the reporting of any fraud

- 4.6 Anonymous reports should also be encouraged and treated in the same way as formal concerns raised. Parents or other interested parties who allege fraud need to be taken seriously. Indeed, anonymity is a common way to report concerns as the complainant may fear victimization or adverse outcomes for their child which may prevent the person from formally complaining. Precious Stones Family Day Care will therefore accept and respond to anonymous allegations in the same manner as those complainants who formally complain.
- 4.7 Ensuring that all suspected fraud is dealt with appropriately and properly manage in a timely manner.
- 4.8 Any suspected fraud need to have a clear notification process. The pathway to investigate, report, document and implement recommendations needs to be clearly outlined.
- 5.0 Educator claims will be audited annually against supporting documentation, care agreement, enrolment, attendance, budget, home safety, error and absence registers and anecdotal documentation for accuracy
- 6.0 CCS Approved FDC services are subject to possible sanctions if they do not comply with any condition for continued CCS approval. Sanctions include suspension and cancellation of CCS approval. In the case of certain obligations, non-compliance is also a criminal offence and carries significant financial penalties.
- 7.0 Develop and implement non-compliance risk management plans for educators and educator assistants in accordance to Policy 9.9 Monitoring and supervision of family day care educators and educator assistant clause 7.0.
- 8.0 When an educator is suspect of acting fraudulently Precious Stones FDC Service will in accordance with sub-heading NON-COMPLIANCE on page 8 of these Policies and procedures.
 - 8.1 Immediate suspend
 - 8.2 Investigate the claims
 - 8.3 Amend any incorrect Child Care Subsidy report via child care management system
 - 8.4 If claims of fraudulent behaviours are not substantiated the educator will be put onto a Non-compliance Risk Management Plan in accordance to Policy 9.9 Monitoring and supervision of family day care educators and educator assistant clause 7 and the suspension lifted.
 - 8.5 Immediate termination if deemed not suitable to uphold their legal obligation in accordance to the Family Assistance Law
 - 8.6 Report the matter (Reporting suspicions of fraudulent behaviour to DET)

REVIEW

POLICY REVIEWED	February 2021	NEXT REVIEW DATE	February 2022
MODIFICATIONS	New policy created to comply with National Regulations, National Quality Standards and the Family Assistance Law		

